



**third
edition**

ENGLISH FILE

Intermediate Plus Teacher's Book

with Test and Assessment CD-ROM

Christina Latham-Koenig
Clive Oxenden
with Jerry Lambert
Beatriz Martín García

OXFORD

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Intermediate Plus Teacher's Book

Paul Seligson and Clive Oxenden are the original co-authors of
English File 1 and *English File 2*

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Syllabus checklist

	Grammar	Vocabulary
1		
4	A Why did they call you that? <i>pronouns</i>	working out meaning from context
8	B True colours <i>adjectives</i>	adjective suffixes
12	▶ PRACTICAL ENGLISH Episode 1 <i>A bad start</i>	
2		
14	A Pack and gol <i>present tenses</i>	holidays
18	B Opening up or closing down? <i>possessives</i>	shops and services
22	REVISE AND CHECK 1&2 ▶ In the street; Short films <i>A farmers' market</i>	
3		
24	A The generation gap <i>past simple, past continuous, or used to?</i>	stages of life
28	B In the picture <i>prepositions</i>	photography
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4		
34	A That's rubbish! <i>future forms: will / shall and going to</i>	rubbish and recycling
38	B Degrees and careers <i>first and second conditionals</i>	study and work
42	REVISE AND CHECK 3&4 ▶ In the street; Short films <i>A New York sanitation worker</i>	
5		
44	A What's on? <i>present perfect simple</i>	television
48	B The country in other countries <i>present perfect continuous</i>	the country
52	▶ PRACTICAL ENGLISH Episode 3 <i>Time to tell the police</i>	

Pronunciation**Speaking****Listening****Reading**

vowel sounds

Talking about names
 What's in a name?
 How was it named?
 Would you buy this product?

Four people talking about their names
 Brand names

Is your name helping or hurting you?

word stress

Colour analysis
 Describing a room

Colour analysis

What colour is Dead Salmon?

/s/ and /z/

Want a cheap holiday? Try these ideas
 Talking about holidays

Interview with an airport security screener

What different nationalities do on holiday, and what the locals think of them

's, linking

My local shops
 Talk about something you've bought

Can anyone save the British high street?

NotOnTheHighStreet.com – Where everything has a story

-ed endings; sentence rhythm

Telling news stories to each other
 What were you like as a child/ teenager?

Radio news report about the Mosquito Tone

News stories

word stress

Taking photos
 Talking about an interesting photo

Interview with Brian Voce
 People talking about their childhood photos

How safe are your digital photos?

/i/, /aɪ /, and /eɪ/

What a wastel

Liz Scarff – My three days as a freegan

Got a new mobile? Think twice before you throw the old one away!

word stress

Work and studying questionnaire

Three people talking about their internships

The best Saturday job I ever had...

/w/, /v/, and /b/

Persuading others to agree with you

Interview with the writers of *Bob's Burgers*

All in one sitting

vowel sounds; sentence stress

Living in the country/city questionnaire

Two people talking about living in the country and in the city
 A British Institution – The Archers

From the city to the country (and back again)
 A British Institution – The Archers

Grammar

Vocabulary

6

- 54 **A** Do it yourself obligation, necessity, prohibition, advice DIY and repairs; paraphrasing
- 58 **B** At your service can, could, and be able to at a restaurant

62 **REVISE AND CHECK 5&6** In the street; Short films *The history of flat-pack furniture*

7

- 64 **A** Giving it away phrasal verbs cash machines; phrasal verbs
- 68 **B** Going out and staying in verb patterns live entertainment

72 **PRACTICAL ENGLISH** Episode 4 *Is it a clue?*

8

- 74 **A** Looking after yourself have something done looking after yourself
- 78 **B** The rest is history the passive; impersonal you history

82 **REVISE AND CHECK 7&8** In the street; Short films *The Globe Theatre*

9

- 84 **A** Can't remember, can't forget reported speech word families
- 88 **B** Wedding dramas uses of the past perfect weddings

92 **PRACTICAL ENGLISH** Episode 5 *Finding Henry*

10

- 94 **A** America and the world be, do, and have: auxiliary and main verbs British and American English
- 98 **B** Exam time revision of verb forms exams

102 **REVISE AND CHECK 9&10** In the street; Short films *A wedding planner*

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Pronunciation	Speaking	Listening	Reading
consonant clusters	It looks so easy at first... questionnaire	Three people talking about their experience with IKEA furniture	What music would you play to an alien?
word pairs with <i>and</i>	Group discussion about customer service	Michel Roux's <i>Service</i> – from school dropouts to top waiters	The 7 worst customer service crimes Michel Roux's <i>Service</i> – from school dropouts to top waiters
linking	'What would you do?' questionnaire	News stories about cash machines	When luck comes to town
/oʊ/, /ɔ:/ and /ə/; words with two pronunciations	Talking about going to a live event Going out or staying in?	A radio review of the play <i>Sleep no more</i>	World of Warcraft Welcome to the new gold mines
sentence stress	Looking after yourself	Interview with hairdresser, Dino Karveli	Sauna or oven? Sweating next to cooking eggs
the letters <i>ar</i>	Local history Describing famous buildings	A guided tour of Westminster Abbey	Bill Bryson: <i>The Lost Continent</i>
word stress	I've got a good memory – questionnaire Telling anecdotes	The <i>Story Corps</i> project	The woman who remembers everything
sentence stress	Talking about a wedding	W.S. Maugham: <i>Mabel</i> Weddings that went wrong	W.S. Maugham: <i>Mabel</i>
sentence stress	Facts about the USA	Three Americans talking about their country's contribution	Who's negative about American culture? 6 Things Americans Do That Drive Brits Crazy 6 Things Brits Do That Drive Americans Crazy
word stress; revision of sounds	Ask and answer questions about exams An exam task	Exams and test experiences Tips for doing well in an oral exam	A nation prepares for the dreaded <i>gaokao</i>

Our experience as both teachers and learners showed us that many language learners reach a point, often around the completion of Intermediate level, where they know enough English to be able to communicate confidently at a certain level, but are aware that they still make a lot of mistakes, and feel that their progress has 'stalled'. These learners might still struggle with the leap to Upper-intermediate. With *English File Intermediate Plus* we've created an optional additional level which allows students to consolidate their existing skills from Intermediate, activate the grammar they have previously studied but don't use, and expand their range of vocabulary. In this way students can improve their language competence before continuing to Upper-intermediate level.

As well as the main A and B lessons, the Grammar, Vocabulary, and Sound Banks, and the Communication and Writing sections in the Student's Book, there is a range of material which can be used according to your students' needs and the time available. Don't forget:

- new Practical English video and exercises (also available on the Class audio CD, Class DVD, and the iTutor for home-study)
- the Revise and Check pages, with video (also available on the Class audio CD, Class DVD, and the iTutor for home-study)
- photocopiable Grammar, Vocabulary, Communicative, and Song activities.

STUDY LINK iTutor with iChecker, Workbook, Oxford Online Skills Program, Pronunciation app, and the Student's website provide multimedia review, support, and practice for students outside the classroom.

The Teacher's Book also suggests different ways of exploiting many of the Student's Book activities depending on the level of your class. We very much hope you enjoy using *English File third 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 learnt 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

At any level, the basic tools students need to speak English with confidence are Grammar, Vocabulary, and Pronunciation (G, V, P). In *English File third edition Intermediate Plus* all three elements are given equal importance. Each lesson has clearly stated grammar, vocabulary, and pronunciation aims. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

Grammar

Intermediate Plus students need

- to consolidate and extend their knowledge of the main grammatical areas.
- extra oral practice to encourage them to use the grammar they know with confidence.
- further practice in discriminating between different tenses and forms.
- practice in using a range of tenses and forms accurately.

English File third edition Intermediate Plus provides fresh and challenging new contexts to help students consolidate and activate students' existing grammar knowledge, as well as presenting new structures, using real-life stories and situations, humour, and suspense. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with clear rules, example sentences with audio, and common errors. There are two practice exercises for each grammar point.

Vocabulary

Intermediate Plus students need

- systematic expansion of topic-based lexical areas.
- more work on collocations, phrasal verbs, and word building.
- practice in pronouncing new lexis correctly and confidently.

Every lesson in *English File* has a clear lexical aim. Many lessons are linked to the **Vocabulary Banks** which help present and practise high-frequency, topic-based 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.

Pronunciation

Intermediate Plus students need

- practice in pronouncing sounds and words clearly.
- regular practice of word and sentence stress.
- to continue to develop their instinct for rules and patterns.

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. Students who studied with earlier levels of *English File* will already be familiar with its unique system of sound pictures, which give clear example words to help identify and produce sounds. *English File third edition Intermediate Plus* integrates this focus on individual sounds with a regular focus on word and sentence stress where students are encouraged to copy the rhythm of English. Pronunciation is also integrated into Grammar and Vocabulary activities, offering more practice for students, and often preparing students for a speaking activity.

Speaking

Intermediate Plus students need

- topics that will motivate them to speak.
- the key words and phrases necessary to discuss a topic with confidence.
- practice in more extended speaking on familiar topics.
- to improve accuracy as well as further develop their fluency.
- to increase the range of language they can produce.

We believe that a good topic or text is very important in motivating students to speak in class. Every lesson in *English File Intermediate Plus* has a speaking activity which enables students to contribute their own knowledge or experience.

Confidence in speaking comes from knowing students are using the language correctly and pronouncing it correctly. So each speaking activity activates grammar, vocabulary, and pronunciation, and the tasks are 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.

For students who have time to do further practice there are extra speaking activities available on the Oxford Online Skills Program.

Listening

Intermediate Plus students need

- interesting, integrated listening material.
- confidence-building, achievable tasks.
- practice in 'getting the gist' and listening for detail as well as exposure to longer listenings.
- practice in dealing with authentic spoken language.

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 British and American accents, as well as some non-native speakers of English.

For students who need more development and practice there are extra listening activities available on the Oxford Online Skills Program.

Reading

Intermediate Plus students need

- engaging topics and stimulating texts.
- exposure to a wide variety of authentic test types.
- challenging tasks which help them read better.

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 – something which is especially relevant for Sts at this 'plateau' level. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File Intermediate Plus* reading texts have been adapted from a variety of real sources (the British and American press, magazines, news websites) and have been chosen for their intrinsic interest.

For students who need more development and practice there are extra listening activities available on the Oxford Online Skills Program.

Writing

Intermediate Plus students need

- regular writing practice.
- clear models.
- an awareness of register, structure, and fixed phrases.
- a focus on 'micro' writing skills.

People worldwide are writing in English more than ever before both for business and personal communication. *English File Intermediate Plus* provides guided writing tasks in each File, which provide consolidation of grammar and lexis taught in the File.

For students who need more development and practice there are extra listening activities available on the Oxford Online Skills Program.

Practical English

Intermediate Plus students need

- to consolidate and extend their knowledge of functional language.
- to know what to say in typical social situations.
- to know what to say in less routine situations.
- to get used to listening to faster, more colloquial speech.

The five *Practical English* lessons introduce and practise the language for more real-life situations, like, reporting lost luggage, talking about house rules, or suggesting and agreeing a plan of action. The story line is a crime mystery that involves one of the main characters from the *English File Intermediate* Practical English lessons, Jenny Zielinski, who returns to the UK and gets caught up in a kidnapping. The story follows on from *English File Intermediate* but is self-standing, so it can be used equally with students who did not use the previous level. The lessons also highlight other key 'Social English' phrases such as *I wish you were here*, *I can't wait to get back*, *Thanks for letting me stay*. The Practical English lessons are on the **English File Intermediate Plus DVD**, **iTutor**, and **iTools**. Teachers can also use the Practical English Student's Book exercises with the Class audio CD. Using the video will provide a change of focus and give the lessons a clear visual context. The video will make the lessons more enjoyable and will also help students to roleplay the situations.

Revision

Intermediate Plus students need

- regular revision.
- motivating reference and practice material.
- a sense of progress.

Intermediate Plus students need to feel they are reinforcing their knowledge and improving their skills. 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 video 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. There are also **short films** available on the Class DVD and the iTutor for students to watch and enjoy. Students can also revise and consolidate after each lesson using the iTutor, and doing the Workbook exercises and accompanying Progress Tests on iChecker.

Student's Book Files 1-10

The Student's Book has ten Files. Each File is organized like this:

A and B lessons

Each File contains two two-page lessons which present and practise **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. These lessons have clear references to the Grammar Bank, Vocabulary Bank, and Sound Bank at the back of the book.

Practical English

Every two Files (starting from File 1) there is a two-page lesson which teaches high-frequency, everyday English (e.g. language for asking for permission and making requests) and social English (useful phrases like *I'm sorry I can't take your call at the moment* and *It's all such a mess*). Integrated into every Practical English lesson is a motivating drama which can be found in the *English File Intermediate Plus Class DVD* and on the iTutor.

For students

iTutor with iChecker

For students to review after class or catch up on a class they have missed, or to check their progress on iChecker.

iTutor – a digital companion to the Student's Book

- The audio from the main Student's Book lessons, including recordings of the reading texts.
- All the audio for the Vocabulary Banks and the Grammar Bank examples.
- All the video for Practical English and Revise & Check.
- Links to the Student's Site for more practice.
- Printable wordlists.
- Interactive Sounds Chart.
- All video and audio can be transferred to mobile devices.
- iTutor does not contain the songs or the surprise endings to stories or lessons.



iChecker – a digital companion to the Workbook

- For self-testing new grammar, vocabulary, etc.
- All audio from the Workbook lessons
- A dictation exercise for every File
- A Progress Check test for every File.



Revise and Check

Every two Files (starting from File 2) there is a two-page section revising **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking** *Can you...?* challenges to show students what they can achieve. There are also two videos in Revise and Check: (1) *In the street* interviews which give students the opportunity to listen to and understand authentic, spontaneous language which is suitable for this level; and (2) short films that extend the Student's Book topics and which are filmed specially for English File.

The back of the Student's Book

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

Workbook

For practice after class

- All the Grammar, Vocabulary, and Pronunciation, and Practical English
- Extra reading
- A listening exercise for every lesson
- Pronunciation exercises with audio
- Useful Words and Phrases
- Audio for Pronunciation and Listening exercises (on iChecker)
- Available with or without key.



Oxford Online Skills Program

For students to develop and practise their skills.

- Reading and Listening with exercises for every File
- Writing and Speaking models and tasks for every File.



Pronunciation app

For students to learn and practise the sounds of English.

- Individual sounds
- Sounds in useful phrases
- Speak and record.



Student's Site

www.oup.com/elt/englishfile

- Extra practice of Grammar, Vocabulary, Pronunciation, and Practical English
- Learning resources
- Games and puzzles.



For teachers

Teacher's Book

Detailed lesson plans for all the lessons, including:

- an optional 'books closed' lead-in for every lesson
- **Extra idea** suggestions for optional extra activities
- **Extra challenge** suggestions for ways of exploiting the Student's 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 with weaker students.

Extra activities are **colour-coded** so you can see at a glance what is core material and what is extra when you are planning and teaching your classes.

All lesson plans include keys and complete audio scripts.

Over sixty pages of photocopiable activities in the Teacher's Book.



Grammar

see pp. 138-159

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice
- An Activation section to help students use the new language in class.



Communicative

see pp. 160-190

- Extra speaking practice for every A and B lesson
- 'No cut' alternatives to reduce preparation time.



Vocabulary

see pp. 191-205

- Extra practice of new vocabulary, for every Vocabulary Bank.



Songs

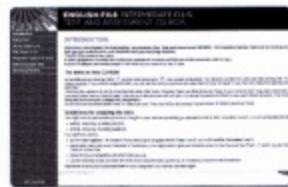
see pp. 206-219

- A song for every File
- Provides the lyrics of the recorded song with task to do before, during, or after listening.



iTools - bring your classroom to life

- The complete Student's Book, Workbook, and Teacher's Book (photocopiables) onscreen
- Interactive activities for all Grammar and Vocabulary Banks
- All class audio (including songs) and video, with interactive scripts
- 'Click and reveal' answer keys for all books
- Resources including Grammar Bank PowerPoints, and Vocabulary flashcards.



Test and Assessment CD-ROM

- A Quick Test for every File
- A File test for every File covering G, V, P, Reading and Listening
- An Entry Test, two Progress Tests, and an End-of-course Test
- A and B versions of all the main tests
- Audio for all the Listening tests.

Class Audio CDs

- All the listening materials for the Student's Book.



DVD

Practical English

- A unique teaching video that goes with the Practical English lessons in the Student's Book.

In the street

- Short interviews filmed in London, New York, and Oxford University Press to accompany the Revise and Check section.

Short film

- Short documentary film for students to watch for pleasure after the Revise and Check section.



Teacher's Site

www.oup.com/elt/teacher/englishfile

- Extra digital ideas, teaching resources, and support.

1A Why did they call you that?

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 working out meaning from context, and the grammar focus is on pronouns.

Sts begin by talking about their names. Next, they listen to four speakers talking about their own names. This is followed by a pronunciation focus on vowel sounds through common British names and surnames. 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 the way people's names can have an impact on their lives. This reading activity also includes strategies for guessing new vocabulary from context. The first part of the lesson ends with a questionnaire about names, and the song *Rio*.

The second half of the lesson is about brand names. Sts listen to a radio programme and find out the origin of some common brand names. This leads into a split reading about the names of two popular technology products. The grammar is then presented through extracts from the text. 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 the *Test and Assessment CD-ROM*, which you can give the Sts before the course.

STUDY LINK

- Workbook 1A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopyable activities

- **Grammar** pronouns p.140
- **Communicative** Talk for a minute p.168 (instructions p.160)
- **Song** *Rio* p.210 (instructions p.206)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write your full name on the board, e.g. JOHN PHILIP SMITH, and elicit that this is your **full name**. Then elicit that:
 - **John** is your **first name**;
 - **Philip** is your **middle name**;
 - **Smith** is your **surname** (or also **family name** or **last name**).
- If you don't have a middle name, you could either invent one or use a celebrity's name.

1 SPEAKING & LISTENING

- a Books open. Focus on the words in pink and make sure Sts understand them.

Put Sts in pairs (preferably face to face) and get them to use the prompts to tell each other about their names.

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

Extra challenge

- Get Sts to ask each other follow-up questions, e.g. *Why do I did they call you that? How did you get that nickname?*
- b 1 2)) Tell Sts they are going to listen to four people talking about their names. Focus on the instructions. Now play the audio. Get Sts to compare with a partner, and then check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any new lexis to help Sts when they listen.

1 Sean ✓	3 James ✓
2 Deborah	4 Philippa ✓

1 2))

(script in Student's Book on p.122)

I = Interviewer, S = Sean, D = Deborah, J = James, P = Philippa

- 1
- I Excuse me? I'm doing a survey. Can I ask you some questions about your name?
- S OK.
- I So, what's your name?
- S Sean Gibson.
- I Is that S-E-A-N or S-H-A-U-N?
- S S-E-A-N.
- I Why did your parents call you that?
- S I think I'm named after the actor Sean Connery, who played James Bond in the 60s. He was very famous at the time when I was born.
- I Do you have a nickname?
- S Actually, at school they used to call me 'Brains'. Um, it was meant to be a joke, I think, because I wasn't a particularly good student.
- I And are you happy with your name?
- S Mmm, like it. I was usually the only Sean at school, which I think was quite a good thing. But people find it quite difficult to spell, especially as there are two possible spellings, and most foreign people find it really difficult to pronounce.
- I Would you like to change it?
- S No, I definitely wouldn't change it.
- 2
- I So, what's your name?
- D Deborah.
- I Is that with an h at the end?
- D Yes, D-E-B-O-R-A-H.
- I Why did your parents call you that?
- D Ah, I'm actually named after the hospital where I was born, Deborah Hospital in New Jersey – near New York. My dad thought of that.
- I Do you have a nickname?
- D No, but everyone calls me Debbie or Deb.
- I Are you happy with your name?
- D Not really.

I Would you like to change it?
D I don't know. When I was little, I renamed myself April and then Caroline, but now I don't like those names either.

3

I So, what's your name?

J James.

I Is that spelt in the usual way?

J Yes, J-A-M-E-S.

I Why did your parents call you that?

J I'm not sure. I think they just liked the name. I'm not named after anyone or anything like that.

I Do you have a nickname?

J Not exactly. At university some of my friends called me Jim for short, but I didn't like it very much. I've always introduced myself as James.

I Are you happy with your name?

J Yes. I've always liked it.

I Would you like to change it?

J No. I can't imagine being called something different. But I don't think it really matters anyway – a name is just a name.

4

I So, what's your name?

P Philippa.

I How do you spell it?

P P-H-I-L-I-P-P-A.

I Why did your parents call you that?

P My parents are Scottish, but they were living in England when I was born. They heard the name Philippa – it isn't a common name in Scotland and they decided that they liked it.

I Do you have a nickname?

P Well, when I was growing up everyone called me Pippa for short, which I didn't like at all!

I Are you happy with your name?

P I hated it when I was growing up because it was different. And not one single person spells it right! But now I don't mind it, because it is a bit different.

I Would you like to change it?

P No, I like it for me.

- c Tell Sts that they are going to listen to the four speakers again and that this time they must write down in note form the answers the speakers give.

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

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

1 Sean

- 1 He was named after the actor Sean Connery, who played James Bond in the 60s.
- 2 His nickname was 'Brains' at school.
- 3 He likes his name and definitely wouldn't change it.

2 Deborah

- 1 She's named after the hospital where she was born.
- 2 She's called Debbie or Deb for short.
- 3 She isn't really happy with her name. She tried changing it when she was little but doesn't like the names she chose either.

3 James

- 1 He thinks his parents just liked the name.
- 2 He was called Jim for short at university.
- 3 He's always liked his name. He wouldn't change it.

4 Philippa

- 1 Her parents liked it because it was an uncommon name.
- 2 She was called Pippa for short when she was young.
- 3 She hated it when growing up, but now it's OK. She wouldn't change it.

Extra support

- If there's time, you could get Sts to listen again with the script on p.122, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- d Do this as an open-class activity and tell Sts how you feel about your name. Alternatively, you could get Sts to talk in pairs.

Extra idea

- Ask Sts if they know what their name is in English, and if they like it better than in their language.

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 ①3)) Focus on the eight sound pictures and elicit the words and sounds. You may want to remind Sts that two dots in the phonetic symbol show a long sound, and two symbols together show a diphthong.

- 1 fish /fɪʃ/ (short)
- 2 tree /tri:/ (long)
- 3 cat /kæt/ (short)
- 4 horse /hɔːs/ (long)
- 5 egg /eg/ (short)
- 6 train /treɪn/ (long diphthong)
- 7 phone /fəʊn/ (long diphthong)
- 8 bike /baɪk/ (short diphthong)

Now focus on the instructions and the first names. Play the audio once, pausing after each group.

Give Sts a few moments in pairs to find the odd one out in each set of four names. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves.

Check answers.

See words in **bold** in script 1.3

①3))

- 1 fish /f/ Chris, Bill, Olivia, **Brian** /ˈbraɪn/
- 2 tree /i:/ Peter, Steve, **Emily** /ˈemli/, Eve
- 3 cat /æ/ Alex, **Adrian** /ˈædriən/, Andrew, Ann
- 4 horse /ɔ:/ Sean, George, Paula, **Charlotte** /ˈtʃɑːlət/
- 5 egg /e/ Adele, Ben, **Leo** /ˈliːoʊ/, Jessica
- 6 train /eɪ/ **Sam** /sæm/, Grace, James, Kate
- 7 phone /əʊ/ Tony, Joe, **Robert** /ˈrɒbət/, Sophie
- 8 bike /aɪ/ Ryan, **Liam** /ˈliːəm/, Michael, Simon

- b 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. Which are short for another name?

- 1 Chris **B** (short for Christopher **M** or Christina / Christine / Christobel **W**), Bill **M** (short for William), Olivia **W**, Brian **M**
- 2 Peter **M**, Steve **M** (short for Stephen / Steven), Emily **W**, Eve **W** (also short for Eva / Evelyn)
- 3 Alex **B** (short for Alexander **M** or Alexandra **W**), Adrian **M**, Andrew **M**, Ann **W**
- 4 Sean **M**, George **M**, Paula **W**, Charlotte **W**

- 5 Adele **W**, Ben **M** (short for Benedict / Benjamin), Leo **M** (short for Leonard / Leonardo), Jessica **W**
 6 Sam **B** (short for Samuel **M** or Samantha **W**), Grace **W**, James **M**, Kate **W** (short for Catherine / Katherine / Kathryn)
 7 Tony **M** (short for Anthony / Antony), Joe **M** (short for Joseph), Robert **M**, Sophie **W**
 8 Ryan **M**, Liam **M**, Michael **M**, Simon **M**

- c Tell Sts to go to the **Sound Bank** on p.166. Explain that here they can find all the sounds and their symbols and also the typical spellings for these sounds as well as some more irregular ones.

Go through the words and spelling for the sounds Sts have focused on in this exercise.

Extra idea

- Get Sts to suggest one more first name and one more surname for each sound.
- d Focus on the instructions and the surnames. Give Sts a few moments in pairs to decide how the surnames are pronounced.
- e 1.4)) Play the audio once for Sts to listen and check. Check answers.

1.4))

Adams /'ædəmz/	Mason /'meɪsn/
Evans /'evənz/	Murray /'mʌri/
Harrison /'hærisn/	Taylor /'teɪlə/
Johnson /'dʒɒnsn/	Walker /'wɔ:kə/
Jones /dʒəʊnz/	Wright /raɪt/

STUDY LINK

- Sts can practise these sounds on the *iTutor* and on the *English File Intermediate Plus* website.

3 READING & VOCABULARY

working out meaning from context

- a Focus on the instructions. Ask the question to the whole class and elicit opinions.

! Do not ask Sts if their own name is helping or hurting *them* as they will do this later.

- b Focus on the instructions and make sure Sts understand all the lexis in the headings.

Extra idea

- At this point you might want to explain to Sts or remind them that when they read a new text in English, they should first:
 - Read the text quickly to get the overall meaning and find out how it's organized;
 - Read it again more slowly to understand it in detail.
- It can be difficult to know how long to give when you set a time limit for reading as some Sts are slower readers than others. It is important for Sts to realize that slower readers are not worse readers; in fact, they often retain what they have read better than fast readers. We suggest that you talk about this with your Sts and ask if they are fast or slow readers when they read in their L1. Then set a time limit to suit the mid-pace readers. Tell the fast readers if they have finished already, to go back to the beginning, and encourage very slow readers to try to speed up a little.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

Set a time limit for Sts to read the article once all the way through.

Now give Sts a few minutes to insert the headings above the correct paragraphs. There is one extra heading.

Get Sts to compare their answers with a partner, and then check answers. Focus on the footnote about Sue Yoo and go through it with Sts.

1 C 2 E 3 B 4 A

- c Tell Sts to read the article again and answer questions 1–5 with a partner. Set a time limit.

Check answers.

- 1 People called Elizabeth are seen as the most successful, Sophie as the most attractive, and Ann as less successful, less lucky, and less attractive.
- 2 Names that are considered attractive (e.g. Sophie and Ryan) or first names beginning with the letters A or B (in the US).
- 3 Ellie sounds like the beginning of *electrician*, and people are often attracted to jobs that sound like their names.
- 4 Some employers prefer applicants with 'normal'-sounding names, so an unusual name might be a disadvantage.
- 5 You should have 'positive' initials, like J.O.Y. or F.U.N.

- d Focus on the **Guessing the meaning of new words and phrases** box and go through it with the class.

Use one of the highlighted words from the article as an example, e.g. *scale*. We know it's a noun because *a* comes before it; the explanation that 'grades are given on a *scale* from A (excellent) to D (poor)' helps us understand the meaning (= different levels or numbers to measure something). If necessary, go to step 3 and guide Sts to find the best definition in the dictionary for the word as used in the sentence.

Now focus on the other highlighted words and phrases in the article. Get Sts to work out their meaning in pairs or small groups. Monitor and help, encouraging Sts to use the techniques you have just discussed.

survey /'sʌveɪ/	likely /'lɪkli/
rank /ræŋk/	Researchers /'ri:stətʃəz/
Overall /'əʊvə:'xl/	evidence /'eɪdɪns/
beyond /bɪ'jɒnd/	the average /'ævərɪdʒ/
scale /skeɪl/	

- e Now get Sts to match the highlighted words with definitions 1–9.

Ask Sts how they think each word is pronounced and where the stress is on words with more than one syllable.

- f 1.5)) Play the audio for Sts to listen and check. Get Sts to underline the stressed syllable.

Check answers by writing the words on the board and asking Sts which syllable should be underlined.

See underlining in script 1.5

15))

- | | |
|---------------|-----------|
| 1 Researchers | 6 rank |
| 2 evidence | 7 likely |
| 3 survey | 8 Overall |
| 4 the average | 9 beyond |
| 5 scale | |

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the text.

- g Get Sts to answer the questions in pairs or in small groups. Tell them to give reasons to explain their answers, encouraging them to link their responses to the information in the article, where possible.

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

Extra idea

- You may want to ask Sts the following questions:
 - 1 In your country what names do you think might be perceived as...?
 - a successful b lucky c attractive
 - d less desirable
 - 2 Are there any names in your language which sound like jobs? Do you know anyone whose name sounds like their job?
 - 3 Do you know anyone whose initials spell a positive or negative word?

4 SPEAKING

Focus on the photo. Ask Sts if they know the children's names (in order of age: *Maddox, Pax, Zahara, Shiloh, Knox, Vivienne*) and what they think about the names – strange? interesting? See if they know any unusual names of other celebrity children. Ask the class if it's a good idea to give children such unusual names and why (not)?

Now focus on the **What's in a name?** questionnaire and make sure Sts understand the questions. Elicit examples of old-fashioned and unusual names and write them on the board.

Put Sts in small groups and set a time limit. Get them to decide on answers to the questionnaire, giving as much detail as possible. Monitor and help.

When they have finished, get some feedback.

Extra support

- Get Sts to ask you one or two questions first.

5 15)) SONG Rio 🎵

This song was originally made famous by the English pop-rock band Duran Duran in 1982. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopyable activity on p.210.

16))

Rio
 Moving on the floor now babe you're a bird of paradise
 Cherry ice cream smile I suppose it's very nice
 With a step to your left and a flick to the right you catch that
 mirror way out west
 You know you're something special and you look like you're
 the best

Her name is Rio and she dances on the sand
 Just like that river twisting through a dusty land
 And when she shines she really shows you all she can
 Oh Rio, Rio dance across the Rio Grande

I've seen you on the beach and I've seen you on TV
 Two of a billion stars – it means so much to me
 Like a birthday or a pretty view
 But then I'm sure that you know it's just for you

Her name is Rio and she dances on the sand
 Just like that river twisting through a dusty land
 And when she shines she really shows you all she can
 Oh Rio, Rio dance across the Rio Grande

Hey now, look at that did she nearly run you down?
 At the end of the drive the lawmen arrive
 You make me feel alive, alive, alive
 I'll take my chance 'cause luck is on my side or something
 I know what you're thinking, I tell you something, I know what
 you're thinking

Her name is Rio, she don't need to understand
 And I might find her if I'm looking like I can
 Oh Rio, Rio hear them shout across the land
 From mountains in the north down to the Rio Grande
 Do do do do, etc.

6 LISTENING & SPEAKING

- a Focus on the photos of the brands and the task. Elicit answers from the class. Model and drill the pronunciation of the brands as necessary.

Extra idea

- You could ask Sts if they have any ideas how the companies got their names. Don't tell them if they're right yet.

Samsung /'sæmsʌŋ/ makes electronic products
 Nike /'naɪki:/ makes trainers and sportswear
 Sony /'səʊni:/ makes electronic products
 Google /'gʊ:gl/ makes internet-related services and products
 IKEA /'i:kɪə/ makes ready-to-assemble furniture

- b 17)) Focus on the instructions. Tell Sts they are going to listen to a radio programme about the five brands they have just discussed. Play the audio once the whole way through for Sts just to listen.

Now play the audio again for Sts to listen and answer the questions.

Check answers.

- | | |
|-----------|----------|
| 1 Nike | 4 Google |
| 2 IKEA | 5 Sony |
| 3 Samsung | |

17))

(script in Student's Book on p.122)

I = Interviewer, J = John

- I Good afternoon. This is *Uncommon Knowledge*, the programme that looks at everyday things from unusual angles. Today we're talking to the Creative Director of a company that names companies and products. Welcome, John.
- J Hello, Sarah.
- I Now, tell us. How do companies choose their names? Are they usually named after the people who start them?
- J Well, sometimes. Many companies are named after their founders, for example the Swedish furniture company IKEA. The first two letters in IKEA – the 'I' and the 'K' – are the initials of Ingvar Kamprad, the company's founder.

- I And what about the last two letters, the 'E' and the 'A'? What do they stand for?
- J The 'E' is for Elmtaryd, which is the name of the farm where Ingvar Kamprad grew up.
- I And the 'A'?
- J The 'A' is for the name of a village near his hometown, called Agunnaryd. I'm not quite sure exactly why this village was important to him, but obviously it was.
- I I always assumed that Ikea was a Swedish word with some sort of special meaning.
- J Ah, I'm afraid not. But many other companies choose names which have specific meanings. For example, Samsung, the big Korean electronics company.
- I What does Samsung mean?
- J In Korean, Samsung means 'three stars'. The name was chosen back in the year 1938, 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 have probably have called it 'five stars' - whatever that is in Korean.
- J Absolutely. In any case the company was very different in its early days. For instance, in the beginning, in 1938, Samsung wasn't an electronics company. It was a company which sold fish, vegetables, and fruit to China. It didn't start selling electronics until the 1970s.
- I Oh really? I didn't know that.
- J And another brand name with a special meaning is Nike, the American company which is famous for its trainers and sports clothes.
- I I think I know this one. Nike is the Greek goddess of victory. Is that right?
- J Yes, that's right. What's interesting is that 'Nike' wasn't the company's original name. When it started in 1964, its original name was Blue Ribbon Sports. They changed their name to Nike a few years later in 1971.
- I Very interesting.
- J Yes. And another company with an interesting name is Sony, the Japanese electronics company. Sony is a combination of 'sonus', the Latin word for 'sound', and 'sonny', an American slang term that means 'boy'.
- I 'Sound' plus 'boy'.
- J That's right. They chose it because it has an interesting meaning and it's easy for people all over the world to pronounce. Obviously that's an important thing for a business name.
- I One more question, this time about the American internet company, Google. The name has something to do with numbers, I think.
- J That's right. 'Googol' is a word for a very large number: a one followed by 100 zeros.
- I Really? That's quite hard to visualize!
- J The name shows that there is a huge amount of information online, and you can find it all by googling it.
- I Yes. It's a really good name for a search engine.
- J Yes, indeed. Now, of course, the spelling is different. 'Google' the company is G-O-O-G-L-E, but the number is spelled G-O-O-G-O-L. But that's where the name comes from.
- I Fascinating. Thanks very much for speaking with us this afternoon.
- J You're very welcome.

- c Focus on the instructions and make sure Sts understand the questions. Now tell Sts to listen again and write down 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.

- 1 They stand for the initials of Ingvar Kamprad, IKEA's founder.
- 2 Samsung originally sold fish, vegetables, and fruit to China.
- 3 Nike's original name was Blue Ribbon Sports.
- 4 They chose Sony because it has an interesting meaning (a combination of 'sonus', the Latin word for 'sound', and 'sonny', US slang for 'boy'). Also, it's easy for people all over the world to pronounce.

- 5 'Google' the company is spelled G-O-O-G-L-E, but the number (where the name comes from) is spelled G-O-O-G-O-L.

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.122, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- d Focus on the photos. Elicit from the class the names of the two products and write them on the board.
- the iMac and the Kindle
- Now ask if anyone knows how the two products got their names, but don't tell them if they're right yet.
- e Tell Sts to work in pairs, A and B. A reads *How was the Kindle named?* in the main lesson on p.6. B reads *Communication How was the iMac named?* on p.104.
- f Give Sts time to read their texts and to find the answers to 1-4. Ask them to underline the answers in the text or jot down brief notes.
- g Ask the As to start by telling the Bs about the Kindle, using the answers to questions 1-4 to help them remember important details.
- h The Bs then tell the As about the iMac, using the answers to questions 1-4 to help them remember important details.

When the activity finishes, get some feedback. Ask Sts if they thought the stories were interesting and whether they learned anything new about the products. Finally, ask how many Sts have, or have had, a Kindle or an iMac.

Tell the Bs to go back to the main lesson 1A on p.6.

Focus on the three groups of questions. In pairs, Sts ask and answer the questions, giving as much information as possible.

Monitor and help with any vocabulary.

Get some feedback from various pairs.

Extra support

- Demonstrate the activity by answering any of the questions you can yourself (e.g. Rolls-Royce cars were named after the founders Charles Rolls and Henry Royce).

7 GRAMMAR pronouns

- a Focus on the instructions and get Sts to do the task individually or in pairs. Remind Sts to look back at the texts in 6 if they aren't sure what the pronoun refers to.

Check answers.

- 1 him = Cronan; he = Bezos
- 2 them = Amazon's customers
- 3 it = a new name
- 4 it = the name; him = Jobs

- b 1.8)) Tell Sts to go to **Grammar Bank 1A** on p.132. 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.

Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

- The Additional grammar notes in this Teacher's Book aim to add more information to the notes and rules on the **Grammar Bank** pages in the Intermediate Plus Student's Book where necessary. There is a direct link between the number of each rule in the Teacher's Book and the Student's Book. If there is no extra information about a rule in the Teacher's Book, 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's Book page.

The Grammar Bank rules section usually begins with **Revise the basics** showing what Sts should already know, in this case the forms of all pronouns and basic rules.

The examples on the audio and the rules are grammar which is either completely new (as in this case), or grammar which is complex in form or use and needs thorough recycling.

At this level Sts will have met all of the pronoun forms but may not have revised them since Elementary level. Nevertheless, mistakes in this area tend to persist.

It is also an area where many common errors persist, especially confusing the third person pronouns *he / she / they*.

direct / indirect object pronouns and word order

- rule 1:** Emphasize that we leave out the preposition if the indirect object is a noun and comes before the direct object, e.g. *I gave him my address* NOT *I gave to him my address*.

! Remind Sts that pronouns are not usually stressed in sentences except for emphasis.

! 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 phone number to him*. | *I gave it to him*.

Typical mistakes include:

- mixing up subject and object pronouns (*I told he the truth*.)
- making possessive adjectives and possessive pronouns plural (*hers books / Those books are mines*.)
- problems with word order (*We sent to them it*. | *We bought for her a new laptop*.)
- leaving out pronouns as subjects (*Is John in class?* | *No, is at work*.)

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

Check answers, getting Sts to read the full sentences.

- a
- | | |
|----------------|--------------|
| 1 She, her | 6 our, ours |
| 2 your, mine | 7 my, yours |
| 3 their, hers | 8 us, her |
| 4 her, me | 9 him, his |
| 5 them, theirs | 10 it's, its |
- b
- They sent it to me
 - I gave them to my girlfriend
 - She found them for me
 - My sister wrote them to me
 - Will you lend it to him
 - My son made it for me
 - they couldn't show it to us
 - We didn't buy it for our daughter
 - I read it to the children
 - A friend at university sold them to me

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

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- c 1.9)) Focus on the instructions and examples. Explain (or show on the board) that first they will hear a sentence, then they have to change it.

Play the first sentence in the audio and elicit from Sts what they have just heard. Then elicit the new sentence from the whole class.

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

- 1.9))
- Give me the book. (pause)
Give it to me.
 - Give her the shoes. (pause)
Give them to her.
 - We gave him the present. (pause)
We gave it to him.
 - Bring me the papers. (pause)
Bring them to me.
 - I'll give them the information. (pause)
I'll give it to them.
 - Did you give her your number? (pause)
Did you give it to her?
 - She didn't send me an email. (pause)
She didn't send it to me.
 - He can't give us the details. (pause)
He can't give them to us.

Repeat the activity for extra practice, this time getting individual Sts to respond.

Extra support

- As Sts listen, pause the audio at the beep if they need more time.
- d Focus on the task. Put Sts in pairs and tell them to take it in turns talking about a couple they know, 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.

1A

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?*

8 SPEAKING

- a Focus on the pictures and the advertisements, and go through them with Sts, eliciting / explaining any words Sts don't know. Make it clear that these are invented products that could be in widespread use at some time in the future.

Give Sts some time to think about the products, then get them to talk to a partner about which products (if any) they would like to buy. Tell them to give reasons why / why not.

Extra support

- You could do this as an open-class question.

- b Focus on the instructions. Put Sts in pairs or small groups and tell them to imagine they work for an advertising company and have to think up exciting names for the three products. Encourage Sts to discuss the topics in the list.
- c Focus on the task and on the **Making suggestions, Accepting, Rejecting** box and go through it with the class.

Set a time limit and get one person in each pair or 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 pairs or groups, on the best names for each product.
- e Now get each pair or group to tell another pair or group the names they have chosen, using the example as a model. Ask them what they think of the other Sts' names.

Finally, elicit all the names onto the board and have a class vote for the best name for each product.

1B True colours

Lesson plan

The main topic of this lesson is colour. Sts start by taking a colour personality test and reading the results, which revises some adjectives of personality covered in *English File Intermediate*. They then focus on word building with adjectives and suffixes, and this is followed by a pronunciation focus on word stress in adjectives. Next, Sts listen and react to an interview with a woman who changed the way she dressed after having a professional colour analysis done.

The second half of the lesson begins with the grammar focus which is on adjectives, revising basic rules and extending Sts' knowledge of comparative and superlative adjectives, together with a focus on the use of *one / ones*. Next, Sts read and discuss an article about a well-known British paint company which is famous for the unusual names of its colours. This leads into a speaking activity where Sts discuss their own colour preferences. This lesson ends with Sts talking and then writing about their favourite room at home.

STUDY LINK

- Workbook 1B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar adjectives p.141
- Communicative Good, better, best p.169 (instructions p.160)
- Vocabulary Adjective suffixes p.194 (instructions p.191)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Revise adjectives of personality by doing this quiz orally with the whole class.

Ask: *What do you call someone who...?*

- *is caring and loving?* (affectionate)
- *isn't confident about himself / herself?* (insecure)
- *refuses to change his / her opinion?* (stubborn)
- *tries hard to be better than others?* (competitive)
- *is given everything he / she asks for and often behaves badly?* (spoil)

- Model and drill the pronunciation of any adjectives your Sts are having trouble with.

1 VOCABULARY adjective suffixes

- a Books open. Tell Sts to look at the title of the lesson *True colours* and elicit its meaning as in *I see your true colours* (= see someone's real character for the first time).

Now focus on the instructions and the eight colours on the page. Tell Sts to take the Colour personality test

individually. They should do this task quickly. Then tell them to compare with a partner.

Get feedback from a few pairs of Sts.

Extra idea

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

- b Now tell Sts to go to **Communication Colour and personality** on p.104 and read the results of the test.

Focus on a. Tell Sts to read about the colours they chose for first, second, seventh, and eighth place and to underline the points they agree with. Do not ask them 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.

Now do b. Focus on the **Talking about findings and results** box and go through it with the class.

Get pairs to take turns to tell each other about their results and say which ones they agree or disagree with and why.

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

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

- c Focus on the instructions. Tell Sts to work with a partner to complete the adjectives with the correct suffixes and to say what people with these qualities are like.

Check answers.

moody: happy one minute and sad the next, and often bad-tempered
restless: unable to stay still or be happy where they are, because they're bored or need a change
selfish: care only about themselves and not about other people
sensitive: can be easily hurt or offended
sociable: enjoy spending time with other people

- d Tell Sts to go to **Vocabulary Bank Adjective suffixes** on p.152.

Focus on **1 Describing people** and the **Word endings for adjectives** box. Go through the explanation with the class.

You might want to highlight that *-able / -ible* usually means 'can (be)', e.g. *enjoyable* = can be enjoyed, and that *-ish* can mean 'almost' or 'sort of', e.g. *greenish* = something like green; or it can mean 'in the manner of', e.g. *foolish* = like a fool.

Now tell Sts to do a individually or in pairs. Give them time to write the adjectives in the chart, and then compare with a partner.

Extra support

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

110))) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word for Sts to repeat.

110)))

1 Describing people

sociable, responsible, reliable, sensible
lucky, bossy, moody
aggressive, sensitive, active, assertive, attractive, creative,
impulsive, possessive
ambitious, envious, glamorous, rebellious
beautiful, cheerful, helpful, powerful
childish, selfish, stylish

Extra idea

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

Now focus on **2 Describing places and things** and tell Sts to do **a** individually or in pairs. Give them time to write the adjectives in the chart, and then compare with a partner.

Extra support

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

111))) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word for Sts to repeat.

111)))

2 Describing places and things

recognizable, incredible, affordable, comfortable, desirable,
profitable, suitable
easy, dirty, healthy, noisy, risky
addictive, expensive, impressive
dangerous, luxurious, spacious
colourful, stressful, successful, useful

Tell Sts that although *useful* is more common, *usable* is also possible and means 'can be used'.

Now focus on **3 -ful and -less** and the **-ful and -less** box. Go through the explanation of the two suffixes with the class.

Focus on the task in **a**. Once Sts have understood the information, get them to do **a** individually or in pairs. Point out that *hopeful* and *hopeless* are not exact opposites as *hopeless* can mean 'not good', e.g. *I'm hopeless at maths*.

112))) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word for Sts to repeat.

112)))

3 -ful and -less

helpless, powerless, colourless, useless

Now focus on **4 Describing colours**. Explain that we often use adjectives like the highlighted words to describe colours.

Focus on **a**. Get pairs to match the four shades of blue with the phrases.

113))) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each phrase for Sts to repeat.

113)))

4 describing colours

1 bright blue	3 dark blue
2 light blue	4 greyish blue

Elicit or point out that the suffix *-ish* after a colour means that the word being described has a bit of that colour in it, e.g. *greyish blue* = blue with a bit of grey in it.

Now get Sts to do **c** in pairs. Monitor and help, encouraging Sts to use adjectives that describe the shades of colour.

Get feedback from the class.

Testing yourself

For **Describing people** and **Describing places and things**, Sts can cover the charts and say the adjectives from the nouns and verbs. In **Describing colours** Sts can cover the words and look at 1–4 and say the colours.

Testing a partner

Alternatively, Sts can take it in turns to test each other. **B** closes the book and **A** asks **B** to say the adjectives formed from certain nouns and verbs. After a few minutes, Sts can swap roles.

In a monolingual class, Sts could also test each other by saying the word in their L1 for their partner to say in English.

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

Extra support

- If you think Sts need more practice, you may want to give them the **Vocabulary photocopiable activity** at this point or leave it for later as consolidation or revision.

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 students 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.

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

Then focus on the exercises and give Sts time to underline the stressed syllable in the **bold** adjectives. Do not check answers yet.

- b** 114))) Play the audio once for Sts to check answers.

114)))

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

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

- c Focus on the instructions. Monitor, making sure Sts stress the **bold** adjectives correctly.

Get feedback from the class.

Extra support

- Get Sts to ask you 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?*

STUDY LINK

- Sts can practise word stress on the iTutor.

3 LISTENING & SPEAKING

- a Focus on the website. Ask Sts if they know what colour analysis is, and if they know anyone who has done it. If they do, ask what the result was.
- b (15)) Before the listening, tell Sts to look at the two photos of Wendy. Ask *Which one do you think was taken after the colour analysis? Why?* Don't give them the answer yet.

Now focus on the instructions and questions. Play the audio for Sts to listen and answer the questions with a partner.

Check answers.

- A
- Wendy wasn't happy with the way she looked. She wore black a lot and was bored with it but didn't know what to do. Her colleague (who had done colour analysis) always looked stylish and well dressed, so Wendy decided to try it.
- She felt glamorous.

(15))

(script in Student's Book on p.122)

I = Interviewer, W = Wendy

- I Why did you decide to try colour analysis, Wendy?
- W Well, I was sharing an office with a lady who always looked incredibly stylish and well dressed. And when I asked her what her secret was, she told me that she'd done colour analysis. Another reason was that I was really bored with black. I felt like I wore black too often, and I wanted to wear new colours that were more suitable for me. I didn't know what was wrong with the way I dressed, but I wasn't happy about it. So I brought two friends along and we went to see a colour consultant.
- I What was she like? It was a woman?
- W Yes, she was a woman. Just wonderful, very friendly and helpful. She put loads of scarves on me that were in different colours and shades. They just drape the scarves around the front of you, like when you go to the hairdresser's, and see which ones look best for your skin tone. Once she'd done all the colours for me, then she put me in the right make-up as well.
- I What colours did she say were best for you?
- W Well, I learned that I'm a 'winter person'. There are four sorts of people: spring, summer, autumn, and winter. The winter colours are all very strong, for example dark purple, a dark blue, fuchsia, and a light purple colour called lobelia, which is named after a flower. Another colour winter people should wear a lot is emerald green. And she said I shouldn't wear yellow or orange, or shades of colours which have a lot of yellow in them, like lime green.
- I Do you still wear black?
- W Yes. Winter people are the ones who can wear black. I still do wear it once or twice a week.

- I What changes did you make after your colour analysis?
- W The first thing I did was get a couple of affordable T-shirts in my new colours, to sort of try it out. I've got a little book with a set of swatches in my colours that I carry with me, absolutely everywhere, so I can be sure I'm buying the right colours. Also, my two friends were both autumn people, so we did a big huge clothes swap. I gave them all of my autumn colours and they gave me all of their winter colours.
- I Did people notice a change in you?
- W They definitely noticed. And the most frequently used word was 'glamorous'. 'Wendy, you look so glamorous!' And after a while I really felt more glamorous. I might just be wearing a T-shirt and a pair of jeans, but in the right colour, and it makes a great difference. Now I feel more confident as a person, in the workplace, and socially. I feel more confident when I go shopping too – before I never knew what to buy and was just hopeless, really.
- I Would you recommend colour analysis to others?
- W Absolutely. In fact, about four or five people in the office saw me and did the same thing. My mother's done it too. I told my husband to do it – they do it for guys as well – but he hasn't agreed yet. But he will!

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any new lexis to help Sts when they listen, e.g. *swatches*.

- c Focus on the Tip: True / false listening box and go through it with the class.

Now focus on the instructions and give Sts time to read sentences 1–10. Play the audio again.

Tell Sts to mark the sentences T (true) or F (false), then compare with a partner. Play the audio again if necessary.

Check answers.

1 T	3 F	5 F	7 T	9 T
2 F	4 T	6 F	8 T	10 F

- d Now tell Sts they are going to listen again and this time they must correct the wrong information in the false sentences.

Play the audio again.

Extra challenge

- Sts may be able to correct the F sentences without listening again.

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

- 2 She went with two friends.
- 3 The colour consultant draped scarves on her; Wendy didn't actually try on any clothes.
- 5 Winter people should wear strong clothes like dark purple and dark blue.
- 6 She still wears black once or twice a week.
- 10 Her mother has done colour analysis; her husband hasn't done it yet.

- e Focus on the questions, and go through them. Then set a time limit for Sts to discuss them with a partner.

Monitor and help, encouraging Sts to use adjectives to describe colours, e.g. *dark purple, lime green, navy blue*.

1B

Extra idea

- Instead of getting Sts to do 4 in pairs, tell them to close their books. You will read out a word, and they must write down the first colour or colours they associate with it. Sts then compare their list with a partner and say why.

4 GRAMMAR adjectives

- a Focus on the task and get Sts to do this in pairs or individually.

Get Sts to compare with a partner if they worked individually, and then check answers.

1 most	5 more
2 than	6 much
3 ones	7 as
4 in	8 the

- b (116) (117) (118) Tell Sts to go to **Grammar Bank 1B** on p.133. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

more rules for comparatives and superlatives

rule 2: Two-syllable adjectives

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*.

a bit and much + comparative adjective

- Highlight that *very* is not used with comparatives (*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*.

Typical mistakes include:

- confusing comparative and superlative forms (*the faster animal in the world*).
- mixing up forms for irregular adjectives (*the gooder of the two*).
- using two comparative or superlative markers instead of one (*more better*, *the most biggest*).

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

Check answers, getting Sts to read the full sentences.

a

1 the worst film
2 as sporty as
3 ✓
4 ✓
5 ✓

6 a better driver than
7 the most comfortable ones
8 very successful
9 easier than the other one
10 ✓

b

1 luckier
2 much smaller
3 more difficult / harder
4 the nicest
5 as helpful
6 worse
7 much more exciting
8 as good

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

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- c 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. Finally, focus on the example answer to 1.

1 the hottest
2 the most positive
3 the most popular, the most expensive
4 the closest, the furthest
5 the cleverest

In pairs, Sts select two topics or questions to talk about. Get them to discuss the topics and ask and 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 some of the pairs.

5 READING

- a Focus on the instructions and make sure Sts understand the actual meaning of the words (not just the colours), either by explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Possible answers

berry = dark red, *ivory* = yellowish white, *melon* = light orange, *mint* = light green, *morning sky* = light grey / blue, *mushroom* = light brown, *wine* = dark red

Ask the final question *Would you use any similar words...?* to the whole class.

- b Do this as an open-class question and elicit ideas, encouraging Sts to use a colour + *-ish*, e.g. *greenish white*.

Get feedback from a few pairs.

- c Now get Sts in pairs to guess which name goes with which paint colour. Get feedback but do not check answers yet.

- d Now set a time limit for Sts to read the article and to check the answers.

1 Cabbage White	3 Monkey Puzzle
2 Dead Salmon	4 Arsenic

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).
- e Focus on the instructions. In pairs, Sts describe what they can remember about how the colours got their names. Alternatively, you could write the names of the colours on the board and tell Sts to close their books.
- f Focus on the highlighted phrases. Get Sts, in pairs, to guess their meaning. Tell them to read the whole sentence as the context will help them guess.

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

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

Extra support

- Encourage Sts to use the techniques they learned in File 1A for working out meaning from context.
- g Do these as open-class questions.

6 SPEAKING & WRITING

- a Focus on the painting (*Woman Embroidering* by Kersting) and task. Put Sts in pairs and tell them to take a few moments to think about the items in the list.

Next, Sts 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 partners follow-up questions.

Get feedback from individual Sts.

Extra support

- Demonstrate the activity by describing your favourite room and getting Sts to ask you a few questions about it.
- b This is the first time Sts go to the **Writing Bank** at the back of the Student's 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 Describing a room** on p.113.

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

Give Sts time to read the description, *My pink room*, and to answer the two questions. Tell them not to worry about the gaps.

Get some feedback.

Now tell Sts to do **b** by numbering the topics according to their order in the text.

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

[2] The colour of the walls, door, etc.
[3] What furniture there is
[1] Where the room is
[4] Why she likes it

Focus on **c** and tell Sts to read the text again and to complete the gaps with prepositions from the list. They should use the picture 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.

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

Focus on **d** and tell Sts they are going to write a description of their favourite room.

Go through the plan with the Sts. Encourage them to make brief notes on what they will write about.

Now focus on the instructions in **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 description, e.g. 15–20 minutes.

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

Extra support

- Emphasize to Sts that the planning stage of writing is usually the most important stage because it provides a structure for the essay they will be writing.

PRACTICAL ENGLISH

Episode 1 A bad start

Lesson plan

This is the first in a series of five Practical English lessons in which Sts learn and practise functional language.

The storyline is based on two characters, Jenny Zielinski, an American journalist who works in the New York office of a magazine called *NewYork24seven*, and her husband, Rob Walker, a British journalist who works for the same magazine. If your Sts did *English File Intermediate*, they will already be familiar with the characters. If not, they will not be at a disadvantage because the story is stand-alone. In the audio-only version, a narrator has been added to tell the story, so that Sts will be aware of all the action even if they aren't watching the DVD. The storyline in this series of lessons is a mystery which Jenny has to solve. Sts will enjoy the story much more if you build up the suspense and encourage them to speculate about what has happened, or is going to happen during and at the end of each episode. If any Sts have watched ahead on their *iTutor*, ask them not to spoil the ending for those that haven't.

In the first scene, Jenny has just arrived in London for business, but she's planning to visit her father-in-law, Henry, for a few days first. She talks to fellow passenger Andrew Page in the airport while a mysterious man watches them. At Baggage Reclaim, Jenny discovers her suitcase is missing and in the second scene she reports it to Lost Luggage. In the third scene, she and Henry then drive to his house in the countryside and Jenny later calls Rob on Skype, who is on assignment in Alaska. Neither Jenny nor Henry realizes that the strange man, whose name is Grant, is watching them from outside the house.

These lessons can be used with *Class DVD*, *iTools*, or *Class Audio* (audio only).

Sts can find all the video content on the *iTutor*.

STUDY LINK

- Workbook A bad start
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- Quick Test 1
- File 1 Test
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- If your Sts did *English File Intermediate*, elicit anything they can remember about Jenny and Rob. Ask them *Who's Jenny? Where does she work / live? Who's Rob?, etc.*
- If your Sts didn't do *English File Intermediate*, tell Sts who Rob and Jenny are (see the Lesson plan) and explain that they are now married and living in New York.

1 VIDEO JENNY IS BACK IN LONDON

- a (1)19)) Books open. Focus on the photos and elicit that Jenny and Andrew, a man who was on her flight, are coming into the terminal at arrivals, and that Jenny is carrying a lot of bags which she then drops. Focus also on the photo of the man on the phone. Explain that he is called Grant, and is watching Andrew and Jenny. They will find out more about him as the story progresses.

Now focus on the instructions and the two questions. Play the DVD or audio once the whole way through and elicit the answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Andrew helps Jenny when she drops her bags, and carries one of them for her.
Her suitcase hasn't arrived.

(1)19))

(script in Student's Book on p.123)

(The narrator's lines are on the audio but not on the video.)

N = Narrator, A = Andrew, J = Jenny, G = Grant

N Day one. 2.00 p.m. Jenny Zielinski has just arrived in London. Her husband, Rob, is still in the States, but Jenny's going to visit his dad, Henry, before she starts work. She's carrying a lot of bags, and drops them. But a fellow passenger helps her.

A Are you all right? I'll carry that for you.

J Oh yeah, that'd be great. Thank you.

N They don't know it, but a man is watching them. He makes a phone call...

G We've just arrived on the flight from New York. He's talking to someone. I'll follow them.

N Jenny gets to the queue for Passport Control. She's chatting to Andrew, the man who helped her with her bags.

A ...And have you been to the UK before?

J A few times, actually. I work for a magazine in the States - *New York 24seven*. We have a sister company in London.

A I see. And are you here on business this time?

J Sort of. I'm here for a few meetings, but I have a couple of days off beforehand. I'm visiting my father-in-law in the countryside. How about you? How was your holiday in New York?

A It wasn't really a holiday. I was doing some research there.

J That sounds interesting.

A It was, but I didn't have much time for sightseeing! Is your husband coming too?

J No, he's working.

A What does he do?

J He's a journalist. He's on assignment in Alaska at the moment.

A In Alaska? Wow!

J I know, right? I've never been, but he says it's incredible.

A I can imagine. A bit different from the English countryside!

J That's true.

A I'd better go. Oh, before I forget, here's your laptop.

J Oh yeah! Thanks a lot... Sorry, I didn't ask your name.

A Andrew Page. And yours?

J Jenny Zielinski. It was nice meeting you.

A You too.

J And thanks again for helping with my bags.

- A No problem. Have a great time at your father-in-law's.
 J I will... if I ever get through here!
 A Bye then.
 J Yeah, bye. Take care.
 N Andrew leaves... but the man follows him. Jenny gets through Passport Control but after waiting at Baggage Reclaim, she discovers that her luggage hasn't arrived. She goes to Lost Luggage and waits in another queue. While she's waiting, she calls Henry, her father-in-law.
 J Henry?... Hi, yeah, I'm here at last. The flight was late taking off... I'm so sorry you've had to wait for me... I know, I know. And you won't believe this – it looks like my suitcase didn't get here... I'm not sure, it's turning out to be a nightmare! I can't wait to just get back to your house and – oh, hang on, I have to go – it's my turn. Bye.

- b Now focus on sentences 1–6 and go through them with Sts.

Play the DVD or audio again so Sts can listen a second time. Tell Sts to mark the sentences T (true) or F (false), and remind them to correct the ones that are false.

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

- 1 T
- 2 F (He was **doing research**.)
- 3 F (He's working in **Alaska**.)
- 4 T (Sts will later discover that in fact although Andrew gives Jenny back the laptop case, it is not her laptop, but for the moment they should believe that it is hers.)
- 5 F (His surname is **Page**.)
- 6 T

Now focus on the last two questions and get Sts to speculate about why the man (Grant) was watching them, and what he is going to do. Accept all ideas but don't tell them the answer yet.

Extra support

- If there's time, you could get Sts to listen again with the script on p.123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 VIDEO REPORTING LOST LUGGAGE

- a (1.20) Focus on the photo and elicit who Jenny is talking to (*an airline employee*).

Now tell Sts to focus on the four questions.

Play the DVD or audio once the whole way through and then check answers. Sts may not know the word *toiletries*, so write it on the board and elicit that it means soap, shampoo, etc. Model and drill pronunciation.

- 1 ten days
- 2 greyish blue and hard plastic; medium size with wheels; it has a small lock and a label with her name and phone number on it
- 3 clothes, toiletries, and all her personal belongings
- 4 up to 24 hours

(1.20)

A = Attendant, J = Jenny

- A Can I help you?
 J Yeah, my suitcase hasn't arrived.
 A Which flight were you on?
 J Flight RT163 from JFK.
 A I'll take your **details** and then I can issue you with a reference number. Can I have your name, please?
 J My name's Jenny Zielinski. That's Z-I-E-L-I-N-S-K-I.
 A And you're a **visitor** to the UK.
 J That's right.
 A How **long** are you staying for?
 J Ten days.
 A OK. How many **bags** are you missing?
 J Just one – a suitcase.
 A Can you **describe** it for me?
 J Well, it's kind of greyish blue... and hard plastic, I think...
 A And what **size** is it?
 J Oh it's medium size, like this. And it has wheels.
 A Anything else?
 J Yeah, there's a small lock and a label with my name and phone number on it.
 A And what was **in** the suitcase?
 J Just about everything! Clothes, toiletries, all my personal belongings, really.
 A Can I have your **address** in the UK?
 J Just a minute. It's The Grange, Marsh Lane, Long Crendon, Oxfordshire.
 A And a **contact** number?
 J Yes, it's 001 202 494 012.
 A And finally, can you **sign** this?
 J Of course. Do you have any idea where it is? I mean, do you think it's still in New York?
 A It's possible. We're very **sorry** for the inconvenience. Here's your reference number. You can track the progress of your luggage **online**, or just give us a call. But we should be able to get it back to you within 24 hours.
 J That'd be great. Thank you.

- b Now focus on the dialogue on p.13. Elicit who says the **You Hear** phrases (*the airline employee*) and the **You Say** phrases (*the passenger, here Jenny*). These phrases will be useful for Sts if they ever lose their luggage after a flight.

Give Sts time to read through the dialogue and to think about what the missing words might be. Then play the DVD or audio again and get Sts to complete the gaps. Play it again if necessary.

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

See words in **bold** in script 1.20

Now go through the dialogue and deal with any new vocabulary. Elicit or explain that *your details* means information about you, and a *contact number* is a telephone number on which you can be contacted.

- c (1.21) Now focus on the **You Say** phrases and tell Sts they're going to hear some of them again. Not all the phrases are given for Sts to repeat, as at this level they should have no problem with, e.g. *ten days*. Get Sts to repeat these phrases, and encourage them to copy the rhythm and intonation.

Play the DVD or audio, pausing after the beep if necessary for Sts to repeat the phrases. Remind Sts that Jenny is American, so she says z as 'zee' instead of 'zed' when she spells her name.

121)))

A = Attendant, J = Jenny

- A Can I help you?
 J Yeah, my suitcase hasn't arrived. (pause)
 A OK. How many bags are you missing?
 J Just one – a suitcase. (pause)
 A Can you describe it for me?
 J Well, it's kind of greyish blue... and hard plastic, I think. (pause)
 A And what size is it?
 J Oh, it's medium size, like this. (pause)
 And it has wheels. (pause)
 A Anything else?
 J Yeah, there's a small lock and a label with my name and phone number on it. (pause)
 A And what was in the suitcase?
 J Just about everything! (pause)
 Clothes, toiletries, all my personal belongings, really. (pause)
 A And finally, can you sign this?
 J Of course. Do you have any idea where it is? (pause)
 I mean, do you think it's still in New York? (pause)
 A You can track the progress of your luggage online, or just give us a call. But we should be able to get it back to you within 24 hours.
 J That'd be great. Thank you. (pause)

- d Put Sts in pairs: one is the airline employee and the other is the passenger. Get Sts to read the dialogue on p.13 aloud, and then swap roles.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

- e Focus on the **Useful language: describing luggage** box and go through it with the class.

Now focus on the instructions. Tell Sts they will both be playing the part of the passenger, so they should think about the suitcase or bag that they usually take when they're travelling and make sure they have all the language they need to describe it. Tell them also to decide how long they are staying, and to invent an address. You could elicit and write up the names of a few hotel chains.

First, **A** is the passenger and **B** the airline employee. Tell **A** to close his / her book. **B** starts with *Can I help you?* Then Sts practise the dialogue with **B** reading his / her role, and **A** role-playing the passenger.

Monitor and help.

- f When Sts have finished, they should swap roles.

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

3 VIDEO AT HENRY'S HOUSE

- a 122))) Focus on the photos and ask Sts some questions, e.g. *Who do you think the man is? What is he doing? What is Jenny doing in the second photo?*

Now get Sts to focus on the instructions and question. Play the DVD or audio once the whole way through, and then check the answer.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Her laptop isn't working properly, possibly because of a virus.

122)))

(script in Student's Book on p.123)

N = Narrator, J = Jenny, H = Henry, G = Grant, R = Rob, S = Selina

- N Day one. 4.00 p.m. Jenny finally meets Henry and they walk to the car park where he's left his car.
 J ...So then I had to go to Lost Luggage and report it missing.
 H You poor thing! What a journey!
 J Well, I'm here now.
 H And it's lovely to see you.
 J It's great to see you too.
 H No, no, let me take that...
 J It's OK...
 H You've had a hard journey. Allow me.
 J Thanks, Henry.
 N Jenny and Henry drive off to Henry's house in the country, near Oxford. But the man from the airport has been following them. He makes another phone call.
 G We've got a problem.
 N Day one. 9.00 p.m. At Henry's house. Jenny calls Rob on Skype.
 R I can't believe I'm not there with you, Jenny.
 J Neither can I. It's weird, isn't it?
 R I really miss you.
 J Me too. How's Alaska?
 R Not great. It's been snowing all day! I haven't left the hotel.
 J Oh no! That's awful.
 R What are you drinking? Is that coffee?
 J No, it's tea.
 R Tea?
 J It's good. Really!
 R Where's Dad now?
 J Oh I think he's getting me something. I'm not sure what.
 R So why are you using his computer?
 J Oh, it's crazy. You know my laptop?
 R Yeah?
 J This screen keeps popping up and asking me for a password. I've never seen it before. I'm worried I have a virus.
 R It's not your day, is it? First your suitcase and then your laptop!
 J No, but your dad's being so nice. And he says your cousin Luke will be able to fix my computer for me. Apparently he's kind of a computer geek.
 R Kind of? He's a genius. If he can't do it, nobody can.
 J Yeah, well, I'm going to go and see him tomorrow.
 H Here's a pair of my pyjamas you can use, Jenny.
 R Oh wow! You'll look great in those, Jenny!
 N Safe in the house Jenny and Henry have no idea that the man, whose name is Grant, is outside in the dark... watching. He makes another phone call.
 S Selina Lavelle.
 G Selina? It's Grant. She's in the house, but she isn't alone. I could come back tomorrow with...
 S No. Stay there. All night if you have to.
 G Yes, boss.

- b Focus on the instructions and give Sts time to read questions 1–7.

Play the DVD or audio again, pausing if necessary to give Sts time to answer the questions.

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

- 1 Her bags
- 2 No, he isn't because it's been snowing all day and he hasn't left the hotel.
- 3 tea
- 4 Henry's
- 5 Rob's cousin
- 6 Tomorrow, so that he can fix her computer.
- 7 A pair of his pyjamas

You could point out that *computer geek* is a slang expression for someone who's very good with computers.

Now focus on the last two questions and check the first answer. Get Sts to speculate about the second.

Seina Lavelle is Grant's boss.

Extra support

- If there's time, you could get Sts to listen again with the script on p.123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- c Focus on the **Social English phrases**. In pairs, get Sts to think about what the missing words might be.
- d (1/23)) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

(1/23))

Henry (And) it's **lovely** to see you.
 Jenny It's **great** to see you too.
 Henry No, no, **let** me take that.
 Henry You've had a hard journey. **Allow** me.
 Jenny It's weird, **isn't** it?
 Rob I really **miss** you.
 Jenny Oh no! That's **awful**.
 Rob It's not your **day**, is it?
 Rob Oh **wow!** You'll look great in those, Jenny.

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on p.123.

- e Now play the DVD or audio again, pausing after each phrase for Sts to listen and repeat.
- Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to watch the episode again and practise the language on their *iTutor*.

2A Pack and go!

Lesson plan

Holidays are 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 people often take with them, and there is a section on common holiday activities. The vocabulary is recycled through a short text and a listening about items frequently forgotten by British holidaymakers. Next, the pronunciation focus revises the sounds /s/ and /z/ as used in the vocabulary just practised. The topic of the listening is airport security screeners. Sts first hear some things that passengers are frequently told by screeners, and they then listen to an interview with a US screener talking about her job. Sts then read a website article about cheap holidays, which is the basis for a speaking and writing activity.

The second half of the lesson starts with a grammar focus on the present tenses. This is presented through holiday tweets, which helps Sts recognize the differences between the present simple and present continuous. After further grammar practice, Sts read an article about activities different nationalities do on holiday and the impressions they make on their hosts – some good, some bad. Sts then talk about their own feelings about holidays and holiday experiences. This is followed by a Writing focus, where Sts write holiday tweets. The lesson finishes with a song, *Destination: Anywhere*.

STUDY LINK

- Workbook 2A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** present tenses p.142
- **Communicative** Ask me a question p.170 (instructions p.160)
- **Vocabulary** Holidays p.195 (instructions p.191)
- **Song** *Destination: Anywhere* p.211 (instructions p.206)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write ON MY LAST HOLIDAY I PACKED... on the board. Tell Sts where you went, and get them to guess some of the items you took with you on your most recent holiday, e.g. *toiletries, sunscreen, a towel, a camera, etc.*
- Write their ideas on the board.

1 VOCABULARY holidays

- a Books open. Focus on the instructions and the two X-ray pictures. Elicit from the class the names of one or two items.

Put Sts in pairs or small groups. Tell them to try and identify the 12 items in the backpack and suitcase and answer the questions. Monitor and help.

Check answers. Point out that security rules might be different in other countries, and rules sometimes change, so the answers may vary.

Backpack	Suitcase
headphones	laptop 1
mobile phone	pyjamas
phone charger	trainers
sunglasses	(guide)book
camera	hairdryer
bottle of water 2	wash bag 1 (liquids and creams must be taken out and put in a plastic bag)

Now focus on the instructions and get Sts to mark the objects either 1 (you have to take them out of your bag when you go through security) or 2 (not allowed).

Check answers.

- b Tell Sts to go to **Vocabulary Bank Holidays** on p.153.

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

1 24))) Now do b. Play the audio for Sts to check answers. Play it again pausing after each word or phrase for Sts to repeat.

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

1 24)))

1 Things to pack

7 adaptor	5 pyjamas
11 brush	19 raincoat
6 comb	9 razor
18 flip flops	1 sunscreen
17 guidebook	14 swimming trunks
4 hairdryer	8 swimsuit
16 insect repellent	12 toothbrush
3 make-up	20 toothpaste
15 memory card	10 towel
21 nail scissors	2 wash bag
13 charger	

Get Sts to do c in pairs and then get some feedback.

Focus on **2 Verb phrases with go** and get Sts to do a individually or in pairs. Sts will have seen some of these phrases before if they did *English File* Pre-intermediate.

Focus on b and get Sts to do the task individually.

1 25))) Now do c. Play the audio for Sts to check answers to a and b. Then play it again pausing after each phrase for Sts to repeat.

1 25)))

2 Verb phrases with go

- a go + verb + ing
- 5 go camping
 - 8 go hiking
 - 2 go sailing
 - 1 go scuba diving
 - 4 go sightseeing

- 7 go snorkelling
- 3 go waterskiing
- 6 go windsurfing

b go on + noun

- 1 go on a cruise round the Mediterranean
- 2 go on a tour of a city or a building
- 3 go on a safari to see wildlife
- 4 go on a boat trip on a lake
- 5 go on a package holiday with everything included

Elicit or explain that a *package holiday* is a holiday that is organized by a company at a fixed price and includes the cost of travel, hotels, etc.

Now focus on **d**. Go over the example with the class and elicit some answers from individual Sts. Then Sts ask and answer questions about each verb phrase with a partner. Monitor and help.

Get some feedback.

Extra support

- Get Sts to ask you a few questions first.

Focus on **3 More verb phrases**. Get Sts to do a individually or in pairs.

1 26))) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each phrase for Sts to repeat. Elicit that *sunbathe, climb, pack / unpack* are regular verbs.

1 26)))**3 More verb phrases**

- 1 **sunbathe** on the beach
- 2 **get** sunburnt
- 3 **see** the sights
- 4 **watch** the sunset
- 5 **do** voluntary work
- 6 **climb** a mountain
- 7 **pack** and **unpack** your bags
- 8 **have** a massage

Extra idea

- Ask a few Sts which of these things they did on their last holiday.

Testing yourself

For **Things to pack** and **Verb phrases with go**, Sts can cover the words / phrases and look at the pictures. For **More verb phrases**, Sts can cover the verbs in 1–8 and try to remember the complete phrases.

Testing a partner

See **Testing a partner p.20**.

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

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopyable activity at this point or leave it for later as consolidation or revision.
- c Focus on the instructions and give Sts a moment to think about their list. Tell them to work individually.
 - d Get Sts to compare their list with a partner's. Get some feedback from a few pairs.
 - e Focus on the title of the article and ask Sts if they find it surprising. Ask why / why not. Highlight that a *Briton* is a person from Britain. *Brit* is an informal word for a British person.

Now focus on the instructions. Tell Sts to read the introduction to an article, then guess the three items with a partner.

Get some feedback from the class, but don't tell them if they're right yet.

- f 1 27))) Focus on the instructions. Play the audio all the way through.

Ask the class if anyone got the top three items correct.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

The top three are:

- 1 comfortable shoes 2 phone chargers 3 sunscreen

1 27)))

(script in Student's Book on p.123)

So, in reverse order, the list of things that the British most often leave behind when they go on holiday.

At number ten we have – their passports. Yes, believe it or not many Brits only realize when they get to the airport that they've left their passports at home.

At number nine, flip flops. An easy solution there – they can buy some new ones at their holiday destination.

Number eight, their mobile phone. This is bad news as it's not easy to replace when you're on holiday, but maybe it's a good thing as it makes it easier to really disconnect, without calls or emails.

At number seven, toothbrushes, and in number six, toothpaste. Another easy thing to buy though, at any local chemist's.

At number five, sunglasses. Yes, Brits have them, but because we don't use them very often we forget to pack them, and we end up buying another pair, which we will then forget again next time.

Number four, a good book. But nowadays if you've forgotten a book but you have a Kindle or iPad, it's easy to buy some more wherever you are. Though there's always that moment when planes are taking off or landing where you have to switch off all electronic devices.

At number three, sunscreen. This is something we really ought to try to remember to take, because sunscreen is often much more expensive in holiday resorts. And you really can't sunbathe or do water sports without putting some on.

At number two, phone chargers. So you remembered your phone – but you forgot the charger. Well, it is possible to buy chargers when you're away, or you might even be able to buy one online and get it delivered to wherever you're staying. Finally, the number one thing people forget to bring is...

comfortable shoes! We seem to forget that when you go sightseeing or even shopping, not to mention going for walks, comfortable shoes are a must. So next time you pack, make sure all these things are on your checklist!

- g Do this as an open-class question.

2 PRONUNCIATION /s/ and /z/**Pronunciation notes**

- Students who have these sounds in their L1 will not find them hard to pronounce, but what is confusing for most Sts is that the letter *s* 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/.
- a Focus on the two sound pictures and elicit the words and sounds. Then focus on the word *scissors* and ask Sts which sounds the pink letters make.

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.

- b 1.28)) Play the audio once for Sts to listen and check the answer.

The pink letters in *scissors* have the following sounds: (in order) /s/, /z/, /z/ (/ˈsɪzəz/)

1.28))

scissors, scissors

Give them time to practise saying the word and concentrate on the two sounds.

- c 1.29)) Focus on the instructions and the vocabulary. Play the audio once, pausing after each word for Sts to write them in the correct column.

1.29))

See words in Student's Book on p.14

- d 1.30)) Play the audio for Sts to listen and check the answers.

1.30))

snake /s/ flip flops, massage, passport, safari, sunset, swimsuit
zebra /z/ bags, cruise, holidays, pyjamas, razor, towels

Get Sts to practise saying the words.

- e Tell Sts to go to the **Sound Bank** on p.167 and look at the typical spellings of the /s/ and /z/ sounds. Elicit that *s* is never pronounced /z/ when it is at the beginning of a word.

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

- f Get Sts to practise saying the phrases in pairs, checking each other's pronunciation of /s/ and /z/.

some sunglasses /səm ˈsʌŋgləzɪz/
summer clothes /sʌmə ˈkləʊðz/
bags and cases /bægz ən ˈkeɪsɪz/
shoes and socks /ʃuːz ən sɒks/
striped pyjamas /ˈstraɪpt pɔːdʒɑːməz/
see the sights /siː ðə saɪts/

STUDY LINK

- Sts can practise these sounds on the *iTutor* and on the *English File Intermediate Plus* website.

3 LISTENING

- a 1.31)) Ask the class *What do passengers have to do at an airport security screening area?* Elicit answers from Sts and write them on the board, e.g. take off their coats, empty their pockets of coins, keys, etc.

Focus on pictures A–E and ask Sts what's happening. Now tell them to look at the pictures while they listen to five airport security screeners talking to passengers.

Play the audio once the whole way through. You could pause after each speaker. Get Sts to match the speakers with the five pictures.

Check answers.

1 B 2 E 3 D 4 A 5 C

1.31))

- 1 Please take your laptops out of their cases.
- 2 Place all liquids and gels in a clear plastic bag. Nothing over 100 millilitres is permitted.
- 3 Sir? Can you take off your jacket, please? All jackets, belts, watches, jewellery – anything with metal in it needs to be removed.
- 4 Step this way, sir. Raise your arms, please. OK, thank you very much.
- 5 A Is this your bag, madam? Can I have a look inside it, please?
B Yes, sure.
A I'm sorry, but you can't take this. It's 200 millilitres.

- b 1.32)) Focus on the task. Before playing the audio, ask the class *Do you think being an airport security screener is an easy or difficult job? Why?*

Play the audio once the whole way through so Sts can get the gist.

Get Sts to discuss in pairs whether the screener feels mainly positive or negative about her job. Check the answers, eliciting any reasons Sts heard.

She's mainly negative.

1.32))

(script in Student's Book on p.123)

I = Interviewer, S = Screener

- I How long have you been an airport screener?
S Two years.
I What's the most difficult part of the job?
S Definitely the repetition. You say and do the same things again and again... and again. I mean, it's so boring. It eats away at you. I also don't like taking and throwing away people's things. But there are certain things you can't bring through security. I often have to take away big bottles of sunscreen and expensive perfume, home-made food, uh, also, you know, razors and scissors and other things and throw them in the trash, usually in front of the passenger. They look so sad and confused. It makes me feel a little sad for them, too.
I What do you like about the job?
S The only thing that keeps it interesting is the variety of people you meet. I enjoy talking with people and wondering where they're travelling to and things like that. It really tells you something about society.
I What are your colleagues like?
S Um, some are great, but some are terrible. Like, if a passenger is moving too slowly, they can be really unkind. Even if it's an elderly traveller, or just a businessman with too many electronic gadgets. The bad ones, um, they shout at people to push their bags through the belt. I mean, they don't have to be rude about it. One of my colleagues refuses to say 'please' and 'thank you'. Can you believe that? He tells people to lift their arms, show their feet, remove their belt, and things like that, in a very unkind way.
I Why do you think some screeners are so unfriendly?
S Well, I think that it really is, as I said before, because of the repetition. I mean, you try standing in the same place and repeating the same instructions to people and watch them make the same mistakes again and again. It's emotionally exhausting.
I What are some things that annoy you about passengers?
S I always find it surprising when people don't know they have to take off their coats or boots, or take out their laptops, or that they can't take bottles of water through. Sure, not everyone has the opportunity to travel, but I mean, have these people not picked up a newspaper, or watched TV, or spoken with someone else who has flown in the last ten years?
I How do passengers treat you generally?
S Some are nice and courteous. Especially in the morning, people seem either cheery and warm or, you know, simply tired and indifferent. They're rarely rude in the morning. By the afternoon, people become more stressed, and they

become less friendly and sometimes angry. They get so upset at us personally. But, I mean, we don't make the rules. Someone else does.

- c Focus on the instructions and on the **Tip: Multiple-choice listening** box and go through it with the class. Highlight that using this advice will be helpful for them whenever they have to do this kind of exercise, e.g. in exams.

Now give Sts time to read multiple choice questions.

Play the audio for Sts to choose the correct answers. Play the audio again if necessary, pausing after the section where the answer is given.

Check answers.

1 b 2 c 3 a 4 c 5 b 6 c 7 a

Extra support

- If there's time, you could get Sts to listen again with the script on p.123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- d Do these as open-class questions. Elicit any anecdotes, and tell Sts about any experiences you may have had.

4 SPEAKING & WRITING

- a Focus on the web page and questions 1 and 2. Give Sts time to read the ideas article, helping with any vocabulary they may not know. Then give Sts time to discuss the questions with a partner.
- Get some feedback from the class, especially if Sts have done any of these things.

- b Elicit some additional money-saving ideas from the entire class, e.g. stay at a youth hostel.

In pairs, Sts use these ideas and any others they may think of for a cheap holiday and write them in three paragraphs, giving as much information as possible.

Monitor and help, encouraging Sts to give reasons why these are good ideas for saving money.

When they have finished, make sure they check their work for mistakes.

- c Get Sts to swap their tips with other pairs and comment on them.

Get feedback from different pairs. For the question *Which tips are the most useful?* you could get Sts to vote for the best tip with a show of hands.

5 GRAMMAR present tenses

- a Ask Sts if they use social media, e.g. Twitter or Facebook, to keep friends and family up to date when they are on holiday.

Make sure they understand the meaning of a *tweet* (= a short message you send to your friends from a computer, tablet, or smartphone with the online social networking service, Twitter).

Now focus on the instructions. Tell Sts to read Caroline's holiday tweets 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 right.

Check answers, getting Sts to explain why one form is right and the other form is wrong, or why both forms are correct. (They can explain in their L1 if necessary.)

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

- c 1.33) 1.34) 1.35) 1.36) Tell Sts to go to **Grammar Bank 2A** on p.134. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

- You may need to remind Sts, especially if their L1 does not have continuous tenses, to use the present continuous to talk about actions in progress (*It's raining* NOT *It rains*).

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 or non-action.

present continuous for future arrangements

- The use of the present continuous to talk about personal arrangements in future (*We're leaving next week*) is very similar to *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

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.

- a
- 1 Do, prefer
 - 2 're thinking
 - 3 Do, need
 - 4 's flying
 - 5 doesn't have, doesn't matter
 - 6 are, doing, 'm looking for
 - 7 's having, 'm shopping
 - 8 are, going, 're staying

- b
- 1 ✓
 - 2 We need
 - 3 we're going
 - 4 we're staying
 - 5 takes
 - 6 we're breaking
 - 7 ✓
 - 8 are meeting
 - 9 they're looking after
 - 10 we're travelling
 - 11 we're renting
 - 12 We have

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

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

- d Put Sts in pairs, A and B, and tell them to go to **Communication Caroline's holiday plans**, A on p.105, B on p.106.

Go through the instructions with them, and focus on the itineraries 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 all the questions can be in the present continuous, but the ones about her travel times (Thursday and Monday) could also be in the present simple as they refer to flight times.

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

Extra support

- Elicit A and B's questions before they start:

A

What time does she have / is she having her yoga class (on Friday)? (*At half past seven in the morning.*)

Where is she going sightseeing on Friday afternoon? (*In Palma Old City.*)

What time is she having dinner at Tristán on Saturday? (*At nine in the evening.*)

What is she doing at six in the afternoon on Sunday? (*She's having a massage at the hotel spa.*)

What time does she leave Palma on Monday? (*At half past eight in the morning.*)

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 Palma.*)

What is she doing at eight in the morning on Sunday? (*She's going on a boat trip round Pollensa Bay.*)

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 to eleven in the morning.*)

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

- e Focus on 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.

Holidays

Do you prefer summer holidays or winter holidays? Why? Are you planning a holiday at the moment? Which places are you thinking about? What do you want to do 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.

6 READING

- a Focus on the questions. Highlight that your *impression* of a person or group is an idea, a feeling, or an opinion that you get about them.

Divide Sts into small groups and get them to ask and answer the questions. Give them enough time to think of reasons and examples for each one. Monitor and help with vocabulary.

Get feedback from various groups.

Extra support

- Demonstrate the activity by answering the questions yourself or by getting a strong student to answer in front of the class.
- b Focus on the task. In pairs or small groups, Sts answer the questions with nationalities from the list based on their own experience or from what they have heard or read. Encourage Sts to give examples if possible.
- Get some feedback to find out which nationalities the majority of the class matched with the descriptions.
- c Now set a time limit for Sts to read the article and find out if they guessed correctly. Make sure they understand *locals* (= people who live in the particular area you are talking about).

Check answers.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

- 1 the Greeks
- 2 the Germans
- 3 the Americans
- 4 the British
- 5 the Japanese (followed by the British)
- 6 the Japanese, the British, the Germans
- 7 the French
- 8 the Americans (followed by the British, the Germans, and the Japanese)

- 9 the Americans, the Italians, and the Spanish
10 the Italians and the French

Extra idea

- If your Sts' own nationalities are mentioned in the article, you could ask them to comment on whether they think the description is accurate and explain why or why not.

- d Focus on the highlighted words and phrases. Get Sts, in pairs, to re-read the article and guess their meaning using the context to help them.

Remind Sts to use the techniques they learned in the **Guessing the meaning of new words and phrases** box on p.5.

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

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

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

Get some feedback from the class.

Extra support

- Do these as open-class questions.

7 SPEAKING

- a Focus on the instructions and the ideas, making sure Sts understand all of them.

Give Sts time to choose two and to make some notes about what they are going to say.

- b Focus on the **Asking for more information** box and go through it with the class.

Put Sts in pairs or small groups and give them time to tell each other about the ideas they chose in a. Encourage Sts to ask each other for more information using expressions from the box. Remind them to use **Vocabulary Bank Holidays** on p.153 as well.

Monitor and help, correcting any repeated mistakes. Get some feedback from the class.

Extra support

- Demonstrate the activity by choosing one of the topics and telling Sts about your own experience or opinions.
- Extra idea Fast finishers could choose more ideas to talk about.

Extra challenge

- Get Sts to change partners. Tell them to retell their anecdotes or opinions to their new partners, but to try to speak more fluently and with fewer mistakes.

8 WRITING

Tell Sts to go to **Writing Holiday tweets** on p.114.

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

Check 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 tweets again and answer the questions individually or in pairs.

Check answers.

Caroline feels great: *the most amazing experience, fantastic people*
Mark is enjoying relaxing: He uses *hard day* ironically; icon of a winking smiley face, which can mean 'I'm joking'
Haylee is looking forward to her holiday: *Can't wait*
Michael is annoyed because of the noisy children on the plane: *Oh no!, the longest flight of my life*
Sheila seems happy but tired after a long trip: *beautiful, ready for a shower*
Andrew is hesitant and worried: *stressful, Not sure I want to go*
Danielle feels down: *Send me back to the beach; icon of a sad face*
Sam is enjoying the last day of his holiday: *making the most of last glorious morning in sun*

- c Focus on the **Useful language: writing tweets** box and go through it with the class.

Then get Sts to rewrite the last four tweets (for Sheila, Andrew, Danielle, and Sam) as complete sentences.

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

Sheila: I've just got to Uganda! It's so beautiful here! After 13 hours on a bus, I'm ready for a shower!
Andrew: I'm packing my bags. Holidays are so stressful! I'm not sure I want to go!
Danielle: I got back an hour ago. My / The plants are dead and there's no milk in the fridge. Send me back to the beach.
Sam: I'm making the most of my last glorious morning in the sun. I'm going home this afternoon and (going) 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 and to write one tweet for each situation. Give Sts time to think about what they are going to say, and remind them to use the **Useful language** and **Vocabulary Bank Holidays** on p.153.

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 tweets, e.g. 15–20 minutes, and if there is time, get Sts to compare their tweets in pairs or small groups.

- e Sts should check their work to make sure their tweets are less than 140 characters (letters and spaces).

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

9 137)) SONG *Destination: Anywhere* 🎵

This song was originally made famous by The Marvelettes in 1968. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopyable activity on p.211.

137))

Destination: Anywhere

"Sir," I told the man at the railroad station

"I want a ticket just for one"

He said "Well, if you insist

But where you wanna go, Miss?"

Ooh

Destination: anywhere - east or west, I don't care

You see, my baby don't want me no more

And this old world ain't got no back door

He looked at me with a funny face and said

"Are you sure you wanna go just anyplace?"

I said, "If you ever loved someone the way I loved that man

Surely, Mr. Ticket Agent, you could understand"

(Destination): anywhere; east or west, I don't care

You see, my baby don't want me no more

And this old world ain't got no back door

'Cause if it did, it would swing both ways

And I'd go right back to happy yesterdays

When I loved him tenderly and all he did was leave

As I stared through the window of the train

I thought I heard my baby call my name

But it was just the conductor saying

"Which stop would you prefer?"

Ooh

(Destination): anywhere; east or west, I don't care

You see, my baby don't want me no more

And this old world ain't got no back door

(Destination): anywhere; (east or west), I don't care

(Destination): anywhere; (east or west), I don't care

(Repeat and Fade)

2B Opening up or closing down?

Lesson plan

The main topic in this lesson is shopping with a focus on small shops and whether they are disappearing from town centres. The lesson begins with a vocabulary focus on shops and services. Next, Sts read a short article about high-street shopping in the UK, listen to four speakers talking about changes to their shopping areas in the past few years. This leads to a questionnaire about shops in Sts' own neighbourhoods, which they discuss.

In the second 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. A pronunciation focus follows with practice of 's and linking of words. Sts then read about an unusual shopping website which specialises in hand-made goods, and finally talk about different kinds of items they have bought.

STUDY LINK

- Workbook 2B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar possessives p.143
- Communicative Spot the difference p.171 (instructions p.161)
- Vocabulary Shops and services p.196 (instructions p.191)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board:
 SUPERMARKET—HYPERMARKET—DEPARTMENT STORE
- Elicit from Sts exactly what the difference is between the three (a *supermarket* mostly sells food and drink; a *hypermarket* is a very large shop located outside a town that combines a supermarket and other departments, e.g. clothes, electrical appliances, etc.; a *department store* is a very large building usually on several floors which sells a wide range of goods). Elicit examples of these stores that are near where they live.
- Then ask Sts which ones they like / dislike shopping at and why.

1 VOCABULARY shops and services

- a Books open. Focus on the photos and elicit from Sts what they are.

Now focus on the instructions. Put Sts in pairs or small groups and get them to discuss where they usually buy these items.

Monitor and help with vocabulary. If you didn't do the optional lead-in, check that Sts understand *hypermarket* (see lead-in for explanation).

Get some feedback from the class.

- b Tell Sts to go to **Vocabulary Bank Shops and services** on p.154.

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, e.g. making furniture.

1.38)) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat.

1.38))

1 Places

10 baker's	13 greengrocer's
9 butcher's	19 health food store
18 chain store	15 hypermarket
5 chemist's	2 jeweller's
7 delicatessen	20 launderette
16 DIY store	14 market stall
11 dry cleaner's	8 newsagent's
3 estate agent's	17 off-licence
12 fishmonger's	1 stationer's
4 florist's	6 travel agent's

Go through the **Shop names with 's** box with the class. Elicit that you can also use the 's for some services, e.g. *the doctor's, the dentist's, the hairdresser's*, etc.

Next, go through the **Other places to buy things in the UK** with the class and ask Sts if they have any shops like these in their country.

You may also want to point out that:

- most other shops are simply the word + *shop*, e.g. *phone shop, pet shop, clothes shop*, etc.
- you can buy both medicines and things like cosmetics at a *chemist's* in the UK. In the US there are two kinds of shops: *pharmacies*, which just sell medicine, and *drugstores* which sell medicines and other things. Nowadays you may see these words in the UK as well.

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.

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

1.39))

2 Phrasal verbs related to shops and shopping

1 d
 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
Did you know they're opening up a new Thai restaurant where that old French one used to be?
- 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 that 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

You may also 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).

Testing yourself

For **Places**, Sts can cover the words and look at the pictures. For **Phrasal verbs related to shops and shopping**, Sts can cover 1–6 and try to remember the phrasal verbs from the definitions, or vice versa.

Testing a partner

See **Testing a partner** p.20.

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

Extra support

- If you think Sts need more practice, you may want to give them the **Vocabulary photocopiable activity at this point or leave it for later as consolidation or revision.**
- c Put Sts in pairs and get them to ask and answer the questions. If you did the optional lead-in, tell Sts to miss out number 1.

Check answers.

- 1 A **D/IY store** is a shop that sells things to improve your home, e.g. paint, tools. These are often large stores similar to hypermarkets.
A **hypermarket** is a very large shop located outside a town, that sells a wide range of goods.
- 2 A **stationer's** is a shop that sells stationery (= paper, envelopes, etc.).
A **newsagent's** is a shop that sells newspapers and magazines.
- 3 A **dry cleaner's** is a place where you can have clothes cleaned, usually with chemicals.
A **launderette** is a place where you can wash and dry clothes in coin-operated washing machines.
- 4 An **estate agent's** is a business that sells houses and flats for people.
A **travel agent's** is a business that makes travel arrangements for people, e.g. by buying plane tickets and booking hotel rooms.
- 5 'the shop's closing' = The shop stops operating for a period of time, e.g. until the next day;
'the shop's closing down' = The shop stops doing business permanently.

2 LISTENING & SPEAKING

- a Focus on the task and the photos. Do the question as a whole-class activity.
- b Focus on the instructions and the article. Elicit that 'high street' = the main shopping street in a town. Give Sts time to read the article and to answer the questions.

Make sure they understand the meaning of *recession* and *worst-hit*.

Elicit answers from the class.

Many high streets have changed because some shoppers are going to hypermarkets and malls; shops are also closing down because of the recession. Some towns are offering free parking, live music, theatre performances; some are encouraging 'pop-up shops' in empty shop spaces.

- c 1.40)) Tell Sts they are going to listen to four people talking about their local shopping street. Sts need to listen for which speaker is most optimistic about small shops in the area.

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

Check the answer.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach, check any lexis to help Sts when they listen.

Bea: She says the small shops in the centre of Valencia are doing quite well.

1.40))

(script in Student's Book on p.123)

Harry

I live in Hereford, which is a small town in the UK very near Wales, and our local shopping street, our high street, it has all the normal chains like McDonald's and WHSmith the stationer's. There are also some smaller shops that are independently owned – there's a butcher's, a hardware store, things like that. There used to be a department store that was owned by a local family, but it closed down last year. The local shops are already having problems, I'd say. And now they're going to develop a new shopping centre outside town, and that'll kill the high street. Also, more people are shopping online now. It worries me because if there are no shops, then the centre of town will just die and become really depressing, maybe just with pound shops or empty stores.

Kate

In Toronto, where I live in Canada, the shopping street near my house has everything, from delicatessens and pharmacies to restaurants and clothing stores. There are also corner shops, grocery stores, and chains like Starbucks as well. The smaller, independently owned shops are definitely struggling because more people are going to big indoor shopping malls or supermarkets, especially in winter when it's too cold to be walking around outdoors. Online shopping is still not very common due to the long distances between cities and towns in Canada. Postal delivery and overnight delivery aren't really practical.

Ken

I'm from Kobe, a city in Japan, and near the train station we have little shops like a baker's, a café, a greengrocer's, and lots of corner shops. But people there shop at department stores, mainly. You know, Japanese department stores have everything – clothes, TVs, fruit and vegetables, restaurants. I don't often go to small independent shops, because I usually need to buy a lot of different things. So it's a lot more convenient to go to a department store. I know the small shops are disappearing and that's a little sad, but better things are replacing them. They're just responding to the customers' needs. It's what the shoppers want.

Bea

I live in the centre of Valencia in Spain, and my nearest big shopping street is called Calle Colón. I almost always go shopping there as it's so close. It has pretty much all the shops I like and a big department store too called El Corte Inglés – it's a Spanish institution!

I'd say the small local shops are doing quite well. Of course some places close down, but then new ones open up – a Japanese chain called Muji, for example, that sells stuff for your house. There are quite a few shopping centres round Valencia but I never go to them, as they tend to be out of town, so you need a car or bus to get there, and I think the same is true for lots of people round here, and also tourists like the small shops. Even though I do use them, for me there are two problems with small shops in Spain. One is that they often close at lunchtime, which I find really impractical. The other thing is that small shops don't offer the same sort of service that a big store can. For example, it's more difficult to have things delivered, or to change something and get your money back.

- d Focus on the chart. Now play the audio again and get Sts to complete it (they will probably need to copy it onto a piece of paper). Pause the audio after each person to give Sts time to write. Encourage them to make notes rather than write full sentences.

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

Check answers.

Harry

- 1 Hereford, UK, a small town near Wales
- 2 chains and some smaller shops, e.g. a butcher's
- 3 Local shops having problems; plans for a new shopping centre outside town – will kill the high street; more people are shopping online. He's worried the town centre will die.

Kate

- 1 Toronto, Canada
- 2 lots of shops, e.g. delicatessens, pharmacies, grocery stores, and chains
- 3 They're struggling because people go to indoor shopping malls or supermarkets, especially in winter. Doesn't say if she thinks this is good or bad.

Ken

- 1 Kobe, a city in Japan
- 2 small shops and corner shops near train station
- 3 They're disappearing because most people shop at department stores for convenience. Better things are replacing them; it's what shoppers want.

Bea

- 1 centre of Valencia, Spain
- 2 lots of small shops and a big department store, some chains. (The shopping centres are out of town.)
- 3 They're doing quite well. Some close down but then new ones open up. Shopping centres round Valencia too far away. Tourists like small shops. She likes small shops, but says it's impractical that they close at lunchtime. They also can't offer the service larger stores can, e.g. delivery and refunds.

- e 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.

3 GRAMMAR possessives

- a Focus on the task and put Sts in pairs to do this. Make sure Sts correct the wrong phrases.

Check answers.

- 1 ✗ children's books
- 2 ✓
- 3 ✓
- 4 ✗ your husband's new car
- 5 ✗ my mother's birthday
- 6 ✓
- 7 ✗ the beginning of the film
- 8 ✗ my own flat

- b 1.41) 1.42) 1.43) Tell Sts to go to **Grammar Bank 2B** on p.135. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm and the pronunciation of the 's. You could also get Sts to repeat the sentences to practise getting the rhythm and the pronunciation of the 's right. Then go through the rules with the class.

Additional grammar notes

- Most Sts will have met possessives at Elementary level and not revised them since, although Sts often continue making mistakes in this area. Here they also learn new rules, and other expressions to show possession.

possessive 's

- **rule 4:** Apart from using the possessive 's for people's houses, many shops and businesses also use the possessive 's, 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*.

of to show possession

- In many languages, possession is expressed with *of*-phrases, and Sts tend to overuse *of*-phrases 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*.
- **rule 2:** highlight that we use a pronoun, e.g. *mine*, in these phrases, not an adjective, e.g. *my*.

own

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

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

Check answers, getting Sts to read the full sentences.

- a
- 1 There are lots of expensive women's clothes shops round here.
 - 2 We went to James and Amanda's party last night.
 - 3 That's the town's only baker's.
 - 4 On Saturdays I often look round the shops.
 - 5 There's been a florist's on that corner for years.
 - 6 Two of my friends' wives run small businesses from home.
 - 7 She's going to spend a few nights at her parents'.
 - 8 There are too many estate agents in this neighbourhood.
 - 9 Charles' / Charles's sisters both live in flats in the centre.
 - 10 The town's only greengrocer's closed down last year.

- b
- 1 my friend's car
 - 2 all his own
 - 3 the top of the building
 - 4 my own
 - 5 the name of the book
 - 6 my husband's sister
 - 7 my wife's parents'
 - 8 friend of mine
 - 9 the centre of London
 - 10 the end of the day

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

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

4 PRONUNCIATION 's; linking

Pronunciation notes

- Sts practised the /s/ and /z/ sounds in individual words in 2A. Here, they get further practice with these sounds in the possessive 's.
- As with the final s in plurals and third person, the difference between the /s/ and /z/ sounds is small, but Sts at this level should be able to hear the difference and, most importantly, to know when to make the /z/ sound, e.g. *my niece's* (= /z/) but *my wife's* (= /s/) NOT *my waifz*.

- a 1.44) Focus on **The pronunciation of 's** box and go through it with the class. Remind Sts of the three different pronunciations of 's. Play the audio for Sts to listen and repeat.

1.44)

See phrases in Student's Book on p.20

- b 1.45) Put Sts in pairs or threes. Give them time to decide if the 's in the phrases is /s/, /z/ or /ɪz/. Play the audio once for Sts to listen and check the answer.
- Highlight that 's after a name ending in s is always /ɪz/.

1.45)

- | | |
|--------------------|----------------------------|
| [2] Maria's mother | [3] Max's motorbike |
| [1] Philip's phone | [1] Mr Smith's salary |
| [2] Tom's train | [2] my neighbours' new dog |
| [1] my wife's work | [3] George's job |

- c Give Sts a few minutes to practise saying the phrases.
- d 1.46) Focus on the seven sentences and play the audio for Sts to listen and repeat. Ask Sts why the words are linked. If they can't remember, remind them that words are linked when:
- a word ending in a consonant is followed by a word beginning with a vowel, e.g. *his own*;
 - a word ending in a consonant is followed by a word beginning with the same consonant, e.g. *some milk*.
- e Finally, focus on the six sentences, and give Sts a minute to practise saying them. Highlight that the following phrases are also linked:

- 1 commercial opportunities
- 2 hours a day
- 3 it's safer...from a...butcher's gr
- 4 point in...much on...clothes and
- 5 not to
- 6 law against a...being employed in...his gr

Put Sts in pairs. Suggest they read alternate sentences, discussing each one as they go and saying whether they agree or disagree. Go round and monitor for the correct pronunciation of 's:

- 1 Mother's /z/, Father's /z/ 2 chemist's /s/ 3 butcher's /z/
- 4 children's /z/ 5 friend's /z/ 6 boss's /z/

STUDY LINK

- Sts can practise 's and linking on the iTutor.

5 READING

- a Focus on the instructions. Ask the question to the whole class. Don't tell them the answer yet.
- b Get Sts to read the *About us* page from the website. Check that they understand *unique* (= the only one of its kind).

Elicit the answer from the class.

The founders called the website *NotOnTheHighStreet.com* to show it was a place where you could discover unique products that are usually sold in markets and craft fairs, not in high street shops.

- c Tell Sts to look at the photos of the three sellers and their products. Ask the class *What do you think they are selling?* and get some feedback.

Now focus on the task and on A–G. Give Sts time to read about the three sellers and complete the gaps with the questions. Remind them there is one extra question they do not need.

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

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

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

- d Focus on the instructions and questions 1–6. Go through them with Sts and make sure they understand them. Elicit / explain the meaning of *specifically* and a *good cause*.

Tell Sts to read about the sellers again and match their initials with 1–6.

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

1 AB 2 KW 3 EC 4 AB 5 EC 6 KW

- e Focus on the highlighted words and get Sts, in pairs, to guess their meaning. Tell them to read the whole sentence as the context will help them guess.
- Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

f Do this as an open-class question.

Extra idea

- Ask Sts if they use any shopping websites or apps which they can recommend, and write them on the board. Get Sts who use the sites or apps to say why they like using them.

6 SPEAKING

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

Highlight that (*something*) *you just had to have* = something you wanted very much, not necessarily something you needed.

Put Sts in pairs and get them to discuss their topics. Encourage Sts to give and ask for as much detail as possible.

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..

1&2 Revise and Check

There are two pages of revision and consolidation after every two Files. The first page revises the grammar, vocabulary, and pronunciation of the two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available. The second page presents Sts with a series of skills-based challenges. First, there is a reading text, which is of a slightly higher level than those in the File, but which revises grammar and vocabulary Sts have already learnt. Then Sts can watch or listen to five unscripted street interviews, where people are asked questions related to the topics in the File. You can find these on the *Class DVD*, *iTools*, and *Class Audio* (audio only). We suggest that you use some or all of these activities according to the needs of your class.

In addition, there is a short documentary film available on the *Class DVD* and *iTools* on a subject related to one of the topics of the Files. This is aimed at giving Sts enjoyable extra listening practice and showing them how much they are now able to understand. Sts can find all the video content on the *iTutor*.

STUDY LINK

- iTutor

Test and Assessment CD-ROM

- Quick Test 2
- File 2 Test

GRAMMAR

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

VOCABULARY

- | | |
|----------------------|------------------|
| a 1 glamorous | 6 suitable |
| 2 moody | 7 luxurious |
| 3 childish | 8 stressful |
| 4 sensible | 9 risky |
| 5 creative | 10 impressive |
| b 1 insect repellent | 5 pack |
| 2 safari | 6 memory card |
| 3 package | 7 guided |
| 4 sunburnt | 8 swimsuit |
| c 1 butcher's | 5 chemist's |
| 2 newsagent's | 6 estate agent's |
| 3 baker's | 7 fishmonger's |
| 4 florist's | |

PRONUNCIATION

- | | |
|---------------|---------------|
| a 1 baker's | 4 possessive |
| 2 butcher's | 5 delicious |
| 3 memory | |
| b 1 impulsive | 4 ambitious |
| 2 sightseeing | 5 newsagent's |
| 3 profitable | |

CAN YOU UNDERSTAND THIS TEXT?

b 1 C 2 F 3 B 4 D 5 A

CAN YOU UNDERSTAND THESE PEOPLE?

1 C 2 B 3 A 4 A 5 B

147)))

1

I = Interviewer, D = Diarmuid

- I What's your name?
D My name's Diarmuid.
I Where does it come from?
D Er, it's an Irish name, and it comes from an old Irish myth.
I Who chose your name?
D My mother chose my name. I was born in England and my mother's Irish. I think she didn't want me to forget my Irish heritage, so she gave me a very Irish name.

2

I = Interviewer, E = Edisha

- I Can you tell me about your name - where does it come from?
E My name actually, I'm kinda named from my dad, my dad's name is Edward, and so my name is Ed with a 'isha' on the end, so it's Edisha.
I Do you know who chose your name?
E My mom chose my name because she wanted to name me after my dad. And I actually have two middle names: Miera and Maria, and those are because my aunts were feuding over what my middle name should be so then my mom just gave me both of them.

3

I = Interviewer, J = James

- I What's your favourite colour?
J It's hard to say what my favourite colour is now because I probably don't really have one. But when I was a kid, erm, I have a twin brother, and my mum used to make us birthday cakes for our birthday, and his was always blue and mine was always green, and so I think green was kind of my favourite when I was younger, but maybe not now.
I What's your favourite car colour?
J Er probably red - I mean that's a bit of a stereotype, but I do like red cars.
I Why?
J They look good, they look like they could be fast and... I don't know, I've never really thought about it.

4

I = Interviewer, S = Sean

- I Have you ever had a disastrous holiday?
S I remember going to Scarborough, which is on the northeast coast of England, when I was about four or five, and it was a family holiday - I went with my parents, and my grandparents, and my aunt and uncle. And the weather was appalling; it was terrible, and erm it rained every day, it was freezing cold. And all I can remember is just sitting looking out of the window of the hotel, looking at the sky hoping it was going to stop raining, which it never did, and we just sat there arguing, like families do.

5

I = Interviewer, E = Elayne

- I What sort of things do you buy online?
E I buy most of my shopping stuff online, like shoes or clothes, because I don't like how crowded malls can get.
I What else do you buy online?
E Shoes, clothes, erm if I purchase tickets for anywhere, erm pretty much whatever you can buy online, I buy online.
I Is there anything you'd never buy online?
E There...I would probably not buy a car online, but otherwise I probably would buy most things online.

3A The generation gap

Lesson plan

The topic of this lesson is generational differences and stages of life as reflected in the lesson title, *The generation gap*.

In the first half of the lesson the grammar focus is on three past forms: past simple, past continuous, and *used to*, which Sts revise and contrast through blog 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 first half of the lesson ends with extended oral practice of the three past forms.

In the second half, Sts learn vocabulary to describe different stages of life. This is followed by a listening about the Mosquito Tone, a controversial sound which is used to keep teenagers away from certain areas. Sts then do a split reading with three different news stories about situations where special rules have been made for babies, children, and teenagers. The lesson ends with Sts talking and then writing about what they were like as children or teenagers.

STUDY LINK

- Workbook 3A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopyable activities

- **Grammar** past simple, past continuous, or *used to*? p.144
- **Communicative** When you were younger p.172 (instructions p.161)
- **Song** Young folks p.212 (instructions p.206)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write **WHAT WERE YOU LIKE AS A CHILD?** on the board. Elicit adjectives from the class, e.g. *quiet, outgoing, naughty, adventurous, well behaved, etc.*
- Write Sts' ideas on the board.

1 GRAMMAR past simple, past continuous, or used to?

- a Books open. Tell Sts to look at the title of the lesson *The generation gap* and elicit its meaning (= differences in attitude or behaviour between young and older people that can cause a lack of understanding).

Now focus on the picture and elicit that it shows a playground with different kinds of children doing different things.

Focus on the words and expressions in the list and tell Sts to try to match them to the children in the picture and to work out what they mean.

Go through the instructions and put Sts in pairs to do the task.

- b (2.2)) Play the audio for Sts to listen and check answers. Model and drill the pronunciation.

(2.2))

- | | |
|------------------|------------------------|
| 1 a 'girly' girl | 4 a bookworm |
| 2 being naughty | 5 a tomboy |
| 3 quarrelling | 6 a well-behaved child |

Finally get Sts to discuss the questions in pairs or do this as an open-class question.

Extra support

- Demonstrate the activity before putting Sts in pairs by talking about which child you identify with and why.
- c Focus on the blog post and the task. Tell Sts to read the posts, ignoring alternatives 1–4 for the time being, and to compare answers with a partner.

Check answers.

Sarah has changed the most.
Laura has changed the least.

Extra support

- To check understanding, ask some comprehension questions, e.g. *How has Nick changed? What kind of clothes did Laura use to like? Is Sarah still a shy person?*
- d Focus on the instructions. Give Sts a minute, in pairs, to circle the correct form and discuss why one form is right and the other wrong.

Check answers.

- 1 I used to spend ('I was spending' isn't possible because his love of toy cars was a long-term habit, not an action in progress at a specific time in the past)
- 2 I was wearing ('I used to wear' isn't possible because this isn't referring to an extended period of time in the past)
- 3 I used to be ('I was being' isn't possible because her shyness was true for a significant period of time, not just a moment in the past)
- 4 I started ('I used to start' isn't possible because she started university on one occasion only, not several times in the past)

- e (2.3)) (2.4)) Tell Sts to go to **Grammar Bank 3A** on p.136. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Refer Sts to the **Irregular verbs** list on p.165 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.

Additional grammar notes

- These three past forms have been presented in earlier levels of *English File*, but here they are contrasted. Sts often confuse these forms or use them incorrectly because they do not correspond exactly to equivalent forms in their L1.

Typical mistakes include:

- using 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.*
- using *use to* instead of the present simple + *usually* to describe present habits, e.g. *I use to have a big breakfast before I go to work.*
- misspellings in negatives and questions, e.g. *I didn't used to like spinach.*

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

Check answers, getting Sts to read the full sentences.

- a
- 1 were having, phoned
 - 2 ✓
 - 3 was still having, arrived
 - 4 Did your brother teach
 - 5 used to love
 - 6 ✓, was
 - 7 used to spend
 - 8 was using, happened
 - 9 didn't go
 - 10 didn't use to have, knew

- b
- 1 ✓
 - 2 did they get
 - 3 I found
 - 4 ✓
 - 5 Did you see
 - 6 ✓
 - 7 He never studied / never used to study
 - 8 ✓
 - 9 I was listening to
 - 10 We moved

Tell Sts to go back to the main lesson 3A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

2 PRONUNCIATION & SPEAKING

-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/, /t/, /θ/, /s/, /ʃ/, and /tʃ/, e.g. *used, hoped, liked, laughed*, 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 2.5)) Focus on the sound pictures and remind Sts of the three different pronunciations of the *-ed* ending. Play the audio once for Sts just to listen, then play the audio again pausing after each pair of sentences for Sts to repeat.

2.5))

See sentences in Student's Book on p.25

- b 2.6)) Focus on the task. Give Sts time to read the sentences and decide if the *-ed* in the verbs is pronounced /t/, /d/ or /ɪd/. Play the audio for Sts to listen. Get them to compare with a partner and then check answers.

1 /ɪd/ 2 /t/ 3 /d/ 4 /d/ 5 /t/ 6 /ɪd/

2.6))

See sentences in Student's Book on p.25

- c Give Sts time to practise saying the sentences in b.

Extra support

- Remind Sts that the most important rule is not to pronounce the *-ed* as /ɪd/ except after /e/ and /d/.
- d 2.7)) 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. Play it again if necessary, and get Sts to compare the answers with another pair. Check answers. Ask Sts to tell you which words helped them to understand if the sentences were past or present, e.g. *last summer*.

1 Pa 2 Pr 3 Pa 4 Pa 5 Pr 6 Pr

2.7))

- 1 I worked as a waiter last summer.
- 2 We play role games on Saturday nights.
- 3 We lived in America for six months.
- 4 We watched a lot of TV last night.
- 5 I usually cook at weekends.
- 6 I look like my sister.

- e 2.8)) Focus on the dialogue and give Sts time to read it. Play the audio once for Sts to focus on the rhythm and the *-ed* endings. Then put Sts in pairs and get them to practise the conversation.

2.8))

See conversation in Student's Book on p.25

- f Put Sts in pairs and focus on the task in the **Events in your life** section. Ask Sts to think what the missing

words are, but **not** to write them in, as they should be able to produce them orally.

Check answers.

- 1 Where **were** you born?
Where **did** you **live** when you **were** a child?
- 2 How old **were** you when you **started** primary school?
Did you **enjoy** your first day? What **did** you **do**?
- 3 When **was** the first time you **travelled** abroad?
Where **did** you **go**?
- 4 When **was** the last time you **cooked** a meal for friends?
What **did** you **make**? **Did** your friends **like** it?
- 5 When **was** the last time you **visited** relatives?
Who **did** you **visit**? What **did** you **do**?

Now focus on the instructions and the example speech bubble. Sts take it in turns to ask and answer the questions, 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 right sentence rhythm.

Next, focus on the instructions and example speech bubble for the **When I was younger** section. Go through statements 1–6 and make sure Sts understand what they have to do. You could discuss 1 with the whole class before they continue in pairs.

Finally, focus on the instructions in the **What was happening?** section. Give Sts a moment to think of two more times and dates and add them to the list. If Sts have difficulty thinking of a memorable time, you could give them prompts, e.g. a major sporting event, a national holiday, a disaster, etc.

Focus on the example speech bubble. Then in pairs, Sts take turns to describe what they were doing at each time, using the past continuous. Monitor and help, encouraging Sts to get the sentence rhythm right.

Get some feedback from the class. Find out if any Sts had the same answers.

Extra support

- Demonstrate the activity by answering the questions yourself in each part.

STUDY LINK

- Sts can practise *-ed* endings and sentence rhythm on the iTutor.

3 VOCABULARY stages of life

- a Focus on the instructions and the photos. Give Sts time individually or in pairs to match the words with the photos.
- b (2.9)) Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat. Next, focus on the *middle-aged* box and go through it with the class.

See script 2.9

(2.9))

- | | |
|-----------------------|-------------------------|
| 1 in his late forties | 6 a teenager |
| 2 a baby | 7 in her mid-thirties |
| 3 a pensioner | 8 in his early twenties |
| 4 a toddler | 9 a pre-teen |
| 5 a child | |

Extra idea

- Give Sts more practice in using phrases like *in her early / mid- / late thirties*:
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. Elicit one or two answers from the class for the first group, then put Sts in pairs or small groups to continue.

Check answers.

Extra support

- You could do this as an open-class activity.
- d Focus on the task and the example.
Get Sts to do the task in pairs. 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.

4 LISTENING

- a Focus on the instructions and do this as a whole-class activity. Encourage Sts to explain their opinions and give examples.
- b (2.10)) Tell Sts they are going to listen to **Part 1** of a local radio news report about teenagers.

Now focus on the questions. Play the audio and pause just after the interviewer says, *Why don't we play the tone briefly now?* Check answers to questions 1 and 2. Then play the rest of the audio and find out which Sts could hear it. Ask those who said they could if they are under 25, and how it made them feel.

- 1 almost everyone under 25
- 2 no, they weren't
- 3 Sts' own answers

(2.10))

(script in Student's Book on p.124)

I = Interviewer, M = Mark

- I Welcome back. Up next, age and the generation gap. We know how hard it can be to tell someone's age, but in fact it turns out there may be a way that's quite simple. It's called the 'Mosquito Tone Test', and Mark is here to tell us more.
- M Thanks, Sue. The Mosquito Tone is a sound – a very high-pitched, very annoying sound, which is why it's named after the insect. What's interesting is that apparently as we age, we slowly lose our ability to hear this sound. According to scientists, almost everyone under the age of 25 can hear the Mosquito Tone, but almost no one over 25 can hear it!
- I Really! Is that right?
- M Yes. And to test this out, I actually played the tone for my family last night. My wife and I heard absolutely nothing at all, but our teenage daughters could hear it, and in fact complained that it was an irritating sound that was quite painful to hear.
- I Oh no! Well, at the risk of irritating some of our younger listeners' ears, why don't we play the tone briefly now?
- M OK, here goes. I'm playing the tone in 3, 2, 1 ...
- I Have you played the tone yet?
- M I just did. Or, at least, I think I did.
- I Well, I suppose that just confirms that neither of us are under 25!

- c 211)) Sts now listen to **Part 2** of the news story and answer the questions with a partner.

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

The sound is being used to keep teenagers away from certain places, such as shopping centres. Not everybody thinks it's a good idea. Some people think it could be harmful, and that it doesn't solve the problem; it just drives teenage gangs to other places.

211))

(script in Student's Book on p.124)

I = Interviewer, M = Mark

- I Now Mark, apart from testing a person's age, what is the Mosquito Tone being used for?
 M This has actually become an interesting controversy. Because the sound is so annoying, and because only the young can hear it, the Mosquito Tone is being used to keep teenagers away from certain places.
 I What kinds of places?
 M Well, for example, from shopping centres. As you know in some towns you get large groups of young people hanging around shopping centres and causing trouble. And some shop owners say that these gangs can annoy other customers, or frighten them away, which is obviously not good for business. So now these centres can play the Mosquito Tone over their audio system, and the groups of teenagers will feel uncomfortable and leave the area. But of course the sound won't annoy the other customers at all, as they don't hear it.
 I Have you spoken to any of these shop owners?
 M Yes, I have, and they said that the Mosquito Tone has worked very well for them. And they also said that although it's true that the Mosquito Tone is certainly very annoying, it doesn't hurt the teenagers.
 I It sounds like rather a good idea to me. But you said this was a controversy. Who's against it?
 M Well, there are some groups of people who are trying to ban the Mosquito Tone. They've pointed out a number of problems with it. Firstly, they worry that the sound really is harmful, but more to the point they say that the Mosquito Tone affects all young people, some of whom are well behaved and just want to go shopping. And finally they say that the Mosquito Tone doesn't actually stop the problem of teenage gangs, it just drives them from one place to another.
 I Those do seem like good points.
 M Yes, indeed. And there's also an interesting twist. Some teenagers have discovered an advantage to the Mosquito Tone.
 I Oh yes?
 M Well, the Mosquito Tone has also been released as a ringtone for your mobile. So in secondary schools that don't permit mobile phones, teens can use their phones in class. They can receive calls and messages during lessons and teachers don't have any idea what is happening.
 I Because the teacher can't hear it! That must really annoy them.
 M That's right. And if they can't hear it, they can't...

- d Focus on the task and 1–6. Play the audio for **Part 2** again and get Sts to complete the information. Get them to compare with a partner and play the audio once more if necessary.

Check answers.

Possible answers

- 1 annoy other customers or frighten them away.
- 2 has worked very well.
- 3 hurt the teenagers.
- 4 ban the Mosquito Tone.
- 5 as a ringtone for mobile phones.
- 6 receive calls and messages in class without the teacher knowing.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.124, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- e Do the question as an open-class activity. Encourage Sts to give reasons to justify what they say.

5 READING & SPEAKING

- a Focus on the instructions and the three news headlines. Put Sts into groups of three, **A**, **B**, and **C**. (If your class doesn't divide into threes, you may need to have one or two pairs. Get them to take the roles of **A** and **B**, and then to read **C**'s text together.) Tell Sts in their groups to speculate on what the news stories will be about.

Get feedback, but don't tell Sts if they are right yet.

- b Tell **A** to stay on the main lesson page starting with **c**, and **B** and **C** to go to **Communication News stories**, **B** on p.105, **C** on p.106. Each student will read one of the news articles.
 c Give Sts time to read their articles. Remind them to try to guess new words from the context as they read. They should all find the answers to questions 1–5 and either underline them in the text or make notes. Monitor and help, making sure they are able to find the answers to the questions.
 d Now tell Sts to work out the meaning of the highlighted words and phrases from the context and to match them with the definitions in the glossary. Remind them to look at the phonetics as they will need to use these words when retelling their article.

Extra support

- Check that Sts have completed the glossaries correctly.

Student A

- 1 curfew
- 2 anti-social behaviour
- 3 banned
- 4 fine

Student B

- 1 scooters
- 2 screaming
- 3 buggies
- 4 gunshots

Student C

- 1 screaming
- 2 discriminatory
- 3 deck
- 4 ban

- e Ask Sts to tell the others in their group about the article they read, using the answers to 1–5 to help them remember important details. Encourage Sts to use the words from their glossaries, explaining the meanings to the other students if necessary.

Tell the **Bs** and **Cs** to go back to the main lesson 3A.

- f Focus on the instructions and point out the example speech bubble. In their groups, Sts discuss the questions.

Extra support

- You could do this as an open-class activity.

6 SPEAKING & WRITING

- a Focus on the questionnaire and the two possible 'routes'. Go through the topics, and then give Sts time to choose three each and to plan what they're going to say. Put Sts in pairs and get them each to talk about their three topics, giving as much information as possible. Monitor and help with vocabulary.

Get some feedback from different pairs.

Extra support

- Demonstrate the activity by talking about one or two of the topics yourself before putting Sts in pairs.

Extra challenge

- You could get older sts to talk about their childhoods as well as their teenage years.

- b Focus on the instructions and get Sts to look at the blog posts in **1** on p.24 again.

Tell Sts to write a paragraph with their own information about what they used to be like as a child or a teenager (depending on what they talked about in a) and how they have or haven't changed. Set a time limit.

Sts should check their paragraphs for mistakes before either giving them in or swapping them with another student to read.

7 12)) SONG *Young folks* 🎵

This song was originally made famous by the Swedish indie pop band Peter Bjorn and John in 2006. If you want to do this song in class, use the photocopiable activity on p.212.

12))***Young folks***

If I told you things I did before, told you how I used to be
Would you go along with someone like me
If you knew my story word for word, had all of my history
Would you go along with someone like me

I did before and had my share, it didn't lead nowhere
I would go along with someone like you
It doesn't matter what you did, who you were hanging with
We could stick around and see this night through

And we don't care about the young folks
Talking 'bout the young style
And we don't care about the old folks
Talking 'bout the old style too
And we don't care about our own faults
Talking 'bout our own style
All we care about is talking
Talking only me and you

Usually when things have gone this far, people tend to disappear
No one will surprise me unless you do
I can tell there's something going on, hours seem to disappear
Everyone is leaving, I'm still with you

It doesn't matter what we do, where we are going to
We can stick around and see this night through

And we don't care about the young folks
Talking 'bout the young style
And we don't care about the old folks
Talking 'bout the old style too
And we don't care about our own faults
Talking 'bout our own style
All we care about is talking
Talking only me and you

And we don't care about the young folks
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And we don't care about the old folks
Talking 'bout the old style too
And we don't care about our own faults
Talking 'bout our own style
All we care about is talking
Talking only me and you
Talking only me and you

Talking only me and you
Talking only me and you

3B In the picture

Lesson plan

The topic of this lesson is photography. It begins with a vocabulary focus which includes useful phrases for describing photos and language related to taking photos. This leads into a pronunciation focus on word stress in words from the root word *photograph* and other multi-syllabic words. Next, Sts listen to an interview with a professional photographer who talks about his job and gives some tips on how to look your best in a portrait photo. Sts then write their own tips on how to take good photos.

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 read an article about storing digital photos safely, with some surprising revelations about why digital photos may not be as safe as we think they are. Finally, Sts listen to people describing childhood photos, before talking about their own favourite photos. Before you get to this final stage, ask Sts to bring in a favourite childhood photo to the next class.

STUDY LINK

- Workbook 3B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** prepositions p.145
- **Communicative** What's the preposition? p.173 (instructions p.161)
- **Vocabulary** Photography p.197 (instructions p.191)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Do a quick survey of the kinds of photos Sts like taking, e.g. of people, landscapes, city views, buildings, monuments, etc.
- Now ask Sts how they usually take photos: with a camera, phone, tablet, or other equipment? With a show of hands, find out the most common way the class takes photos.

1 VOCABULARY photography

- a Books open. Focus on the title of the lesson. Explain that the phrase *in the picture* also means to have information about a particular situation as in the idiom *to be in the picture*, or *to put sb in the picture*.

Focus on the photo and the questions. Elicit that the photo was taken in front of the leaning tower of Pisa in Italy. Ask the class if they have been photographed in front of any famous monuments, and why they think people like doing this.

- b Focus on the instructions. Give Sts time to complete the dialogue.

- c 213))) Play the audio for Sts to check answers. You may need to pause the audio to give Sts time to write the missing words. Ask them how they think the man who took the photo was feeling.

1 take	3 background	5 behind
2 automatic	4 right	6 blurred

Extra idea

- You could get Sts to practise the conversation in groups of threes.

213)))

A = Alice, M = Man, S = Simon

- A Excuse me, could you possibly take a photo of us?
 M Yes, sure. Which button do I press?
 W This one here. It's automatic, just press it.
 M Right. You want the tower in the background, I suppose.
 A Yes, please.
 S Can you take it so it looks, you know, as if we're holding up the tower?
 M All right, I'll try. Can you move back a little. A little to the right... Just a minute. There's someone behind you. OK, I think that's OK. Do you want to have a look?
 A Oh, that is so great. But I moved. It's a bit blurred. Could you take just one more?
 M Oh, all right...

- d Tell Sts to go to **Vocabulary Bank Photography** on p.155.

Focus on **1 Describing a photo** and go through the *on top of vs. at the top of* box with the class. Make sure Sts understand the difference in meaning. Then tell Sts to do **a** individually or in pairs. Check that they understand the difference between *opposite* and *in front of*, and between *foreground* and *background*.

- 214))) Now do **b**. Play the audio for Sts to check answers. Play it again pausing for Sts to repeat.

214)))

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 looking at the view.
- 8 **Opposite** the woman there's a building with a tower that looks like a church.
- 9 **In the distance** on the left you can just see an old building which looks like a ruin.
- 10 **In the top right-hand corner** there are two cypress trees.

Elicit / explain 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.

Now focus on **2 Taking photos** and get Sts to match the sentence halves in **a**. 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.

215))) Now do **b**. Play the audio for Sts to check answers.

See script 2.15

215)))

2 Taking photos

- e** You **use flash** when you want to take a photo somewhere dark, e.g. indoors or at night.
- a** You **zoom in** when you are far away from something and you want to take a close-up of it.
- f** A photo can be **out of focus** if your camera isn't automatic and you haven't used the right settings.
- d** Many cameras have a **portrait setting** to use when you want to take a photo of a person.
- c** A photo can be **blurred** if you move when you are taking it.
- b** With good cameras you can use different **lenses**, e.g. a wide-angle lens, when you can't step far away from your subject, but you want to get all of it in the picture.
- g** You **enlarge** a photo when you want to make it bigger.

Elicit or explain that you can set a camera to a *landscape* position – one that's wider than it is high – or just hold the camera the other way round. You may also want to point out that *zoom* can also be used as a noun to describe the lens some photographers use for this function.

Testing yourself

For **Describing a photo**, Sts can cover 1–10 and try to describe the photos from memory, using the words and phrases in the list. For **Taking photos**, they can cover the definitions a–g, look at 1–7 and try to remember the meaning of the words in **bold**.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson **3B**.

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point or leave it for later as consolidation or revision.

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 216))) Focus on the words beginning with *photo*. Check that Sts know what *photogenic* means (= someone who looks good in photographs). Get Sts to underline the stressed syllable in each word.

Play the audio, pausing after each word to check the answers. You could also ask Sts to tell you where each word is stressed just before playing the audio.

Ask Sts to practise saying the words focusing on the stress.

See script 3.16

216)))

- photograph
- photographer
- photography
- photographic
- photogenic
- photocopy

- b Focus on the sentences and get Sts to underline the stressed syllable in each of the bold multi-syllable words.
- c 217))) Play the audio and check the answers by writing the words on the board and underlining the stressed syllable. Give Sts time to practise saying the sentences.

217)))

- There's a tree in the **background**.
- In the **foreground** there's a girl.
- You can see a house in the **distance**.
- There's a man **behind** her.
- It's a **close-up** of a watch.
- It's out of **focus**.
- Is your **camera** automatic?

STUDY LINK

- Sts can practise word stress on the *iTutor*.

- d Tell Sts to go to **Communication Spot the differences**, A on p.107, B on p.108.

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 they have found all ten differences, tell them to compare pictures to see if they have correctly identified the differences.

Check answers.

- A** There's a hotel in the background
B There's a tower in the background
- A** There's a flag on top of the hotel
B There is no flag on the tower
- A** There's a man playing 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 drinking a coffee
B She's eating a plate of pasta
- 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 birds drinking from the fountain
B There are no birds at the fountain

- 9 **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
- 10 **A** The man on the right is taking a photo
B The man on the right is playing the guitar

Tell Sts to go back to the main lesson 3B.

3 LISTENING & SPEAKING

- a** Focus on the questions. Sts could discuss the questions in pairs or you could do it as an open-class activity.
- b** (218)) Tell Sts they are going to listen to **Part 1** of an interview with Brian Voce, a professional photographer. Focus on the photos on p.29. Ask Sts what they think of them. Now focus on the instructions and give Sts time to read questions 1–4.

Play the audio once the whole way through for Sts just to listen. Now play the audio again, pausing after each question is answered to give Sts time to write notes. Get Sts to compare answers with a partner.

Check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

- 1 His cousin had a darkroom where he developed photographs; this fascinated Brian. Then he joined a photography club at school and later studied photography and film-making at university.
- 2 He mostly photographs classical musicians and their ensembles and orchestras in the building where they are performing.
- 3 Prince Charles. Brian was the only press photographer given permission to enter a mosque at the same time as the Prince and had to take his shoes off, but Brian had a big hole in his sock. Then he had to follow the Prince out through a different door, still in his socks.
- 4 A photo of Meryl Streep wearing a face mask by Annie Leibovitz.

(218))

(script in Student's Book on p.124)

I = Interviewer, B = Brian Voce

- I** What inspired you to become a photographer?
B My cousin, who was ten years older than me, built a darkroom in his house which I used to visit. From the moment I saw a developing photograph appearing like magic on a piece of paper under the red light, I was completely hooked. At the same time my school started a photography club, so I joined it. I soon knew it was what I wanted to do, and later I went on to study photography and film-making at university.
- I** What sort of people do you usually photograph, and where?
B I've mainly photographed classical musicians and their ensembles and orchestras. I usually photograph them at work and they often perform in wonderful buildings, which are also great for photography, so I've had the chance to work in palaces and churches in Rome, Vienna, Salzburg, Paris, and other places.
- I** Have you had any other famous clients?
B Yes, several. I was once asked to photograph Prince Charles, for example.
- I** Oh, and how did that go?
B In fact, it was a bit embarrassing. He was visiting a mosque, and though there were many other press photographers there, I was the only one who was given permission to enter

the mosque at the same time as the Prince. When I got to the door, I was asked to take my shoes off, and I realized that I had an enormous hole in one of my socks! I was so embarrassed, all I could think about was this hole as I tried to get shots of Prince Charles. And then he left through a different door, and I had to follow him, still in my socks.

I Do you have a favourite portrait of a celebrity?

B I have lots, but, for example, there's a portrait of Meryl Streep by Annie Leibovitz where she's wearing a face mask. It's absolutely wonderful.

- c** Tell Sts they are going to hear **Part 2** of the interview where Brian gives some tips about posing for photos.

Go through sentences 1–8 and make sure Sts understand them. Then get Sts in pairs to decide whether they think they are true or false. Elicit ideas, but don't tell them whether their guesses are right or wrong yet.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.
- d** (219)) Play the audio once. Check answers, but don't ask Sts yet why the F sentences are false.

1 F	3 F	5 T	7 F
2 T	4 F	6 F	8 T

(219))

(script in Student's Book on p.124)

I = Interviewer, B = Brian Voce

I What are some tricks to taking a good portrait?

B Each situation is different and what works for one person may not work for another. The most important thing is to get people to relax. Being photographed makes most people nervous and insecure, so, assuming they're not professional models, generally it's best not to have other people around, watching the photo shoot. Once people relax they can even enjoy the process but it does take a long time, so another important thing if you want to have a good photo taken of you is not to be in a hurry. I often need between three and four hours.

I What else can the person who is being photographed do to improve the picture?

B To start with they should wear comfortable clothes, and if they can, if it's a studio photo, bring some different clothes with them – things that they feel good in.

I What about make-up?

B If people are used to wearing make-up then they should use it, because again it will make them feel good. Actually make-up is often a good thing – and in fact, even for men, a little powder can make them look better under studio lights.

I What about how to pose?

B Well, standing up straight isn't usually a good pose. You can get much more interesting pictures of people, for example, sitting on the floor, leaning against the back of a chair, or sitting just on the edge of a chair. Interestingly, sometimes it's a good thing for people to feel a bit uncomfortable, because the more uncomfortable people are the less they think about their expression and the better the pictures can be. It also helps if people look away and only turn to the camera at the last moment.

I Brian, thank you very much, and I'll try to remember those tips.

- e** Now tell Sts they are going to listen again and this time they must correct the wrong information in the false sentences.

Play the audio again pausing if necessary to give Sts time to write.

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

Finally, focus on the photos on p.29 again and ask Sts how they relate to what Brian said in the interview.

- 1 Most people don't enjoy being photographed.
- 3 A professional photographer can take a long time to get good photos.
- 4 What you wear is important.
- 6 It's better to pose sitting down than standing up.
- 7 It's important not to be in a comfortable position.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.124, so they can see what they understood or didn't understand. Translate / explain any new words or phrases.

- f Focus on the task. Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs.

4 WRITING

Tell Sts to go to **Writing An article** on p.115.

- a Focus on the task and give Sts time to look at the three photos. Tell them not to read the text yet.

Elicit some opinions from the class.

- b Focus on the instructions and go through the headings, making sure Sts understand them.

Give Sts time to read the article and to match the headings with 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.

- 1 Don't look at me!
- 2 Don't make them pose
- 3 Try different angles

Now get Sts to answer the questions in pairs, small groups, or as a whole-class activity.

Get some feedback.

- c Focus on the **Useful language: tips and instructions** box and go through it with the class.

Put Sts in pairs and tell them they are going to write three tips for how to take good holiday photos. Focus on the three points about planning the content and encourage Sts to think about them before they write. Remind them to use the **Useful language** and **Vocabulary Bank Photography** on p.155.

! If your Sts are not very good at or interested in taking photos, tell them to write the article on another topic they know more about, e.g. *How to really enjoy a holiday in their town / city*, *How to dress well on a budget*, etc.

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

- e Sts should check their work for mistakes before giving it in.

Tell Sts to go back to the main lesson 3B.

5 GRAMMAR prepositions

- a Focus on the photo behind the text and tell Sts or elicit that it shows the Andes mountains in South America and that it was taken from a plane.

Now focus on the task and tell Sts to read the text quickly. Then in pairs Sts complete the gaps with prepositions from the list.

Check answers.

- | | | | |
|--------|-----------|------|------|
| 1 over | 3 next to | 5 of | 7 at |
| 2 from | 4 at | 6 in | 8 of |

- b Now tell Sts to answer the questions in pairs.

Check answers. For 3 and 4 make sure Sts say the preposition + verb or the preposition + adjective, not just the preposition alone.

- 1 next to
- 2 over, from
- 3 in (after arrived), at (after look), of (after remind (me))
- 4 at (after good), of (after proud)

- c (2/20) (2/21) (2/22) Tell Sts to go to **Grammar Bank 3B** on p.137. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Refer Sts to the list of **dependent prepositions** on p.164 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.

Additional 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*.

Typical mistakes include:

- translating prepositions from L1 that don't correspond in English, e.g. using *in front of* instead of *opposite*.
- leaving out a preposition, e.g. *She likes listening classical music.*
- inserting an unnecessary preposition, e.g. *I need to call to my friend.*

3B

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

Check answers, getting Sts to read the full sentences.

a		
1 along	5 round	9 across
2 into	6 on	10 next to
3 onto	7 off	11 in
4 between	8 under	12 towards
b		
1 of, for	5 on	9 about, for
2 to, for	6 about	10 in, at
3 of	7 about	
4 with	8 for	

Tell Sts to go back to the main lesson 3B.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

- d Focus on the instructions and 1–10. Get Sts to complete the gaps individually.

Check answers.

1 of	6 over
2 to	7 on
3 to	8 on
4 for	9 for
5 with	10 up (or down)

Now, put Sts in pairs and ask them to choose four of the topics. Tell them to begin, *I'm going to tell you about a photo I took that I'm very proud of...* and to give (and ask for) as much information as possible.

Monitor and help, correcting any mistakes with prepositions.

Get some feedback from various pairs.

6 READING

- a Focus on the question and go through the options. Then get Sts to tell each other what they usually do with their photos.

Get some feedback.

Extra support

- Do this as an open-class activity.

- b Focus on the article and headings A–F, and make sure Sts understand them. Elicit / explain the meanings of *come and go* and *obsolete*.

Now tell Sts to read the article and match the headings with paragraphs 1–5. Remind them that there is one extra heading.

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

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

1 C 2 F 3 E 4 A 5 D

- c Focus on the instructions. Get Sts to read the article again, and give them time, individually or in pairs, to match the storage methods with the problems.

Check answers.

1 c 2 a 3 b 4 e 5 f 6 d

- d Focus on the highlighted words and phrases. Get Sts, in pairs, to guess their meaning. Tell them to read the whole sentence as the context will help them guess.

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

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

- e Do this as an open-class activity and elicit opinions.

7 LISTENING & SPEAKING

- a (223)) Focus on the photos and get Sts to speculate about how old the children are, where they are, and what's happening.

Play the audio once all the way through and get Sts to number the photos 1–3. Remind them that there is one extra photo.

Get Sts to compare with a partner. Then check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

1 C 2 A 3 D

(223))

(script in Student's Book on p.124)

- 1 I really love this photo, even though I look a bit strange in a dress that was obviously too big and a coat that was too small! But it's the way that my grandfather and I are looking at each other that I love about it. We were about to go for a walk, and are standing just in front of the door of his house, on the steps. It was a really cold day so he'd lent me his fur hat. I don't know who took the photo, probably my grandmother, but it's a lovely reminder of my grandfather, who died a few years ago. I have it in a frame on my desk, and both my mother and my grandmother have a framed copy of the same photo – we all love it.
- 2 My favourite photo ever – not just from my childhood but in my whole life – is this one that my dad took when we went camping. I'm standing in the mountains and on a rock in front of me is this animal called a marmot – it's like a big mouse, and they're quite common round here. The marmot was standing incredibly close to me and it almost looks as if it's smiling at the camera! It wasn't shy at all. A strange thing is, I always remembered the day the photo was taken, but I actually didn't see the photo with my own eyes until last year, when I turned 35. My parents found a load of old photos and scanned them for me so that I'd have them in digital form. I wanted to enlarge this one and make it into a poster, but the file wasn't big enough.
- 3 Er, there are loads of childhood photos to choose from, but one of my favourites is this one which was taken by my dad – he was always the family photographer – and I think it was a day when we went for a picnic with my brothers and cousins. In the picture, I am the little blonde one in the front. I think I was about seven or eight, er, and the two boys on the right are my brothers, and the rest are my cousins.

It reminds me of how close I am to my extended family. So, er, I look at it when I miss home – and it cheers me up. I used to have it stuck on my fridge but now it's packed away in a box somewhere. But my mum uploaded it onto Facebook so now I can look at it any time.

- b Focus on the task and give Sts a minute to read a–f. Play the audio again for Sts to match the speakers with the sentences. Play it again if necessary.

Check answers.

a 2 b 1 c 3 d 2 e 1 f 3

Extra support

- If there's time, you could play the audio again while Sts read the script on p.124, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- c Focus on the instructions and go through the questions with the class. Ideally, Sts will have brought the photo in, but if not they can describe it and possibly bring it to the following class.

Put Sts in pairs and get Sts to describe a childhood photo in as much detail as possible. Remind them that they can use the questions as a guide, but they can add or substitute other information.

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 childhood photo of yourself 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.

PRACTICAL ENGLISH

Episode 2 All kinds of problems

Lesson plan

In this second Practical English lesson, the functional focus is language used to rent a car.

The mystery develops. In the first scene Henry is about to take Jenny to see his nephew Luke when he realizes the two front tyres of his car have been punctured. Jenny decides to take the bus to Luke's house in Oxford, hoping that Luke can solve the problem with the laptop and that she will be able to hire a car. In the next scene, Jenny goes to the car rental company. In the final scene she returns to Henry's house to find that her missing suitcase has been returned with the padlock broken. Henry is not at home, and Jenny, feeling the effects of jet lag, falls asleep. She wakes up four hours later to the sound of a TV news report saying that Andrew Page, the man she'd met at the airport, has been attacked and is now in a critical condition. Meanwhile, Henry is still not at home, and Jenny, starting to worry, phones Rob.

STUDY LINK

- **Workbook** All kinds of problems
- **iTutor**
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- **Quick Test 3**
- **File 3 Test**
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Before starting Episode 2, elicit everything Sts can remember about Episode 1. Ask *Who's Jenny? Why is she visiting the UK? What problems is she having? Who's Henry? Who is watching them?*, etc.
- Alternatively, you could play the last scene of Episode 1.

1  HENRY'S CAR

- a (2/24)) Books open. Focus on the photos at the top and bottom of the column, and elicit who Sts think the people are and what they think is happening. Don't tell them if they are right yet.

Now focus on the instructions and the questions. Play the DVD or audio once the whole way through and elicit the answers. They should understand that there is a problem with Henry's car, even if they don't know the exact words. Write *His tyres are flat / are punctured* on the board, and model and drill the pronunciation.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

He wants to take her to his nephew, Luke's house in Oxford. He can't because two of the tyres are flat / punctured. She's going to take the bus.

(2/24))

(script in Student's Book on p.125)

N = Narrator, J = Jenny, H = Henry, L = Luke

N Day two. 9.00 a.m. Jenny has come to the UK for work and a bit of holiday. She's staying with her father-in-law Henry outside Oxford. She had some problems on her first day – her suitcase didn't arrive, and her laptop isn't working for some reason. Henry says that Luke, Rob's cousin, who lives in Oxford, will be able to fix her laptop. While they are walking to Henry's car to drive to Luke's house, Jenny's phone rings.

J Hello?... Yes, it is... Oh that's great news. Thank you... Later today? Great. Now I won't have to buy new clothes... Yeah, that's the right address. Bye.

H Good news?

J Great news! They found my suitcase, and they're bringing it over later today.

H Excellent. Right, I'll take you to my nephew's house so he can fix your computer.

J I'm looking forward to meeting Luke.

H You'll like him. He's a bright boy. Not that I understand a word he says.

J I bet he doesn't know much about Greek mythology either!

H You're probably right.

N Henry looks at one of the front wheels of his car.

H That's funny.

J What's wrong?

H The tyre's flat.

J Do you have a spare?

H Well, yes, but it shouldn't be flat, it's new and...

N He walks round and looks at the other front wheel.

H Oh I don't believe it!

J What is it?

H They're both flat! They've been punctured!

J What? Somebody did that on purpose? In the English countryside?

H You get vandals everywhere these days. Well, I'll just have to stay here and see if I can get the AA to bring out another spare tyre. I'll call you a taxi.

J Isn't there a bus I could catch?

H Well, there's a bus stop on the main road. You could get the bus to Oxford from there, I suppose.

J How do I get to the bus stop?

H The quickest way is the footpath at the back of the house.

J I think I'll do that then.

H Are you sure you want to get the bus? How will you find Luke's house?

J You gave me the address. I can look it up on my phone if I get lost.

H Ah, yes, of course. But this is really inconvenient for you. You were going to borrow my car, weren't you?

J No, don't worry, Henry. I'd actually decided to rent a car anyway. I'll need it for work and it'll probably be cheaper to rent here than in London. I can get one while Luke is working his magic.

H Well, if you're absolutely sure. Just go to the back door and you'll see the path. Follow that – it takes you to the bus stop.

J OK. Oh, and I'd like to cook dinner this evening to thank you for having me.

H You don't need to do that!

J I want to.

H Well, if you're sure. What time?

J How about seven o'clock?

H Great! And I'll keep my phone on in case you need me.

- J See you later, Henry.
 H Bye!
 N Jenny leaves to catch the bus and Henry phones the Automobile Association. Suddenly a dark car draws up in front of the house. The driver is a strange man he's never seen before.
 H Who's that?
 N Day two. 11.00 a.m. Jenny finally arrives at Luke's house in Oxford.
 J Luke?
 L You must be Jenny. Hi.
 J Nice to meet you.
 L You too. Come in. Would you like some coffee? I've just made some...
 J I'd love to but I'm running a bit late. We had trouble with the car and then the bus took forever. And I really need to get to a car rental place. I'm really sorry, but could I just leave the computer with you?
 L Yeah, no problem.
 J That's great. I feel awful just leaving it here like this.
 L Honestly, don't worry about it.
 J Are you sure?
 L Yeah, it's cool. I love doing this kind of thing. I'll send you a text and let you know how I'm getting on.
 J That's nice of you, Luke. Thanks. See you later.
 L See you later.

b Point out the **Glossary** and the **British and American English** box and go through them with Sts.

Focus on the instructions and 1–8. Then play the DVD or audio again so Sts can listen a second time, pausing as needed.

Check that Sts understand the meaning of *vandals* and *vandalize*.

Tell Sts to circle the correct answers.

Get them to compare with a partner and then check answers.

1 has been found	5 knows
2 will like Luke	6 to rent a car
3 has two flat tyres	7 make dinner for Henry
4 vandals	8 doesn't wait

Finally, focus on the last two questions and get Sts to discuss them with a partner or as a whole-class activity.

Extra support

- If there's time, you could get Sts to listen again with the script on p.125, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2  **RENTING A CAR**

- a** (2.25)) Focus on the photo and elicit where Jenny is (at a car rental company). Ask Sts what they think she is doing (She's showing the assistant her driving licence.) Focus also on the TV screen, and elicit that the man whose face they can see is Andrew Page, the man who helped her at the airport.

Now tell Sts to focus on questions 1–3.

Play the DVD or audio once the whole way through. Get Sts to answer the questions with a partner, and then check answers.

1 nine days
2 a Vauxhall Corsa (Vauxhall is what this brand of cars is called in the UK; in many other countries it is called Opel)
3 at the airport

(2.25))

- N = Narrator, Ne = Newsreader, A = Assistant, J = Jenny**
 N Inside a car rentals shop, the assistant is watching the news on TV on the counter. On the TV screen there is a photograph of Heathrow Airport, and the headline 'Airport Assault'.
 Ne The man found unconscious at Heathrow Airport yesterday has been named as Andrew Page, a research scientist from Oxford. Police believe he was attacked...
 A Hello. Can I help you?
 J Oh, hi. I'd like to rent a car, please.
 A Have you **hired** from us before?
 J No.
 A OK, could I **see** your driving licence, please?
 Great. So, what **kind** of car are you looking for?
 J Oh, nothing too big. It's just for me.
 A OK, so a compact. **Three-door**?
 J Yeah, that'll be fine.
 A For how long?
 J Nine days.
 A Automatic or **manual**?
 J An automatic, please.
 A Any additional **drivers**?
 J No, just me.
 A Great. Well, we have several **models** I can show you, but I'd recommend the Vauxhall Corsa. It's **£65** per day and that includes insurance.
 J That sounds promising. Can I take a look?
 A Of course, but first I'd like to run through some of the basics. The **petrol** tank is full when you start, so if you return it with a full tank, there's no extra **charge**.
 J Great.
 A But if you get any **parking** tickets or speeding fines, you have to pay for them yourself.
 J Fair enough! Would it be possible to leave the car at the airport?
 A No problem, but that's a one-way rental so there's an additional charge of **£50**.
 J OK.
 A And one last thing – have you driven in **the UK** before?
 J Yes, I have. So driving on the left's not a problem.
 A That's good. OK, let's go out and take a look at the car. We can go through the paperwork afterwards.
 J Great.
 N As Jenny and the assistant leave the office to see the car, the TV shows Andrew's photograph with the headline 'Airport Assault'.

Now focus on the last two questions and get Sts to discuss them with a partner or as a whole-class activity.

- b** Focus on the dialogue on p.33. Elicit who says the **You Hear** phrases (the assistant at the rental company) and who says the **You Say** phrases (the customer, here Jenny). Highlight that these phrases will be useful for Sts if they ever rent a car.

Give Sts time to read through the dialogue and to think about what the missing words might be. Then play the DVD or audio again and get Sts to complete the gaps. Play it again if necessary.

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

See words in **bold** in script 2.25

Now go through the dialogue and deal with any new vocabulary. Elicit / explain the meaning of *run through some of the basics* (= discuss the main points quickly), *Fair enough* (= a colloquial expression meaning *That's OK*), and *assault* (= a physical attack on someone). You may also want to point out that *take a look* is more common in US English; in British English *have a look* is more common.

- c** (2.26)) Now focus on the **You Say** phrases and tell Sts they're going to hear some of them again, and should repeat them, copying the rhythm and intonation.

Play the DVD or audio, pausing after the beep for Sts to repeat the phrases.

26)))

A = Assistant, J = Jenny

A Hello. Can I help you?

J Oh, hi. I'd like to rent a car, please.

A Great. So, what kind of car are you looking for?

J Oh, nothing too big. It's just for me.

A OK, so a compact. Three-door?

J Yeah, that'll be fine.)

A Automatic or manual?

J An automatic, please.

A Any additional drivers?

J No, just me.

A It's £65 per day and that includes insurance.

J That sounds promising. Can I take a look?

A But if you get any parking tickets or speeding fines you have to pay for them yourself.

J Fair enough! Would it be possible to leave the car at the airport?

A And one last thing – have you driven in the UK before?

J Yes I have. So driving on the left's not a problem.

- d Put Sts in pairs: one is the assistant and the other is the customer. Get Sts to read the dialogue on p.33 aloud, and then swap roles.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

- e Focus on the **Useful language: describing cars** box and go through it with Sts. You may also want to elicit the models of cars for the different categories.

Now focus on the instructions. Tell Sts that they will both be role-playing renting a car, so give them time to decide what kind of car they will want and for how long.

First **A** is the customer and **B** the assistant. Tell **A** to close his / her book. **B** starts with *Hello. Can I help you?* Then Sts practise the dialogue with **B** reading his / her role, and **A** role-playing being a customer.

Monitor and help.

- f When Sts have finished, they should swap roles.

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

3 VIDEO WHERE IS HENRY?

- a 27))) Focus on the photos and ask Sts where they think Jenny is and what is happening.

Now focus on the instructions and the questions.

Play the DVD or audio once the whole way through, and then check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

- a) Jenny's laptop is still with Luke, who needs more time to fix it.
b) Her suitcase has arrived at Henry's house, but the lock is broken.

She hears on the news that Andrew Page, the man she met at the airport, has been attacked and is now in hospital in a critical condition.

27)))

(script in Student's Book on p.125)

N = Narrator, J = Jenny, H = Henry, L = Luke, Ne = Newsreader

N Day two. 5.00 p.m. Jenny drives back to Henry's house.

She's bought food to cook for dinner. She leaves the food on the table and looks for Henry.

J Henry? Henry? Henry?

N Henry doesn't seem to be there, so she phones him.

H This is Henry Walker. I'm afraid I can't take your call at the moment. Please leave your message after the tone.

J Hi, Henry, it's Jenny here. I just wanted to let you know everything went fine. I got my car and I'm back home. Remember I'm making dinner. See you soon.

N She notices some books on the floor and picks them up and puts them away. She then phones Luke.

J Hi Luke, it's Jenny.

L Hi, Jenny. What's up?

J I just wanted to apologize for running off this morning.

L You really don't need to! I should apologize, actually. It's going to take me longer than I thought to unlock your computer. It's like there's an extra security code or something.

J That's really weird.

L Don't worry, I'm sure I can crack it.

J I just have no idea how it got there. Hang on.

L What is it?

J My suitcase has arrived!

L Hey, that's great!

J Oh, look at that. The lock's broken.

L Must have been the baggage handlers!

J Well, at least it's back.

L So, how's Uncle Henry?

J He isn't here. I called him but he didn't answer.

L He probably went for a walk. He often does that. He thinks about his research and stuff.

J Well, I hope he's back in time for dinner!

L He will be. He's always on time.

J Yeah, Rob told me Henry's very punctual.

L Unlike Rob!

J Exactly.

L Is that the jet lag catching up with you?

J Yeah, I'm pretty tired.

L You should have a nap. Don't worry, I'll get this computer working as soon as I can.

J Thanks, Luke. See you later.

L Bye!

N Jenny sits down on the sofa and turns on the TV, but soon she closes her eyes, and falls asleep. The TV is still on. Jenny suddenly wakes up. She's been asleep for almost four hours.

J Oh no, dinner! Henry? Henry! That's strange.

N Jenny phones him again.

H This is Henry Walker. I'm afraid I can't take your call at the moment. Please leave your message after the tone.

N She then glances at the TV.

Ne The victim of last night's assault at Heathrow Airport has been named as Andrew Page. Mr Page is a research scientist from Oxford. Police believe he was attacked as he left the airport. He is now in hospital in a critical condition. Police are appealing to anyone who may have seen Mr Page to contact them immediately. Mr Page had just returned from New York where he was conducting research on renewable energy.

J Oh my gosh! Andrew!

N Jenny picks up her phone and dials.

R Hi, Jenny.

J Rob, I need to talk to you.

- b Focus on the instructions and give Sts time to read sentences 1–8. Elicit / explain the meaning of *jet lag* (= the feeling of being tired and confused after a long plane journey, especially when there's a big difference in time).

Play the DVD or audio again, pausing if necessary to give Sts time to answer the questions. Tell them to mark the sentences T (true) or F (false), and remind them to correct the ones that are false.

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

- 1 F (Henry isn't at home.)
- 2 T
- 3 F (She thinks it's really weird.)
- 4 F (Luke thinks Henry has probably gone for a walk.)
- 5 F (He's very punctual.)
- 6 T
- 7 F (Henry still isn't home.)
- 8 F (She phones Rob because she needs to talk to him.)

Now focus on the last three questions, and elicit ideas from the class.

Extra support

- If there's time, you could get Sts to listen again with the script on p.125, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- c Focus on the **Social English phrases**. In pairs, get Sts to think about what the missing words might be.
 - d (2.28)) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 2.28

(2.28))

Henry I'm **afraid** I can't take your call at the moment.
Henry Please leave your message after the **tone**.
Luke Hi, Jenny. What's **up**?
Jenny **Hang** on. My suitcase has arrived!
Jenny Well, at **least** it's back.
Jenny I'm **pretty** tired.
Jenny Thanks, Luke. See you **later**.

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on p.33.

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

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to watch the episode again and practise the language on their iTutor.

4A That's rubbish!

Lesson plan

In this lesson, the topics are rubbish and recycling. Sts begin by reading and listening to a journalist talking about an experiment in which she tried living as a *freegan* – someone who tries to live off food they find in rubbish bins, which is still OK to eat but which people have thrown away. This leads into a vocabulary focus on rubbish and recycling, followed by pronunciation practice where the vowel sounds /t/, /aɪ/, and /eɪ/ are contrasted. The first half of the lesson ends with Sts reading a questionnaire about waste and recycling, and then discussing their responses in small groups.

In the second half, Sts read an article about the benefits of recycling phones and the consequences of just throwing them away. Next, the grammar focus is on future forms: *will / shall* and *going to*. These forms are revised and contrasted, and then the uses (e.g. predictions, offers, plans, etc.) are extended. Finally, Sts talk about their own plans and predictions in small groups.

STUDY LINK

- Workbook 4A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar future forms p.146
- Communicative How green are you? p.174 (instructions p.162)
- Vocabulary Rubbish and recycling p.198 (instructions p.192)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the following dialogues on the board:
 - A **COULD YOU TAKE THE RUBBISH OUT, PLEASE?**
B **SURE, I'LL DO IT NOW.**
 - A **I THINK I'VE PUT ON WEIGHT.**
B **RUBBISH. YOU LOOK EXACTLY THE SAME.**
 - A **I THOUGHT THE FILM WAS RUBBISH.**
B **ACTUALLY, I LIKED IT.**
- Ask Sts to decide what *rubbish* means in each dialogue. Elicit the answer for 1 (= things that people throw away), and elicit / explain that 2 and 3 are informal uses: 2 = I don't agree, 3 = very bad.

Now tell Sts that the topic of this lesson is the first meaning of rubbish.

1 LISTENING

- a Books open. Do this either as an open-class activity or in pairs, and 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 Focus on the photo and the questions. Use the photos to pre-teach *bin* and *sell-by-date*. Elicit answers from the whole class.

Encourage Sts to speculate about what the woman is doing and why, but don't tell them if they're right.

- c Focus on the title of the article and the task. Elicit ideas as to what *freegan* means.

Now give Sts time to read the beginning of the article.

Check answers.

'Freegans' are people who look in rubbish bins for food to eat, not because they are poor or homeless, but because they are upset about how much good food is wasted.

You may want to point out that *freegan* rhymes with *vegan* /'vi:ɡən/ and that a *vegan* is someone who doesn't eat any animal products. Not all freegans are vegans, but freegans tend to eat a lot of fruit and vegetables as this is what people often throw away.

Extra support

- Ask more questions about the text, e.g. *How much good food is thrown away in Britain? (Four million tons every year.) What does the journalist decide to do and for how long? (Live as a freegan for three days.)*
- d (29)) Tell Sts they are now going to listen to the journalist talk about her experience as a freegan.

Focus on the instructions and give Sts time to read the questions for Sunday and Monday. Play the audio once all the way through. Elicit / explain that *chilli con carne* (in 3) is a hot, spicy Mexican dish made with meat, beans and chillies, and that it is very popular in the UK.

Play the audio again for Sts to mark the first set of questions T (true) or F (false).

Get Sts to compare with a partner. Play the audio again, pausing if necessary after each answer is given.

Check answers, making sure (where relevant) Sts say why an answer is true or false.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Sunday	1 T	2 F	3 F	4 F	5 F	6 T
Monday	7 F	8 T	9 F	10 T		

(29))

(script in Student's Book on p.125)

N = Narrator, L = Liz, A = Ash, R = Ross

N Sunday

L Dave and I meet Ash and Ross, two London freegans who will train us how to find food in the rubbish. Ash is 21, and his friend Ross is 46. This is Ash.

- A** First, you need the right equipment. Take gloves and a torch. Also, you have to know where to go. Small to medium-size shops are probably best. The larger shops lock their bins.
- L** We're in the car park behind a supermarket. It's 5 p.m. and dark, so people don't notice us. Ash and Ross walk confidently to the bins, lift the lids, and start looking for food. The first bin bag we open contains frozen meals, including chicken curry and *chilli con carne*. The meals haven't been opened and the sell-by date is today. Underneath are ten tubs of ice cream, with the same sell-by date. At the bottom is a carton of eggs. The sell-by date is next week. Ross says this isn't surprising.
- R** We get a lot of eggs. Sometimes, if one breaks, they just throw away all of them. But, er, you know, just be careful when choosing what to eat. If the packaging is open or it's past the sell-by date, don't take it. Oh, and wash everything you find before you eat it.
- N** Monday
- L** Now it's time for Dave and me to try freeganism on our own. As we begin, it's freezing cold. After an hour and a half of searching, we still haven't found one unlocked bin. Eventually, we go behind a smaller supermarket and... success! The bins are open. There's a plastic bag full of vegetables at the bottom. So, while Dave holds the lid open, I reach in. A couple of people are watching us, and I'm so embarrassed. But the bag's full of potatoes, apples, and carrots, and there's nothing wrong with them. We'll make a nice soup with them. Now, we just need bread. We look inside a coffee shop's bin and there is some. But we're right outside the station and it's rush hour. We're too embarrassed to take it. So we go to the bins outside a nearby supermarket, where we find a plastic bag of sliced bread. The bag is unbroken and the sell-by date is today. At home, after washing the vegetables, we cook a delicious soup, which we have with the bread. Dessert is baked apples. Delicious.

- e** (2.30)) Now focus on the questions for Tuesday and Wednesday and give Sts time to read them. Play the audio once. Then get Sts to compare answers with a partner, and play the audio again if necessary.

Tuesday

- 1 She didn't feel ill.
- 2 avocados and bread
- 3 vegetables and fruit – potatoes, peppers, a melon, and some salad
- 4 She doesn't understand it.
- 5 spicy pasta soup with vegetables, and a baked apple
- 6 No, they bought the pasta.

Wednesday

- 7 they smelled terrible.
- 8 Sausages, cabbage, lemons, and some onions
- 9 A lot of food is thrown away for no good reason, and is the same as what you could buy in a shop.

(2.30))

(script in Student's Book on p.125)

N = Narrator, **L** = Liz

N Tuesday

L I don't feel ill – a good start – so we enjoy a freegan breakfast of avocados, which are a present from Ash and Ross, and we have the rest of yesterday's bread. We decide to visit the bins by the supermarket where we found the vegetables yesterday. Again, we find lots of vegetables and fruit – potatoes, peppers, a melon, and some salad. The salad is close to the sell-by date, but if it were in your fridge, you'd eat it. Other sell-by dates are not for another week. I don't understand why they were thrown away. After a lunch of yesterday's soup, we search at bakeries but find nothing. Luckily, we've found enough food this morning for dinner and tomorrow's breakfast. We've decided that it's OK to use a few shop-bought ingredients such as pasta, so on the menu tonight is a spicy pasta soup with green peppers and the carrots from yesterday. For dessert we have another baked apple.

N Wednesday

L Today, after a breakfast of melon, we head off to check out the bins in the market, which smell terrible compared

with the supermarket rubbish. We find enough food to eat like kings: sausages, cabbage, lemons, and some onions. Although three days is a short time to live as a freegan, I've already learned that a lot of food is thrown away for no good reason. Perhaps I should continue with my freegan lifestyle? After all, the food we found, after a good wash, was the same as the food you buy in a shop. Except, of course, it was free.

- f** Do this as an open-class activity. Encourage Sts to give reasons to justify what they say, and tell them what you think.

2 VOCABULARY rubbish and recycling

- a** Focus on the instructions and the three sentences from the listening. Put Sts in pairs to see if they can remember any of the words.
- b** (2.31)) Play the audio for them to check their answers. Model and drill pronunciation.

(2.31))

- 1 Ash and Ross walk confidently to the **bins**, lift the **lids**, and start looking for food.
- 2 At the bottom is a **carton** of eggs.
- 3 If the **packaging** is open or it's past the **sell-by date**, don't take it.

- c** Tell Sts to go to **Vocabulary Bank Rubbish and recycling** on p.156.

Focus on **1 Rubbish: nouns and phrasal verbs** and get Sts to do **a** individually or in pairs.

(2.32)) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat.

(2.32))

1 Rubbish: nouns and phrasal verbs

Nouns

- | | |
|-----------|----------------------|
| 1 rubbish | 5 waste-paper basket |
| 2 waste | 6 dustman |
| 3 bin | 7 landfill site |
| 4 bin bag | |

Focus on **c**. Sts complete the sentences individually or in pairs.

(2.33)) Now do **d**. Play the audio for Sts to check answers. Play it again, pausing after each sentence for Sts to repeat.

(2.33))

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 yesterday.
- 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 many countries there are special containers for used glass and cardboard. People then come and **take it away** to be recycled.

Highlight 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*.

Now focus on **2 Packaging**. Make sure Sts know the meaning of *packaging* (= materials used to wrap or protect goods that are sold in shops). Model and drill

its pronunciation /'pækɪdʒɪŋ/. Then get Sts to do a individually or in pairs.

234)) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat.

234))

2 Packaging

4 bottle	2 plastic bag
10 can	6 polystyrene tray
5 cardboard box	9 sell-by date
12 carton	13 tin
1 jar	3 tub
7 lid	8 wrapper
11 packet	14 pot

Point out / elicit that *polystyrene* is a lightweight, synthetic material which is often used in packaging.

Focus on **c**, making sure that Sts know the meanings of the words in the list. Do this either with the whole class or in pairs.

yogurt – pot
biscuits – packet
olives – jar
soft drinks – bottle, can / carton
sardines – tin
washing machine – cardboard box
ice cream – tub
milk – bottle / carton

Finally, look at **3 The prefix re-**. Get Sts to do a individually or in pairs.

235)) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing after each sentence for Sts to repeat. Elicit that the prefix *re-* = again, so, e.g. *reuse* = use again. You may want to point out that there is a secondary stress on *re-*.

235))

3 The prefix re-

- There's a bottle bank at the local supermarket where you can **recycle** all your glass bottles and jars.
- Many supermarkets now charge extra for plastic bags. They prefer customers to have shopping bags which they can **reuse**.
- If you're not sure about the project, you should **rethink** the whole thing.
- You can **reheat** your dinner in the microwave.
- They'll have to **replay** the match next Saturday.
- You should **reapply** sunscreen every hour if you have fair skin.

Extra challenge

- You could elicit other words which start with the prefix *re-*, e.g. *rewrite*, *remarry*, *restart*.

Testing yourself

For **Rubbish: nouns and phrasal verbs** exercise **a**, Sts can cover the definitions and try to remember what the words / phrases mean; for exercise **c** they can cover 1–4 and try to remember the meaning of the phrasal verbs. For **Packaging**, Sts can cover the words / phrases and look at the pictures, and for **The prefix re-**, they can cover 1–6 and try to remember the meaning of the verbs.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson **4A**.

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point or leave it for later as consolidation or revision.

3 PRONUNCIATION /ɪ/, /aɪ/, and /eɪ/

Pronunciation notes

- Students may confuse the vowel sounds /ɪ/, /aɪ/, and /eɪ/. They often make sounds influenced by their L1, e.g. pronouncing the letters 'ay' as /aɪ/.
- Remind Sts that:
 - i* + consonant + *e* is usually pronounced /aɪ/, e.g. *nice*
 - i* between consonants is usually pronounced /ɪ/, e.g. *sit*
 - a* + consonant + *e* is usually pronounced /eɪ/ when it is on a stressed syllable, e.g. *place*
 - ay* is always pronounced /eɪ/, e.g. *day*
 - age* when unstressed is usually pronounced /ɪdʒ/, e.g. *village*

- Focus on the three sound pictures and elicit the words and sounds. Then focus on the pink letters in the words. Give Sts a few minutes to write them in the correct column. Get them to compare answers with a partner.
- 236)) Play the audio. Stop after each group and check the answers. Then play all three groups, pausing for Sts to repeat.

236))

fish /ɪ/	bin, garbage, lid, packaging
bike /aɪ/	diet, lifestyle, reapply, recycle
train /eɪ/	away, date, tray, waste

Give Sts time to practise saying the words.

- Tell Sts to go to the **Sound Bank** on p.166. Get them to identify the typical and unusual spellings of each sound they encountered in **a**.

STUDY LINK

- Sts can practise these sounds on the *iTutor* and on the *English File Intermediate Plus* website.

4 SPEAKING

- Focus on the *What a waste!* questionnaire and its title. Elicit / explain the two meanings of *waste* (= not a good use of sth; material that is thrown away). The first meaning can be used with *a* (e.g. *a waste of time*) and is the meaning here. *Waste* in the second meaning is uncountable. Quickly go through the questions and make sure Sts understand all the vocabulary, e.g. *local council*.

Give Sts time to think about what they are going to say.

- 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

- If there's time, you could get the class to ask you some of or all the questions.

5 READING

- a Put Sts in pairs and get them to ask and answer the questions. Alternatively, do this as a whole-class exercise.

Get some feedback. You could also answer the questions yourself.

- b Focus on the title of the article and the photo. Ask Sts if they think the photo shows a serious problem. Make sure they understand the expression *think twice* (= think carefully before you do something because of the dangers or problems).

Now focus on the instructions. Point out the **Glossary** to Sts and go through it, highlighting that *lead* when it is the metal and not the verb is pronounced /led/.

Give Sts time to read the article and find two reasons.

Check answers.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

Possible answers (only two are required)

Most mobiles can be repaired.

Mobiles contain metals and plastics that can be recycled to make things like saucepans and traffic cones.

Most mobiles that can be reused are sent to Asia and Africa, where they are badly needed because there aren't many landlines.

Phones contain dangerous chemicals, which can cause serious medical problems.

In landfills, lead from phones gets into the soil.

- c Now focus on the instructions and sentences A–F. Make sure Sts understand all the lexis.

Give Sts a few minutes to insert the correct sentences in each paragraph.

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

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

Extra idea

- Ask the class a few comprehension questions, e.g. *What happens to the chemicals in old phones when they are put into landfills? What does the writer suggest as a greener alternative to recycling your phone?*
- d Focus on the highlighted words and phrases. Get Sts, in pairs, to work out their meaning from the context.
- Check answers, either explaining in English, translating into Sts' LI, or getting Sts to check in their dictionaries.
- Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.
- e Do this as an open-class activity.

6 GRAMMAR future forms: *will / shall* and *going to*

- a Focus on dialogues 1–5 and tell Sts to complete the gaps with the correct form of *will*, *shall*, or *be going to* and the verb. Tell them to use the contracted form of *will* ('ll) and of *be* after pronouns. Tell them also that in one of the dialogues there are two possible forms but they will just hear one on the audio.

Help with vocabulary if necessary, e.g. *gap year* (= a break taken by a student, typically between school and university).

- b (2/37)) Play the audio for Sts to listen and check. Pause after each dialogue. Check answers, eliciting why each form is correct.

Highlight that in dialogue 4 you could use either *will* or *going to* in both A and B as they are both predictions.

Extra idea

- You could elicit ideas first for the missing words.

(2/37))

- 1 A Could you take the rubbish out? It's beginning to smell.
B I'll do it as soon as this programme finishes, I promise.
- 2 A Shall I take your plate now, madam?
B Yes, thanks. It was delicious, but I couldn't finish it all.
- 3 A What are you going to do when you finish school?
I know you've made plans.
B I'm going to have a gap year, and work on a conservation project in Peru.
- 4 A I'm a bit worried about the picnic. I think it's going to rain this afternoon.
B Well, on the internet it says it'll be sunny. I wouldn't worry if I were you.
- 5 A Don't put bottles in the rubbish. We need to take them to the bottle bank.
B OK, OK. I won't do again.

Check answers.

- 1 We use *will / won't* to make promises and for decisions made at the time of speaking.
- 2 We use *shall* questions with *I* and *we* to make offers and suggestions.
- 3 We use *be going to* to talk about plans. Speaker B could also use the present continuous here. We can use the present continuous when there is an arrangement to do something that has been organized.
- 4 We use *be going to* particularly when we can see what's going to happen, and *will* to make predictions about what we think or believe will happen.
- 5 We use *will / won't* to make promises.

Now get Sts to practise the dialogues in pairs. Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure Sts swap roles.

Extra idea

- Get pairs of Sts to perform the dialogues in front of the class.
- d (2/38)) (2/39)) Tell Sts to go to **Grammar Bank 4A** on p.138. Focus on the example sentences and play the audio for Sts to listen and repeat. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional 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.

You may also want to highlight:

- We can also use *won't* for 'refuse', e.g. *The kids won't eat their vegetables.*
- *going to* is often pronounced /gɒnə/ and even written as *gonna*, especially in songs.

Typical mistakes include:

- using the present simple instead of *will* for offers or promises, e.g. *A I have to get to the airport by 8.00 a.m. B I give you a lift.*
- using *will* for plans, e.g. *I'll go to see my grandmother at the weekend.* (This would imply that you have just made the decision.)

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.

- a
- ✓, ✓
 - Shall I put, ✓
 - I'm going to get, Shall I help
 - ✓, I'll text her
 - I'll leave
- b
- 'll turn on
 - 'll pay
 - 'm going to take
 - Shall, buy, 'm going to make
 - 'll give
 - shall, see
 - are, going to do, 'm going to take
 - won't do

Tell Sts to go back to the main lesson 4A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- e 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.

In pairs, Sts select two topics from each group to talk about.

Monitor and help, encouraging Sts to use the expressions in the box.

Get feedback from some of the pairs.

Extra support

- Demonstrate one or two of the topics yourself with a strong student.

4B Degrees and careers

Lesson plan

The main context for this lesson is study and work. In the first half of the lesson, Sts revise and extend vocabulary related to higher education and work. This is followed by a pronunciation focus on word stress and extended oral practice. Sts then listen to three young people talking about their experiences of internships, i.e. working for a company in order to get work experience for a very low (or sometimes no) salary. 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 Sts talking about imagined situations.

In the second half, the topic of work is further developed with a newspaper article about Saturday and holiday 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. Finally, Sts learn to write a profile for *LinkedIn*, a career website. The lesson ends with the song *5 o'clock world*.

STUDY LINK

- Workbook 4B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** first and second conditionals p.147
- **Communicative** Job interviews p.175 (instructions p.162)
- **Vocabulary** Study and work p.199 (instructions p.192)
- **Song** *5 o'clock world* p.213 (instructions p.207)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Ask Sts to think of a job they would like to have. Write their ideas on the board.
- Now write on the board **IF YOU WANT TO FIND A JOB AS A _____, YOU'LL NEED _____.**
- Elicit the things they will need in order to get the jobs, e.g. a degree, experience, etc.

1 VOCABULARY study and work

- a Books open. Focus on the instructions and give Sts time to read the two job adverts. Tell them to ignore the gaps for the time being but deal with any vocabulary they may not know, e.g. *species*, *handler*, etc. Elicit / explain that *the successful applicant* means the person who will eventually get the job.

Put Sts in pairs and get them to discuss the question. Get feedback.

Extra idea

- Ask the class *Which job would you rather have? Get Sts to vote with a show of hands.*
- b Focus on the words in the list. Tell Sts to read the adverts again and to complete the gaps.

Get Sts to compare with a partner and then check answers. Point out that *CV* stands for *Curriculum Vitae* which is a document showing your qualifications, experience, and interests.

1 qualifications	5 vacancy
2 degree	6 experience
3 covering	7 references
4 CV	

- c Tell Sts to go to **Vocabulary Bank Study and work** on p.157.

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

②40)) Now do b. Play the audio for Sts to check answers. Play it again pausing to drill pronunciation.

1 campus	7 faculties
2 undergraduates	8 halls of residence
3 postgraduates	9 tutor
4 dissertation	10 seminars
5 thesis	11 lectures
6 professors	12 webinars

②40))

See text in Student's Book on p.157

Elicit or explain that in British higher education, a *tutor* is a university teacher who works with one student or a small group of Sts. Also point out that 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.

Go through the text with Sts, checking that they understand all the phrases 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? Model and drill pronunciation as necessary.

Now get Sts to do c in pairs, and get some feedback. Where there are differences you could ask them which system they think they would prefer, and what the advantages / disadvantages are.

Focus on **2 Applying for a job or course** and get Sts to do a individually or in pairs.

②41)) Now do b. Play the audio for Sts to check answers. Play it again, pausing after each word or phrase for Sts to repeat.

2.41)))

2 Applying for a job or course

- 1 qualifications
- 2 experience
- 3 skills
- 4 a referee
- 5 look out for job vacancies or courses
- 6 apply for a job
- 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 or a trainee

Go through the text with Sts, making sure they understand all the phrases in **bold**. Then focus on the **attend or assist** box and go through it with the class.

Testing yourself

For both sections tell Sts to look at the words in the lists only and try to remember their meaning or what they are associated with.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson 4B.

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point or leave it for later as consolidation or revision.

2 PRONUNCIATION & SPEAKING

word stress

- a Focus on the words in the exercise. Ask Sts to underline the stressed syllable in each word.
- b 2.42))) Play the audio, pausing after each word for Sts to check answers. Get Sts to practise saying the words focusing on the stress.

Extra idea

- Get Sts to tell you where each word is stressed just before playing the audio.

2.42)))

alttend	referee
de gree	re sidence
di sser tation	scholar ship
Ph D	se minar
post gra duate	tu tor ial
prof essor	un der gra duate
qual ifi ca tions	va can cy

- c In pairs, Sts discuss the difference between the words and phrases in 1–8.

Check answers.

- 1 An *undergraduate* is a student studying for a first degree. A *postgraduate* has completed a first degree and is studying for a further degree.
- 2 A *master's degree* usually takes one year and involves writing a dissertation. A *PhD* takes longer and the candidate must write a thesis.
- 3 A *campus* includes the grounds and buildings of a university or college, and a *hall of residence* is a building where some students live.
- 4 A *professor* is the highest ranked university teacher, and a *tutor* is a teacher who teaches small groups of students.

- 5 A *seminar* is a class where students discuss or study with a teacher, and a *webinar* is a seminar conducted over the internet.
- 6 A *tutorial* is a class where a small group of students discuss or study with a teacher, and a *lecture* is a talk given to a large group of students.
- 7 *Qualifications* usually refer to exams you have passed / courses you have completed, (e.g. degrees or diplomas) or work experience, and *skills* are abilities to do something well, e.g. to speak a language, to drive, etc.
- 8 A *covering letter* is sent with another document, explaining its contents. A CV is a document which summarizes your qualifications, experience, and interests.

STUDY LINK

- Sts can practise word stress on the iTutor.

- d Focus on the instructions and make sure Sts understand all the points in the list, e.g. *future career prospects* (= chances of success in finding a job / career).

Put Sts in pairs and give them time to discuss each point, both generally and personally. Encourage them to give as much information as possible and to give reasons to justify what they say.

Monitor and help with any vocabulary.

Get feedback from the class. Elicit other factors the pairs have come up with and write them on the board.

Extra support

- Answer the first two points yourself to demonstrate the activity.

3 LISTENING

- a Do this as an open-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. Elicit / explain the meaning of *internship* (= a period of time when a student or new graduate gets practical experience in a job, often without pay). Check Sts understand the vocabulary, e.g. *slave labour*, *PR* (= public relations), *minimum wage*.

Give Sts time to read the text. Then ask the questions to the whole class.

Advantages

Graduates get useful experience, referees, and skills for their CVs.

Disadvantages

They often get no pay and can feel exploited by employers. Many have to get an evening job to pay for their rent, food, and expenses, and others end up in debt.

- c 2.43))) Focus on the photos of the three interns and the task. Highlight that these are real people talking about their experiences. Play the audio once pausing after each speaker and eliciting whether their experiences were positive, negative, or both.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen

a positive experience: all three
the most negative experiences: Lauren

2.43)))

(script in Student's Book on p.126)

Rosie

In the fashion industry, it's almost impossible to get a job unless you do an internship first. Companies get so many applications for internships that they don't need to pay you. The most I got was about £15 a day for lunch and transport.

It's slave labour, but it teaches you a lot. I learned loads about making and designing clothes. I sometimes worked beyond 11 p.m., and that wasn't easy, but then you look in the newspapers and see a model who's wearing a hat that you helped to make. It's so exciting.

I'm in a lot of debt after doing three months' unpaid work in London. My parents were able to help me a bit, but I had to earn money by working in a bar as well.

Overall, I think internships are brilliant. I'd definitely advise someone to do an internship – despite the hard work and the debt, you learn so much that it's worth it.

Joe

I had an internship in the music industry for a few months when I was in my early twenties. The positive side was having a job. An internship is a position in an organization like any other job, so you feel that you've taken a step in the right direction. And I enjoyed working in the music industry – I liked the office environment and my colleagues.

The downside was that I was paid very little – the minimum wage – and it all went on food and travel. And the job itself wasn't very interesting, to be honest. There were boring repetitive tasks like writing the company newsletter or managing their social media channels.

But all in all it was positive. I think the best experience was sometimes being in the same room as the boss and listening to his phone calls – that was first-hand experience of how to run a business. And of course the internship went straight onto my CV. Any experience is better than no experience from an employer's perspective.

Lauren

I've done four internships in publicity. My last one was two months at a small PR agency. They paid for my travel expenses and lunch, and I learned a lot. That really helped me when I applied for jobs because I knew what I was talking about.

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. Each time I was told, 'Do well and there'll be a job at the end of it.' But then you realize there is no job. It makes you angry.

During one of those internships, the manager went on holiday for a month and I had to manage everything. In another one, I worked from home, using my own phone, and 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.

- d Focus on the chart. Sts may need to copy it into their notebooks. Play the audio again, pausing after each speaker while Sts 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 three internships.

Rosie

- kind of company: in the fashion industry
- good side: learned a lot about making and designing clothes; exciting to see models wearing clothes she'd helped make
- bad side: long hours; almost no pay; in a lot of debt; had to work at a bar to earn some money

Joe

- kind of company: in the music industry
- good side: having a job, liked office environment and colleagues. Best experience was being with boss and getting first-hand experience of how to run a business; could add internship to CV
- bad side: paid very little, job not very interesting – boring, repetitive tasks

Lauren

- kind of company: publicity (a PR agency)
- good side: learned a lot in last internship, which helped her when applying for jobs
- bad side: long hours for no pay at three previous internships; had to work at a pub to support herself; sometimes had to pay expenses herself; all three promised jobs but they never happened

Extra support

- If there's time, you could play the audio again while Sts read the script on p.126, so they can see what they understood or didn't understand. Translate / explain any new words or phrases.

- e Put Sts in pairs or small groups and tell them to discuss the questions.

Get some feedback from the class.

Extra support

- Ask the questions to the whole class.

4 GRAMMAR first and second conditionals

- a 2.44))) 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 dialogues.

Play the audio once the whole way through, pausing after each interview for Sts to complete the gaps. Play the audio again as necessary.

Sts compare with a partner and then discuss the question in pairs.

Check answers. Elicit the difference between the two conditionals – the first refers to a real possibility, and the second to a hypothetical situation.

The first person, Emma, has a real possibility of getting the job.

2.44)))

I = Interviewer, E = Emma, S = Stephanie

1

I Well, Emma, your qualifications are excellent and you've got a lot of great experience.

E Oh, thank you. I'm glad to hear it.

I If we offer you the job, when will you be able to start?

E How about tomorrow?

2

I OK, Stephanie. You have some of the qualifications we're looking for, but not enough experience.

S 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.

S I see. Well, thanks very much for considering me.

- b 2.45))) 2.46))) Tell Sts to go to **Grammar Bank 4B** on p.139. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise

getting the rhythm right. Then go through the rules with the class.

Additional 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.
- 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.

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).

Typical mistakes include:

- using *will* in a first conditional *if*-clause, e.g. *If I'll see her, I'll give her your message.*
- using *would* in a second conditional *if*-clause, e.g. *If I would know his number, I'd give it to you.*

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

Check answers, getting Sts to read the full sentences.

a		
1 wouldn't	6 You'd	
2 have	7 wouldn't	
3 got	8 didn't	
4 tell	9 can't	
5 find	10 earned	
b		
1 decide	6 bought	
2 wouldn't have to	7 didn't have	
3 will get married	8 can	
4 'll apply	9 don't want	
5 keeps	10 was / were	

Tell Sts to go back to the main lesson 4B.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point or leave it for later as consolidation or revision.

- c 247)) Play the audio one sentence at a time, giving Sts time to write down each one. Play the audio again and check answers. Either ask the whole class what they think of the advice, or put Sts into pairs to discuss it.

247))

- 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 a suit or smart clothes to make a good impression.
- 4 If you put something false on your CV, it'll always be found out in the end.
- 5 If you use a social network site, you'll have more opportunities of finding work.

- d Focus on the instructions and put Sts into pairs or small groups. 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, get them to compare what they would do with other Sts 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

- a Do this as an open-class activity and elicit opinions.
- b Focus on the task and give Sts time to read the article and decide who is most positive about the job they did.

Get Sts to compare with a partner and then check the answer.

C Tony Ross

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

- c Focus on the instructions and tell Sts to read the article again and answer the questions. Set a time limit.

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

1 D	3 A	5 B	7 C	9 A, B
2 C	4 E	6 C	8 E	10 B

- d Now tell Sts to work out the meaning of the highlighted words and phrases from the context and then to match them with the definitions.

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

1 a round	4 shelf-stacker
2 selling door to door	5 the checkout
3 delivery service	6 minimum wage

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

- e Do this as an open-class question. Ask Sts if they would like to do any of the jobs described in the article. Why (not)?

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 three 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 sections applies to them.

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 WRITING

In this writing lesson, Sts practise writing a profile to post on *LinkedIn* or other career networking websites.

Tell Sts to go to **Writing A LinkedIn profile** on p.116.

- a Ask Sts if they have ever used *LinkedIn* or similar websites. If they have, ask if they found the website(s) helpful. Why or 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 do not tell Sts if they are right at this stage.

- b Give Sts time to read the rest of the profile and to check their answers to the questions 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.

Shopping Spy Ltd. is a website that helps shoppers find great shops and sales in London.
She is studying Communications and Marketing.

- c Now tell Sts to look at the spelling mistakes underlined in Kate's profile and to correct them.

Check answers.

currently currently
gradaute graduate
Comunications Communications
profesion profession
experiance experience
colleagues 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. Highlight that when an abbreviation appears at the end of a sentence, only one full stop is needed, e.g. *She's an intern at Shopping Spy Ltd.*

Tell Sts 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.

Focus on the task and go through points 1–2 with the class, highlighting that a summary should be brief and give a lot of information in just a few words. Sts should use Kate'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.157.

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.

- e Sts should check their work for mistakes before giving it in.

Tell Sts to go back to the main lesson 4B.

8 **SONG** 5 o'clock world

This song was originally made famous by the American pop group The Vogues in 1965. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.213.

SONG

5 o'clock world

Up every morning just to keep a job
I gotta fight my way through the bustling mob
Sounds of the city pounding in my brain
While another day goes down the drain

But it's a five o'clock world when the whistle blows
No one owns a piece of my time
And there's a five o'clock me inside my clothes
Thinking that the world looks fine, yeah
Holiday, yeah...

Trading my time for the pay I get
Living on money that I ain't made yet
Gotta keep going, gotta make my way
But I live for the end of the day

And it's a five o'clock world when the whistle blows
No one owns a piece of my time
And there's a long-haired hippie girl who waits, I know
To ease my troubled mind, yeah
Holiday, yeah...

In the shelter of her arms everything's okay
She talks and the world goes slipping away
And I know the reason I can still go on
When every other reason is gone

In my five o'clock world she waits for me
Nothing else matters at all
'Cause every time my baby smiles at me
I know that it's all worthwhile, yeah
Holiday, yeah
Holiday, yeah

3&4 Revise and Check

For instructions on how to use these pages see p.40.

STUDY LINK

- iTutor

Test and Assessment CD-ROM

- Quick Test 4
- File 4 Test

GRAMMAR

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

VOCABULARY

- a
- 1 teenager
 - 2 in his / her early twenties
 - 3 toddler
 - 4 pensioner
 - 5 in his / her late fifties
- b
- | | |
|----------------|---------------------|
| 1 photographer | 4 bottom right-hand |
| 2 flash | 5 file |
| 3 upload | 6 background |
- c
- 1 dustman / refuse collector
 - 2 bottle bank
 - 3 lid
 - 4 bin bag
 - 5 wrapper
 - 6 landfill site
- d
- | | |
|------------------|-------------|
| 1 covering | 5 lectures |
| 2 residence | 6 vacancies |
| 3 qualifications | 7 trial |
| 4 apply | 8 minimum |

PRONUNCIATION

- a
- | | |
|------------|-----------|
| 1 attended | 4 reapply |
| 2 behind | 5 front |
| 3 faculty | |
- b
- | | |
|----------------|------------------|
| 1 photographer | 4 undergraduate |
| 2 photocopy | 5 qualifications |
| 3 recycle | |

CAN YOU UNDERSTAND THESE PEOPLE?

1 A 2 A 3 B 4 A 5 B

249)))

1

I = Interviewer, J = Jo

- I Are there any places you think children shouldn't be allowed?
- J Erm, well it's difficult to say, but I think that sometimes in restaurants it's inappropriate to have children and it's quite frustrating in the evening if you, you want to have a quiet dinner in a restaurant and, um, and there are children in there.

2

I = Interviewer, D = David

- I Are you good at taking photos?
- D Yep, I think so.
- I What kind of photos do you take?
- D I like architecture, erm, nature-architecture: interesting conjunctions of, um, yeah, of people and places, perhaps. I don't take a lot of portraiture.
- I Do you have a camera, or do you use your phone?
- D I have a camera; um, a Canon.

3

I = Interviewer, P = Paul

- I How often do you get a new phone?
- P Er, probably every two years.
- I Why do you change your phone?
- P Uh, it's a, it's a work contract so, erm, I don't, I don't actually buy it myself, I get it through work.

4

I = Interviewer, M = Marc

- I What did you study at university?
- M At university I studied history as an undergraduate - er actually British history - and I got my, uh, master's and my doctorate in British history, too, in California.
- I Why did you choose history?
- M I've always been fascinated by history. I toyed at one time with the idea of majoring in English, uh, basically American literature, but gave that up, and history was my first love and my true love. I thought until I actually went to English on that trip that I would study American history, but then I switched to British history and European history.

5

I = Interviewer, K = Kaley

- I Have you ever had a part time job?
- K Yes, multiples. Um, I worked as a waitress, I worked as a, like, secretary, um, I worked in a doctor's office, I work in a research lab.
- I Did you enjoy the jobs?
- K Some of them, sometimes. I enjoy the people more than the actual job.

CAN YOU UNDERSTAND THIS TEXT?

- a It is mostly negative.
- b
- | | |
|-----|------|
| 1 F | 6 F |
| 2 T | 7 T |
| 3 T | 8 T |
| 4 F | 9 F |
| 5 T | 10 F |

5A What's on?

Lesson plan

The topic of this lesson is television. Sts begin with a vocabulary focus on different kinds of TV programmes 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 listen to a radio programme with two US TV scriptwriters. 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 'binge-watching', i.e. watching several episodes of TV series one after another, something which people often do nowadays because of boxed DVD sets and streaming services like Netflix. This leads to Sts talking about series that they themselves have become addicted to. The lesson ends with a speaking activity in which Sts agree or disagree with statements to do with TV and viewing habits.

STUDY LINK

- Workbook 5A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** present perfect simple p.148
- **Communicative** Soap opera p.177 (instructions p.162)
- **Vocabulary** Television p.200 (instructions p.192)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board:
 - THE LAST TV PROGRAMME YOU WATCHED
 - What kind of programme was it?
 - What channel was it on?
 - How long did you watch it for?
 - Did you enjoy it? Why (not)?
- Put Sts in pairs and give them a few minutes to answer the questions.
- Get feedback from different Sts, and tell them about the last programme you watched.

1 VOCABULARY television

- a Books open. Focus on the questions and the instructions. Put Sts in pairs and ask them to give as much information as possible.

Monitor and help with vocabulary. Encourage Sts to give reasons for what they say.

Get some feedback.

- b 32)) Focus on the task and the types of TV programme. Explain / elicit that a *sitcom* is a 'situation

comedy' (= a TV comedy series in which a group of characters are involved in amusing situations, e.g. *Friends*, *The Office*, *The Big Bang Theory*, etc.).

Play the audio once the whole way through, pausing after each excerpt. Get Sts to compare with a partner, and then check answers.

a 5 b 4 c 3 d 2 e 6 f 1

32))

- This is *World Update*. I'm Katy Lee. Here are tonight's top stories. The Prime Minister has just announced that spending on education is to be increased...
 - Johnson! Have you been sleeping on the job again?
 - No, Ms Lewis. I was just, er, resting my eyes.
 - But there's a pillow on your desk!
 - Uh-oh! I did it again!
- Yes... Yes... Where? OK, we're on our way.
 - What is it?
 - They've found a body. Next to the canal.
 - Do they think it's her?
 - They don't know yet. Come on, let's go.
- Here, deep in the African forest, lives the green mamba, one of the world's most venomous snakes. It spends much of its time in the trees, and adults can grow to a length of over two metres...
 - Mark, welcome to the programme.
 - Thanks Jake, it's a pleasure to be here.
 - Now I know you're over here promoting your latest film, and in a minute I'm going to ask you about it, but first...
- Now Parker on the ball... to Lennon... now to Dempsey making a run. Lennon finds Dempsey, he's got room here... Dempsey! Oh my word! That changes everything!

- c Tell Sts to go to **Vocabulary Bank Television** on p.158.

Focus on **1 TV and phrasal verbs** and the picture of a TV. Get Sts to do **a** individually or in pairs.

Now focus on **b** and get Sts to complete the sentences individually or in pairs.

- 33)) Now do **c**. Play the audio for Sts to check answers to **a** and **b**. Then play it again, pausing for Sts to repeat.

33))

1 TV and phrasal verbs

- a
- speakers
 - screen
 - stand
 - remote (control)
- b
- Please **turn on** the TV.
 - Please **turn off** the TV.
 - Please **turn up** the TV.
 - Please **turn down** the TV.
 - The programme **is on** now.
 - Let's **switch over** to another channel.

Highlight that in **b**, phrasal verbs 1–4 are separable, i.e. you can also put the particle after the noun, e.g. *Please turn the TV on*.

Now focus on **2 Types of programme** and get Sts to do **a**.

3.4)) Now do **b**. Play the audio for Sts to check answers. Then play it again, pausing after each word or phrase for Sts to repeat.

3.4))

2 Types of programme

6 cartoons	11 period dramas
12 chat shows	3 quiz shows
4 commercials	14 reality shows
1 cookery programmes	8 sitcoms
15 current affairs programmes	10 soaps
9 documentaries	13 the news
2 drama series	7 weather forecast
5 live sport	

Finally, do **c**. Put Sts in pairs and get them to answer the questions. Then get some feedback from various pairs.

Testing yourself

For **TV and phrasal verbs** exercise **a**, Sts can cover the words and phrases and look at the picture. For exercise **b**, Sts can cover 1–6 and try to remember the meaning of the phrasal verbs in the list. For **Types of programme**, Sts can cover the words and phrases and look at the pictures.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson **5A**.

Extra support

- If you think Sts need more practice, you may want to give them the **Vocabulary photocopiable activity** at this point or leave it for later as consolidation or revision.

2 PRONUNCIATION & SPEAKING

/w/, /v/, and /b/

Pronunciation notes

- These three sounds can be problematic for learners from a number of different first languages. Some confuse /w/ and /v/, whilst others 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 students of the three sounds using the sound pictures and the IPA symbols. The next three exercises focus on learners perceiving and producing the difference between the sounds. The final exercise allow Sts to use the sounds in a communicative context.

- a** 3.5)) Focus on the three sound pictures and the pink letters in the words. Play the audio and get Sts to repeat the words.

3.5))

See words in Student's Book on p.44

Extra support

- Ask Sts to watch your lips as you say *we*, *TV*, and *be*. As you say each word, point to your lips, and then ask the Sts to tell you how the lips were used to make each sound. Elicit that:
 - 1 for /w/ the lips make a 'kissing' shape.
 - 2 for /v/ the top teeth are in contact with the bottom lip.

- 3 for /b/ the top and bottom lips are pressed together in a line.

- b** 3.6)) Focus on the instructions and then play the audio. After each pair, stop and give the Sts time to practise saying the words.

3.6))

See words in Student's Book on p.44

- c** 3.7)) Play the audio. Allow Sts time to compare their answers with their partners, and play the audio again if necessary.

Check answers.

3.7))

1 why	5 wake
2 ban	6 vine
3 vet	7 fibre
4 boat	8 very

Extra idea

- Put Sts into pairs. **A** says one of the options from the pairs of words in **b**, and **B** has to indicate which word he / she heard.
 - Now repeat the previous step, but this time Sts swap roles.
 - Throughout the activity, go round and monitor, acting as the 'judge' when two students don't agree on what they said or heard.
- d** 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.
- e** Go through the questions with the class. Give Sts two or three minutes to think about their answers.

Put Sts into pairs. They take turns to interview each other and find out about their partner's television habits.

Extra idea

- If there is time, the class could interview you.

STUDY LINK

- Sts can practise these sounds on the *iTutor* and on the *English File Intermediate Plus* website.

3 LISTENING

- a** Do this as an open-class question.
- b** 3.8)) Focus on the photos of the cartoon characters. Tell Sts / elicit that they are from a US adult cartoon series called *Bob's Burgers*, and that they are going to listen to **Part 1** of a radio chat show where the guests are two sisters who write scripts for the series.

Focus on the topics and go through them. Play the audio once the whole way through for Sts to listen and tick the topics that are discussed. Get Sts to compare with a partner and then check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

They discussed topics 1, 2, 3, 5, 7, 8, 9.

38))

(script in Student's Book on p.126)

I = Interviewer, W = Wendy, L = Lizzie

- I Welcome back. My next guests are two sisters who write scripts for *Bob's Burgers*, an animated series which will be shown next month on Sunday evenings. Please welcome Wendy and Lizzie Molyneux! Lizzie, Wendy, thanks so much for joining us.
- W / L Thanks, great to be here, it's our pleasure.
- I Now, tell us a bit about *Bob's Burgers*.
- W Well, like *The Simpsons*, it's meant for adults and older kids even though obviously it's a cartoon.
- L It's a comedy - it's about a funny guy who owns a hamburger restaurant, and his weird kids and weird wife. They all work in the restaurant and live in the apartment above, and they have lots of problems keeping the restaurant in business.
- I So, how did you get the job as writers?
- W A few years ago we wrote a script for another animated series that the network decided not to make. But people read our script and they liked it.
- L Yeah. So later we had an interview with the producers of *Bob's Burgers*. We loved the show and the producers, so we were sure we would never get the job.
- W But then we did!
- L Happy ending!
- I What's it like to be a TV writer. I mean, what's your daily routine?
- L Er, we start work at about 10.00 in the morning. Most weekdays we are either working on a story or coming up with some new jokes for scripts that have already been written. Then in the afternoon it's more of the same.
- I How long does it take to actually write and create an episode?
- W Actually, it takes a really long time - about six to eight months from the idea to recording. First, you come up with an idea for a story. Then, you work with a bunch of other writers to create an outline for the story.
- L There are about ten full-time writers on the show.
- W Right. Then, you go write a full script. That script gets read aloud by the actors, then we record their voices in a studio. Once we have the recording, the artists create an animatic, which is like a rough draft of the cartoon, in black and white.
- L And after that, the rough drawings are sent to a studio in Korea where the colour animation is created.

- c Get Sts to write the topics they ticked as headings on a piece of paper. Then play the audio again, pausing as necessary to give Sts time to write down more details under each heading. Then get Sts to compare their notes with a partner.

Check answers, eliciting as much as possible from the class.

- d 39)) Tell Sts they are now going to listen to **Part 2** of the interview. Focus on the task and elicit the pronunciation of the names of the people and programmes.

Play the audio once the whole way through. Play it again, pausing after each person or thing is mentioned to give Sts time to make notes.

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

- Loren Bouchard is the man who created the show.
- Loren Bouchard usually eats baked potatoes.
- Jon Hamm (from the TV series *Mad Men*) has been a guest star on *Bob's Burgers*.
- As children, they used to make fun of their other sisters.
- They're two drama series that Wendy loves watching.
- It's an example of the type of reality show that Lizzie likes watching.

39))

(script in Student's Book on p.126)

I = Interviewer, W = Wendy, L = Lizzie

- I Who do you think is most important to the show: the actors, the writers, or the director? Or someone else?
- L Well, on our show it is definitely the creator of the show, Loren Bouchard. He's always at the office. He manages the writers, the directors, the actors, and pretty much everything else.
- W Yeah. He barely even has time to eat, but when he does he pretty much only eats baked potatoes.
- I Sounds like a strange guy. Do you have guest stars on *Bob's Burgers*?
- W Actually yes, we've had a lot of amazing guest stars on our show, like Jon Hamm from *Mad Men*.
- I What's it like being sisters and co-writers? Did you write things together when you were children?
- L We probably collaborated on making fun of our other sisters, but we didn't actually write together until we were adults.
- I Apart from *Bob's Burgers*, what TV programmes do you like?
- W Actually I love watching dramas like *Game Of Thrones* or *Homeland*. I don't always want to watch other comedies, because then I'd be thinking about work. I will watch anything with zombies as well!
- L I also enjoy terrible reality shows like *The Real Housewives of Beverly Hills*.
- I One last question. What are your future ambitions?
- W To write more TV!
- I Wendy, Lizzie, thank you for coming on the programme.
- W / L Thank you. Our pleasure.

Extra support

- If there's time, you could play the audio again while Sts read the scripts on p.126, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- e Do this as an open-class question and elicit opinions from Sts.

4 GRAMMAR present perfect simple

- a Focus on the instructions and tell Sts to complete each question with an adverb from the list.

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

2 for 3 already 4 since 5 just 6 yet

- b Tell Sts to ask and answer the questions in pairs. Get some feedback from various pairs.

Extra support

- Get Sts to ask you the questions first.
- c 310)) Tell Sts to go to **Grammar Bank 5A** on p.140. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.
- Refer Sts to the irregular past participles in the **Irregular verbs** list on p.165.

Additional grammar notes

- At Intermediate Plus level, Sts will have seen the present perfect simple several times, but, along with future forms, it is an area where they make a lot of mistakes and need frequent practice mainly because its use does 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*.

- Typical mistakes include:
 - using the present perfect with specific time expressions in the past, e.g. *I've had breakfast at 7:00 this morning.*
 - using the present simple instead of the present perfect to talk about something that started in the past and continues in the present, e.g. *I work here for five years.*
 - using *since* instead of *for* with a period of time that includes the present, e.g. *I've been here since two hours.*

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

- a
- 1 an hour
 - 2 I've already had
 - 3 I've never been
 - 4 we were at university
 - 5 already
 - 6 they've been
 - 7 have you been
 - 8 all his life
 - 9 we went
 - 10 I've lived
- b
- 1 did, get, 've only been
 - 2 Have, heard, 've just turned on
 - 3 's had, did, happen
 - 4 's just gone
 - 5 Have, ever beaten, won
 - 6 Has, already started, was
 - 7 have, had, bought
 - 8 Did, see, missed

Tell Sts to go back to the main lesson 5A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- d Put Sts in pairs and focus on the topics. Tell Sts that they should make true statements using the given phrases, e.g. *I've just finished watching a series called...*, *I've seen (name of film) more than three times*, etc.

Give Sts a few minutes to think about their sentences. They then discuss the topics with their partners 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 saw the film for the first time about two years ago.*

Get some feedback.

Extra support

- You could model the activity first by talking about one of the topics and then eliciting follow-up questions.

5 READING

- a Focus on the instructions. Get Sts to read the Wikipedia entry, and elicit answers to the questions from the whole class.

- b Focus on the title of the article *All in one sitting*, and ask Sts to guess what it means (= a continuous period of being seated and doing one activity).

Now focus on the questions that Sts have to answer when they read the article.

Give Sts time to read the article once all the way through.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

Check answer.

3 both

- c Focus on the **Tip: Multiple-choice reading** box and go through it with the class. Emphasize that this advice will be helpful whenever they have to do this kind of exercise, e.g. in exams.

Focus on the task and give Sts time to read the multiple-choice questions. Then set a time limit for them to read the article again and choose the right answers.

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

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

- d Focus on the highlighted words and phrases. Get Sts, in pairs, to work out their meaning from the context.

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

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

- e Put Sts in pairs and get them to discuss the questions. Monitor and help with vocabulary.

Get some feedback from various pairs, and tell them about any series you have been or are addicted to.

6 SPEAKING

- a Focus on the statements and go through them with Sts. Give Sts time to decide if they agree or disagree with each statement and to think about their reasons.

- b Put Sts in small groups of three or four. Focus on the instructions and highlight the example.

Appoint a secretary for each group, whose job is to read out each statement and note down how many people agree or disagree with it. For the statements that don't have a consensus opinion, Sts take turns to explain their opinions while the others listen. Then the secretary asks if anyone has changed their mind.

Monitor and help, encouraging Sts to justify their opinions.

Get some feedback to see whether, generally speaking, Sts agree or disagree with the statements and whether any of them were persuaded to change their minds.

Extra idea

- If there's time, you could have a brief open-class discussion on each topic.

5B The country in other countries

Lesson plan

The country, nature, and farming are the main topics of this lesson. In the first half of the lesson, Sts learn words and phrases related to these themes. These are then recycled and practised in a pronunciation focus on vowels that can be pronounced in different ways. Next, Sts listen to two people talking about the advantages and disadvantages of living in the country in Turkey and in the USA. This is followed by a split reading about two British people who moved to the country and had very different experiences.

In the second half, Sts revise the form and uses of the present perfect continuous and then practise it orally with the correct sentence stress in the pronunciation focus. Sts then read about a British institution, *The Archers*, which is the longest-running radio soap opera in the world and takes place in a fictional English village in the countryside. Sts then listen to an unscripted interview with one of the actors. Next, Sts write an email in which they practise the grammar from the lesson, and the lesson ends with a song, *Country boy*.

STUDY LINK

- Workbook 5B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** present perfect continuous p.149
- **Communicative** Why did you write...? p.178 (instructions p.163)
- **Vocabulary** The country p.201 (instructions p.192)
- **Song** Country boy p.214 (instructions p.207)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board in two columns the headings:
THE CITY THE COUNTRY
- Get the class to brainstorm adjectives that describe each one, e.g. *noisy, peaceful, boring, expensive*.
- Write their ideas in the appropriate columns on the board.

1 VOCABULARY the country

- a Books open. Focus on the photos and the questions. Get Sts to answer the questions in pairs, encouraging them to give reasons for their answers.

Get some feedback from various pairs.

- 1 A Spain B England C Switzerland
 2 Sts' own opinions
 3 possible answers
 A (a flock of) sheep, grass, farmhouse, church, tower
 B cottage, church, grass, geese, trees
 C mountains, valley, trees, cows, grass, snow

Extra support

- Do this as an open-class activity.
- b Tell Sts to go to **Vocabulary Bank** *The country* on p.159.

Focus on **1 Nature** and give Sts time, individually or in pairs, to match the words and pictures in a.

③11)) Now do b. Play the audio for Sts to check answers. Play it again pausing after each word for Sts to repeat. Make sure they also practise the pronunciation of the heading *Nature* /'neɪtʃə/ as many Sts have problems with this word.

③11))	
1 Nature	
14 bush	5 mud
8 cliff	9 path
3 fence	18 pond
10 field	2 rocks
4 gate	7 sticks
6 grass	12 stones
15 hedge	16 stream
17 hill	13 valley
1 leaf	11 wood

Point out that a *wood* is a smaller area than a *forest*. *Wood* is also the material that comes from trees.

Focus on the **the country and the countryside** box and go through it with the class.

Now focus on **2 On a farm** and get Sts to do a individually or in pairs.

③12)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing after each word for Sts to repeat. Highlight the silent *b* in *lambs*.

③12))	
2 On a farm	
1 barn	4 hens
7 cockerel	6 lambs
3 cow	5 sheep
2 farmhouse	

Now get Sts to do c individually or in pairs.

③13)) Now do d. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat.

1 grow	4 harvested
2 planted	5 pick
3 harvested	

③13))
 See text in Student's Book on p.159

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?

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.

Testing yourself

For **Nature** and **On a farm** exercise a, Sts can cover the words and look at the pictures. For **On a farm** exercise c, Sts can cover the text and try to remember the meaning of the verbs in the list.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson **5B**.

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopyable activity at this point or leave it for later as consolidation or revision.

2 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.

- 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.
- b (314)) Play the audio once for Sts to listen and check, then give the answers. Elicit the sound picture for each one. Then get Sts to practise saying the words.

(sound words shown in brackets)

- S (tree)
- D: bush (bull), mud (up)
- S (car)
- D: grow (phone), cow (owl)
- S (fish)
- D: pond (clock), stone (phone)
- D: lamb (cat), farm (car)
- S (tree)

(314))

See words in Student's Book on p.48

STUDY LINK

- Sts can practise these sounds on the *iTutor* and on the *English File Intermediate Plus* website.

3 LISTENING & SPEAKING

- a (315)) Focus on the instructions and the chart. Tell Sts they are going to listen to two people, Melisa and Eric, talking about living in the country. Play the audio once the whole way through for Sts just to listen. Then play it again for Sts to write down answers. You could pause after each question is answered to give Sts time to make notes.

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

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Melisa

- beautiful, large lake, pine-covered hills
- played tennis, went for walks, played the piano
- no water or electricity, only one shop, had to wait for minibus to bring fresh bread and newspapers in the mornings

Eric

- gorgeous – mountains, woods, a lake, lots of paths
- hiking and canoeing in summer, skiing in winter, dinner parties with friends, book club meetings
- everything covered in mud after snow melts, nearest supermarket is 20 miles away

(315))

(Script in Student's Book on p.126)

Melisa

I live in Istanbul now, in Turkey, but I used to live in the country in the province of Sakarya. 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. There was no 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 – in fact the one that sent the bread and papers – and in my free time I played tennis, went for walks, and played the piano. I made my own entertainment. In the end I had to move to Istanbul for work, but I really miss the fresh food and fresh fish, the peace. I sometimes used to think when I was living there that there wasn't enough choice of things to do, things to buy, but now I think I have too much choice.

Eric

A few years ago my wife and I retired and we moved to a little town in the mountains here in Colorado. It's gorgeous. We have a house on a hill, and we are surrounded by mountains, which we can see from our window, as well as the woods and a very pretty lake. There are lots of paths and we walk every morning with our dog, er, who loves chasing after sticks and things. There's so much to do. In the summer we go hiking and we have a little canoe we take on the lake, and of course in the winter we go skiing. We have lots of friends here and we often have dinner parties or we have our book club meetings. There's a joke here that we only have three seasons: summer, winter, and 'mud season'. That's after the snow has melted and everything, I mean everything, is covered in mud. That's the only bad time to be here. And the other problem is that we don't have a supermarket. The nearest one's about 20 miles from here.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.126, so they can see what they understood or didn't understand. Translate / explain any new words or phrases.
- b Put Sts in pairs and get them to ask and answer questions 1–3. For 4, tell Sts they should answer 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.

Monitor and help with any vocabulary.

Get some feedback from the class.

Extra support

- Do a quick revision of the form of the second conditional, which Sts revised in File 4B, and which they will need to use in question 4. Write on the board:

IF I MOVED TO THE COUNTRY, I'D MISS THE RESTAURANTS AND SHOPS, BUT I WOULDN'T MISS THE NOISE AND TRAFFIC.

4 READING & SPEAKING

- a Focus on the instructions and the introduction to the article. Give Sts time to read it and discuss the questions.

Get some feedback from the class.

- b Focus on the photos and tell Sts that they are two people, Liz Jones and Rob Penn, who moved to the country. Puts Sts in pairs, **A** and **B**. Tell the **As** to read about Liz Jones and the **Bs** to read about Rob Penn.

Sts should find the answers to questions 1–5 for their articles and make notes.

Extra support

- Before Sts read the articles, check them for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted ones).
- c Now tell Sts to focus on the highlighted words. Get Sts to work out their meaning from the context and match the highlighted words and phrases with the glossary entries. Quickly elicit the words for each glossary.

Student A	Student B
1 getting out of	1 put on
2 moved in	2 fit in
3 fitted in	3 move back
4 acres	

- d Now get Sts to cover their articles and tell their partner about their article in their own words. Encourage them to use the phrasal verbs from their glossary and their answers to questions 1–5 to help them to remember the important details.

Get some feedback from various pairs.

- e Put Sts in small groups. You could put pairs together to make groups of four.

Focus on the instructions and get Sts to answer the questions together.

Monitor and help with any vocabulary.

Get some feedback from the class.

Extra support

- Do this as a whole-class activity.

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 answers and say why.

Check answers.

- I'm planting (We use the present continuous for actions that are in progress now. The man is in the middle of planting potatoes.)
- 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 the man has been working in the garden all day and has just stopped.)

- c ③16)) Tell Sts to go to **Grammar Bank 5B** on p.141. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional 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 using the present perfect continuous 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*).
- Typical mistakes include:
 - using the present tenses with *for, since*, and *how long* to talk about something that started in the past and continues in the present, e.g. *I work at this company for two years. I'm living here a long time. How long is he sleeping?*
 - using the present perfect continuous with a finished time expression, e.g. *I've been dancing last night.*

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.

- a
- K 've been sitting
 - C 've been trying
 - B 've been drinking
 - G 've been looking for
 - F 've been eating
 - H 's been learning
 - I 've been taking
 - A 've been picking
 - D 's been snowing
 - J 've been doing

- b
- I've been living
 - She's travelling
 - I haven't been sleeping
 - I'm staying
 - he's driving
 - I've been waiting
 - it's been raining
 - I'm trying
 - I've been seeing
 - I've been cooking

Tell Sts to go back to the main lesson 5B.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

6 PRONUNCIATION & SPEAKING

sentence stress

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 students 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 students the opportunity to practise getting the sentence stress right, and gives them an opportunity to speak using the present perfect continuous.

- Focus on the task and give Sts time to complete the sentences individually.
- 317)) Play the audio for Sts to check their answers. Play the audio again pausing after each one and getting Sts to repeat, copying the rhythm.

317))

- I've been working really hard this week.
- I haven't been sleeping well lately.
- My neighbours have been making a lot of noise recently.
- I've been thinking about getting a new phone for a while.
- I've been arguing with my family a lot recently.
- I haven't been watching TV at all lately.
- I've been feeling very stressed for the last few weeks.
- I've been doing a lot of exercise this month.
- I've been going out a lot recently.
- I've been spending a lot of time on Facebook this week.

- Put Sts in pairs. Focus on the task and the example. Tell Sts that if the sentence is not true for them, they should make it negative (*I isn't true for me. I haven't been working really hard this week because...*)

Give them a few minutes to decide what is true or not for them and to think of reasons. Get them to do the task and go round monitoring the rhythm of the present perfect continuous verbs.

Get feedback by asking a few Sts about some of the sentences.

- Focus on the task and give Sts time to think about what they are going to say.

Get feedback from different pairs.

Extra support

- You could demonstrate both c and d yourself, to show Sts exactly what they have to do.

STUDY LINK

- Sts can practise sentence stress on the iTutor.

7 READING & LISTENING

- Focus on the questions and do this as an open-class activity, or you could put Sts in pairs.
- 318)) Focus on the instructions and the photos and ask Sts if they recognize anyone – they may recognize Camilla, Duchess of Cornwall. If they do, ask them what they think she is doing.

Focus on the questions and make sure Sts understand *aim*. Then focus on the **Glossary** and go through it with Sts.

Play the audio once the whole way through for Sts to read and listen. Point out that the introductory music is the theme tune to *The Archers*.

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

- It's about life in a fictional British village.
- To provide information about new farming methods in order to increase productivity after the Second World War.
- Dan Archer, Walter Gabriel, and George Fairbrother

318))

See the article in the Student's Book on p.51

Extra idea

- Ask a few more comprehension questions, e.g. *What kinds of people listen to the programme? How long has the show been running?*
- 319)) Now tell Sts they are going to hear an interview with one of the actors from *The Archers*. Focus on the instructions and go through them carefully with the class.

Play the audio once the whole way through. Get Sts to compare with a partner, and then check answers.

You might want to explain / elicit that *Tasmania* is an island which is part of Australia.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

1 C 2 C 3 A 4 B 5 C 6 A

319))

I = Interviewer, T = Tim

(Script in Student's Book on p.126)

I How long have you been on *The Archers*?

T Well, I celebrated 30 years on *The Archers* this June.

I Which character do you play?

- T** I play a character called David Archer, who is a farmer, who's the son of Phil Archer, who in turn was the son of Dan Archer, who was the very first Mr Archer back in 1951, when the programme started.
- I** What kind of person is David Archer?
- T** Well, David is some... some might say he's a bit thick, 'thick' meaning stupid. He's not. He's a simple soul. He's extremely honourable, he's extremely hard-working, he's honest, he's dependable. But he's a farmer, and that's the most important thing in his life, making the farm work and keeping his family together.
- I** How much did you know about life on a farm before you joined the cast?
- T** Well, unusually, I actually knew a bit because I'd worked on farms when I was a child. And I was in fact born on a sheep station in Tasmania. And so when I was a boy I used to go and work occasionally at the local farm. And then my father in the 1970s gave up being an advertising executive and went off down to Devon to live off the land, and so he started this ten-acre organic smallholding in Devon. And my wife and I went down and helped him to get that going, so I've got quite a lot of practical experience on the farm.
- I** Is that an exception on *The Archers*?
- T** Yes, yes, most of the actors don't know one end of a cow from the other, to be honest.
- I** Do you think that country and city people react to *The Archers* in a different way?
- T** Yes, they do. City people look at Ambridge, which is the village that we live in, as a kind of an English ideal of the countryside. It's an old-fashioned England where everybody's nice to each other. There's not much crime. There aren't any yellow lines so that you can't park. And that's, I think, what they love about it. And from the country people, what they tend to like is the fact that they all say, 'That's exactly like the village that I live in'. There's the vicar, there's the doctor, there's the person who runs the pub – and there's the bossy woman who runs around trying to organize everybody, you know.
- I** Would you actually like to live on a farm yourself – or do you?
- T** We've got a cottage in Norfolk, so we're – I'm up in the country every weekend. And also I was brought up in the country. Until I was 21, we lived just north of London, in Hertfordshire. So I'm a country boy at heart and, er, you know...
- I** Have you ever lived in a city?
- T** Yeah, we do now. I mean, I've lived in London since – for 30 years. So I'm a country boy who's kind of ended up in the town because that's where the work is.
- I** Thank you very much.
- T** My great pleasure.

d Focus on the task and quickly go through items 1–6.

Now play the audio again for Sts to make notes. Pause as necessary to give Sts time to write.

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

Check answers.

- more than 30 years
- His character's grandfather, Dan Archer, was the first Mr Archer in 1951, when the programme started.
- His father gave up being an advertising executive in the 1970s and went to Devon, where he started an organic smallholding.
- The other actors don't know much about the country.
- City people see the village as the English ideal of the countryside, and country people think it's just like the village they live in.
- He lives in London now because that's where the work is, but he goes to his cottage in Norfolk every weekend.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.126, so they can see what they understood or didn't understand. Translate / explain any new words or phrases.

e Do this as an open-class activity.

8 WRITING

Tell Sts to go to **Writing An informal email** on p.117.

- a** Focus on the task and give Sts time to read Louisa's email and answer the two questions. Tell them not to worry about the gaps in the email.

Check answers.

the unusual weather surprised

- 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.

- | | |
|---------------------|-----------------------|
| 1 's been snowing | 5 've been reading |
| 2 's been clearing | 6 Have, been studying |
| 3 've been watching | 7 have, been doing |
| 4 's been doing | |

- c** Focus on the instructions and tell Sts to think of a friend or family member they would like to send an email to.

Now focus on the plan and go through it with Sts. Encourage them to make brief notes on what they will write about.

- d** Focus on the **Useful language: informal emails** box and go through it with Sts.

Then get Sts to write the email, following the plan they made in **c**. 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.

- e** Remind Sts to check their work for mistakes before giving it in.

Extra idea

- Get Sts to write and send emails to each other.

Tell Sts to go back to the main lesson **5B**.

9  **20** **SONG** *Country boy* 

This song was originally made famous by American rhythm and blues singer-songwriter and pianist Fats Domino in 1960. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.214.

3/20))

Country boy

Have you heard the story
Of the little country boy
He is always happy
And full of joy

Nothing in this world
That he's thinking of
All he really cares for
Is the one he loves

And the moon above
Stars above, Heaven above
That is all he's thinking of

Now you heard my story
Darling, can't you see
That little country boy
Happens to be me

(instrumental section, then repeat of the song lyrics)

Have you heard the story
Of the little country boy
He is always happy
And full of joy

Nothing in this world
That he's thinking of
All he really cares for
Is the one he loves

And the moon above
Stars above, Heaven above
That is all he's thinking of

Now you heard my story
Darling, can't you see
That little country boy
Happens to be me

Episode 3 Time to tell the police

Lesson plan

In this third Practical English lesson the functional focus is on key expressions used in reporting a missing person to the police.

In the first scene Jenny phones Rob to tell him about the worrying events – first, the news reports about the attack on the man she met at the airport, and then the fact that Henry still hasn't come back. Rob advises her to go and stay at Luke's flat and to go with him to the police to report both incidents. In the next scene, Jenny and Luke go to the police station to make the report. The suspense builds in the third scene when Luke finally manages to get into Jenny's laptop, only to find that the username is not 'Jenny', but 'A. Page', the name of the man Jenny met at the airport and who was attacked shortly afterwards. Then Jenny receives a video message from Henry, who has been kidnapped by people who want the laptop. Jenny is also warned not to go to the police again.

STUDY LINK

- **Workbook** Time to tell the police
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- **Quick Test 5**
- **File 5 Test**
- **Progress Test Files 1-5**
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Before starting Episode 3, elicit what Sts can remember about Episode 2. Ask *What's wrong with Henry's car? What other strange things have happened? Who is Andrew Page and why is he in the news? Where is Henry at the end of the episode?, etc.*
- Alternatively, you could play the last scene of Episode 2.

1 A WORRIED PHONE CALL

- a (3/21)) Books open. Focus on the photos and ask *Where is Jenny? Who's she talking to? How does she look?*

Now focus on the instructions and the question. Play the DVD or audio once the whole way through and elicit the answer.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Rob tells Jenny she should go to the police. He also tells her to go and stay at Luke's flat and to go to the police with him.

(3/21))

(script in Student's Book on p.127)

N = Narrator, R = Rob, J = Jenny

N Day two. Five past nine in the evening. Jenny's at Henry's house. She has just heard on the news that Andrew Page – the man she met at the airport – was attacked soon after she left him. She immediately phones Rob, who is still in Alaska, to tell him about it, and also to tell him that Henry still hasn't come home.

R He was attacked?

J That's right. The police found him at the airport.

R You're sure it's the same person?

J Definitely. I saw his picture. His name's Andrew Page and he's a scientist.

R And you spoke to him?

J He helped carry my bags! I mean, I could have been the last person to see him before it happened.

R I think you should go to the police.

J I know. And Rob, there's something else.

R What is it?

J Well, I don't want to worry you, but your dad hasn't come home. We were supposed to have dinner at seven.

R What time is it now?

J It's a little after nine.

R What? That is worrying. Dad's usually really punctual.

J Should I call the police?

R I think you should. It's really not like him.

J OK, and Rob?

R Yeah?

J Oh, it's nothing.

R What is it?

J I know this seems odd, but the house feels strange.

R What do you mean?

J I don't know, but I don't like being alone here.

R Well, it's late and you're tired.

J That's true. But I don't think I'll be able to sleep here.

R Why don't you ring Luke? You could stay with him, and you could go to the police together and tell them about Dad.

J OK, I think I'll do that.

R I'll ring you later.

J OK, Rob, I'll be fine. Don't worry. Bye.

- b Give Sts time to read questions 1–5.

Play the DVD or audio again, pausing as necessary to give Sts time to answer the questions. You could play it again if necessary.

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

- 1 Yes, she is because she saw his picture on the news and he told her his name.
- 2 at seven
- 3 It's a little after nine. Rob is worried because Henry is usually really punctual.
- 4 She says it feels strange.
- 5 She doesn't think she'll be able to sleep in Henry's house.

Extra support

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

Now focus on the last question and with a show of hands find out how many Sts answer yes or no. Then encourage them to give reasons why (not).

2 VIDEO MAKING A POLICE REPORT

- a (3.22)) Focus on the photos and ask Sts some questions, e.g. *Where are Jenny and Luke? Who do you think the woman is? What is Luke showing her? Why?*

Now tell Sts to focus on the questions.

Play the DVD or audio once the whole way through. Get Sts to answer the questions with a partner. Replay the DVD or audio if necessary, and then check answers.

The police officer asks how long Henry's been missing; for his description; the time when Jenny last saw him; what he was wearing; what his plans were for the day; about his normal routine. They describe Henry as sixty-two, average height and build, grey hair, glasses, brown eyes; last seen wearing a brown jacket, dark green shirt, and jeans.

(3.22))

N = Narrator, La = Laing, L = Luke, J = Jenny

N Day two. 10.00 p.m. Jenny and Luke are at Oxford Police Station, in the police interview room. Jenny has told the inspector, DCI Laing, about her meeting with Andrew Page. Now she is going to tell her about Henry.

La And that was the last time you saw Mr Page?

J Yes. Is he going to be OK?

La We don't know yet, I'm afraid. You also said that your father-in-law – Henry Walker – hasn't returned home yet. How long has he been missing?

J He was supposed to be home three hours ago.

La OK. It's a bit early to report him missing but I'll take a statement. So, your name's Jenny Zielinski.

J That's right.

La And you're staying at The Grange, Marsh Lane, Long Crendon.

J Yes.

La OK. Can you describe Mr Walker?

J He's 62, I think.

L Yeah.

J He's average height and build. He has grey hair and glasses. I don't know what colour his eyes are.

L They're brown. Here is a photo of him.

La When did you last see him?

J This morning. Around ten.

La Where were you?

J At his house in Long Crendon.

La And do you remember what he was wearing?

J Oh, just a brown jacket, a dark green shirt, and jeans.

La Do you remember anything unusual about the last time you saw him?

J Yes, actually. We were going to go to Oxford but Henry's two front tyres had been punctured.

La Really? So you left for Oxford and he stayed to fix the car?

J Yes.

La Do you know what his plans were for the rest of the day?

J No.

La Can you give me some idea of his normal routine?

J Not really...

L Well, he's an academic. He teaches at the university a few days a week but he often works from home. He goes on a lot of long walks, but never this late.

La And Jenny, do you remember seeing anything unusual when you got back to the house this afternoon?

J Well, there was my suitcase. The airport had returned my lost luggage and the lock was broken.

La Is there anything else?

J There were some books on the floor.

L Really? That's weird. Henry's normally really tidy.

La OK. Try not to worry, we'll look into this. In the meantime, perhaps you should stay with Luke, and if you think of anything else, or he turns up, give me a call.

- b Focus on the dialogue on p.53. Elicit who says the **You Hear** phrases (*the police officer*) and who says the **You Say** phrases (*Jenny and Luke*).

Give Sts time to read through the dialogue and to think about what the missing words might be. Then play the DVD or audio again and get Sts to complete the gaps. Play it again if necessary.

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

See words in **bold** in script 3.22

Now go through the dialogue and deal with any new vocabulary. Check that Sts know the meaning of *turns up* (= arrives).

- c (3.23)) Now focus on the **You Say** phrases and tell Sts they're going to hear some of them again and repeat them. Encourage them to copy the rhythm and intonation.

Play the DVD or audio, pausing if necessary for Sts to repeat the phrases.

(3.23))

La = Laing, J = Jenny

La You also said that your father-in-law – Henry Walker – hasn't returned home yet. How long has he been missing?

J He was supposed to be home three hours ago.

La OK. Can you describe Mr. Walker?

J He's 62 I think. (pause) He's average height and build. He has grey hair and glasses. I don't know what colour his eyes are.

La When did you last see him?

J This morning. Around ten.

La Where were you?

J At his house in Long Crendon.

La And do you remember what he was wearing?

J Oh, just a brown jacket, a dark green shirt and jeans.

La Do you remember anything unusual about the last time you saw him?

J Yes, actually. We were going to go to Oxford...but Henry's two front tyres had been punctured.

La And Jenny, do you remember seeing anything unusual when you got back to the house this afternoon?

J Well, there was my suitcase. The airport had returned my lost luggage and the lock was broken.

- d Put Sts in groups of three, **A**, **B**, and **C**. **A** is the police officer, and **B** and **C** are reporting the missing person. Get Sts to read the dialogue on p.53 aloud, and then take it in turns to swap roles so that everyone has a chance to be the police officer.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Reporting a missing person**, **A** on p.107, **B** on p.108.

Go through the instructions with Sts carefully. Give them some time to read the situation and prepare what they are going to ask / say. When they are ready, tell the **Bs** that they are the police officers and that they should start. Tell them to use the form to ask the **As** questions about the missing person.

Monitor and help.

Sts then swap roles in **c**. Give them time again to prepare.

When they have finished, get feedback. Ask Sts if they thought the police officer was helpful.

Extra support

- You could elicit (some of) the questions that the Bs will need to ask and write these on the board. You could also allow Sts to make notes next to their role cards.

Tell Sts to go back to the main lesson on p.53.

3 VIDEO A THREATENING MESSAGE

- a (3/24)) Focus on the photos and ask Sts some questions, e.g. *What are Luke and Jenny looking at? What is on Jenny's phone?*

Now focus on the questions. Play the DVD or audio once the whole way through, and then check the answers. Elicit or explain the meaning of *username* (= the name you use in order to use a computer or system), *cracked* (= solved), and *encrypted* (= information put into a special code, usually to prevent others from looking at it).

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

The good news is that Luke has managed to get into the laptop.
The bad news is that Henry has been kidnapped by people who want the laptop.

(3/24))

(script in Student's Book on p.127)

N = Narrator, J = Jenny, L = Luke, H = Henry

N Day three. 8.00 a.m. They are at Luke's house. Luke is awake, and working on Jenny's laptop. He's still trying to get into it. Jenny, who was sleeping in the spare room, has just got up.

J Good morning.

L Hi.

J Thanks for letting me stay, Luke. I feel a lot safer here.

L What? Oh, no problem.

J I tried Henry again. Still no answer. I wonder if...

L Yes!

J What?

L Yes! I've done it! I'm in. I've cracked the security code on your computer.

J That's great, Luke, but Henry...

L Wait a minute, that's not right. The username says A. Page... and all the files are encrypted.

J A. Page? Are you sure?

L Let me just see if I can open the files. What the...? Jenny, take a look at this. It's a formula or something.

J What does it mean?

L I have no idea.

J It's a message from Henry!

L What?! What does it say?

J It's a video. Hang on.

H Hello, Jenny. As you can see, I'm all right. I can't tell you where I am. But listen carefully. These people want some documents on your computer. They want you to leave it at the house. To prove that I'm OK, here's a copy of this morning's paper.

N On the video screen Henry looks very tense and worried. He seems to be in a darkish room. He holds up a newspaper. On the front page, there's a large picture of Andrew Page and the headline reads: *Oxford scientist attacked at airport.*

H There's one last thing that they want me to tell you. Don't go to the police again. If you go to the police, you know what'll happen. Now Jenny, please don't worry. Tell Rob his old man will be in his study again soon.

N Jenny and Luke look at each other in shock.

J We need to call Rob.

- b Focus on the instructions and give Sts time to read sentences 1–8.

Play the DVD or audio again, pausing if necessary to give Sts time to circle the correct answers.

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

1 safer	5 laptop
2 isn't	6 today's
3 a formula	7 not to go
4 a video message	8 give Rob a message

Elicit / explain that *his old man* is an informal way of saying *his father*.

Now focus on the final questions and get Sts to speculate about the answers.

Extra support

- If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- c Focus on the **Social English phrases**. In pairs, get Sts to think about what the missing words might be.
- d (3/25)) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

(3/25))

Jenny Thanks for **letting** me stay.

Jenny What does it **mean**?

Luke I have **no** idea.

Jenny It's a **message** from Henry!

Henry As you can see, I'm **all right**.

Henry Listen **carefully**.

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on p.127.

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

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to watch the episode again and practise the language on their *iTutor*.

6A Do it yourself

Lesson plan

The topic of this lesson is DIY (*do-it-yourself*) and what Sts themselves do around the house, e.g. assembling flat-pack furniture or fixing things that are broken, as well as unusual uses for everyday objects. The lesson begins with a vocabulary focus on words and phrases used to talk about DIY and repairs around the home. This is followed by a pronunciation focus on consonant clusters. The new vocabulary is consolidated through a listening and speaking activity about IKEA, the well-known Swedish store which sells self-assembly furniture, and some people's (bad) experiences of trying to assemble furniture.

In the second half, Sts read an article from the internet with tips for unusual ways to use common objects, e.g. for repairs. This provides the lead-in to the grammar which revises and consolidates modals and other expressions used to express obligation, necessity, prohibition and advice. Finally, Sts exchange tips for common problems, and write a paragraph about one of the tips.

STUDY LINK

- Workbook 6A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopyable activities

- **Grammar** obligation, necessity, prohibition, advice p.150
- **Communicative** Strange but true? p.180 (instructions p.163)
- **Vocabulary** DIY and repairs p.202 (instructions p.192)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write *DIY* on the board and ask the class what it stands for (*do-it-yourself*). Then ask Sts what this expression is used to refer to, and elicit that it is the activity of making, repairing or decorating things in the home yourself, instead of paying somebody to do it for you.

1 VOCABULARY DIY and repairs; paraphrasing

- a Books open. Do this as an open-class activity. Focus on the photos 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 (3/26)) Focus on the instructions and the four objects on the left. Model and drill their pronunciation. Tell Sts that the man wants to buy two of these things.

Tell Sts to cover the dialogue 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. Check answers.

He wants to buy some nails and a (light) bulb.

(3/26))

- A Excuse me.
B Yes, can I help you?
A Yes, thanks. I'm **looking** for some... Sorry, I don't know the **word**. They're the **things** that you put in the wall. I want to put some pictures on the wall.
B You mean nails?
A Ah, yes, that's it. And I need one more thing. My **lamp** doesn't **work**. I need a new er...
B A bulb?
A Yes, thank you.
B You'll find them over there, behind the gardening things.

- c Focus on the instructions and give Sts time to read the dialogue. 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.

- | | |
|-----------|--------|
| 1 looking | 4 lamp |
| 2 word | 5 work |
| 3 things | |

Extra challenge

- Get Sts to try to complete the missing words first and then play the audio for them to listen and check their answers.
 - Then get Sts to practise the dialogue with a partner.
- d 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.109, **B** on p.110.

Go through the instructions with them carefully and make sure Sts 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 the **Bs** 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 down 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 communicate what they wanted to buy. Model and drill the pronunciation of all the objects that both **A** and **B** were given.

Extra idea

- Get some Sts to role-play their exchange in front of the class after they have done this in pairs.

- e Tell Sts to go to **Vocabulary Bank *DIY and repairs*** on p.160.

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. Give Sts time, individually or in pairs, to match the words and pictures in a.

3/27)) Now do b. Play the audio for Sts to check answers. Play it again, pausing after each word or phrase for Sts to repeat.

3/27))

1 In a shed: tools and other things for repairs

3 bricks	12 pieces of wood
10 bucket	8 rope
14 drill	5 screwdriver
4 hammer	13 screws
16 ladder	2 string
7 nails	9 tap
15 padlock	11 tiles
1 paintbrush	6 wire

Now focus on **2 In a drawer: useful things around the house** and get Sts to do a individually or in pairs.

3/28)) Now do b. Play the audio for Sts to check answers. Play it again, pausing after each word or phrase for Sts to repeat.

3/28))

2 In a drawer: useful things around the house

3 batteries	7 needle and thread
5 glue	6 penknife
9 handle	2 Sellotape™
8 light bulb	4 torch
1 matches	

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

3/29)) Now do b. Play the audio for Sts to check answers.

Play it again, pausing after each phrase for Sts to repeat. Highlight the unusual sound-spelling of *sew* /səʊ/.

3/29))

3 Verb phrases

- c change a light bulb or a tyre
- g drill a hole in the wall or in a piece of wood
- f put up shelves or curtains
- e set up a new Wi-fi network or a home cinema system
- b sew a button on a shirt
- a stick something together that's broken with glue or Sellotape™
- d tie two things together, for example shoelaces or two pieces of string

Finally, focus on the **Synonyms** box and go through it with the class.

Testing yourself

For **In a shed: tools and other things for repairs** and **In a drawer: useful things around the house** Sts can cover the words and phrases and look at the pictures. For **Verb phrases**, Sts can cover 1–7 and complete the phrases a–g.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson 6A.

Extra support

- If you think Sts need more practice, you may want to give them the **Vocabulary photocopiable activity** at this point or leave it for later as consolidation or revision.

2 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 (*script*, *spring*, *struggle*), in the middle (*sunglasses*, *describe*), or at the end of the word (*pounds*). 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 /ɪskru:/ or /əskru:/, and *paintbrush* sounds like /'peɪntəbrʌʃ/.
 - they delete one of the consonant sounds, so that *screw* sounds like *crew*, for example, and *paintbrush* sounds like /'peɪnbrʌʃ/ or /'peɪnɾʌʃ/.
- 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 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, a cluster refers to two or more consonant sounds that come together.

3/30)) Play the audio once for Sts to listen to the words. Focus their attention on the clusters shown with the pink letters in the SB. Play the audio again, pausing after each word for Sts to repeat.

3/30))

See words in Student's Book on p.54

- b Now Sts practise saying sentences with words with clusters. (NB Sometimes clusters are created when a word ends in a consonant sound and the next word begins in one or more consonant sounds.)

Finish by getting individual Sts to say the sentences.

STUDY LINK

- Sts can practise consonant clusters on the iTutor.

3 LISTENING & SPEAKING

- a Focus on the photo of an IKEA store and remind Sts that they learned something about IKEA in File 1A. Ask what they can remember. (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 hometown.)

Then ask the questions to the whole class, or get Sts to answer in pairs, and then get feedback.

- b Tell Sts they are going to read the beginning of an article about IKEA. Tell them to look at the title, *It looks so easy at first...* and speculate about what the article will say (i.e. it probably won't be so easy).

Give Sts time to read the text once all the way through. They should find the answers to the two questions in b and either underline them in the text or make notes.

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

- 1 One in ten Europeans now sleeps in an IKEA bed, and its catalogue is in more homes than any other publication.
- 2 the frustrating one-way system used to navigate the stores; the strange names given to the products; getting the furniture home and trying to put it together

- c (3.31)) Tell Sts they are going to listen to three people describe their experiences with IKEA furniture. Focus on the questions and quickly go through them. Check that they understand the meaning of *assemble* (= fit together parts), and teach the synonym *put something together*.

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.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

- 1 a wardrobe
- 2 a kitchen
- 3 a table

The second speaker was the least successful.

(3.31))

(script in Student's Book on p.127)

- 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 is 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.
- 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. **It's wobbly, but at least it has four legs!** But 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.

- d Give Sts a few minutes to go through questions A–F and to compare with a partner to see what they remember.

Then play the audio again for them to answer A–F. Play the audio again if necessary.

Check answers with the class.

A 3 B 1 C 2 D 1 E 2 F 3

Extra support

- If there's time, you could play the audio again while Sts read the script on p.127, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- e (3.32)) Focus on the instructions and give Sts time to read the five extracts. Elicit who said each one (*Speaker 1 said extracts 1 and 2, Speaker 2 said extracts 3 and 4, and Speaker 3 said extract 5*).

Then play the audio, pausing after each sentence for Sts to complete the gaps.

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

Check answers, getting Sts to say how they think the words are spelled and then writing them on the board.

- | | |
|----------------|-------------|
| 1 swearing | 4 wrong way |
| 2 take, pieces | 5 wobbly |
| 3 handy | |

(3.32))

See words in bold in script 3.31

Now get Sts, in pairs, to guess what the words mean. Tell them to read the whole sentence as the context will help them guess.

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

- f Focus on the instructions and go through the items in the list. Make sure Sts understand the choices.

Then focus on the **Describing a process** box and go through it with the class.

Put Sts in pairs and tell them each to choose two things from the list to discuss. If Sts haven't done any of these things themselves, tell them to talk about a time somebody they knew did them, e.g. a family member.

Monitor and help, encouraging Sts to use the questions in the box to guide them.

Get some feedback from the class.

Extra support

- Model the activity first by talking about one of the topics yourself.

4 READING & SPEAKING

- a Focus on the instructions and get Sts, in pairs, to try to complete sentences 1–5. Elicit ideas, but do **not** tell them whether their answers are right yet.
- b Give Sts time to read the article to check their answers to a.

Check answers. With a show of hands find out how many Sts guessed correctly in a.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

1 a potato	4 rice
2 a bowl	5 a banana
3 mayonnaise	

- c Now tell Sts to focus on the highlighted words and work out their meaning from the context, and then match them with the definitions.

Get Sts to compare with a partner and then check answers. You could use mime to make sure Sts understand, e.g. the difference between *rub* and *wipe*. Model and drill pronunciation.

1 rub	6 polish
2 wipe	7 remove
3 plug it into	8 twist
4 drop	9 amplify
5 scratched	

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

! You may want to explain that Martha Stewart is an American author and TV personality who gives advice on home entertaining, cooking, gardening, etc.

- d Now get Sts to read the article again. Then tell them to cover the text and look at the sentences in a, and with a partner try to remember how exactly to solve each problem.
- e Do this as an open-class question and elicit opinions. Don't ask for any other tips or ideas as they will be talking about this later.

5 GRAMMAR obligation, necessity, prohibition, advice

- a Focus on the instructions and the extracts from the article in 4. Get Sts to complete the chart. Point out that some of the meanings go with more than one phrase.

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

1	you have to, you need to, you must,
2	you don't have to, you needn't
3	you mustn't
4	you should
5	you shouldn't

- b (33) (34) (35) (36) Tell Sts to go to **Grammar Bank 6A** on p.142. Focus on the example sentences and play the audio for Sts to listen and repeat. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional 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

- A typical mistake is:
– saying to after *must*, e.g. *I must to buy a new suit.*

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.

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 *l* in *should* /ʃʊd/ and *shouldn't* /'ʃʊdnt/ is silent.

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

Check answers, getting Sts to read the full sentences.

6A

a		
1	don't have to	6 don't need to
2	✓	7 mustn't
3	shouldn't	8 didn't have to
4	✓	9 ✓
5	✓	10 oughtn't to
b		
1	mustn't	6 had
2	have / need	7 must / should
3	ought	8 oughtn't
4	don't	9 have / need
5	needn't	

Tell Sts to go back to the main lesson **6A**.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

- c Focus on the task and make sure Sts understand the vocabulary in the problems and solutions.

Give Sts time to write the sentences. Highlight that they can use each expression only once with each problem. Point out the example and remind Sts to use the infinitive without *to* after the expressions in **bold**.

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

1	
b)	You should put half a lemon in a glass of water and cook it on high.
c)	You mustn't clean it with strong detergent.
2	
a)	You shouldn't paint the scratch with a permanent pen.
b)	You needn't pay a professional to repair it.
c)	You should rub some olive oil on it.
3	
a)	You don't have to only use dark coloured cups for tea and coffee.
b)	You mustn't wash them with water and bleach.
c)	You should clean them with a mixture of salt and lemon juice.

6 SPEAKING & WRITING

- a Focus on the instructions and go through the list of problems. Make sure Sts understand them.

Now focus on the **Responding to other people's suggestions** box and go through it with the class.

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.

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. 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 small 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.

6B At your service

Lesson plan

In this lesson, Sts revise and extend the uses of *can*, *could* and *be able to* for ability, possibility, permission, and deduction. The context is service in shops and restaurants. Sts begin by reading an article about bad customer service in shops in the UK. This leads into an extended speaking activity about Sts' own experiences as customers. This is followed by the grammar focus and practice, and the first half of the lesson ends with a song about shopping, *Hit 'em up Style (Oops!)*.

In the second half, the customer service theme shifts to restaurants. There is a vocabulary focus on restaurant language and common verb phrases. This is followed by a pronunciation spot on food and restaurant-related word pairs with *and*, such as *oil and vinegar*. Next, Sts read and listen to find out about a reality TV series called *Service*, where a well-known chef attempted to train a group of unqualified young people to become top waiters. The lesson ends with a writing focus where Sts write a restaurant review.

STUDY LINK

- Workbook 6B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** *can, could, and be able to* p.151
- **Communicative** What's the problem? p.182 (instructions p.164)
- **Vocabulary** At a restaurant p.203 (instructions p.193)
- **Song** *Hit 'em up Style (Oops!)* p.215 (instructions p.207)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Put Sts in pairs, and tell them to write down the names of the three shops that they go to most often.
- Now get them to compare with a partner and to say what they buy there and why they go to these shops rather than alternatives.
- Get feedback from the class.

1 READING

- a Books open. Focus on the instructions. Then put Sts in pairs and get them to discuss the questions.

Elicit some answers and write them on the board. Try to get at least four or five.

Extra support

- You could do this as an open-class activity.

- b Focus on the title of the article and ask Sts what they think 'crimes' means here (*bad policies or bad behaviour but not actual crimes*). You could also tell Sts that Mary Portas is a well-known shopping 'guru', who has been working with UK authorities to try to improve customer service in Britain, and to 'revive' the High Streets.

Now focus on the task and headings A–H, making sure Sts understand all the lexis in the headings.

Give Sts time to read the article and complete the gaps with the headings. Remind them that there is one extra heading.

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

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

2 G 3 B 4 H 5 E 6 C 7 D

- c Focus on the photos and the highlighted words. Tell Sts to work out what they mean from the context and then match them with A–G in the photos.

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

A checkouts	E hangers
B till	F counter
C cashier	G receipt
D rails	

- d Focus on the instructions. Sts read the article again and tick the opinions that the writer, Mary Portas, agrees with.

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

Sts should tick: 1, 2, 4, 7, 8.

Finally, deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

- e You could do this as an open-class activity or in pairs or small groups. If you do it in pairs or groups, get feedback to find out which customer service 'crimes' the class agrees are also problems in their country and which opinions they agree with.

2 SPEAKING

- a Focus on the instructions and the list of places. Give Sts time to make some notes or think about their opinions and experiences.
- b Focus on the topics in the list and go through them. If necessary, model and drill the pronunciation of *convenient*, *queuing*, and any other words you think your Sts may have problems with.

Now put Sts in groups of three or four. Tell them to talk about each kind of place in turn, exchanging opinions and experiences. Encourage them to ask each other for more information and to give as much detail as possible. Monitor and help with vocabulary.

Get feedback from the class for each place.

Extra support

- Demonstrate the activity by choosing one of the places and telling Sts about your own experience.

- c Focus on the task and get Sts in their groups to brainstorm ideas.

Elicit their ideas onto the board. You could get the class to choose which three things they think would make the most difference.

Extra challenge

- Get Sts to write a paragraph for the website of a shop, bank, etc. with suggestions as to how they think they could improve customer service.

3 GRAMMAR *can, could, and be able to*

- a Focus on the task and get Sts to do this in pairs.

Check answers. Make sure Sts explain why the ✗ sentences are wrong, as well as give the right answer.

- 1 ✗ you'll **be able to** get it (no will future of *can*; substitute with *be able to*)
- 2 ✓
- 3 ✗ I **couldn't** find (*can / could* make the negative by adding *not / n't*)
- 4 ✗ you **could try** (*can / could* are followed by the infinitive without to)
- 5 ✗ to **be able to** sing (no infinitive of *can*; substitute with *be able to*)
- 6 ✓

- b (3.37) (3.38) Tell Sts to go to **Grammar Bank 6B** on p.143. Focus on the example sentences and play the audio for Sts to listen and repeat. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional 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*.

- The conditional form *could* is often used as an alternative to *would*, e.g. in 2nd or 3rd 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.*
- 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, e.g. 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 ...~~).*

Typical mistakes include:

- saying *to* after *can*, e.g. *She can to ski very well.*
- using *can* or *could* when *be able to* is the correct form, e.g. *~~He love to can play tennis professionally.~~*

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

Check answers, getting Sts to read the full sentences.

- a
- 1 ✗ He can speak French
 - 2 ✗ you should 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 / managed to get
 - 10 ✓
- b
- 1 being able to
 - 2 could
 - 3 can't
 - 4 Could / Can
 - 5 be able to
 - 6 couldn't
 - 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 support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- c Focus on the statements. Tell Sts that they should make sentences with their own ideas and opinions, beginning with the phrases in the statements, e.g. *Everybody should be able to do...*

Give Sts time to think about their sentences before they write. Then get Sts to compare with a partner. Finally, get some feedback from different pairs.

Extra support

- Demonstrate the activity by completing one or two statements yourself.

4 339)) SONG Hit 'em up Style (Oops!) 🎵

This song was the 2001 debut single hit by American rhythm & blues (R&B) singer Blu Cantrell. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.215.

339))

Hit 'em up Style (Oops!)

While he was scheming
I was beaming in the beamer just beaming
Can't believe that I caught my man cheating
So I found another way to make him pay for it all
So I went to Neiman-Marcus on a shopping spree-ah
And on the way I grabbed Soley and Mia
And as the cash box rang I
Thought everything away

Chorus

(Oops) There goes the dreams we used to say
(Oops) There goes the times we spent away
(Oops) There goes the love we had
But you cheated on me and that's for that now
(Oops) There goes the house we made a home
(Oops) There goes you'll never leave me alone
(Oops) For all the lies you told this is what you owe

Hey Ladies, when your man wanna get buck wild
Just go back and hit 'em up style
Get your hands on his cash and
Spend it to the last dime for all the hard times
Oh, when you're cold and everything goes
From the crib, to the ride and the clothes
So you better let him know that
If you mess up
You got to hit 'em up

While he was bragging
I was coming down the hill just dragging
All of his pictures and his clothes in the bagging
I sold everything else till there was just nothing left
And I paid all the bills about a month too late
It's a shame we have to play these games
The love we had just faded away, away

Chorus

Hey Ladies, when your man wanna get buck wild
Just go back and hit 'em up style
Get your hands on his cash and
Spend it to the last dime for all the hard times
Oh, when you're cold and everything goes
From the crib, to the ride and the clothes
So you better let him know that
If he mess up
You got to hit 'em up

All of the dreams you sold
Left me out in the cold
What happened to the days when we used to trust each other
And all of the things I sold
Will take you until you get old
To get 'em back without me
Cause revenge is better than money you'll see

Hey Ladies, when your man wanna get buck wild
Just go back and hit 'em up style
Get your hands on his cash and ...
Oh, when you're cold and everything goes
From the crib, to the ride and the clothes
So you better let him know that
If you mess up
You got to hit 'em up

Hey Ladies, when your man wanna get buck wild
Just go back and hit 'em up style
Get your hands on his cash and ...

5 VOCABULARY at a restaurant

- Do this as an open-class activity and elicit opinions. You could also tell Sts about anywhere you know which you think has very good or very bad service.
- Tell Sts to go to **Vocabulary Bank At a restaurant** on p.161.

Focus on **1 Things on the table**. Get Sts to do a individually or in pairs.

340)) Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after each word or phrase for Sts to repeat.

Highlight the difficult consonant cluster in *corkscrew* which has four consonant sounds together, and give extra practice of this word.

340))

1 Things on the table

12 bowl	11 plate
5 corkscrew	7 salt and pepper
17 cup	19 saucer
10 fork	3 serving dish
6 glass	4 spoon
16 jug	8 tablecloth
13 knife	14 teapot
15 mug	18 teaspoon
9 napkin	20 tray
2 oil and vinegar	1 wine glass

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* /'kʌtləri/ (= the collective noun for knives, forks and spoons).

Do **c** and elicit answers from the class, encouraging Sts to use vocabulary from **a**.

Finally, focus on the **Plate, dish, meal, and course** box and go through it with the class.

Now focus on **2 Things people do in restaurants**.

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

341)) Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after phrase for Sts to repeat.

341))

2 Things people do in restaurants

waiters	customers
6 lay the table	11 book a table
4 take an order	7 order food
2 recommend a dish	8 try the wine
1 carry a tray	12 send something back
3 serve a table	9 ask for the bill
5 pour the wine	10 leave a tip

Testing yourself

For both **Things on the table** and **Things people do in restaurants**, Sts can cover the words and phrases and look at the pictures.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson **6B**.

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopyable activity at this point or leave it for later as consolidation or revision.

6 PRONUNCIATION word pairs with *and***Pronunciation notes**

- At this stage, students 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.

It stands for *and*. It is written like that to reflect the pronunciation of *and* when it is unstressed and followed by a word beginning with a consonant.

- b 3.42)) Play the audio once for Sts to listen. Play it again, pausing after each phrase for Sts to repeat.

3.42))

See words in Student's Book on p.60

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 Put Sts into pairs. Tell them to ask about the differences between the pairs of things, using the full questions (*What's the difference between a cup and a glass?*). Tell them to take turns asking and answering, and remind them of the weak pronunciation of *and*. If there is time, get some feedback from the class.

Extra support

- Model and drill phrases 1–10 with the weak form of *and* before Sts ask each other the questions.

STUDY LINK

- Sts can practise word pairs with *and* on the iTutor.

7 READING & LISTENING

- a Do this as a whole-class activity. Elicit experiences, and tell Sts about your own if you have any. Then elicit the advantages and disadvantages

Extra idea

- Based on Sts' feedback, list the advantages and disadvantages in separate columns on the board. Ask the class which is the longest.
- b Focus on the task and the photos. Go through the questions. Give Sts time to read the article once all the way through and then answer the questions.

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

Ask Sts if there are any similar programmes in their region, and if they enjoyed them.

Extra support

- Before Sts read the text, check it for words and phrases which your Sts might not know and be ready to help with these.

- 1 Contestants aren't voted off each week; instead two winners are chosen at the end of eight weeks.
- 2 Six-month scholarships with the Academy of Food & Wine
- 3 Michel Roux is a chef who owns several well-known restaurants. He is also creator of the TV series *Service* and a judge on the BBC TV programme *Masterchef*.
- 4 He says, 'If the food at one of my restaurants was OK, but the service was brilliant, the customers would still come back. But I'd never see them again if the service was rubbish, even though the food was brilliant.'
- 5 Before the show, Danielle had never drunk wine, and Ashley had never eaten in a restaurant with table service.

- c 3.43)) Tell Sts they are going to listen to a radio show in which a TV critic summarizes the series *Service*. Give them 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).

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

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 F | 3 F | 5 F | 7 T | 9 T |
| 2 T | 4 T | 6 F | 8 F | |

3.43))

(script in Student's Book on p.127)

P = Presenter, T = TV critic

- P** Welcome back to *Breakfast*, and now's the time when we talk about what was on TV last night with our TV critic, Ryan. We're going to start with *Service*, Michel Roux's series, which had its final episode last night. Ryan, you watched the whole series, didn't you?
- T** Yes, I did. For those of you that haven't watched it, *Service* took eight young people with no real background in service or restaurant work, and tried to convert them into great waiters, capable of working in a top restaurant in the UK, or indeed anywhere in the world.
- P** Tell us a bit about what they were like at the beginning.
- T** Well, in the first episode, after just a few hours of training, the group had to manage the dinner service at a pizza restaurant, and almost everything went wrong. Customers waited ages for their food, then got the wrong orders, and the team all fought with each other. One of the trainees, Nikkita, started to cry, and Ashley – well, when the pressure got too much, he simply disappeared and left the others to it!

- P But by the end, I'm assuming they'd all improved enormously?
- T Yes. In later episodes, the trainees gained massively in confidence, mainly thanks to Michel Roux's encouragement and his positive attitude, and also his great colleagues who helped to train them. They served in all sorts of different settings, including an elegant Paris restaurant – the first trip to France for most of them – and a five-star hotel. They learned to handle really demanding situations, for example, by the end Brooke was able to cook *crêpes suzette* – at the table for her customers – that's *crêpes flambéed* with orange juice and alcohol. That was a moment which really boosted her confidence.
- P So tell us about last night's final episode.
- T Right. In the final episode, Chef Michel let the trainees handle the dinner service at his own Michelin-starred restaurant, Le Gavroche. He admitted that he was quite terrified, but in the end, in his own words, they did superbly well.
- P And the big question last night, of course, was: who were the two winners?
- T The two winners were Danielle, the former hairdresser, who won a scholarship to become a wine waiter. And Ashley, the young man who used to be in trouble with the law, who won the scholarship in service and waiting. But in addition, Michel Roux was so impressed with the trainees' progress that he decided to award one extra scholarship, and that went to the former salesperson James, the oldest of the group at 24.
- P It's an inspiring story, and we wish them all the best.
- T And it made great television. Next, I'm going to talk about a new sitcom that was...

- d Now tell Sts they are going to listen again and this time they must correct the wrong information in the false sentences.

Play the audio again the whole way through.

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

- 1 Ryan watched the whole series.
- 3 The team all fought with each other.
- 5 Brooke was able to cook *crêpes suzette*.
- 6 In the final episode the trainees served at Chef Michel's own restaurant, Le Gavroche. They had served in a Paris restaurant in an earlier episode.
- 8 The winners of the scholarships were Danielle and Ashley, but Michel Roux also awarded an extra scholarship to James.

Extra idea

- You could ask Sts if they think they would have enjoyed the programme, and if any of them would like to be on a show like *Service* and why (not).

Extra support

- If there's time, you could play the audio again while Sts read the script on p.127, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- e Focus on the questions and either discuss them with the whole class or put Sts in pairs to discuss them.

Get some feedback from the class.

8 WRITING

Tell Sts to go to **Writing A restaurant review** on p.118.

- 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.

They agree about the food and the service.
They disagree about the atmosphere (especially the music) and the prices.

- b Focus on the instructions and questions 1–6. 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.

- 1 Zoe
- 2 Rafael
- 3 Rafael
- 4 Zoe
- 5 Zoe because she goes into more detail about things that would affect other customers
- 6 Rafael

- c Focus on the **Useful language: describing restaurants** box and go through it with Sts, making sure they 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 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.

- | | |
|-------------|--------------|
| 2 cramped | 5 tasty |
| 3 delicious | 6 reasonable |
| 4 fresh | 7 pricey |

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 about a café, bar, or restaurant. If they haven't been to one recently, tell them to invent the details.

Now focus on the plan and go through points 1–5 with Sts. Encourage them to make brief notes on what they will write about.

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.161 to help them.

- 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 review, e.g. 15–20 minutes.
- f Sts should check their work for mistakes before giving it in.

Extra idea

- You could get Sts to post their corrected reviews on a website like *TripAdvisor*.

5&6 Revise and Check

For instructions on how to use these pages see p.40.

STUDY LINK

- iTutor

Test and Assessment CD-ROM

- Quick Test 6
- File 6 Test

GRAMMAR

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

VOCABULARY

a	1 barn	4 tray
	2 sitcom	5 bowl
	3 rope	
b	1 turn	4 current
	2 soap	5 screen
	3 forecast	
c	1 leaves	4 pick
	2 stream	5 lamb
	3 valley	
d	1 ladder	4 screws
	2 batteries	5 set up
	3 thread	
e	1 book	4 sew
	2 leave	5 ask
	3 take	

PRONUNCIATION

a	1 tap	4 work
	2 bush	5 cow
	3 cartoon	
b	1 commercial	4 battery
	2 harvest	5 teaspoon
	3 screwdriver	

CAN YOU UNDERSTAND THIS TEXT?

- b
- 1 Tipping is more common in the US.
 - 2 If the service has been very good.
 - 3 No, in the most casual of restaurants tipping is not universal.
 - 4 If you are very unhappy with the service.
 - 5 Not all restaurants add a service charge. You don't have to pay it if you're unhappy with the service.
 - 6 Because the service charge may already be added, but the card machine may still ask if you want to add a tip.

CAN YOU UNDERSTAND THESE PEOPLE?

1 B 2 B 3 C 4 A 5 C

(3/44))

1

I = Interviewer, A = Andrew

I How much TV do you watch?

A Oh, I don't watch very much TV. Um, maybe two hours a night, two hours on an evening.

I Do you think you watch too much TV?

A I probably do. Um, there's nothing very good on TV, um, so we're very selective about what we watch.

I What kind of programmes do you watch most?

A Erm, we like comedies, we like action programmes, um, and I like to watch the news – keep up-to-date with the news.

2

I = Interviewer, D = Diarmuid

I Would you like to live in the countryside?

D Er, well, I'm from the countryside, er so yes, I would like to move back there.

I Why?

D Er, it's very quiet, I think it's a great place, er, for kids to grow up because, it's usually safer and there's lots of places for, kids to play, it's more relaxing, it's usually more peaceful. The only problem is it can be difficult to get to.

3

I = Interviewer, M = Mairi

I Are you good at DIY?

M Yes and no. Erm, I'll always try my hardest but I don't think it always comes out perfect.

I What was the last thing you did?

M Erm I put up some furniture. I, er, put up a bed, and it hasn't fallen apart so far, so I think that's good.

I Who normally fixes things in your house if they need fixing?

M Erm, my dad usually fixes things.

4

I = Interviewer, C = Chris

I Are you good at DIY?

C I am absolutely useless.

I What was the last thing you did?

C Erm, probably put together an IKEA bed and then find that I'd put everything in the wrong place to start with, so no, I'm not very good at all. I did change some light bulbs recently, but I don't really consider that to be DIY.

I Who normally fixes things in your house if they need fixing?

C I would normally get somebody in to do it.

5

I = Interviewer, C = Christopher

I Is there anything that shop assistants do that really annoys you?

C Er, when they tend to talk and ignore you. Or keep on asking you whether you need any help or not. I prefer to just browse and when I want assistance, I'll go to get the assistant.

7A Giving it away

Lesson plan

The topic of this lesson is money. The lesson starts with a vocabulary and listening activity about cash machines, where Sts learn some useful lexis for using cash machines in English, and talk about any bad experiences they have had with them. This is followed by the grammar focus which is on phrasal verbs. The three types of phrasal verbs (separable, no object, and inseparable) are revised and practised. This leads to the pronunciation focus, which practises linking in phrasal verbs.

In the second half, Sts read an article about a wealthy Londoner who calls himself Mr Lucky. He gives away money to deserving people provided they promise to do something good with it. The text provides Sts with examples of new phrasal verbs, and they then go to the Vocabulary Bank to learn more new ones, and revise the phrasal verbs from Files 1–6. Finally, they consolidate what they have learned in a speaking activity.

STUDY LINK

- Workbook 7A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** phrasal verbs p.152
- **Communicative** Talking of money... p.183 (instructions p.164)
- **Vocabulary** Phrasal verbs p.204 (instructions p.193)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board:

WHICH OF THESE DO YOU DO MOST OFTEN?

- GO TO THE BANK
- USE ONLINE BANKING
- USE A CASH MACHINE
- NONE OF THESE

- Get Sts to answer in pairs, and say why. Get feedback and tell them what you do and why.

1 VOCABULARY & LISTENING

cash machines

- a Books open. Focus on the words and expressions. Get Sts to answer the questions.

They refer to the same thing.

Cash machine and cash point are the most common in the UK, and ATM and cash machine in the US.

Explain that in the UK a *hole in the wall* was originally a cash machine installed in a hole in the wall outside a bank, but it is now sometimes used to refer to any cash machine; in the US *hole in the wall* is used to describe a small restaurant or shop, not a cash machine. The word *cashpoint* isn't used in the US.

- b Focus on the quiz. Put Sts in pairs and set a time limit for them to answer the questions.

Extra idea

- You could put two pairs together and get them to compare their answers.

- c (4/2)) Play the audio for Sts to listen and check. Highlight that:

- *withdraw* is a more formal word for *take out*
- *PIN* is always pronounced /pin/ not P-I-N.

(4/2))

- 1 If you want to take out money, you press 'withdraw cash'.
- 2 If you want to know how much money you have, you press 'check your balance'.
- 3 If you want a paper record of what you did, you press 'print receipt'.
- 4 If you want to put money into your account, you press 'make a deposit'.
- 5 If you make a mistake and need to start again, you press 'cancel'.
- 6 If you see 'current account or savings account?', you have to decide which account you want to use.
- 7 If you see 'enter your PIN', you have to key in your secret number.
- 8 If you see 'remove your cash', you have to take your money out of the machine.
- 9 If you see 'insert your card', you have to put your card in the machine.
- 10 If you see 'out of service', you have to find another machine that's working.

- d (4/3)) Tell Sts they are going to listen to two different news stories about cash machines.

Focus on the chart and the questions. You may want to get Sts to copy the chart into their notebooks. Play the audio once the whole way through for Sts to listen.

Play the audio for each story again, pausing as necessary for Sts to write the answers.

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

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Story 1

- 1 A cash machine gave out free money.
- 2 The Bank of Scotland.
- 3 The bank said it was unlikely to take action.

Story 2

- 1 Customers at two ATMs got fake bank notes.
- 2 A man who worked for a company that repairs the cash machines.
- 3 The man was arrested.

43))

(script in Student's Book on p.127)

Story 1

Welcome back to the evening news. It's quarter past seven, which means it's time for 'odd news', our round-up of strange and unusual stories from around the world.

Starting close to home, ATM customers in Glasgow were pleasantly surprised this afternoon when a cash machine started giving out free money. The Bank of Scotland ATM was giving out double the amount requested by customers – if you asked for £20, you got £40. The news spread quickly over social networks, and soon over a hundred people were queuing, looking for free money. Eventually, police arrived and stood guard over the machine until the bank was able to switch it off remotely. The bank said it was unlikely to take action because of the difficulty of tracing all the payments made.

This is not the first time a cash machine has broken down in this way. A similar malfunction took place in London about six months ago, and some years ago cash machines in Coventry gave away more than £850,000 in error.

If you were one of the lucky ones who got an extra £20 note, be warned: keeping the extra money is considered a crime, and the law expects you to give it back. During the incident in Coventry, three family members were sent to prison for a year for collecting over £134,000 from the faulty machines. Our next odd story takes us to the other side of the world, where...

Story 2

And now the news. If you've taken money out recently at an ATM in New York City, you might want to check your wallet for fake notes. They should be easy to spot because they'll be blank on one side and printed on ordinary paper.

Police have warned customers and shops to look out for the fakes after they were found in two ATMs on Monday. They were never supposed to fool any customers, police say. But they were meant to make the machines think they were full of cash when, in fact, they were missing about \$110,000.

So who did this, and why? According to police, it was a man who worked for a company that repairs the cash machines. He filled the machine with the fake notes and kept the real money for himself. The man went on holiday to the Dominican Republic to enjoy the stolen cash, but he was immediately arrested when he came back ten days later.

For our next story, we're going over to our reporter in...

- e Focus on the questions. Play the audio again and get Sts to complete the gaps with the numbers they hear.

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

Check answers.

1 £40	3 over £134,000
2 £850,000	4 about \$110,000

Extra support

- If Sts are having trouble with large numbers, you could do a quick revision by writing some large numbers on the board and getting Sts to say them aloud. Remind them to use *and* after a hundred, e.g. *eight hundred and fifty*, and that *thousand* and *million* are used in the singular, e.g. *five thousand*, *ten million*, etc.
- If there's time, you could play the audio again while Sts read the script on p.127, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

Extra idea

- You could ask Sts a few more questions about the news stories, e.g. *What does the law say about keeping the money that was given away?* (It's a crime to keep it); *Why did the man put fake notes in the ATMs?* (to make the machines think they were full of cash).

- f Put Sts in pairs and get them to discuss the questions, giving as much information as possible.

Monitor and help with vocabulary if necessary. You will probably need to pre-teach the expression *It swallowed my card* as this is one of the most common problems that people have with cash machines. Don't overcorrect, but encourage Sts to communicate.

Get some feedback from the class.

Extra support

- Choose one of the questions and answer it yourself, giving as much information as possible.

2 GRAMMAR phrasal verbs

- a Focus on the instructions. Get Sts, in pairs, to circle the correct form or tick the sentence if both forms are possible.

Check answers.

- 1 looking for free money
- 2 switch it off
- 3 ✓
- 4 look out for the fakes
- 5 came back ten days later

- b 44)) 45)) 46)) Tell Sts to go to **Grammar Bank 7A** on p.144. Focus on the example sentences and play the audio for Sts to listen to and repeat. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional 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. A number of new phrasal verbs will be introduced in the Vocabulary Bank later in the lesson.

Typical mistakes include:

- putting a pronoun object after a separable phrasal verb, e.g. *Why don't you look up it in the dictionary?*
- omitting a particle in a phrasal verb, e.g. *We're looking forward our holiday.*

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

Check answers, getting Sts to read the full sentences.

- | | | | |
|---|-----------------------|----|------------------|
| a | | | |
| 1 | sent it back | 6 | ✓ |
| 2 | ✓ | 7 | paid her back |
| 3 | ✓ | 8 | ✓ |
| 4 | set off at 7.00 | 9 | grew up in Wales |
| 5 | took it back | 10 | ✓ |
| b | | | |
| 1 | pick them up | 6 | tried them on |
| 2 | looking forward to it | 7 | throw it away |
| 3 | closed it down | 8 | looked after him |
| 4 | fallen out with him | 9 | asked for it |
| 5 | looking for them | 10 | turn it up |

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

Tell Sts to go back to the main lesson 7A.

3 PRONUNCIATION linking

Pronunciation notes

- This exercise gives more practice of linking, especially the linking between a word that finishes in a consonant sound and is followed by a word beginning with a vowel, which is very common with phrasal verbs.

- a Put Sts in pairs. Focus on the instructions and get Sts to match 1–6 with a–f.
- b (4.7) Play the audio for Sts to listen and check.

(4.7)

- c He keeps arguing with the referee. Send him off.
- f He's still asleep. Wake him up.
- d I can't finish this steak. Take it away.
- b This chicken's past its sell-by date. Throw it away.
- a The rubbish is beginning to smell. Take it out.
- e It's probably in Wikipedia. Look it up.

- c (4.8) 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 and get Sts to repeat.

(4.8)

See words in Student's Book on p.65

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 up 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.

Extra idea

- Ask Sts to look for linking in sentences 1–6 in a.

- d Put Sts in pairs. Focus on the instructions. Give Sts time to do the task and to swap roles. Monitor the linking in a–f as the Sts are doing the task.
- e (4.9) Focus on the task and the example. Play the audio. Pause at the beep after each sentence, and elicit

a response from the class. Then repeat the activity eliciting responses from individual Sts.

(4.9)

- It'll look great on you. Try it on.
- The music's too loud. Turn it down.
- There's a towel on the floor. Pick it up.
- No one's watching the TV. Switch it off.
- Your shoes are very muddy. Take them off.
- Here's the form. Fill it in.
- I can't hear the TV. Turn it up.
- You owe me money. Pay me back.

Extra support

- If Sts find it difficult to say the answers after hearing the sentence on the audio, give them more time and tell them to write the answer down. After they have heard the last sentence in the audio, get them to compare their answers with their partner. Finally, play the audio again, and ask them to try to say the correct response without looking at their written answers.

STUDY LINK

- Sts can practise linking on the iTutor.

4 READING & SPEAKING

- a Tell Sts to look at the photos and title of the article, and ask the class the question.

Elicit answers but do not tell them if they are right yet.

- b Focus on the questions and make sure Sts understand them. Highlight that *Wearelucky* is said as three separate words: *We | are | lucky*. Draw Sts' attention to the **Glossary**.

Give Sts time to read the article and answer the questions in their own words. They can do this individually or in pairs.

If Sts did the task individually, get them to compare with a partner. Check answers.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words).

- Mr Lucky (not his real name) is a Londoner in his forties who is a millionaire. He earned so much money working for an insurance company that he was able to retire aged 37. He decided to give money away to strangers.
- Wearelucky* is a project that invites people to explain what good deeds they would do with a gift of £1,000.
- Give a bonus to a colleague, invest in microfinancing, promote cultural events, buy late Christmas presents, football training, feed children.

- c Now focus on the instructions and A–F, making sure Sts understand all the lexis. Elicit / explain that *the Tube* is the London Underground.

Set a time limit for Sts to read the article again and complete the gaps.

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

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

- d Now tell Sts to focus on the highlighted words related to money and to try work out their meaning from the context with a partner.

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

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

- e Put Sts in pairs and get them to discuss the questions. Monitor and help with vocabulary.

Get some feedback from various pairs.

Extra idea

- The website *we-are-lucky.com* has many more stories about people who have received money through this project, and what they have done with it. If you have an interactive whiteboard you could access these in class, or you could ask your Sts to find a story that interests them, and to present it in class or write a summary.

5 VOCABULARY phrasal verbs

- a Focus on the task and get Sts to complete the gaps with a particle.

Get them to compare with a partner and then try to work out the meanings from the context.

Check answers.

- 1 come **up** with: to find or produce an answer
- 2 giving **away**: to give something to someone without asking for payment, e.g. as a present
- 3 pass **on**: to give something to someone especially after being given it, or after having used it yourself, e.g. baby clothes

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

Focus on **1 New phrasal verbs** and give Sts time, individually or in pairs, to match the phrasal verbs and definitions in a.

- 410)) Now do b. Play the audio for Sts to check answers. Tell Sts that some of the phrasal verbs can have more than one meaning, e.g. *turn up = appear*, but Sts may remember other meanings, e.g. *turn up the volume*.

410))

1 New phrasal verbs

- 1 h **give up** means stop something because you can't do it
- 2 i **break down** means stop working
- 3 b **keep on** means continue
- 4 a **turn up** means appear
- 5 j **come up with** means think of
- 6 f **take out** means go somewhere with someone you have invited
- 7 e **take on** means employ
- 8 c **make up** means invent
- 9 d **give out** means distribute
- 10 g **come round** means come to someone's home
- 11 l **carry out** means do
- 12 k **pass on** means give something to someone

Focus on the **Phrasal verbs** box about the three types of phrasal verbs and remind Sts of the difference. If it's Type 2, the object must go between the verb and particle if it's a pronoun, and can go in either position if it's a noun, e.g. *give sth up*. If it's Type 3, the object goes after the particle(s), e.g. *look after sb / sth*. Tell Sts that a good dictionary will tell them if a phrasal verb that takes an object is Type 2 or 3.

Now focus on **2 Phrasal verbs with away and back**. Go through the **The meaning of the particle** box with the class.

Get Sts to do a individually or in pairs.

- 411)) Now do b. Play the audio for Sts to check answers. Play it again, pausing for Sts to repeat. Elicit that all these verbs are Type 2 except for 2, 3 and 10, which are Type 1.

411))

2 Phrasal verbs with away and back

away

- 1 If you don't want those clothes, **give** them away. I'm sure the charity shop would like them.
- 2 Don't **run** away! I won't hurt you.
- 3 The boss will **be** away until the end of next week. He's at a conference in Mexico.
- 4 Please **put** your toys away. They're all over the floor.
- 5 If you take a paracetamol, it'll **take** the pain away!

back

- 6 I can only lend you the money if you promise to **pay** me back next month.
- 7 That's my book. **Give** it back.
- 8 I'm sorry, but I'm confiscating your phone. You'll **get** it back at the end of day.
- 9 He's out, I'm afraid. Could you **call** back in about half an hour?
- 10 **A** Where are you going?
B Just to the shops. I'll **be** back in ten minutes.

Finally, focus on **3 Revision of phrasal verbs** and tell Sts the phrasal verbs are from Files 1–6. Highlight that they are divided into the three types described in the box, and each phrasal verb has an example in brackets of the context it would be used in.

Put Sts in pairs and get them to go through the phrasal verbs remembering their meaning. Check answers.

Testing yourself

For **New phrasal verbs**, Sts can cover a–l and try to remember the meaning of the phrasal verbs in 1–12, or they can cover 1–12 and try to remember the phrasal verbs from the meanings a–l. For **Phrasal verbs with away and back**, Sts can cover the sentences and try to remember the phrasal verbs from the list. For **Revision of phrasal verbs**, Sts can try to remember the meanings of the phrasal verbs.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson 7A.

Extra support

- If you think Sts need more practice, you may want to give them the **Vocabulary photocopiable activity** at this point or leave it for later as consolidation or revision.

6 SPEAKING

Focus on the questions and make sure Sts understand the lexis.

Put Sts in pairs to ask and answer the questions. Monitor to check that Sts are using the phrasal verbs correctly.

Get feedback from the class 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 and staying in

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 uses words from the lesson to contrast the vowel sounds /ɔ:/, /ɑ:/ and /ə/, and also looks at two common words with the same spelling but different pronunciations, *live* and *row*. Sts then discuss their own experiences of going to live events. The first half of the lesson finishes with a radio review of an unusual play called *Sleep no more*, based loosely on Shakespeare's *Macbeth*.

In the second half, Sts begin with the grammar focus, which revises and extends their knowledge of verb patterns with gerunds and infinitives. Next, they talk about what they like to do when staying in or entertaining friends at home, and they do a role-play where they try to convince their partner to spend the evening in a particular way. This is followed by reading an article about people whose job involves playing internet games. The lesson ends with a song, *We don't need money to have a good time*.

STUDY LINK

- Workbook 7B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** verb patterns p.153
- **Communicative** What I think about you p.184 (instructions p.164)
- **Song** *We don't need money to have a good time* p.216 (instructions p.208)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board: SATURDAY NIGHT WITH FRIENDS: GO OUT OR STAY IN?
- Elicit that *stay in* = *stay at home*.
- Elicit the advantages and disadvantages of the two options and write them on the board.

1 VOCABULARY live entertainment

- a Books open. Do this as an open-class question. Make sure Sts understand the meaning and pronunciation of a *live event*. You could list the advantages and disadvantages on the board.
- b (4.12)) Focus on the instructions. Play the audio once the whole way through. Play it again, pausing after each conversation for Sts to answer the questions.

Check answers.

- 2 a concert (after)
- 3 a play (before)
- 1 a sporting event (during)

(4.12))

(script in Student's Book on p.128)

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 3 p.m. and then an evening performance at 8 p.m.

B Let's go at 8.00 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 (4.13)) Tell Sts to look at the list of words related to live entertainment. Play the audio, pausing after each word for Sts to repeat and eliciting the meaning where necessary.

(4.13))

See words in Student's Book on p.68

- d Put Sts in pairs and get them to put the words in the right columns. Remind them that some words can go in both columns.

Check answers.

Play, musical or concert: arena, audience, box office, curtain, fans, interval, matinee, performance, plot, programme, row, scene, stage, stalls / circle, theatre, tickets

Sporting event: arena, box office, crowd, extra time, fans, final whistle, half time, opponent, programme, row, score, spectators, tickets

2 PRONUNCIATION /ɔ:/, /ɒ:/, and /ə/; words with two pronunciations

Pronunciation notes

/ɔ:/, /ɒ:/, and /ə/

- Sts often have problems with the /ə/ sound, and pronounce it as if it were stressed (e.g. *final* as /faɪ'næl/). It is important that they realize that the vowel sound of a syllable often depends on where the stress is, hence the importance of underlining or marking syllable stress when they learn new words.

Words with two pronunciations

- Other common examples are *close* /kloʊs/ and /klaʊz/, *tear* /tɪə(r)/ and /teə(r)/, *wind* /wɪnd/ and /waɪnd/, *content* /'kɒntent/ and /kən'tent/, etc.

- a **4/14**) Focus on the three sound pictures. Play the audio once and get Sts to listen. Elicit that the /ə/ sound is always short and on an unstressed syllable.

4/14)

See words in Student's Book on p.68

- b Put Sts in pairs. Focus on the letters in pink. Tell them to say the words out loud with a partner and to decide together which one has the /ə/ sound.
- c **4/15**) Play the audio and check answers.

- 1 arena; the other two sounds have /ɔ:/
- 2 interval; the other two sounds have /ɒ:/
- 3 spectator; the other two sounds have /ə/

4/15)

See words in Student's Book on p.68

Play the audio again. Pause after each word and get Sts to repeat. With the words containing the /ə/ sound, make sure that the Sts focus on the stressed syllables.

- d **4/16**) Focus on the **Words with the same spelling but different pronunciations** box and go through it with the class.

Play the audio and ask Sts to repeat the sentences.

Get Sts to explain what part of speech each word is and what it means.

- 1 adjective = while it is happening, not recorded
- 2 verb = have your home in a particular place
- 3 noun = line of seats, e.g. in a theatre or stadium
- 4 noun = argument

4/16)

See sentences in Student's Book on p.68

- e Give Sts time to practise saying the sentences.

STUDY LINK

- Sts can practise these sounds and words on the *iTutor* and on the *English File Intermediate Plus* website.

3 SPEAKING

- a Focus on 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). Don't focus on the structure of the question at this time, as the aim here is to encourage fluency.

Monitor and help with vocabulary and then get some feedback.

Extra support

- Demonstrate the activity by talking about a live event you've been to.

4 LISTENING

- a Focus on the text about the play *Sleep No More* and the photos. Get Sts to read the text and elicit the answer to the question.

In this play you don't just sit and watch the play. You stand up and walk through it, and the actors interact with you.

You may want to tell Sts that this type of theatre is called *promenade* or *immersive theatre* and is becoming increasingly popular.

Extra support

- If Sts are unfamiliar with Shakespeare's tragedy *Macbeth*, you can give them this summary of the play: *Macbeth* is a Scottish general returning victorious from war when he meets three witches who predict he will one day be king. Following their prediction, Macbeth (encouraged by his wife, Lady Macbeth) murders Scottish King Duncan so that he can rise to power. More murders follow, and Lady Macbeth kills herself from guilt and madness. In the end Macbeth, unable to sleep and consumed by his own madness, is killed in battle by nobleman Macduff, and Duncan's son Malcolm takes back the crown.

- b **4/17**) Tell Sts they are going to listen to Jill, a New York theatre critic, talking about the play *Sleep no more*. Tell Sts that when they listen the first time, they should just try to get a general understanding of what Jill says and number the photos in the order that they are mentioned.

Play the audio once the whole way through for Sts to listen. Get Sts to compare with a partner and then check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

A 4 B 2 C 3 D 1

4.17))

(script in Student's Book on p.128)

P = Presenter, C = Critic

- P** Next on Arts Week is Jill who has been to see a really exciting new theatre production, *Sleep No More*, that's on in New York.
- C** Thanks, Peter. By now you've probably heard that *Sleep No More* is one of the hottest tickets in theatre here, and the performances were sold out months ago. Well, I was lucky enough to get a ticket for last night's performance. It was a thrilling, creepy murder mystery – sometimes scary, but also a lot of fun.
- C** I've heard that it's not like any other play anyone's ever been to.
- J** That's right. It takes place in an empty six-floor building which has been transformed, just for this play, into the McKittrick Hotel. And in *Sleep No More*, the members of the audience don't have normal seats. Instead, you walk freely through the 'hotel', going into all the different rooms. While you are walking and watching, you see different parts of the play.
- C** How many rooms are there in the 'hotel'?
- J** More than 100, and each one is completely different. For example, my favourite room was a dark, mysterious sweet shop full of candy jars. You could touch anything in the rooms, so you could open a jar and eat something if you wanted to.
The sweet shop was fun, but in fact most of the rooms were pretty spooky. For example, there was also a dark old-fashioned pharmacy. It was full of plants and herbs and collections of strange little things. Another room I liked was an empty hospital. There were about 50 drawers in this room, and every single one of them contained about a hundred samples of people's hair.
- C** Spooky. So, what was happening while you were wandering through these rooms? Are there actors there?
- J** That's right. The members of the audience all have to wear white masks, so that you know who's the audience and who are the actors, and the actors are all wearing 1930s-style costumes. An actor might interact with you. It happened to me three times, and it was very exciting!
- C** How long does it take to see the performance?
- J** Well, you have a few hours. The best thing is to spend the first hour or so exploring the rooms. After that, try to follow some of the characters. You may think you're just wandering around freely, but in fact the directors make sure that you end up exactly where they want you to be. And somehow, I don't understand how, we – the audience – all ended up in the same room for the final scene, and that's when you realize how many people have been walking around the, the hotel.
- C** But what exactly is the play about?
- J** Er, that's a difficult question to answer. It's a murder mystery, I know that much. And it's a very artistic and interesting experience to walk through all the rooms. To be honest, even by the end I wasn't that certain about the plot.
- C** So not a typical theatre performance.
- J** No, but it was a very enjoyable evening.
- C** Thanks very much, Jill. So, now you know, if you are planning a trip to New York, try and get tickets. Next, we'll learn more about an unusual new art gallery...

- c** Focus on the instructions and give Sts time to read sentences 1–10.

Play the audio again for Sts to listen and mark the sentences T (true) or F (false). Get Sts to compare with a partner and then play the audio again if necessary.

Check answers. Ask Sts to explain why the false sentences are wrong.

- 1 T
- 2 T
- 3 F (It takes place in an empty six-floor building.)
- 4 T
- 5 T
- 6 T
- 7 F (All the members of the audience wear identical white masks.)
- 8 F (Jill found it very exciting to interact with the actors.)
- 9 T
- 10 F (She wasn't that certain about the plot.)

Extra support

- If there's time, you could play the audio again while Sts read the script on p.128, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- d** Do these as open-class questions.

5 GRAMMAR verb patterns

- a** Focus on the instructions and get Sts to complete the sentences with the correct form of the verbs in brackets.

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

- 1 to go, say
- 2 watching
- 3 stay, to spend, studying
- 4 going, being
- 5 going, staying (to stay would also be acceptable here as it refers to a specific event, however it is not worth bringing up unless Sts mention it)

- b** 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** 4.18)) 4.19)) 4.20)) Tell Sts to go to **Grammar Bank 7B** on p.145. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Refer Sts to the list of **Verb patterns** p.164. Get Sts to go through the list quickly in pairs, checking that they know what the verbs and other phrases mean. Encourage them to get a feel for which verb forms go with each pattern rather than attempting to memorize the list all at once.

Additional 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.

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

Check answers, getting Sts to read the full sentences.

a	
1 to pick up	6 going
2 Going, watching	7 not to sit
3 not being able	8 choosing
4 to buy, to get	9 to live
5 to get	10 to imagine, not having
b	
1 to help her	
2 her leave school early	
3 me to go to the cinema with them	
4 me to go to the dentist	
5 him move his car	
6 to help us	
7 practising the piano	
8 us to have dinner with them	
9 going to concerts	
10 raining this afternoon	

Tell Sts to go back to the main lesson 7B.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- d Focus on the instructions and go through 1–9 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 challenge

- Get Sts to complete the sentences orally.
- e Sts read their sentences to their partners.
- Get feedback from some pairs to find out how many were the same.

6 SPEAKING

- a Focus on the task and get Sts to mark the activities they like or don't like doing when friends come round. Highlight that they should add one of their own.
- b In pairs, Sts 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 Put Sts in pairs, A and B, preferably face-to-face. Tell them to go to **Communication Going out or staying in?**, A on p.107, B on p.108.

Go through the instructions and make sure Sts understand what they have to do. Focus on the **Making suggestions** box and go through it with the class.

To demonstrate, you could role-play the situation with a strong student in front of the class.

Get feedback from various pairs and get a show of hands to see how many pairs agree to go out or stay in.

Tell Sts to go back to the main lesson 7B.

- d Focus on the question. Tell Sts what you did last time you spent an evening in with friends. Then get Sts to do the same with a partner. Encourage them to give as much detail as possible.

Get some feedback.

7 READING

- a Do this as a whole-class activity. You could write the names of games up on the board, and ask Sts what they think of them.

- b Focus on the task and ask the class if anyone can describe the game *World of Warcraft* for the class.

Now tell Sts to read the summary. Focus on the highlighted words and phrases. Get Sts, in pairs, to try to work out their meaning. Tell them to read the whole sentence as the context will help them.

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

- c Focus on the title of the article and elicit or explain what a *gold mine* is.

Now focus on the instructions and give Sts time to read the article and tick the topics that are mentioned.

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

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these.

Sts should tick: 1, 2, 3, 6

- d Focus on the task and give Sts time to read the multiple-choice questions. Then set a time limit for them to read the article again and choose the right answers. You may want to remind Sts of the tips for doing a multiple choice reading on p.15.

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

1 b 2 c 3 b 4 a

- e Do these as open-class questions and elicit opinions.

Extra support

- Get Sts to highlight or underline the part of the text that gave them the answers.

8 421))) **SONG** *We don't need money to have a good time* 🎵

This song was originally made famous by the British rock band The Subways in 2011. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.216.

421)))

We don't need money to have a good time

Not gonna be the ones to stay inside alone
Not gonna be the ones to sit there by the phone
We've got a reputation, we'll shake it off someday
Not gonna be the ones to turn and walk away

No reservations
No hesitations
No bad reactions
Just celebrations
We don't need money to have a good time
C'mon c'mon c'mon c'mon
Forget our worries and do what we like
C'mon c'mon c'mon c'mon

Not gonna be the ones just talking to ourselves
Not gonna be the ones just sitting on the shelf
We got no education but we find a way
Not gonna be the ones to turn and walk today

No reservations
No hesitations
No bad reactions
Just celebrations
We don't need money to have a good time
C'mon c'mon c'mon c'mon
Forget our worries and do what we like
C'mon c'mon c'mon c'mon

Not gonna be the fools who don't know who they are
Not gonna be the fools who just say blah blah blah
We got a reputation, I ain't gonna play
Or will you be the ones to turn and walk away?

No reservations
No hesitations
No bad reactions
Just celebrations
We don't need money to have a good time
C'mon c'mon c'mon c'mon
Forget our worries and do what we like
C'mon c'mon c'mon c'mon

We don't need money to have a good time
C'mon c'mon c'mon c'mon
Forget our worries and do what we like
C'mon c'mon c'mon c'mon

PRACTICAL ENGLISH

Episode 4 Is it a clue?

Lesson plan

In this fourth Practical English lesson, the functional focus is on explaining house rules when people share a flat or house.

In the first scene, Jenny and Luke tell Rob the bad news about his father's kidnapping. After hearing Henry's video message, Rob tells them not to go to the police. Meanwhile Luke invites Jenny to stay on at his house as it isn't safe for her to be at Henry's. In the next scene, Luke explains the house rules as agreed by Luke and his flatmate Simon, and Jenny agrees to them. In the final scene, Luke and Jenny are discussing a plan of action when Rob rings on Jenny's phone. Rob thinks the clue 'old man' may be connected to something in Henry's study and urges them to return to Henry's house to search. Jenny and Luke form a plan to go back to the house after dark.

STUDY LINK

- Workbook Is it a clue?
- iTutor
- www.oup.com/elt/englishfile


Test and Assessment CD-ROM

- Quick Test 7
- File 7 Test
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Before starting Episode 4, elicit what Sts can remember about Episode 3. Ask *What did Jenny and Luke tell the police inspector? What did Luke find on Jenny's computer? What's happened to Henry?* etc.
- Alternatively, you could play the last scene of Episode 3.

1 ROB GETS INVOLVED

- a  Books open. Focus on the photo and ask Sts what they think is happening.

Now focus on the instructions and the question. Elicit or teach *clue* (= a piece of evidence or some information that helps solve a mystery). Play the DVD or audio once the whole way through and elicit the answer.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

The two clues are Henry's sentence 'his old man will be in his study again soon', and the sound of a church bell ringing.

4 22)))

(script in Student's Book on p.128)

N = Narrator, J = Jenny, R = Rob, L = Luke

N Day three. 8.15 a.m. Jenny and Luke have just discovered that Henry has been kidnapped. They Skype Rob immediately.

J Rob, are you OK?

R Yes... no... I don't know.

J What are you going to do?

R I need to get to England as soon as possible. I wish I was there with you now.

J Me too. I just don't know what to do. Should we go back to the police?

R I don't think so. You heard what they said. They're obviously watching you and I don't want them to hurt Dad!

L And we can't just give them the laptop. We know what they're capable of.

R You're right. You know, there's something bothering me about Dad's message. It's the words he used.

J What do you mean?

R I'm not sure. Can you play the end of the message again for me?

H Now, Jenny, please don't worry. Tell Rob his old man will be in his study again soon.

R That sounds strange.

L What sounds strange?

R 'His old man'.

L Why is that strange? He is your dad!

R But he'd never call himself my 'old man'. It's just not like him.

J So what are you saying? That he said it deliberately?

R I think it could be a clue.

J But 'old man'? What on earth can that mean?

R I don't know. But I'm sure it means something.

J You know, there was something else. I could hear something in the background.

L Like a generator or something?

J No, not just that. At the beginning of the video. It sounded like a church bell ringing.

L That could be anywhere.

J You're right.

R Anyway, I need to try and get a flight to London.

J OK. Good luck. We'll call you later.

R Bye, guys.

J Bye.

L Well, you definitely can't go back to Henry's house now.

J You're right. I'll need to find a room in a hotel or a B&B.

L Don't be silly. You can stay here as long as you like.

J Won't Simon mind?

L Simon? No, he'll understand. And we've got the spare room.

J Are you sure?

L Of course, I'm sure.

J Thanks, Luke. That's very nice of you.

L No worries. I'll tell you about the house.

- b Now focus on sentences 1–7 and go through them with the class.

Play the DVD or audio again so Sts can listen a second time, and tell Sts to 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 check answers.

- 1 F (Rob doesn't think they should ask the police for help because the kidnappers are watching them and he doesn't want them to hurt Henry.)
- 2 T
- 3 F (Rob noticed something strange about what his father said.)
- 4 F (The phrase that really surprises Rob is *his old man*.)
- 5 T
- 6 F (He hasn't booked a flight but he's going to try.)
- 7 F (She's going to continue to stay at Luke's.)

Now focus on the last two questions and get Sts to speculate about the answers.

Extra support

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

2 TALKING ABOUT HOUSE RULES

- a (4:23) Focus on the photo and the task.

Play the DVD or audio once the whole way through. Get Sts to complete the rules.

Get Sts to compare with a partner and then check answers. Elicit / explain the meaning of *eco-friendly* (not harmful to the environment) and *dryer* (a machine for drying clothes).

- 1 This is a no-**smoking** house.
- 2 Don't cook **meat** or leave **meat** products in the fridge.
- 3 If you need to use the internet, the **password** for the Wi-fi is *lukeandsimonrule*.
- 4 If you use the washing machine, please use the **eco-friendly** detergents in the cupboard.
- 5 Please help us save energy – don't use a **hot** water programme.
- 6 There isn't a **dryer**. Hang your clothes on the **washing line** instead.

(4:23)

N = Narrator, L = Luke, J = Jenny

N *Luke and Jenny are in the kitchen.*

- L It's a great location, and the rent is cheap, but Simon can be a bit difficult.
 J Oh, right.
 L He's got a few rules. After all, it is his house.
 J That's fine.
 L To start with, it's a no-smoking house.
 J Great.
 L And he's a strict vegetarian so **you can't** cook meat or leave meat products in the fridge.
 J Uh-huh.
 L He just feels really strongly about not eating **meat**.
 J That's not a **problem**.
 L What about you? Is there **anything** you need?
 J There is one thing – could I **connect** my phone to your Wi-fi?
 L **Sure**. The **password** is *lukeandsimonrule*, all lower case, all one word.
 J Got it.
 L Anything **else**?
 J Yeah. I have some clothes I need to wash. Is it **OK** if I use your washing machine?
 L Of **course** you can. But Simon prefers us to use the eco-friendly detergents. There's some in the cupboard.
 J Cool.
 L Oh, and you **mustn't** use a hot water programme. He's very keen on saving energy.
 J OK, and **do** you **mind** if I use your dryer too?

- L **Sorry**, we don't have one, but you can hang it out on the washing line.
 J Great. Is there **anything** else I **should** know?
 L No, I don't think **so** – oh! You should probably move your car.
 J I guess Simon doesn't like cars either.
 L Well no, but it's not that. We know the kidnappers have been watching us, right? They might see it and recognize us.
 J You're right. I'll move it right away.
 L Look, I'll come with you and we can get a coffee. There's a nice café around the corner.
 J Thanks, Luke.

- b Focus on the dialogue and give Sts time to read it and to think about what the missing words might be. Then play the DVD or audio again and get Sts to complete the gaps. Play it again, if necessary pausing after the gapped words.

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

See words in **bold** in script 4.23

Now go through the dialogue and deal with any new vocabulary.

- c (4:24) Tell Sts to focus on the highlighted phrases in the dialogue. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the DVD or audio, pausing after the beep for Sts to repeat.

(4:24)

See highlighted phrases in Student's Book on p.73

- d Put Sts in pairs and tell them to practise the dialogue in b.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure Sts swap roles.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Renting a room**, **A** on p.109, **B** on p.110.

Go through instructions a–c with the class and make sure they understand the situation. Give enough time for the **As** to decide what other rule they might have and the **Bs** to decide what else they want to ask about. When they are ready, tell the **As** to start. Monitor and help.

When they have finished, focus on instructions d–f and give Sts time to prepare before they do the role-play.


Get feedback after the role-play. Find out how many Sts managed to rent a room.

Extra idea

- Ask Sts if they have ever rented a room or lived in a hall of residence (e.g. at university). If so, what rules did they have to follow?

Tell Sts to go back to the main lesson on p.73.

3 TAKING A RISK

- a  4/25 Focus on the photo and ask Sts some questions, e.g. *Where are Jenny and Luke? How do they look?*

Now focus on the instructions. Play the DVD or audio once the whole way through, and then check the answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

They're going to go back to Henry's house to try to find something in the study that Rob thinks might explain the 'old man' clue.

4/25

(script in Student's Book on p.128)

N = Narrator, J = Jenny, L = Luke, R = Rob

N Day three. 11.00 a.m. Jenny and Luke are in a café.

J Oh, I hope we're doing the right thing.

L What do you mean?

J Maybe we should just go to the police.

L We can't. You heard what the kidnappers said.

J I know, I know... but it's all such a mess. What will we do if we can't find him?

L We will!

J I hope so. I just don't know.

L Is that Rob?

J Yes, Rob, hi!

R Hi, Jenny.

J Any news?

R It's snowing really heavily and there aren't any flights to London. I don't know when I'm going to get back.

J Oh, Rob, that's terrible!

R I know, but I'll keep trying.

J Is there anything we can do?

R Yes, actually. I've been thinking about Dad's message. That 'old man' business.

J What about it?

R He must be telling us where he is. It's the only explanation.

J But what can we do about it? We don't know what it means.

R Well, Dad also mentioned something about his study, didn't he?

J Yeah, but...

R I'm sure I remember something about an old man – it's the name of a book or a painting or something – and I think it's in the study.

J Henry's study?

R Yeah. Listen Jenny, I think you'll have to go back there.

J Back to Henry's house? But we know they're watching.

R I know, and I'm really sorry, but it's our only chance.

J You're right. Luke and I will figure something out.

R Thanks, Jenny. I wish I was there to help.

J Don't worry, we'll be OK. Talk to you soon.

R Bye Jenny. And be really careful!

J Did you get that?

L Yes, but we can't go to the house now. If they're there, they'll see us immediately.

J We'll have to go when it's dark.

L But they still might see us.

J We can sneak in the back way. There's a footpath.

L Good idea. I know that way really well. I used to play around there when I was a kid.

J We'll need flashlights though.

L I've got some.

J OK. We'll have to be careful, but we just might be able to do this!

- b Focus on the instructions and give Sts time to read questions 1–6. Go through the **British and American English** box with the class.

Play the DVD or audio again, pausing if necessary to give Sts time to answer the questions.


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

Point out that when Rob says *that old man business* he means the topic or situation. People often use the word *business* in this way. Elicit or explain the meaning of *sneak in* (= go in secretly, to avoid being seen).

- 1 Luke is more optimistic at the beginning.
- 2 No, he hasn't. There are no flights to London because of the snow.
- 3 He thinks they might refer to the name of a book or painting or something else in Henry's study.
- 4 He thinks they need to go back to Henry's house.
- 5 They're going to get in the back way.
- 6 He used to play there when he was a child.

Now focus on the last question and get Sts to speculate about what will happen at the house.

Extra support

- If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- c Focus on the **Social English phrases**. In pairs, get Sts to think about what the missing words might be.
- d  4/26 Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

4/26

Jenny It's all **such** a mess.

Jenny I hope **so**. I just don't know.

Jenny Any **news**?

Rob I know, but I'll **keep** trying.

Rob I've been thinking about Dad's message. That 'old man' **business**.

Jenny Did you **get** that?

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on p.128.

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

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to watch the episode again and practise the language on their *iTutor*.

8A Looking after yourself

Lesson plan

The main topic of this lesson is looking after yourself both in terms of physical fitness and appearance. The lesson begins with a vocabulary focus on words and phrases related to fitness and beauty treatments, and Sts talk about the best ways of looking after yourself both physically and mentally. Sts then do a split reading where they read articles about two new and very different kind of spa treatments. They then imagine that they have had one of the treatments and tell their partner about it.

In the second half of the lesson, the structure, *have something done*, is presented and later practised in a pronunciation focus on sentence stress. The theme of looking after yourself continues with the topic of hair. Sts return to the Vocabulary Bank and learn specific vocabulary related to hairdressing and hairstyles. Finally Sts listen to an interview with a London hairdresser, and talk about their own experience of haircuts.

STUDY LINK

- Workbook 8A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** *have something done* p.154
- **Communicative** Spot the difference p.185 (instructions p.165)
- **Vocabulary** Looking after yourself p.205 (instructions p.193)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board:
HAIR / SKIN / APPEARANCE
FITNESS / HEALTH
MIND / BRAIN
- Put Sts in pairs or small groups, and tell them to answer the following questions:
In which of these three areas do you look after yourself the most?
If you had to rank the three in order of importance, what would your order be?
- Get feedback.
- Alternatively, you could do this as a whole-class activity.

1 VOCABULARY looking after yourself

- a Books open. Focus on the website and photos.

Get Sts to read the description of the centre and make sure they understand all the lexis. Point out the photo of the *hammam* and explain that it is a type of Turkish bath or steam bath.

Now ask the questions to the whole class, or put Sts in pairs to discuss the questions. Get some feedback.

- b Tell Sts to go to **Vocabulary Bank Looking after yourself** on p.163.

Focus on **1 Keeping fit** and give Sts time, individually or in pairs, to match the words and pictures in a.

4/27))) Now do b. Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat.

4/27)))

1 Keeping fit

Equipment

- 5 an exercise bike
- 12 a running machine
- 3 weights
- 7 a rowing machine
- 6 a cross-trainer
- 1 a yoga mat

Exercises

- 4 do sit-ups
- 9 do press-ups
- 8 stretch
- 11 do aerobics
- 2 do spinning
- 10 do Pilates

If Sts aren't sure about the difference between *yoga* and *Pilates*, elicit / explain that *yoga* is a set of physical and mental exercises intended to give control over the body and mind; *Pilates* is a system of exercises sometimes using special equipment, designed to improve physical strength, flexibility, and posture.

Now do c. 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.

Check answers.

Possible answers

If you want to lose weight: use an exercise bike / rowing machine / cross-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: stretch, do Pilates or yoga
If you want to improve your flexibility: stretch, do Pilates or yoga

Focus on **2 Beauty treatments** and give Sts time, individually or in pairs, to match the words and pictures in a.

4/28))) Now do b. Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat.

4/28)))

2 Beauty treatments

- | | |
|------------|------------|
| 4 manicure | 3 massage |
| 5 pedicure | 6 waxing |
| 1 facial | 2 fake tan |

Finally, do c as an open-class activity, encouraging Sts to give as much information as possible.

Testing yourself

For **Keeping fit** and **Beauty treatments**, Sts can cover the words / phrases and look at the pictures.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson **8A**.

Tell them they will be doing the section **At the hairdresser's or barber's** in the second half of the lesson.

2 SPEAKING

- a Focus on the instructions and the topics. Point out the **Giving opinions** box and go through it with the class.

Put Sts in pairs and get them to discuss the topics. Monitor and help, encouraging Sts to use the language from the box.

Get some feedback from the class.

- b Focus on the task. Sts discuss in their pairs or in small groups. Then the group decides on the three best ideas.
- c Get the pairs or groups to report their ideas to the entire class. Have a class vote for the three best ideas from the entire class.

Extra challenge

- You could get Sts to write a paragraph explaining their ideas for health campaigns and the reasons why they think each one would be successful.

3 READING & SPEAKING

- a Focus on the photos and elicit from Sts what they can see. Discuss the question as a whole-class activity but don't give them any answers as they will be reading about the treatments.
- b Put Sts in pairs, **A** and **B**. **A** stays on p.75 and **B** goes to **Communication Hot or cold?** on p.110.
- c Give Sts time to read their texts and find the answers to 1–8. Ask them to underline the answers in the text or make brief notes.
- d Tell Sts to focus on the highlighted words and work out their meaning from the context, and then match them with the glossary entries. Tell them to check the pronunciation as they may want to use the words when they tell their partner about the treatment.

Extra support

- Check that Sts have completed the glossaries correctly by checking answers. Model and drill pronunciation as necessary.

Student A

- handkerchief
- wrapped
- scalp
- blanket
- dripping
- aches and pains

Student B

- chamber
- put up with
- relief
- sting
- bearable

- e Focus on the instructions. The **As** tell their partners about their articles in their own words, imagining that they have experienced the treatment themselves.

Encourage Sts to use the answers from **c** and the words and phrases from their glossaries when describing their treatments. While they listen to each other, Sts should ask their partners the meaning of any new words. Monitor and help where necessary.

- f The **Bs** now tell their partners about their articles in their own words, pretending they have experienced the treatment themselves. Tell the **Bs** to go back to the main lesson **8A**.
- g Get Sts to discuss 1–5 in their pairs. Get feedback from the whole class.

Extra idea

- Get a show of hands to find out which treatment – hot or cold – the majority of Sts think they would prefer.

4 GRAMMAR *have something done*

- a Focus on the photos and the questions. You could do this in pairs or as a whole-class activity.

Check answers.

1 B 2 A 3 D 4 C

Extra support

- Elicit the difference between the photos, i.e. in photos **A** and **D** the person is doing something him / herself; in photos **B** and **C** someone else is performing the task or service for the person.
- b (4.29) Tell Sts to go to **Grammar Bank 8A** on p.146. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional 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. 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 exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
- 1 Have you ever had your eyes tested?
 - 2 We don't need to have the roof repaired.
 - 3 I would never have my teeth whitened.
 - 4 She advised me not to have my hair dyed.
 - 5 It's too expensive to have the carpets replaced.
 - 6 He's going to have his passport photo taken professionally.
 - 7 My children had their faces painted at the festival.
 - 8 We need to have the oil checked.
 - 9 I had my car cleaned while I was doing the shopping.
 - 10 I want to have my legs waxed before going on holiday.
- b
- 1 She needs to have her car serviced.
 - 2 He's having his front door replaced.
 - 3 He's having a new battery put in.
 - 4 They should have their windows cleaned.
 - 5 She ought to have her eyes checked.
 - 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 support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

5 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 4.30))) Focus on the sentences. Play the audio, pausing for Sts to repeat, copying the rhythm.

4.30)))

See sentences in Student's Book on p.76

- b Focus on the two groups of questions. 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. Make sure Sts understand all the prompts.

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.

Extra support

- Get Sts to ask you one question from each group to demonstrate the activity.

STUDY LINK

- Sts can practise sentence stress on the iTutor.

6 VOCABULARY at the hairdresser's

- a Focus on the photos and the questions. Discuss the questions in pairs or with the whole class.

You may want to teach *dreadlocks* for photo 2.

- b Tell Sts to go back to **Vocabulary Bank Looking after yourself** on p.163.

Focus on **3 At the hairdresser's or barber's** and give Sts time, individually or in pairs, to match the words and pictures in a.

Point out that a *barber's* is only for men, whereas a *hairdresser's* mainly caters for women but may also cater for men.

- 4.31))) Now do b. Play the audio for Sts to check answers. Play it again pausing after each word or phrase for Sts to repeat.

4.31)))

3 At the hairdresser's or barber's

- | | |
|--------------------------|--------------------------------|
| 8 bunches | 1 have your hair dyed |
| 10 a buzz cut | 7 have your hair put up |
| 2 a fringe | 13 have your hair straightened |
| 6 a parting | 15 have a blow dry |
| 4 a ponytail | 11 have a shave |
| 14 plaits | 3 have a trim |
| 12 have your hair curled | 9 have highlights |
| 5 have your hair cut | |

Testing yourself

Sts can cover the words / phrases and look at the pictures.

Testing a partner

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson 8A.

- c Put Sts in pairs and get them to ask and answer the questions. Monitor and help, encouraging Sts to give as much information as possible.

Get some feedback from various pairs.

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity, which revises both these words and the ones related to fitness and beauty, at this point.

7 LISTENING AND SPEAKING

- a Focus on the photo and get Sts to read the information about Dino Karveli, a hairdresser who has a salon in London.

Tell Sts to imagine that he is going to come to the class to be interviewed. Put Sts in pairs and get them to think of two interview questions that they would like to ask him.

Elicit their questions onto the board.

- b 4.32))) Now tell Sts they are going to hear an interview with Dino Karveli.

Play the audio once the whole way through. Then ask Sts which of the questions on the board he answered.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Extra challenge

- If he answered some of the Sts' questions, you could also ask them what they understood in his answers.

4/32

(script in Student's Book on p.129)

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** So do you think that's an important quality for a hairdresser?
- D** 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** Are women clients very different from men?
- D** Yes, definitely. They are normally the ones who want to talk, and they are much more worried – stressed – about their hair. Men are more quiet and relaxed, and they're not normally very fussy about their hair.
- 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 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** I often feel that hairdressers always want to cut off more hair than their clients want – is that true?
- 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 – for example, a woman who wanted to have her head shaved completely – I would try to convince her that it wasn't a good idea, but if she insisted, 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.

- c Focus on the task, and remind Sts of the tip they read for doing this kind of exercise. Play the audio again for Sts to listen and mark the sentences T (true) or F (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.

- 1 F (He wasn't a barber, but Dino doesn't say what his father's job was. His aunt was a hairdresser.)
- 2 F (When he came to the UK he did a two-year course at the Vidal Sassoon Academy.)
- 3 T
- 4 T
- 5 F (He thinks men are more quiet and relaxed, and they're not normally very fussy about their hair.)
- 6 T
- 7 T
- 8 F (He would say no if he thought a treatment was going to damage a client's hair.)
- 9 F (he thinks to have a good hair you need to choose good products which are right for your type of hair.)

- d Focus on the questions. Then give Sts a few minutes to discuss them in pairs.

Get feedback from the class.

8B The rest is history

Lesson plan

Historic places and events are the main topics of this lesson, which revises and extends Sts' knowledge of the passive. The lesson begins with a quiz about world history, followed by a pronunciation focus on the different pronunciations of the letters *ar*. Sts then read an extract from *The Lost Continent* by Bill Bryson in which the author describes his visit to Gettysburg, the site of a historic battle during the American Civil War. After the reading, Sts talk about their own visits to historical sites.

In the second half of the lesson, Sts listen to a guided tour of Westminster Abbey in London. This provides the context for revision and extension of the passive and impersonal *you*. The grammar is practised orally through a role-play where Sts ask each other about the history of their town. Sts then practise speaking and writing about a famous building, and the lesson ends with the song *Believe in humanity*.

STUDY LINK

- Workbook 8B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** the passive p.155
- **Communicative** 20th century quiz p.186 (instructions p.165)
- **Song** *Believe in humanity* p.217 (instructions p.208)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the word **HISTORY** on the board. Elicit what the difference is between *history* and *story*. Then ask Sts what two adjectives you can make from the word *history*, and elicit *historic* and *historical*. Elicit / explain the difference in meaning:
 - *historic* is used to describe sth that is so important that it is likely to be remembered, e.g. a historic event, a historic victory, a historic occasion.
 - *historical* describes something connected with the past or with history, e.g. a historical novel, historical research.
- Now ask Sts to think of:
 - a historic event that has happened in their lifetime;
 - a building of historical importance in their town / city.
- Elicit Sts' ideas. Encourage them to explain why the event was important and to give a bit of information about the building.

1 VOCABULARY history

- a Books open. Focus on the quiz. Get Sts, in pairs, to first read the questions and try to work out the meaning of the highlighted words from the context.

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

Now set a time limit for Sts to answer the questions in pairs.

- b 4.33)) Put two pairs of Sts together and get them to compare their answers.

Now play the audio for Sts to listen and check.

1 c 2 b 3 b 4 c 5 c 6 a 7 c

4.33))

- 1 Mustafa Kemal Atatürk was the leader of the Turkish national movement, and became the first president of Turkey in 1923.
- 2 The 9/11 attacks on the Twin Towers in New York and on the Pentagon in Washington took place in 2001, starting at 8.46 in the morning.
- 3 Ireland is not a monarchy, although it had kings until the twelfth century.
- 4 Germany has never had a civil war. The English Civil War took place between 1642 and 1651, and the Spanish Civil War between 1936 and 1939.
- 5 The Russian Revolution is the expression used to refer to a series of revolutions which took place in Russia in 1917, and which led to the end of the rule of the Tsars.
- 6 In the battle of Thermopylae the Spartan army fought with 300 men. The Persian army had over 100,000 men, but the Spartans, aided by a small Greek force, held them off for seven days before finally being defeated.
- 7 The battle of Gettysburg was the most famous battle between the Union and Confederate armies during the American Civil War. The battle led to the end of the war, and the abolition of slavery.

Extra challenge

- Get Sts to write some more quiz questions of their own.
- c Focus on the task and the three stills. Get Sts in pairs to try and match the photos with the historical events in a. Check answers.

Lincoln – the battle of Gettysburg during the American Civil War
300 – the battle at Thermopylae
Doctor Zhivago – the Russian Revolution

Extra idea

- Ask how many Sts have seen the films and what they thought of them.
- d Do this as an open-class activity. Write the titles of the films or TV series that Sts name on the board. Find out how many Sts have seen them. Ask Sts what they thought of the films or TV series and what they learned from watching them.

2 PRONUNCIATION the letters ar

Pronunciation notes

• This exercise focuses on the letters *ar*. In a stressed syllable it is usually pronounced /ɑ:(r)/, but after *w* or *qu* it is usually pronounced /ɔ:/ and Sts often mispronounce these words. In unstressed syllables, *ar* is usually pronounced /ə/.

- a Focus on the three sound pictures, and remind Sts that /ə/ in *computer* is always in an unstressed syllable. Tell them to focus on the pronunciation of the *ar*, and to write the three words in the correct rows.
- b 4/34)) Play the audio and check the answers.

4/34))	
car /ə/	army
horse /ɔ:/	war
computer /ə/	monarchy

- c Put Sts in pairs. Focus on the list of words with *ar* and give Sts time to put the words in the correct rows.
- d 4/35)) Play the audio to check answers, and elicit that the letters *ar* are usually pronounced /ɔ:/ after *w* and after *qu*.

4/35))	
car /ə/	army, dark, farmer, avatar, start, bargain
horse /ɔ:/	war, warm, warning, reward, quarter, wardrobe, towards
computer /ə/	monarchy, afterwards, standard

Play the audio again. Pause after each word or group of words and get Sts to repeat. For the words with /ə/ make sure that Sts stress the right syllables.

STUDY LINK

- Sts can practise these sounds on the *iTutor* and on the *English File Intermediate Plus* website.

3 READING AND SPEAKING

- a Ask Sts what they know about the American Civil War. Elicit or explain that President Abraham Lincoln was President of the United States during the entire war (1861–1865).

Now focus on the instructions and the book extract.

Get Sts to read the extract and answer questions 1–3. Check answers and highlight that an *address*, in this context, is a speech.

- 1 He wanted to go back to the magic places of his youth.
- 2 He visited the museum that contained items found on the battlefield and had a display about the Gettysburg Address. He also saw the battlefield where the Battle of Gettysburg was fought.
- 3 He felt sad and found it difficult to feel any excitement.

- b Focus on the instructions and the task. Get Sts to read the extract again and mark the phrases positive (+) or negative (–), depending on the writer's attitude. Remind them to underline the phrases that show how he felt.

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

- 1 + (I wanted to go back to the magic places of my youth)
- 2 – (There was little to give you any sense of the battle itself)
- 3 + (One interesting thing was a case devoted to the Gettysburg Address...)
- 4 – (The truth, as so often in this life, was disappointing.)
- 5 – (You had to take their word for it that a great battle was fought there.)
- 6 – (It's a pity that so much of the town of Gettysburg has been spoiled with tourist tat and that it is so visible from the battlefield.)
- 7 + (I was in heaven.)

- c Now tell Sts to focus on the highlighted words and work out their meaning from the context, and then match them with the definitions.
- Get Sts to compare with a partner.
- d 4/36)) Play the audio for Sts to listen and check. Then play it again for Sts to repeat the words.

4/36))	
1 battlefield	4 bullets
2 blowing up	5 soldiers
3 cannons	6 rifle

- e Focus on the instructions. Put Sts in pairs to choose a topic to tell their partner about.
- Give Sts time to plan what they're going to talk about and help them with vocabulary if necessary.
- When Sts have finished, get some feedback.

Extra idea

- Tell Sts about one or two of the places yourself to demonstrate the activity.

4 LISTENING

- a Focus on the photos and ask the questions to the class. Ask if anyone has been to the Abbey or watched TV coverage of any ceremonies held there.
- b 4/37)) Focus on the instructions and tell Sts they are going to hear a tour guide taking people around Westminster Abbey and talking about each section. Tell them to try and imagine they are on the tour.

Focus on the plan of the Abbey and get Sts to be clear about where the tour starts from and what the different sections A–F are. Then focus on sentences 1–6 and give Sts time to read them.

Now play the audio once, pausing after each section. You could pause after each section for Sts to match the places with the information.

Check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

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

4.37))

(script in Student's Book on p.129)

Verger

Good afternoon, everyone, and welcome to Westminster Abbey, which as you know is one of the most important and historic churches in Britain. Over 1,000 years of British history are contained within these walls and, indeed, under the floors. We are now standing in front of the High Altar. Many of you will recognize this as the place where Prince William and Kate Middleton stood at their wedding in 2011, and of course many other royal weddings have taken place here. It's also where Princess Diana's coffin was placed during her funeral, although as you probably know she is not buried in Westminster Abbey. You may notice that although the part of the building where we are is obviously very old, the altar is relatively modern. In fact it was designed in the 19th century. Now, if I can direct your attention...

Right. Let's continue, shall we? The area where we are now is called the Shrine of St. Edward the Confessor, who was king from the year 1042 to 1066, and was the first king to be buried in the Abbey. You can see his tomb here. These tombs here are of an early king, Edward the first, and his wife Eleanor, who was the daughter of the Spanish king, Ferdinand of Castile. There's an interesting story here, that when Queen Eleanor died in 1290, the King and Queen were in Lincoln, about 145 miles from London. Edward followed her body to Westminster Abbey, and at each place where they stopped overnight on the way, he erected a memorial cross. They came to be called the Eleanor crosses, and three of them still exist today. In fact...

Let's move on to see some other royal tombs. We are now in the beautiful Lady Chapel, or chapel of Henry VII as it's also called. Many other kings and queens are buried here including Queen Elizabeth the first, and her half-sister Queen Mary, the daughter of Catherine of Aragon.

We are now standing in an area called Poets' Corner, which is probably one of the most famous spots in Westminster Abbey. The first writer who was buried here was Geoffrey Chaucer in the year 1400. Charles Dickens was also buried here. And although Shakespeare is not buried here, there is a plaque for him. Jane Austen has a plaque as well, although, again, she is not actually buried here in the Abbey.

We are now in an area called the Quire. These seats are where the Westminster Abbey choir sings during church services. As you can see, there is a tall and very lovely screen here, and on the other side of the screen is a monument to Sir Isaac Newton, the scientist. A number of prominent British scientists are buried in this area, including Charles Darwin, and also famous English composers. Moving on in this direction we can see how...

The simple wooden chair that you see here is the Coronation Chair. It may look simple, but for hundreds of years, nearly every English monarch has been crowned here, including our present queen, Elizabeth II.

There's also a funny story about this chair. In the 18th century, there was a school for boys in Westminster Abbey. And if you look at the back of the Coronation Chair, you can see graffiti – I mean places where schoolboys have carved their names and written messages on the chair. Look here – one boy has written, 'I slept the night in the Coronation Chair'.

- 4 There are plaques for both Shakespeare and Jane Austen in Poets' Corner, though neither is buried in the Abbey.
- 5 The Westminster Abbey choir sings in the Quire during church services.
- 6 Schoolboys in the 18th century carved graffiti on the chair.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.129, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

5 GRAMMAR the passive; impersonal you

- a Focus on the instructions and the information about Westminster Abbey. Explain / elicit that a *replica* is a copy.

Tell Sts to complete each gap with the correct form of the passive (*be* + the past participle of the verbs).

Get them to compare with a partner and then answer the question about *you* in the last sentence of the text.

Check answers.

- 1 was begun
- 2 have been crowned
- 3 be heard
- 4 are offered
- 5 to be booked
- 6 is being carried out
- 7 will be finished

You is used here to mean *people in general*.

- b 4.38)) 4.39)) Tell Sts to go to **Grammar Bank 8B** on p.147. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes**the passive**

- 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. future and present perfect forms, and most importantly may not be using the passive when they should. 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.

Typical mistakes include:

- using the active instead of the passive, e.g. *The house is going to paint next week.*
- problems of form, e.g. leaving out the verb *be* or not using the participle correctly.
- overusing *by* (*somebody*) in passive sentences.

- c Focus on the instructions and the task. Play the audio again, pausing after each area for Sts to make notes.

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

Check answers.

- 1 Princess Diana's coffin was placed in front of the High Altar during her funeral, but she is not buried in Westminster Abbey.
- 2 When King Edward I's wife, Eleanor of Castile, died in 1290, King Edward followed her body to Westminster Abbey, and at each place where they stopped overnight on the way, he erected a memorial cross. They are called the Eleanor crosses, and three of them are still standing.
- 3 Queen Mary, daughter of Catherine of Aragon and half-sister of Queen Elizabeth I, is buried in the Lady Chapel.

impersonal you

- You may want to point out that *you* is often used for generalizations about people and with rules and laws. It is more common in spoken English than in formal writing.

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

Check answers, getting Sts to read the full sentences.

a	
1 were closed	6 is visited
2 have been written	7 being shown
3 is being built	8 was being filmed
4 be allowed	9 've been woken up
5 was fought	10 to be given
b	
1 had to be closed for renovations	
2 can be found on the internet	
3 was given by Lincoln in 1863	
4 must wear a seat belt at all times	
5 going to be offered the job	
6 been beaten at chess by your sister	
7 have to switch off phones during take-off and landing	
8 is going to be opened next year	
9 should be paid for by the government	
10 is visited by thousands of people every day	

Extra support

- If you think Sts need more practice, you may want to give them the **Grammar photocopiable activity** at this point or leave it for later as consolidation or revision.

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Local history, A** on p.111, **B** on p.112.

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's buried in or near your town. Then get Sts to ask you questions as if they were tourists, e.g. *Who's _____? Why is he / she famous?* Answer their questions in detail.

Get students 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**.

6 SPEAKING & WRITING

- a Focus on the instructions and the photo, and tell Sts that the Shard is a famous new building in Central London. Go through the questions with the class and check that Sts understand what an *anecdote* is (= an informal true story that's interesting or amusing).

Give Sts time to think about their topic and plan what they are going to say. Get them to make some notes and help them with any new vocabulary they need. Remind

them that the building can be a modern one (like The Shard in the photo).

Monitor and help as Sts describe their famous buildings in pairs.

Get some feedback.

Extra support

- Tell Sts about a building you know well to demonstrate the activity.
- b Tell Sts to go to **Writing Describing a building** on p.119.

Focus on **a** and give Sts time to read the description of Hagia Sofia and to match the highlighted words in the text with the numbers in the photos.

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

1 minarets	3 column
2 dome	4 mosaics

Now focus on **b**. Get Sts to read the questions and match them with paragraphs 1–5.

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

a 5 b 3 c 4 d 1 e 2

Look at **c**. Give Sts time to correct the five mistakes which are underlined in the text.

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

paragraph 1: It's situated
 paragraph 2: on the spot where
 paragraph 3: its large dome
 paragraph 4: there are beautiful mosaics
 paragraph 5: if you're over 18

Next, go through the instructions for **d**.

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 **e** and go through the **Useful language: describing a famous building** box with the class.

Tell Sts they are going to write a description of a famous building in their town for a tourism website. Alternatively, they can write about a famous building somewhere else in their country.

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

Extra idea

- Get Sts to attach a photo of the building to their description.

7 4:40))) **SONG** *Believe in humanity* 🎵

This song was originally made famous by Carole King in 1973. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.217.

4:40)))

Believe in humanity

If you read the papers you may see
History in the making
You'll read what they say life is all about
They say it's there for the taking
Yeah, but you should really check it out
If you want to know what's shaking

But don't tell me about the things you've heard
Maybe I'm wrong, but I want to believe in humanity

I know it's often true – sad to say
We have been unkind to one another
Tell me how many times has the golden rule
Been applied by man to his brother
I believe if I really looked at what's going on
I would lose faith I never could recover

So don't tell me about the things you've heard
Maybe I'm wrong, but I want to believe in humanity

Maybe I'm living
With my head in the sand
I just want to see people giving
I want to believe in my fellow man
Yes, I want to believe

7&8 Revise and Check

For instructions on how to use these pages see p.40.

STUDY LINK

- iTutor

Test and Assessment CD-ROM

- Quick Test 8
- File 8 Test

GRAMMAR

- a 1 b 4 c 7 c
2 c 5 a 8 b
3 a 6 b 9 b
- b 1 my photo taken 4 was built
2 her hair cut 5 should be paid
3 my flat painted 6 being told

VOCABULARY

- a 1 broken 6 up
2 came 7 back
3 paid 8 down
4 come 9 away
5 keep 10 up
- b 1 box office 4 matinee
2 interval 5 opponent
3 plot
- c 1 dyed 6 monarchy
2 manicure 7 attack
3 weight 8 cannon
4 massage 9 war
5 stretch 10 soldiers

PRONUNCIATION

- a 1 quarter 4 fake
2 army 5 theatre
3 audience
- b 1 deposit 4 spectators
2 manicure 5 aerobics
3 perormance

CAN YOU UNDERSTAND THIS TEXT?

- a Event cinema is a live performance (e.g. opera, ballet, sport) that is broadcast to a cinema. It is popular because people can see a live performance from far away, at a much lower cost.
- b 1 F 5 T
2 F 6 T
3 F 7 T
4 T 8 F

CAN YOU UNDERSTAND THESE PEOPLE?

1 C 2 B 3 A 4 B 5 C

4 41)))

1

I = Interviewer, M = Mairi

- I How often do you go to the hairdresser's?
M Not very often. I think as a girl I should probably go a bit more, but erm, it's been a few months.
I What do you have done?
M Erm, I just get my hair trimmed now. I used to get more done, I used to have layers put in it, but, erm, now I don't.
I Have you ever had a haircut that you really didn't like?
M Yes. Erm, the hairdresser cut my hair too short, erm, and I was just looking in the mirror watching it get shorter and shorter, and just my smile completely disappeared and I was so unhappy.

2

I = Interviewer, L = Lindsay

- I Do you still go to a bank or do you do all your banking online?
L I still go to a bank, I like the personal contact that you can have with people, and so I appreciate that.
I Have you ever had a problem with online banking?
L Yes, definitely. I sometimes – you forget your passwords or your log in information, then that's definitely a problem, so that's why I sometimes like just to go into the bank.

3

I = Interviewer, D = Dexter

- I Do you play video games or online games?
D Er yes, I used to play a lot of video games when I was a child though, so more so as a child.
I Why do you like them?
D Erm, I like the kind of adventure of like the stories, especially of the older games. Erm, as a kid, you just like, you know, all the graphics, and you know, the characters, similar to like when I'm reading books and stuff. And I think it's quite, you know, it's quite interactive, especially, you know, you keep your hands moving with the remote control. And yeah. I just think it's, erm, it's generally quite fun.

4

I = Interviewer, C = Charlie

- I What's the most interesting historical site you've ever visited?
C The most interesting historical site was probably Pompeii. I walked up Mt Vesuvius and kind of saw the kind of volcano – it was dormant now. But also walking round the ancient ruins of Pompeii was really interesting because you see things in their society that are similar to ours like graffiti and kind of signs saying 'Beware of the dog'. And it's just really interesting to see like an ancient civilisation that's frozen in time like that.
I Why did you go there?
C It was on a school trip when I was young – probably about like 15 years old.
I Would you recommend it to other people?
C I think I would. It was really interesting. It's also really nice weather down there as well, but it's just interesting just walking round and just seeing the different elements to Roman society. And I was studying Latin at the time, so it kind of fitted in quite nicely.

9A Can't remember, can't forget

Lesson plan

This lesson is about memory and provides two different angles on the topic, not being able to remember, and not being able to forget. It also revises and extends Sts' knowledge of reported speech.

The lesson begins with Sts doing a survey about how good their memory is and then discussing the results. Next, they listen to a programme about a woman and her boyfriend who have spoken to an oral history project called *StoryCorps* about her memory loss and how she copes with it. The grammar section which follows uses extracts from the listening to present a revision of reported speech (reported statements, questions, and imperatives).

In the second half of the lesson, the focus shifts from memory loss to being unable to forget. Sts read and discuss an article about a woman who can't forget anything. This leads into a vocabulary and pronunciation focus on word families related to the words *remember* and *forget*. Sts then put this language into practice in a speaking activity where they tell stories and anecdotes. The lesson finishes with a song, *Memories*.

STUDY LINK

- Workbook 9A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** reported speech p.156
- **Communicative** Find the pair p.187 (instructions p.166)
- **Song** *Memories* p.218 (instructions p.208)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the words **REMEMBER** and **FORGET** in two columns on the board.
- Ask Sts what kinds of things they would like to remember and what they would like to forget, e.g. *remember English vocabulary, childhood memories; forget a bad movie, arguments with family members.*
- Write their ideas in each column.

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 a different social network from Facebook or use another way of remembering, e.g. a calendar.

Focus on the **Giving examples** box and go through it with the class.

Get Sts to compare with a partner and encourage them to give examples.

With a show of hands, find out how many Sts ticked each sentence.

- b Do this as an open-class activity and elicit what kind of things Sts would like to be able to remember better and Sts' own tricks for remembering things.

2 LISTENING

- a Focus on the instructions. Tell Sts to read about *StoryCorps* to find out what it aims to do. Make sure Sts understand *stroke* (= a sudden, serious illness when the brain stops working properly).

Elicit answers to the questions from the whole class.

StoryCorps's aim is to give people a chance to record their stories in order to share and preserve them. Perhaps Gweneviere Mann decided to record her story in case she forgets it some time in the future, due to her memory loss.

- b (5/2)) Tell Sts they are going to listen to a news report about Gweneviere. Focus on the items in the list and tell Sts, as they listen, to tick the ones Gweneviere says she has had trouble remembering.

Play the audio once the whole way through.

Get Sts to compare with a partner and check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Extra idea

- If Sts are interested in hearing some stories, refer them to the *StoryCorps* website or *The Listening Project* website (the UK version).

Sts should tick: 1, 4, 5, 8, 9

(5/2))

(script in Student's Book on p.129)

P = Presenter, B = Brian

- P** And now Brian is here to tell us about a fascinating project that's recording the life stories of people throughout the United States.
- B** That's right, Liz. It's called the *StoryCorps* project, and they've already recorded the stories of over 45,000 people. These are everyday ordinary people – friends, older relatives with memory loss, also veterans and immigrants with powerful stories to tell. Everyone who participates receives a free CD with their story on it, and many stories are also online for everyone to enjoy.
- P** Wow! Can you tell us about some of the people who have recorded their stories?
- B** There are so many great ones. As I said, some of the people who have recorded their stories are people with memory problems.
- P** OK.
- B** For instance, there was a very interesting story from a woman named Gweneviere Mann, a young woman who has no short-term memory.

- P Oh? So she can't remember things that have just happened?
- B Yes, that's right. She was there with her boyfriend, Yasir Salem, and they talk about the things she does to help with her problem. For example, she always has a notecard in her pocket with the date on it. And even things like meals. She has to write down every meal she's had. Before she started doing that, she would sometimes have lunch three times in a day because she didn't remember she'd eaten already.
- P Has she always had this condition?
- B No. She went to hospital for an operation and she had a stroke, and that's when her problem started. The doctors told her that her condition would improve in a couple of years. But unfortunately, it didn't.
- P That sounds so sad.
- B Well, yes. And Gweneviere did say that she was afraid she would wake up one day at age 80 and not remember the last 40 years of her life. But she and Yasir actually have a very positive attitude to it overall. She's able to laugh at her situation, and she tells a lot of funny stories. For example, she lives in New York, but after her stroke she always used to say that she lived in San Francisco. Yasir would have to correct her every time. And she often used to ask him if one of her colleagues was her mother.
- P But she wasn't.
- B No, in fact they look completely different. Gweneviere's mum is dark-haired, but her colleague was blonde.
- P Does she mention any positive aspects of her memory loss?
- B Yes, for example she ran the New York City marathon with Yasir. And her memory loss actually helped her. She told Yasir not to let her look at any of the distance signs along the way.
- P So she didn't know how far she'd run?
- B Right. And when she asked Yasir how long they'd been running, he always told her it had been only been 10 or 15 minutes, so she never felt tired or discouraged.
- P And did she finish?
- B Yes, absolutely. She said that finishing the marathon made her realize that although she had lost some things, she had gained others. It's a really inspiring story, like so many others. I really recommend you listen to some of them.
- P I will. Thank you very much for telling us about the project.
- B No problem.

- c Tell Sts to read questions 1–9 and then listen to the audio again.

Play the audio the whole way through. Play it again if necessary pausing after the answer to each question is given.

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

- 1 Ordinary people, people with memory loss, veterans, immigrants, etc.
- 2 She always has a card in her pocket with the date on it.
- 3 She might eat the same meal (e.g. lunch) more than once.
- 4 After she had a stroke after an operation.
- 5 She is afraid she will wake up at 80 and not remember the last 40 years of her life.
- 6 Yes, they do.
- 7 San Francisco.
- 8 A colleague. The colleague was blonde but Gweneviere's mother is dark.
- 9 Look at any of the distance signs along the way.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.129, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- d Do this as a whole-class activity.

Extra support

- If you know of someone with a compelling story that might be a candidate for *StoryCorps*, tell the class something about the person.

3 GRAMMAR reported speech

- a Focus on the instructions. In pairs, Sts say what they think the missing words are. Tell them not to write anything in the gaps yet.
- b (5.3)) Play the audio for Sts to listen and complete the gaps. Pause after each sentence to give Sts time to write. Play it again as necessary.

Get Sts to compare with their partners to see if their original answers were correct.

(5.3))

- 1 The doctors told her that her condition **would** improve in a couple of years.
- 2 She lives in New York, but after her stroke she always used to say that she **lived** in San Francisco.
- 3 And she often used to ask him **if** one of her colleagues **was** her mother.
- 4 She told Yasir **not to** let her look at any of the distance signs along the way.

- c Focus on the instructions. Highlight that with direct speech, you are using the exact words that someone has said.

Get Sts to complete the gaps and compare with a partner.

Check answers.

- | | |
|----------------------|----------------|
| 1 your, will improve | 3 is, my |
| 2 I live | 4 Don't let me |

- d (5.4)) (5.5)) (5.6)) Tell Sts to go to **Grammar Bank 9A** on p.148. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

- In this lesson the basics of reported speech are revised, including reported imperatives. 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'd 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

- rule 1:** Point out that the auxiliaries *do*, *does*, and *did* are not used in reported questions.

reported imperatives and requests

- Sts were introduced to reported imperatives and requests using the verbs *tell* and *ask* in *English File Intermediate*, but they were not contrasted with other forms of reported speech. Other reporting verbs used with the infinitive, e.g. *advise*, *convince*, *persuade*, etc. are introduced in *English File Upper-intermediate*.

Typical mistakes include:

- confusing *say* and *tell*, e.g. *He said me that he was going home.*
- not changing the tense when the time has changed, e.g. *'I've been waiting for an hour.'* (reported the next day): *She said she has been waiting for an hour.*
- using the auxiliaries *do*, *does*, or *did* in reported questions, e.g. *He asked how did I feel.*
- not changing word order in reported questions, e.g. *They asked her where was she born.*
- using a *that*-clause, not an infinitive, to report imperatives, e.g. *She told us that we didn't talk.*

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

Check answers, getting Sts to read the full sentences.

a

- She said (that) she couldn't remember which exit it was.
- He said (that) he couldn't find his mobile.
- They said (that) they probably wouldn't get the message.
- She said (that) she'd finished her exams.
- They told us (that) the film would be on the next day.
- He told me (that) he couldn't stay there very long.
- She said (that) she had to leave at 6.30.
- They told me (that) they'd never forgotten their visit.
- He said (that) he'd seen a man hiding in the bushes.
- She told me (that) she didn't really want to see him.

b

- She asked him how many children he had.
- They asked the woman to take a photo of them. / They asked the woman if / whether she could take a photo of them.
- They asked us if / whether we'd / would be able to visit them.
- He told me to fill in the application form.
- He asked her if / whether she'd / had arrived on time.
- She told us to make sure we bought enough food.
- She asked me to help her with the cooking. / She asked me if / whether I could help her with the cooking.
- He asked them how long they'd / had been waiting.
- He asked her to confirm her date of birth. / He asked her if / whether she could confirm her date of birth.
- They told us not to forget to bring our laptops.

Tell Sts to go back to the main lesson 9A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- e Put Sts in pairs, **A** and **B**, and focus on the instructions. Sts should each write down 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 the **As** ask the **Bs** the three questions but they mustn't write down the answers. Make sure Sts swap roles.
- f Get Sts to change partners. Put all the **As** with different **Bs**.

Now focus on the instructions. Tell Sts 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 READING & SPEAKING

- a Focus on the instructions and give Sts a moment 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

- Tell Sts as much as you can remember about one of these days to demonstrate the activity.

- b Focus on the article and the task, and go through the **Glossary** with the class.

Give Sts time to read the article once the whole way through.

Elicit answers to the questions from the class.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted verbs).

Jill remembers every day of her life and never forgets anything. It's a problem because she can't forget painful and unpleasant memories.

- c Focus on the instructions and make sure Sts understand the task.

Get Sts to scan the article. This means they should read it quickly, looking for certain information.

As Sts read they should find out why items 1–10 are mentioned. Tell them not to write down their answers, although they could underline the information in the article.

- d Put Sts in pairs. Get them to cover the article and compare what they remember with their partners.

Check answers.

- 1 The writer was born on 24 January 1968.
- 2 The writer was 18, and Jill Price remembers she was working in an ice cream shop.
- 3 The writer met Jill Price for dinner at a restaurant in Beverly Hills.
- 4 Jill remembers that on the date she met the writer, it would have been Prince Andrew and Fergie's 22nd wedding anniversary.
- 5 Jill was born in New Jersey.
- 6 She moved to California when she was eight, which is when she thinks her brain 'snapped'.
- 7 Her memory has been near perfect since 1980.
- 8 Crying helps her cope with the unhappiness that her memory can cause.
- 9 Doctors have been studying Jill since 2000.
- 10 Michael is her brother, who is happy not to have Jill's memory.

- e Tell Sts to look at the highlighted verbs and with a partner to try to work what they mean from the context.

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

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the text.

- f Focus on the questions. You could do this in pairs or as a whole-class activity.

Get some feedback. With a show of hands, find out which condition Sts would rather have. Then ask individuals why they made that choice.

5 VOCABULARY & PRONUNCIATION

word families and word stress

- a (5/7) Focus on the instructions. Play the audio and give Sts time to underline the stressed syllable. Now play the audio again, pausing after each word for Sts to check their answers and repeat the words from each family.

Elicit the answers to the two questions.

a forget b remember

(5/7)	
me mo ry	for get ful
me mo ra ble	un for get ta ble
me mo rize	
me mo r al	
me moirs	

- b Focus on the two word families in a, *remember* and *forget*.

Give Sts time to match the words with the correct definitions. Sts could work in pairs or individually and then compare answers when they finish.

STUDY LINK

- Sts can practise word stress on the *iTutor*.

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 Focus on the **Starting an anecdote or story** box and go through it with the class.

Put Sts in small groups of three or four. Tell them to discuss their topics in their groups.

Monitor and help, encouraging Sts to begin with expressions from the box.

Get some feedback from various groups.

- 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.

7 58)) **SONG** *Memories* 🎵

This song was originally recorded by the band Panic! at the disco in 2011. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopyable activity on p.218.

58))

Memories

He was the congregation's vagrant
 With an unrequited love
 When your passion's exaltation
 Then finding refuge is not enough
 She was the youngest of the family
 And the last to be let go
 When they decided they would try and make it on their own

Oh memories, where'd you go?
 You were all I've ever known!
 How I miss yesterday
 And how I let it fade away
 Where'd you go?

(oh oh oh oh oh oh oh oh oh oh oh)
 When July became December
 Their affection fought the cold
 But they couldn't quite remember
 What inspired them to go
 And it was beautifully depressing
 Like a streetcar named Desire
 They were fighting for their love
 That had started growing tired

Oh memories, where'd you go?
 You were all I've ever known!
 How I miss yesterday
 And how I let it fade away
 Don't fade away!

When the money lost momentum
 And the bills were piling high
 Then the smile had finally faded
 From the apple of their eye
 They were young and independent
 And they thought they had it planned
 Should have known right from the start
 You can't predict the end

Oh memories, where'd you go?
 You were all I've ever known!
 How I miss yesterday
 And how I let it fade away
 Oh memories, where'd you go?
 You were all I've ever known!
 How I miss yesterday
 And how I let it fade away
 Don't fade away!

9B Wedding dramas

Lesson plan

The topic of this lesson is weddings. The lesson begins with *Mabel*, a short story by a 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 three common uses of the past perfect: a narrative tense, in reported speech, and in third conditional sentences. These structures are further practised in a pronunciation focus on sentence stress.

The second half of the lesson begins with a vocabulary focus on lexis related to weddings, including a text about a wedding that was nearly ruined by a mix-up. The theme continues in a listening activity with news stories about three wedding disasters. Sts then talk about the last wedding they attended and finally write a story describing a significant event.

STUDY LINK

- Workbook 9B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** uses of the past perfect p.157
- **Communicative** What had happened? p.188 (instructions p.165)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the words **WEDDING DISASTERS** on the board. Then put Sts in pairs and give them a few minutes to brainstorm three ideas why a wedding might be a disaster.
- Elicit ideas.
- Now tell Sts they are going to read a short story about a wedding that almost didn't happen.

1 READING & LISTENING

- a Books open. Tell Sts to read the information about William Somerset Maugham /mə:m/. Make sure they understand the meaning of *colonies* (= countries or areas under the political control of another country and occupied by settlers from that country).

Ask the questions 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. He was a famous English writer in the 20th century. He travelled throughout Europe, Africa, and Asia, as well as British colonies, and pre-revolutionary China. He used the people he met as characters in his novels and short stories, particularly colonial officials and British expatriates. Among his most famous novels are *Of Human Bondage*, *The Moon and Sixpence*, and *The Razor's Edge*.

- b (59)) 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.

Give Sts time to read questions 1–5. Elicit or explain the meaning of *dilemma* (= a situation which causes problems, often one in which you have to make a very difficult choice).

Now play the audio and tell Sts to listen and read. In pairs, Sts answer the questions.

Check answers.

- 1 George was a British colonial government official, and Mabel was his fiancée, who was living in England.
- 2 Various difficulties came up: Mabel's father died, the war came, and then George was sent to a district which was unsuitable for a white 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 George didn't want to marry Mabel but didn't want to tell her this, either.
- 5 He decided to take a boat to Singapore.

(59))

See text in Student's Book on p.88

Now focus on the last two questions in **bold** and ask them to the class. You could also get Sts to discuss them in pairs and get feedback.

- c (510)) Tell Sts they are going to listen to **Part 2** of the story.

Focus on the instructions and the map. Point out that some of the cities and countries now have different names (e.g. *Burma* | *Myanmar*, *Saigon* | *Ho Chi Minh City*, etc.). Give Sts time to look at the map carefully.

Play the audio once the whole way through for Sts to listen and mark George's route on the map.

Get Sts to compare with a partner and then check answers, eliciting the names of the places on his route.

Extra support

- Before playing the audio, go through the text and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Rangoon → Singapore → Bangkok → Saigon → Hong Kong
→ Manila → Shanghai → Yokohama → Shanghai

5 10)))

Part 2

When George arrived at Singapore he found a telegram waiting for him.

Quite understand. Don't worry. Love Mabel.

'My God, I believe she's following me,' 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:

Love Mabel.

He started to tremble.

'When is the next boat for Hong Kong?' 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.

So sorry I missed you at Manila. Love Mabel.

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.

Arriving soon. Love Mabel.

- d Focus on the instructions and Mabel's four telegrams.

Now play the audio for **Part 2** again, pausing as necessary. Give Sts time to complete the gaps.

Get Sts to compare their answers with a partner and then play the audio again, pausing if necessary for them to check.

Play the audio again if necessary.

Check answers.

- 1 understand, Don't worry
- 2 Love Mabel
- 3 sorry, missed, Manila
- 4 Arriving soon

Now focus on the question and get the class to speculate on what George will do next. You could do this in pairs and get feedback.

Get some feedback.

- e Focus on the instructions. Get Sts to read **Part 3** and continue marking George's journey on the map. Elicit or explain that a *consul* /'kɒnsəl/ is a government official who is the representative of his or her country in a foreign city.

Get Sts to compare with a partner and then check answers, eliciting the names of the places on his route.

Shanghai → Chungking → Cheng-tu

Next, get Sts to complete the gaps with words and phrases from the list, and then compare with a partner.

- f 5 11))) Play the audio for Sts to listen and check, pausing as necessary.

- | | |
|--------------|---------------|
| 2 After that | 5 never |
| 3 now | 6 lazily |
| 4 only | 7 One morning |

5 11)))

Part 3

No, no, she wasn't going to catch him so easily. He had already made his plans. He could catch the last ship along the Yangtze river to Chungking. After that, no one could get there until the following spring. He arrived at Chungking, but he was desperate now. He was not going to take any risks. There was a place called Cheng-tu, the capital of Szechuan, and it was 400 miles away. It could only be reached by road, and the area was full of thieves. A man would be safe there.

George set out. He sighed with relief when he saw the walls of the lonely Chinese city. He could rest at last. Mabel would never find him there. The British consul was a friend of his and he stayed with him in his luxurious house. The weeks passed lazily one after the other.

One morning George and the consul were in the courtyard when there was a loud knock at the door.

Now ask Sts what they think *He sighed with relief* means. You could demonstrate what a *sigh* /saɪ/ sounds like (taking in a deep breath and letting it out) and point out that people make this sound for different reasons.

Possible answer

He thought Mabel couldn't possibly find him there and was happy to be free of her at last.

- g 5 12))) Ask Sts to guess how the story will end. Elicit some ideas, but do not tell Sts if they are right.

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.

5 12)))

Part 4

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.

'Hello, George, I was so afraid that I'd missed you again.'

'Hello, Mabel,' 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.

'You haven't changed at all,' she said. '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.'

She turned to George's host.

'Are you the consul?' she asked.

'I am.'

'Good. I'm ready to marry him as soon as I've had a bath.'

And she did.

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.

Extra support

- You could write any new and useful words and phrases from the text and audio on the board for Sts to copy.

- h Focus on questions 1–3, making sure Sts understand them. Then put Sts in pairs and get them to ask and 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 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 uses of the past perfect

- a Focus on the instructions and get Sts in pairs to match uses of the past perfect in the story with the descriptions.

Check answers.

a 2 b 3 c 1

You may want to point out that 3 is a third conditional.

- b (5.13) (5.14) (5.15) Tell Sts to go to **Grammar Bank 9B** on p.149. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

- The main uses of the past perfect are brought together. The most difficult structure for most Sts will be the third conditional, which is why one whole practice exercise is devoted to it.

past perfect in narratives

- A typical mistake is using the present perfect or past simple to talk about an earlier time, e.g. *When we finally got to the theatre, the play has already begun.*
Halfway through the film, I realized I saw it before.

past perfect in third conditionals

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.*
- 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.*

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

Check answers, getting Sts to read the full sentences.

- a
- enjoyed, 'd / had seen
 - said, 'd / had worked
 - hadn't got up, left
 - spent, had disappeared
 - ran, had already been taken
 - couldn't, hadn't booked

- 'd / had only been, met
 - asked, 'd / had visited
 - told, 'd / had just got
 - hadn't taken off, wasn't allowed
- b
- wouldn't have fallen, hadn't made
 - 'd / had been invited, 'd / would have gone
 - 'd / would have forgotten, hadn't reminded
 - 'd / had left, wouldn't have missed
 - hadn't paid, wouldn't have lost
 - would have had, hadn't fitted
 - would have been able to, hadn't drunk
 - would have lost, hadn't found
 - 'd / had known, 'd / would have offered
 - hadn't shouted, wouldn't have been arrested

Tell Sts to go back to the main lesson 9B.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

3 PRONUNCIATION sentence stress

- a (5.16) 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*).

Put Sts in pairs. Play the audio and give them time to write the stressed words in the large pink rectangles.

See words in **bold** in script 5.16

(5.16)

- When I read your **email** I **understood** why you'd **left**.
- If I'd **known** the **weather** was going to be so **bad**, I **wouldn't** have **come**.
- As **soon** as we got to the **airport**, we **remembered** that we **hadn't** **locked** the **windows**.
- He **said** that he **hadn't** **seen** her for **ages**.
- I would have **bought** the **dress** if it **hadn't** been so **expensive**.

- b Focus on the instructions and get Sts to write down the unstressed words.

See words which are not in **bold** in script 5.16

- c Play the audio again and get Sts to repeat the sentences. Monitor that they are using natural sentence stress.

STUDY LINK

- Sts can practise sentence stress on the iTutor.

4 VOCABULARY weddings

- a Focus on the wedding photo and the list of words and phrases. Give Sts time, individually or in pairs, to match the words with the people in the photo.

Check answers.

- | | |
|--------------------|----------------|
| 1 the bride | 4 a bridesmaid |
| 2 a pageboy | 5 the best man |
| 3 the (bride)groom | |

Extra support

- Let Sts use their dictionaries to help them with this activity.

- b Get Sts to read the blog post. Ask the question to the whole class.

The bride nearly didn't have her wedding dress in time for the wedding.

- c Focus on the text and tell Sts to read it once the whole way through. Ask Sts a few comprehension questions, e.g. *Whose wedding was it? Where did it take place? What was the man taking to the wedding? What happened to his suitcase? Did he have a good time at the reception?* etc.

Then get Sts to complete the gaps with the words and phrases in the box.

Tell Sts to compare with a partner.

- d (5.17)) Play the audio for Sts to listen and check.

1 wedding dress	4 reception
2 bride	5 guests
3 ceremony	6 speech

(5.17))

Last weekend was my wife's sister's wedding in a little town in southern Egypt, and I nearly ruined it. I flew in from the UK two days before, and my one job was to bring the **wedding dress**, which the **bride** had had specially made by a well-known designer in London. Well, my flight to Cairo was delayed so when I landed, I was in a hurry. I quickly picked up my suitcase and caught the overnight train heading south. As soon as I got there I went to my hotel, opened my suitcase, and to my horror realized that it wasn't mine. My suitcase – with the dress inside – was presumably still at the airport in Cairo, or even worse, in the hands of a stranger. The **ceremony** was at 11 o'clock the following morning! I immediately went to the station and took the first train back to Cairo and amazingly found the suitcase still at the airport. After another overnight train, I was back just in time for the wedding. I hadn't slept much at all, but I had the dress. The bride looked great and the **reception**, which was at a hotel, was beautifully organized. All the **guests** had a great time, but I was so exhausted that by the time the best man was giving his **speech** I had already fallen asleep at the table.

- 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.

Extra idea

- To create a more realistic exchange of information in a monolingual class, you could take the role of a foreigner and ask these questions to the class.

5 LISTENING

- a Focus on the question and get a show of hands for each possible answer.

Give the correct answer.

1 'I do.'

Extra idea

- Ask Sts what people usually say in a wedding ceremony in their country.

- b Focus on the instructions and the three news headlines. Check that Sts understand the vocabulary, e.g. *ruin, set fire to, and better late than never.*

Get Sts to speculate, in pairs or small groups, about what went wrong in each wedding.

Elicit a few ideas, but do not tell Sts if they are right yet.

- c (5.18)) Tell Sts they are now going to hear the three news stories.

Play the audio once, pausing between stories, for Sts just to listen.

After each story ask if any Sts guessed correctly.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

(5.18))

(script in Student's Book on p.130)

1

Our next story comes from Austria, where the perfect wedding was ruined by a joke. The bride, 27-year-old Tina Albrecht, and her fiancé Dietmar Koch, wanted to get married at a beautiful castle in Steyr, a small town in Austria. There was just one problem. When the registrar asked Tina, 'Do you take this man to be your husband?' she replied, 'No, I don't.' Tina was just joking, because she wanted to bring a bit of humour into the ceremony, and of course she immediately corrected herself and said, 'No, sorry, I do.' But by then it was too late. Unfortunately for Tina and Dietmar, the law in Austria says that if either the bride or the groom says 'I don't', the wedding must be stopped, and it can't be held again for at least ten weeks.

As a result, the entire wedding was cancelled, and all the guests were sent home. Ms Albrecht said: 'Now we have to wait until March before we can try again.' She added: 'Looking back on my joke, I suppose it was probably not so funny.'

2

Finally, here's an unusual story about a wedding disaster in Tokyo. It seems that the groom, 39-year-old Tatsuhiro Kawata, got a very bad case of wedding nerves the night before his wedding.

According to the police, Mr Kawata decided he wasn't ready to get married. So, what did he do? At 2.30 in the morning he went to the hotel where the ceremony was going to take place, and set fire to it!

Kawata was arrested after hotel staff told the police that he had phoned that afternoon saying he was thinking of cancelling the wedding. He told a Japanese newspaper, 'I thought if I started a fire, I wouldn't have to go through with the wedding.'

3

Up next, we go to a small town near Chicago, where an ordinary wedding has ended very strangely – in fact, it ended before it ever began.

The problems started because the groom, Timothy Thompson, was late for his wedding. He was also very excited. As a result, when he got in his car, a Jeep Grand Cherokee, to drive to the church, he ended up driving at 100 miles per hour. According to the police, not only was he driving way over the speed limit, but he was also driving dangerously, changing lanes, and at one point almost crashed.

When the police finally caught up with him in the parking lot of the church, Timothy explained that he was only speeding so that he could get to the church before the ceremony began, but the police were not in a romantic mood, it seems. They arrested him and took him to jail, and the wedding was cancelled.

- d Focus on the chart and the questions which Sts will have to answer.

Play the audio again, pausing after each news story and making sure Sts are completing the chart.

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

Check answers.

- 1
- Steyr, a small town in Austria
 - the bride and groom
 - The bride said 'No, I don't' instead of 'I do' for a joke.
 - No, but it will be held in March.
- 2
- Tokyo (Japan)
 - the groom
 - The groom got a very bad case of wedding nerves and set fire to the hotel where the ceremony was going to take place. He was arrested.
 - No.
- 3
- Chicago (USA)
 - the groom
 - The groom was speeding and driving dangerously because he was late for his wedding. He was arrested.
 - No, it was cancelled.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.130, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- e Do this as an open-class activity. If you have heard of any wedding disasters, you could tell the class about them.

You may want to skip this stage if you did the lead-in and there was a lot of discussion about wedding disasters.

6 SPEAKING & WRITING

- a Focus on the instructions and the topics in the list. Give Sts time to think about what wedding they are going to talk about and what they are going to say. Obviously the more recent the better as they will remember the details more clearly (unless they want to talk about their own wedding obviously).

Put Sts in pairs and get them to take turns to describe the weddings.

Get feedback from various pairs.

Extra support

- Demonstrate the activity by describing the last wedding you went to. Encourage Sts to ask you questions about it.
- b Tell Sts to go to **Writing A story** on p.120.
- Focus on **a** 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 or explain that a *score* (in this context) means a written piece of music.

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

There were two problems: the woman who was supposed to play the violin at the wedding ceremony got lost and never arrived, and the bridesmaid who then agreed to play the piano didn't know any wedding music. Everything worked out because Matt's brother downloaded the score for some wedding music on his iPad and the piano player (the bride's niece) played it very well.

Now focus on **b** and get Sts to read the story again and complete the gaps with words 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.

- | | |
|-------------------------|--------------|
| 1 unfortunately | 4 in the end |
| 2 Fortunately / Luckily | 5 in fact |
| 3 Luckily / Fortunately | |

Look at **c** and tell Sts to correct the ten mistakes underlined in Matt's story.

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

we have (about 20) – we had (grammar)
gests guests (vocabulary)
wasnt wasn't (punctuation)
were hired had hired (grammar)
she lost she got lost (grammar)
stressed stressful (vocabulary)
 (... played the music very) good well (vocabulary)
professional professional (spelling)
corse course (spelling)
here hear (spelling)

Extra idea

- Get Sts to cover Matt's story and retell it in their own words.

Focus on **d** and the titles in the exam question. Give Sts time to choose a title and to write down some ideas about the topic.

In pairs, Sts who have chosen the same title can compare their ideas.

Get some feedback from various pairs on each of the three topics.

Now, focus on **e** and go through the questions with the class. Encourage Sts to make brief notes on what they will write about, using the questions to help them plan their story.

Focus on **f** and 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 **e** and **f**. 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.

In **g**, Sts should check their work 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.

PRACTICAL ENGLISH

Episode 5 Finding Henry

Lesson plan

In this final Practical English episode, the functional focus is on asking for and giving directions inside a building. This revises and extends Sts' previous knowledge of understanding directions, and here the focus is more on giving rather than asking for them.

In the first scene, Jenny and Luke return to Henry's house during the night and search his study for clues about 'the old man'. They find a paperweight that has 'Proteus – the old man of the sea' written on it and realize that this must be the key to the mystery. Luke does an internet search and discovers a biochemical company called Proteus in Oxford right by St Bartholomew's church, which is famous for its bells (another clue). They immediately contact the police and Luke directs the police in a search of the Proteus building. In the final scene, Henry is reunited with his family and they all celebrate his return.

STUDY LINK

- Workbook Finding Henry
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- Quick Test 9
- File 9 Test
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Before starting Episode 5, elicit what Sts can remember about Episode 4. Ask *What two clues have Jenny and Luke got about Henry's kidnapping? Did they go back to the police? What's their plan of action? etc.*
- Alternatively, you could play the last scene of Episode 4.

1 VIDEO WHAT THE CLUE MEANS

- a (5:19)) Books open. Focus on the photos and ask *Where are Jenny and Luke? What are they doing?*

Point out the object in the smaller photo and elicit / teach *paperweight*.

Now focus on the instructions and the questions. Play the DVD or audio once the whole way through and elicit the answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

The old man refers to Proteus, a Greek god who is called 'the old man of the sea'. They think Henry is being held at a biochemical company called Proteus in Oxford.

(5:19))

(script in Student's Book on p.130)

- N = Narrator, J = Jenny, L = Luke, R = Rob, La = Laing, T = Tom**
N Day four. 4.00 a.m. Jenny and Luke have gone back to Henry's house and are in his study. They are looking for a clue about an 'old man' ... but time is running out.
J Keats, *The Iliad*, poems by Byron, *The Complete Works of Shakespeare*... nothing about an old man!
L Not even a picture on the front cover.
J What about those paintings? Anything there?
L I've already checked them. Nothing. Should we look through each book?
J That could take forever and we don't have time. This is hopeless. It's OK, it's Rob. Rob.
R Jenny. Any luck?
J No. We've been here for hours and we've looked everywhere. We haven't found a single thing about an old man. Look Rob, maybe the 'old man' thing wasn't a secret message at all.
R But it sounded so odd. And why would he mention his study?
J Well, he's under a lot of pressure. He probably just...
R Wait!
J What?
R Is there anything on top of the bookcase?
L Just a load of old books. We've already been through them.
R Isn't there anything else?
L Wait a second. Yeah, there are two small paperweights.
R Do they have anything written on them?
L This one says 'Apollo, god of music and poetry'.
R What about the other one?
L It says 'Proteus... the old man of the sea!'
R That must be what Dad meant!
J What does it mean? Who's Proteus?
L You know, that name sounds familiar.
R I think he's a Greek god. Dad's got loads of stuff like that.
L No, no, not that. I'm sure I've seen it somewhere. I'll google it.
J Does it mean anything to you, Rob?
R No. I can't remember hearing it before. Maybe it's someone's name or...
L Got it! Proteus is a biochemical company. It's based in Oxford and... oh, I don't believe it!
J What is it, Luke?
L It's right by St Bartholomew's church. You know, the one with the famous bells!
J The bells we heard in the recording! That must be where Henry is! Rob, we've got to go call the police.
N Day four. 4:15 a.m. Inspector Laing is on night duty at the police station. She's making a cup of tea when she receives a phone call.
La Laing speaking... Yes?... Oh, Jenny Zielinski... OK, slow down... Where? Proteus?... Yes, I know it... No, Jenny, you can't go down there... It's too dangerous... and it's illegal... I know but... OK, OK, but not on your own... we'll meet you there in ten minutes.
N Day four. 5.00 a.m. Jenny and Luke meet Inspector Laing outside the Proteus building. They are in her car, she's in contact with two policemen by radio. They are going to the Proteus building. Luke is looking at the plans of the building on his laptop. Jenny tells her about Henry's message.

- J It was night time and we could hear a generator in the background.
- La Right, so we're looking for a room with a generator. How are you doing, Luke?
- L I'm just downloading the plans for the Proteus building now. That's it. Done. OK, there's only one room with a generator. It's in the basement.
- La Excellent.
- N The inspector radios the two police officers who are just outside the Proteus building.
- La Tom, where are you?
- T We're approaching the side entrance. There's nobody around.
- La OK, Tom. I'm going to hand you over to Luke. He's going to guide you to a room in the basement. That's where we think Henry's being held.
- T Got it.
- La Be careful.
- T Don't worry. Come on.

- b Now focus on 1–8. Play the DVD or audio again so Sts can listen a second time. Tell Sts to complete the sentences with *Jenny, Luke, or Rob*.

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

1 Luke	5 Luke
2 Jenny	6 Jenny
3 Rob	7 Luke
4 Luke	8 Luke

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.

Now focus on the last question and get Sts to speculate what (or who) they will find in the building.

2 VIDEO GIVING DIRECTIONS IN A BUILDING

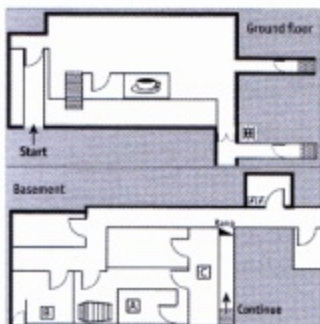
- a (5:20)) Focus on the photos and ask Sts what they think is happening, and who the people are (the two men in the second photo are policemen).

Now tell Sts to focus on the plan of the building. Elicit the meaning of *basement* (= the level below the ground floor of a building). Make sure Sts can see where the police are (Start), and where they have to continue the route from. Check that Sts understand *corridor*, *ramp*, and *double doors*.

Play the DVD or audio once, pausing after each set of directions for Sts to mark the route. Get Sts to mark the police officer's route as he follows the directions.

Get Sts to compare with a partner. Replay the audio for Sts to check.

They end up in C



(5:20))

N = Narrator, L = Luke, T = Tom, La = Laing

- N Day four. 5.10 a.m. The policemen go into the Proteus building. Luke directs them from a police car outside. He's looking at the plans of the building on his screen.
- L OK, go to the end of the corridor, go **through** the door and turn **right**.
- T We're in a large open area.
- L That's right. Now, go **straight** ahead. You should see some stairs on your right. Go **past** the stairs and a coffee bar. Turn **right**. **Carry** on and you should see a set of double doors.
- T Should we go through?
- L Yes. Now, you should see some stairs on your **left**.
- T Yeah, I see them.
- L Right. Go **down** the stairs, continue straight on and walk down the ramp.
- T We're at the end of the ramp. Which **way** now?
- L Turn **right** and carry on straight **along** the corridor. Go past a maintenance room and two fuse boxes, and try the next door on your right.
- T The door's locked. Is there **another** way?
- L Hold on. OK. Turn **round** and go **back** down the corridor.
- T Should we go back up the ramp?
- L No. Go straight to the end of the corridor and turn left.
- T We're here. There are two doors. Which **one** should we take?
- L Try the one on your left.
- T It's open!
- L What can you see?
- T There are three big safes and cages full of documents. Are you sure this is the **right** way?
- L Yes, you're in the store room. Can you hear a generator?
- T Yes! It's coming from the end of the corridor.
- L Head **towards** it. But watch out for guards!
- T There's a door here and a narrow corridor to the right. What should we do?
- L I don't know!
- T Wait. I can hear voices. There are people in there.
- La That must be the room.
- T OK. We're going in.

- b Give Sts time to read through the dialogue and to think about what the missing words might be. Then play the DVD or audio again and get Sts to complete the gaps.

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

See words in **bold** in script 5.20

Deal with any new vocabulary in the dialogue.

- c (5:21)) Tell Sts to focus on the highlighted phrases in the dialogue. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the DVD or audio, pausing for Sts to listen and repeat.

(5:21))

See highlighted phrases in Student's Book on p.93

Repeat the activity, eliciting responses from individual Sts.

- d Focus on the instructions. Put Sts in pairs, **A** and **B**, and tell them to practise giving directions in a building. **A** chooses a place on the plan and marks it with a cross. He / she then gives directions to **B** to get there. **B** marks the route on the plan, checking that he / she understands **A**'s directions. Make sure they both start where the arrow is, and suggest that they choose a room in the basement, which means the first part of the directions will be as in the dialogue. Finally, **A** should check that **B** has reached the right place.

Monitor and help Sts to give directions.

PE5

- e Now Sts swap roles.

When they have finished, get feedback. How many were able to find the way?

Extra idea

- Get Sts to give each other directions to a destination somewhere in the building you are currently in (if appropriate). In pairs, **A** writes down a place, e.g. the coffee machines or the student lounge, but doesn't show it to **B** right away. Then **A** gives directions and **B** tries to work out the destination. When **B** guesses the place, **A** shows **B** the paper. Then they swap roles.

3 A HAPPY ENDING?

- a (5:22) Focus on the photos and the instructions. Elicit who each character is and ask Sts what they think happened to them.

Play the DVD or audio once the whole way through. Note that the DVD shows the arrest of Selina Lavelle – this scene is not included in the audio.

Find out how many Sts guessed correctly.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

(5:22)

(script in Student's Book on p.130)

N = Narrator, **Ne** = Newsreader, **J** = Jenny, **H** = Henry, **R** = Rob
N Day four. 5.00 p.m. Henry is finally back at home with Jenny and Luke. They're talking to a relieved Rob on Skype and listening to a radio news report about the kidnapping.

Ne Police have arrested a man and a woman following a raid on the Proteus building in Oxford early this morning. They have been named locally as Selina Lavelle and Grant McFadden. Mr McFadden has been charged with assault following the brutal attack on research scientist Andrew Page, who is still recovering in hospital. Ms Lavelle has been charged with false imprisonment, extortion, blackmail and industrial espionage. Police believe she organized the kidnapping of university lecturer Henry Walker. Mr Walker, who was rescued in the raid, told reporters he'd been through a terrible ordeal but hadn't been badly hurt. He wished Andrew Page a speedy recovery and said he would visit him in hospital. Mr Walker thanked the police for their hard work. He said that he was too tired to talk to reporters in detail and was just looking forward to returning home.

J Well, Henry, you're kind of a star.

H I never expected to become a celebrity, not at my age.

R Well, next time you're kidnapped, Dad, try to set us an easier clue.

H I must admit, I was beginning to lose hope. It took you a long time to work it out.

R You can't blame us! Proteus – the 'old man' of the sea? How were we supposed to know that?

H You need to brush up on your classics.

L Oh come on, Henry, I think we did really well!

H I'm joking, I'm joking. You were great. And I really have to thank you. Goodness knows what would have happened if you hadn't found me in time.

J We're just glad we did.

N Henry puts a bottle of champagne on the table.

H Now, I had been saving this for a special occasion and, I think this is it. Could you fetch the glasses, Luke?

L No worries.

R It's great to have you back, Dad.

J It sure is.

H I just wish you were here, Rob.

R Well it's just stopped snowing. I could get a flight now and maybe we could stay there for longer. What do you think, Jenny?

J Oh, I don't know. The English countryside is a little too wild for me. I can't wait to get back to the peace and quiet of New York!

- b Focus on sentences 1–7. Go through them with Sts and make sure they understand them.

Now play the DVD or audio again the whole way through, and get Sts to mark the sentences T (true) or F (false). Remind them to correct the false ones.

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

Point out that Jenny is being ironic when she says 'the peace and quiet of New York', a place that's often associated with excitement and plenty of noise.

1 T

2 F (They have been arrested.)

3 T

4 T

5 F (They celebrate with champagne at Henry's house, and Rob, who is still in Alaska, joins them via Skype.)

6 T

7 F (She can't wait to get back to New York.)

Extra support

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

- c Focus on the **Social English phrases**. In pairs, get Sts to think about what the missing words might be.

- d (5:23) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 5.23

(5:23)

Henry I must **admit**, I was beginning to lose hope.

Henry Goodness **knows** what would have happened if you hadn't found me in time.

Henry Could you **fetch** the glasses, Luke?

Rob It's **great** to have you back, Dad.

Henry I just **wish** you were here, Rob.

Jenny I can't **wait** to get back to the peace and quiet of New York!

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on p.130.

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

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to watch the episode again and practise the language on their iTutor.

10A America and the world

Lesson plan

Aspects of the USA and its relationship to other countries provide the context for Sts to revise *be*, *have*, and *do* 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*, *have* and *do* are stressed in a sentence and this is practised with more quiz questions. Sts then discuss their views on American culture and read a short online article about the results of a survey on opinions about the USA. The first half ends with Sts listening to three Americans talking about what they like and dislike about America's influence in the world, and Sts then talk about ways in which their own country has an influence.

The second half of the lesson begins with a vocabulary focus on British and American English words and phrases. This is followed by a humorous text where a British woman writes about things the Americans do that irritate the British, and an American woman writes about things the British do that annoy Americans. The lesson ends with a song, *Living in America*.

STUDY LINK

- Workbook 10A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** *be*, *have*, and *do*: auxiliary and main verbs p.158
- **Communicative** What's the question? p.189 (instructions p.166)
- **Song** *Living in America* p.219 (instructions p.209)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write THE USA on the board and ask Sts to write on a piece of paper the first three things that come to mind when they hear the phrase, e.g. Hollywood, hamburgers, the name of the current president, etc.
- Write their ideas on the board.

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 decide whether each statement is true or false.

Get some feedback, eliciting reasons from Sts, but don't tell them if they are right or wrong.

- b (5.24)) 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.

1 F 3 F 5 F 7 F 9 F
 2 T 4 F 6 T 8 T 10 T

For corrections to the false statements, see words in bold in script 5.24.

(5.24))

- False. **The US is number seven on the list.** Singapore has the highest percentage of millionaires, Switzerland has the second highest, and Qatar is third.
- True. About 200 common words are spelt differently in British and American English.
- False. Although it is true that many Americans don't own passports, **the figure is only 60% according to a recent survey**, and only about 5% of Americans travel abroad per year.
- False. **American men do only 33% of the housework**, according to a recent survey. The same survey found that American women cook between 80 and 90 per cent of the family's meals.
- False. **The world's first skyscraper was in Chicago.** It was finished in 1885, had ten floors, and was 42 metres high.
- True. About 50% of adult Americans are now single. 30% of US households have only one resident.
- False. **There has never been an official language of the United States.** However, immigrants who want to become citizens must pass an exam in English.
- True. However, after joining the US in 1845, Texas left again in 1861 during the Civil War. It then joined the US when the war had ended, in 1865.
- False. **The US economy is still the world's largest.** However, some economists think that China's will be larger by the year 2030.
- True. The name soccer was first used in the 1860s in British schools, but when the sport spread out of schools to the public as a whole, the name *football* took over. For an American, *football* means American football, 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 circle the auxiliaries. Check answers.

2 aren't, are 8 didn't
 3 don't 9 was
 7 has 10 is, had, been

Extra support

- You could do one or two sentences with the class to make sure Sts are clear about the difference between a main verb and an auxiliary verb.
- d (5.26)) (5.27)) (5.28)) Tell Sts to go to **Grammar Bank 10A** on p.150. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

- Many Sts have problems first of all in using the

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* 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 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.

- a
- 1 What have you been doing?
 - 2 She hasn't been to Africa because she doesn't like heat.
 - 3 Why haven't you had lunch yet?
 - 4 She isn't going to have her hair done today.
 - 5 We didn't have enough time to do the shopping.
 - 6 What did you do at the weekend?
 - 7 Nothing is being done to solve the problem.
 - 8 He doesn't have to be in Boston until tomorrow.
 - 9 I have to have my passport renewed soon.
 - 10 She was doing her homework when her friend phoned.
- b
- | | |
|-----------------|---------------------|
| 1 Have, doesn't | 5 don't, 've |
| 2 Did, hadn't | 6 've been, 'm |
| 3 Does, 're, do | 7 's (is), 's (has) |
| 4 didn't, were | 8 're, don't |

Tell Sts to go back to the main lesson 10A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

2 PRONUNCIATION sentence stress

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 (5) 28)) Focus on the sentences and play the audio, pausing after each one. Get Sts to repeat, copying the rhythm.

(5) 28))

See sentences in Student's Book on p.94

- b Play the audio again, this time getting Sts to focus on the vowel sounds. Elicit that the unstressed examples of *be*, *have* and *do* are the ones in small and not bold print, i.e. in 1, 3, 5 and 8.

Check the answer.

When *are*, *have*, and *does* are unstressed, the vowel sound is /ə/:
are = /ə/
have = /əv/
does = /dəz/

Extra challenge

- You may also want to elicit what the vowel sound is when these verbs are stressed: *are* = /ɑː/, *have* = /hæv/, *do* = /duː/ and *does* = /dəz/.
- c Now put Sts in pairs. Give them time to read the rules, checking each time with 1–9 in a.

Check answers.

be

1 is usually **unstressed** in positive sentences or in questions.

2 is **stressed** in negative sentences.

do and have

3 are **stressed** when they are main verbs.

4 are usually **unstressed** when they are positive auxiliary verbs.

5 are **stressed** when they are negative auxiliary verbs in questions.

STUDY LINK

- Sts can practise sentence stress on the iTutor.

- d Put Sts in pairs, A and B, and tell them to go to **Communication More facts about the USA?** A on p.111, B on p.112.

Go through the instructions and make sure Sts understand what they have to do. You could demonstrate the activity by doing statement 1 for A and statement 6 for B with the whole class.

Sts take it in 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 right rhythm and the correct sentence stress.

Get feedback to find out who got the most right 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 rhythm right.

Tell Sts to go back to the main lesson 10A.

3 SPEAKING & READING

- a Focus on the photos and the list, and elicit what the photos are examples of, e.g. Taylor Swift is an American singer, GAP is a well-known US chain store, *Mad Men* is a well-known US TV series, Starbucks is an American chain of coffee shops, a baseball cap is a popular item of clothing.

Now focus on the questions. Put Sts in pairs and get them to discuss the items in the list.

Get some feedback from the class.

Extra support

- You could do this as a whole-class activity.

- b Focus on the article and the questions. Give Sts time to read the article once the whole way through.

Elicit answers to the questions from the class.

Europeans in the survey liked American films and television most and American food least.
Americans in the survey were more negative than Europeans were. They named American films and television as the worst contribution.

Extra idea

- You could get Sts to speculate on the answers to the questions before reading the article, and then check to see if their guesses were right.
- Ask Sts to what extent the results of the survey surprised them. You could also ask them if they know any American people, and whether they think they are positive or negative about their country's influence.

4 LISTENING & SPEAKING

- a (5/29) Tell Sts they are going to listen to three Americans talking about their own attitudes about their country's influence.

Focus on the chart. Play the audio once the whole way through, pausing after each speaker to give Sts time to write.

Remind Sts to use note form.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

(5/29)

(script in Student's Book on p.131)

1 Andy

I think one of the best contributions America has made has been the Hollywood film industry, especially pre-turn of this current century, so we're looking at films from the Marx brothers and Harold Lloyd, to films like *Gone with the Wind*, then films from somebody like Martin Scorsese or Woody Allen. I think these Hollywood movies have brought American culture and made it a higher culture in many ways and made it very exciting. I definitely think that the American ability to consume food in such vast quantities, such big sizes and mega-sizes it's been talked about in so many ways, 'supersizing' food, I think that's a bad contribution that America has made to the general things in the world.

2 Molly

I think one of America's best contributions worldwide would be our effect on people's positivity and energy. We really are a new country and I think that's helped us to have that kind of onwads, upwards, bigger, better kind of attitude. And I think that affects everyone and people look to America for that. But on the other hand, they look to us for other things, like not being very healthy, being kind of fat, in general, and not really having so much positivity when it comes to our bodies.

3 Jenny

I think the best thing about America is the can-do spirit, that you can do anything you want if you work hard enough and

you really believe in your dream. I think that's great. I think the downside of America is all the chains, the sort of global chains that are set up in all countries now, and so there's, there are shops that are the same everywhere. And I think that's really a bad thing.

- b Get Sts to compare with a partner.

Now play the audio again for them to complete the chart.

Check answers.

- | | | | |
|---|-------|-----------------------------|-----------------------------|
| 1 | Andy | Best: Hollywood films | Worst: eating too much food |
| 2 | Jenny | Best: the can-do spirit | Worst: global chains |
| 3 | Molly | Best: positivity and energy | Worst: not being healthy |

- c Do this as a whole-class activity. Elicit opinions.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.130, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- d Focus on the instructions. Put Sts in pairs and tell them to go through the list in 3a before discussing the questions in relation to their own country.

Monitor and help, encouraging Sts to give reasons to justify what they say.

Get some feedback from various pairs.

Extra support

- Do this as a whole-class activity.

5 VOCABULARY British and 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. Tell Sts not to worry if they don't know the answers at this stage.

Extra support

- You could do one or two words with the class.

- b (5/30) Play the audio for Sts to listen and check. Point out that one speaker is British, the other American.

(5/30)

- | | | |
|----|------------------|---------------|
| 1 | biscuit | cookie |
| 2 | mobile phone | cell phone |
| 3 | toilet | restroom |
| 4 | film | movie |
| 5 | cinema | movie theater |
| 6 | secondary school | high school |
| 7 | holiday | vacation |
| 8 | rubbish | garbage |
| 9 | car park | parking lot |
| 10 | chips | fries |

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 American English words with the British English equivalents.

- d 531)) Play the audio for Sts to listen and check. Highlight that whereas *sweets* is normally used in the plural in British English, *candy* is used in the singular in American English.

531))

1 g lift	elevator
2 h sweets	candy
3 a flat	apartment
4 f petrol	gas
5 b queue	stand in line
6 j trainers	sneakers
7 e underground	subway
8 i pavement	sidewalk
9 d bill	check
10 c tap	faucet

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

- e You could do this in pairs or as a whole-class activity. If Sts can't think of any words or phrases, you could give them some ideas, e.g. *What's 'truck' in British English?* (= lorry).

Elicit some answers and write them on the board. Try to get at least four or five.

Possible answers

American	British
zip code	postcode
drugstore / pharmacy	chemist's
store	shop
closet	cupboard
purse	(hand)bag

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

- a Focus on the instructions and get Sts to read the title and first paragraph of each article. Elicit that *Brits* is an informal way of referring to British people.

Elicit the answers from the class. Ask Sts why they answered as they did.

Ruth Margolis (writer of the first article) is British (because she's talking about what annoys her about Americans). Maria Roth (writer of the second article) is American, as she is talking about what annoys her about the Brits.

- b Focus on the task and headings A–I. Give Sts time to read the articles and complete the gaps with the headings. Remind them that there is one extra heading. Highlight that in point 6 of the second text, *share* in the second article means 'communicate / share emotions, thoughts, and feelings'. This is a common use of *share* in American English.

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

6 Things Americans Do That Drive Brits Crazy

2 G 3 I 5 F 6 C

6 Things Brits Do That Drive Americans Crazy

1 A 3 H 4 D 5 B

- c Focus on the instructions and tell Sts to read the two articles again and find words or phrases for the definitions.

Get Sts to compare with a partner.

- d 532)) Play the audio for Sts to listen and check.

532))

text 1

- compliment
- awesome
- turkey
- get
- creepy

text 2

- nod
- fortnight
- weird
- inaccurate
- would rather

Model and drill pronunciation where necessary. You could use the audio to do this. Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the texts.

- e You could do this in pairs, small groups, or as a whole-class activity. Get Sts to discuss the questions.

Get some feedback.

7 533)) SONG *Living in America* 🎵

This song was co-written by American singer-songwriter Dan Hartman and released as a single in 1985. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.219.

533))

Living in America

Get up! Ow!
Get up! Knock you out, yeah

Super highways, coast to coast
Easy takin' anywhere
On the transcontinental overload
Just slide behind the wheel, how does it feel?
When there's no destination that's too far
And somewhere on the way you might find out who you are

(Living in America) Eye to eye, station to station
(Living in America) Hand in hand, across the nation
(Living in America) Got to have a celebration

Rock my soul!

Smokestack, fatback
Many miles of railroad track
All-night radio
Keeps on running through your rock'n'roll soul
All-night diners keep you awake
On a black coffee
And a hard roll

(You might have to walk a fine line
You might take a hard line)
But everybody's working overtime

(Living in America) Eye to eye, station to station
(Living in America) Hand in hand, across the nation
(Living in America) Yeah, got to have a celebration

I live in America, I live in America

Wait a minute
You may not be looking for the promised land
But you might find it anyway
Under one of those old familiar names
Like New Orleans, Detroit City, Dallas, Pittsburgh P. A.
New York City, Kansas City, Atlanta, Chicago, and L. A.
(Living in America)
(Living in America)
(Living in America)

I live in America, stayin' alive, we'll make the prime
I live in America, hey, I know what it means
etc.

10B Exam time

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 listen to four people talking about exams and tests, and get further practice of multiple-choice questions. Finally, Sts talk about their own experience of exams.

In the second half of the lesson, students 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 these have already been covered. Next, they listen to an examiner giving advice about how to approach oral exams, followed by an actual oral exam which Sts do in pairs. The lesson ends with a writing exam task.

STUDY LINK

- Workbook 10B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar revision of verb forms p.159
- Communicative Speaking exam p.190 (instructions p.167)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board:
 WHEN IS YOUR ENGLISH EXAM?
 WHAT DOES IT CONSIST OF?
 ARE YOU GOING TO HAVE AN ORAL? IN PAIRS, OR ALONE?
 HOW ARE YOU PREPARING FOR THE EXAM?
 HOW DO YOU FEEL ABOUT IT?
- Get Sts to answer in pairs. Get feedback, and write all the relevant information on the board.

1 VOCABULARY exams

- a Books open. Focus on the instructions and the photos and get Sts to match the items in the list with the right people in the photos.

Get Sts to compare with a partner and then check answers. Model and drill the pronunciation of *candidate*, *invigilator* and *examiner*.

1 C 2 A 3 B 4 E 5 D

- b Tell Sts to complete 1–6 with a word or phrase from the box. Get them to compare with a partner.

Check answers.

- | | |
|----------|-------------------|
| 1 take | 4 multiple-choice |
| 2 marks | 5 cram |
| 3 papers | 6 fail |

Focus on the **Verbs + exam** box and go through it with the class.

- c (5.34)) Tell Sts to read the words. Get them to discuss the syllables they think are stressed with their partner.

Play the audio for Sts to listen and underline, pausing after each word. Check answers.

(5.34))
 can|dɪ|dət
 e|kz|əm
 e|kz|ə|mɪ|nər
 ɪn|vɪ|gɪ|lə|tər
 mʌ|tɪ|pl̩|tʃ|oɪ|s
 ɡɪ|rəl

- d Put Sts in pairs and get them to discuss whether sentences 1–6 in b are true for them. Tell them to give as much information as possible.

Monitor and help, checking that Sts are using correct word stress.

Get some feedback.

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 Sts 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 do the exercise, encouraging them to say the words aloud, and then let them check their answers with a partner.

- b (5.35)) Play the audio once for Sts to listen and check. Play it again, pausing after each group to check the answers.

- | |
|---|
| 1 revises (-es = /ɪz/, the other two are /z/) |
| 2 cheated (-ed = /ɪd/, the other two are /d/) |
| 3 cram (a = /æ/, the other two are /ɑː/) |
| 4 work (or = /ɔː/, the other two are /ɒ/) |
| 5 diploma (o = /əʊ/, the other two are /oʊ/) |
| 6 science (i = /aɪ/, the other two are /iː/) |
| 7 school (oo = /uː/, the other two are /u/) |
| 8 idea (i = /aɪ/, the other two are /i/) |
| 9 before (e = /ɪ/, the other two are /e/) |

5 35)))

See words in Student's Book on p.99

STUDY LINK

- Sts can practise these sounds on the iTutor and on the English File Intermediate Plus website.

3 LISTENING & SPEAKING

- a Focus on the instructions and the photo of someone doing a driving test. Put Sts in pairs and get them to take it in turns to talk about the last time they took an exam or test.

Get some feedback from the class.

- b Ask the class what they know about exams that Sts take at school in the UK.

Now tell Sts to read the text about UK exams. Deal with any new vocabulary and ask a few questions to check comprehension, e.g. *What exam do some students take when they're 11 years old? At what age do students normally take GCSEs? What were O Levels? Which exams are important for admission to university?*

Then find out from the class what exams Sts do at school in their own region.

- c 5 36))) Tell Sts they are going to listen to four people talking about exams or tests they have taken. Focus on the task.

Play the audio once the whole way through for Sts just to listen. Play it again if necessary. Get Sts to make notes to answer the two questions while they listen.

Get them to compare with a partner and then check answers.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Mark, Sophie and Paul failed an exam or test.
Sophie and Kate used to find exams stressful.

5 36)))

(script in Student's Book on p.131)

I = Interviewer, M = Mark, S = Sophie, K = Kate, J = James

1 Mark

I What's the hardest exam 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 didn't pass 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 I never got that stressed about them until it was too late – 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 you've ever taken?

S I guess the hardest exam was probably my driving test – the practical part. I just didn't know what to expect. In fact I failed three times before I finally passed.

I Have you ever done an exam where everything went wrong?

S Yes, 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 Um, I did a lot of revising. For some exams at school and university, I also remember eating a lot of fish as I was told it helped. It's supposed to be good for your brain.

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 Kate

I What's the hardest exam you've ever taken?

K Definitely my eleven-plus exam. It was the first exam I'd ever done in my life. I was shocked! I still remember one of the questions, it was: 'Who was the father of the son of William Shakespeare?' I couldn't work out the answer.

I Have you ever done an exam where everything went wrong?

K No, I revise too much to let anything like that happen to me.

I How did you usually prepare for a big exam?

K Well, despite being a teacher now and telling my students not to study the night before the exam, to have an early night... I didn't use to do that myself. I used to cram right up until the last minute. And even if I did have an early night I slept really badly.

I Did exams use to stress you out?

K Oh yes, because you can have a bad day and simply not be able to show your real ability in a subject. I always worried that that would happen to me.

4 Paul

I What's the hardest exam 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 and tell Sts to choose the correct answers. Play it again if necessary.

Check answers.

1 b 2 a 3 b 4 c

Extra support

- If there's time, you could play the audio again while Sts read the script on p.130, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- e 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

- Get Sts to ask you the questions first.

4 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 title of the article and photo and ask Sts to say what they think is happening.

Now focus on the question, and tell Sts to read the article.

Elicit opinions from the class.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these.
- 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 them 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. Get Sts to say why the F sentences are false.

- 1 F (Driving is only prohibited on roads near schools where students are taking the *gaokao*.)
- 2 T
- 3 T
- 4 F (Students preparing for the exam have no time for a social life.)
- 5 T
- 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.)
- 8 T
- 9 T
- 10 F (The number of candidates taking the *gaokao* has fallen dramatically in recent years.)

- d Do this as a whole-class activity. Encourage Sts to give reasons to justify their opinions.

5 GRAMMAR revision of verb forms

- a Focus on the instructions. Tell Sts to look at the highlighted verbs in the text in 4 and match them with the verb forms in the list.

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

- 3 present simple (*I make...*)
- 13 present continuous (*I'm making...*)
- 6 present simple passive (*It is made...*)
- 7 past simple (*I made...*)
- 5 past continuous (*I was making...*)
- 11 past simple passive (*It was made...*)
- 1 future simple (*I will make...*)
- 2 future with *going to* (*I'm going to make...*)
- 8 future simple passive (*It will be made...*)
- 9 present perfect simple (*I've made...*)
- 12 present perfect continuous (*I've been making...*)
- 10 present perfect passive (*It's been made...*)
- 4 past perfect simple (*I had made...*)

- b Tell Sts to go to **Grammar Bank 10B** on p.151.

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.

- a
- | | |
|--------------------|----------------------------|
| 1 've been working | 11 've never been able to |
| 2 didn't come | 12 'll love |
| 3 couldn't | 13 spoke |
| 4 was studying | 14 said |
| 5 starts | 15 'd invited |
| 6 've finished | 16 'd already made |
| 7 are, planning | 17 Are, going to celebrate |
| 8 'm flying | 18 'm thinking |
| 9 've wanted | 19 Do, want |
| 10 moved | 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 Queen
 - 8 used to have much longer hair
 - 9 don't have to
 - 10 's been learning
 - 11 had been stolen
 - 12 allowed me to leave
 - 13 said she could
 - 14 'd used
 - 15 ought to be

Tell Sts to go back to the main lesson 10B.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

6 LISTENING & SPEAKING

- a Focus on the **Tip: Filling in missing information box** and go through it with the class.

Next, tell Sts they are going to hear an examiner giving tips about taking oral exams. Put Sts in pairs. Get them to read the tips and try to guess the missing words before they listen, but not to write them in the gaps.

Elicit some guesses, but do not tell Sts if they right.

- b 537)) Play the audio for Sts to listen and see if their ideas were right. Then play it again, pausing as necessary so that Sts can complete the gaps.

Check answers. Ask Sts which tips they think are the most important.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen (but not the answers).

1 half an hour	4 speak, opinion
2 eye, smile	5 nothing, Paraphrase
3 interested	6 prepared / rehearsed

537))

(script in Student's Book on p.131)

The first tip may seem obvious, but it's vital. Get to the place where the oral exam is going to be held in plenty of time. You need to relax before the exam, and if you're late you'll be stressed, and that will make it much more difficult. Try to get there at least half an hour before your time.

Then, when you go into the exam, make eye contact with the examiner (or examiners) and smile. Examiners are human, too. Treat them in a polite but friendly way. Body language is important too. Sit up straight, and if you are doing the exam with another candidate, try to look interested in what he or she is saying.

Another important tip if you are doing the interview in pairs – and many of the oral exams nowadays are in pairs – is to make sure you give your partner the opportunity to speak too. Ask for your partner's opinion after you've given your own, and try to integrate him or her into the conversation as much as possible.

Finally, two tips for when it's your turn to speak. Firstly, if you can't think of the word for what you want to say, don't freeze and say nothing. Paraphrase, use other words to communicate what you want to say. Say 'I'm sorry, I can't remember the word, but it's...' Don't forget that this happens to people all the time, even if they're speaking their own language.

And my last tip is, don't use prepared speeches, rehearsed speeches. Examiners can spot them straight away, and they give a very bad impression. It's fine to prepare, and to memorize words and phrases that you might need, for example, to describe what you do. But don't try to memorize whole speeches.

Try to remember the tips, and good luck! I'm sure you'll do well!

Extra support

- If there's time, you could play the audio again while Sts read the script on p.131, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- c Tell Sts to go to **Communication An exam task** on p.112.

Go through the instructions with the class and elicit some of the tips for taking oral exams that Sts heard in 6b.

In pairs, Sts discuss the situation for two or three minutes, using ideas from the picture. Make sure they stay within the time limit.

Get some feedback. You might want to tell the class that this activity is based on a real oral test.

7 WRITING

Tell Sts to go to **Writing An exam task** on p.121.

- a Focus on the instructions and give Sts time to read the essay topic and the student essay. Elicit or 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.

Elicit the answer from the class.

The writer disagrees with the statement.

Extra challenge

- Before Sts read the essay, write **AGREE** and **DISAGREE** on the board. Put Sts in pairs or small groups and tell them to think of three reasons to agree with the statement and three reasons to disagree. Their reasons should be brief. Then get them to read the essay to see if their ideas are there.
- 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.

In paragraph 2 the writer gives his / her opinion and three reasons for it

In paragraph 4 the writer gives a summary of the essay
In paragraph 1 the writer gives an introduction to the topic
In paragraph 3 the writer gives 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.

1 because	4 instead of
2 when	5 but
3 so	6 although

- d Focus on the **Useful language: essays for exams** 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.*

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 you could 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 work for mistakes before giving it in.

9&10 Revise and Check

For instructions on how to use these pages see p.40.

STUDY LINK

- iTutor

Test and Assessment CD-ROM

- Quick Test 10
- File 10 Test

GRAMMAR

- a 1 b 4 a
2 a 5 c
3 a
- b 1 hadn't studied
2 'd / have spent
3 'd / would have been able to
4 didn't do
5 Have, visited
6 went; Had, been
7 's been working
8 had finished
9 will be opened
10 had, closed
11 have been sold
12 are, eating
13 was showing
14 's, been
15 was made

VOCABULARY

- a 1 memory 4 memorable
2 memorize 5 memorial
3 memoirs
- b 1 bride 4 reception
2 speech 5 stag party / night
3 best man
- c 1 Am cinema 6 Br vacation
2 Br cookie 7 Am flat
3 Am trainers 8 Br elevator
4 Am rubbish 9 Br sidewalk
5 Br restroom 10 Am petrol
- d 1 failed 4 test
2 multiple 5 cheated
3 marks

PRONUNCIATION

- a 1 exam 4 failed
2 pageboy 5 lifts
3 pass
- b 1 memorize 4 bridegroom
2 unforgettable 5 candidate
3 ceremony

CAN YOU UNDERSTAND THIS TEXT?

- b 1 b 5 b
2 a 6 c
3 c 7 a
4 a 8 b

CAN YOU UNDERSTAND THESE PEOPLE?

1 C 2 B 3 B 4 A 5 A

5 (38))

1

I = Interviewer, Y = Yasuko

I Do you have a good memory?

Y Erm, I think I do, but my husband would disagree.

I Is there anything you specifically have a problem remembering?

Y Erm, usually names and people's faces, I tend to, I tend to forget. Um, I, I meet a lot of people in our neighbourhood from walking my dog and I can't remember them unless they have their dog with them

2

I = Interviewer, R = Robin

I Are you married?

R I am married.

I What kind of wedding did you have?

R I had a very classy, small wedding; about a hundred people. I was only engaged for three weeks, so I - it was, it was very simple but very classy.

I Where did it take place?

R It was - I got married in, ah, my childhood church. And it, it just came together, it was just very warm, you know, all the people that I love: my family, his family, you know, were there. It was just a really happy time.

3

I = Interviewer, S = Sean

I What's the best influence that the USA has had on the world?

S I would say music: erm, blues, and jazz, and rock-n-roll, all came out of the US. Erm, and they are uniquely American, even though they have sources in other places, I think the combination is American, and that's something that's, that's very important to me.

I And the worst influence?

S I think the worst thing is the obsession with money. I think an idea seemed to come out of the US in the, certainly in the 1970s, 1980s, that money was the most important thing and nothing else mattered, and I think that's had a negative effect on most of the rest of the world.

4

I = Interviewer, M = Mairi

I Are there any American fast food places near where you live?

M Yes, erm, there are at least three that I can think of that are very close to my house.

I Do you ever go there?

M No, never.

I Why not?

M Erm, because I don't like the food, and I would rather go somewhere that has a better atmosphere and food that I like.

5

I = Interviewer, P = Pranjal

I How do you feel about taking exams?

P I don't like taking exams but I usually put up with it. Erm, usually if I study hard for them then I'm pretty confident I'm, I'm not really usually stressed out for exams, but I mean, who likes taking exams? So...

I Have you ever had an exam disaster?

P Erm, I haven't really had a disaster where I, like, completely bombed the exam, cause usually I'm pretty well-prepared, but I have had a couple of exams where I thought I did really well but turns out I didn't do as well as I thought.

Photocopiable activities

Contents

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Photocopiable material

- There is a **Grammar activity** for each main (A and B) lesson of the Student's Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student's Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student's Book.
- There is a **Song activity** for every File of the Student's Book, in either lesson A or B. The recording of the song can be found in the relevant lesson of the Class CD.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, where some students finish Student's 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 students. Alternatively some teachers might want to give faster students extra oral practice with a communicative activity while slower students consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

The Grammar activities are designed to give students extra practice in the main grammar point from each lesson. How you use these activities depends on the needs of your students and the time you have 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 students.

- All of the activities start with a writing stage. If you use the activities in class, get students to work individually or in pairs. Allow students to compare before checking the answers.
- The activities have an **Activation** section that gets students, for example, to test their memories and write sentences. If you are using the activities in class, students can work in pairs and test their partner. If you set them for homework, encourage students to use this stage to test themselves.
- If students are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student's Book.
- Make sure that students keep their copies of the activities and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves. This will help with their revision.

Grammar activity answers

1A pronouns

- a 1 ours 2 her, She 3 their, his 4 your, mine
5 Her, you 6 her, his 7 yours, My 8 them, him
- b 2 it to me 3 them for me 4 it to me 5 them to
me / us 6 them for him 7 it for her 8 it for me

1B adjectives

- a 2 more addictive, the most addictive
3 worse, the worst 4 luckier, the luckiest
5 cleverer, the cleverest
6 more expensive, the most expensive
7 more tired, the most tired 8 further, the furthest
9 tidier, the tidiest 10 narrower, the narrowest
- b 2 more tired 3 the narrowest 4 more addictive
5 the furthest 6 more expensive 7 tidier
8 the cleverest 9 lighter 10 the worst

2A present tenses

- 3 ✓ 4 I really want 5 ✓ 6 does the guidebook say
7 it depends on 8 ✓ 9 ✓ 10 We're swapping
11 Are you coming 12 I don't see 13 ✓
14 £500 seems 15 ✓ 16 We're going
17 They prefer 18 we need 19 She's having 20 ✓

2B possessives

- a 2 my parents' 3 the name of the village
4 the children's 5 the butcher's
6 our own 7 the corner of the street
8 of mine 9 chemist's 10 the centre of London
11 of yours 12 my brother's 13 their own
14 my 15 his own 16 the south of France
- b 1 the centre of London 2 chemist's, the corner of the
street 3 the children's, their own 4 my parents', the
name of the village 5 my, our own 6 the butcher's,
the front of the queue 7 the south of France, of
mine 8 of yours, my brother's

3A past simple, past continuous, or used to?

- 2 used to live (Note: 'lived' is possible, but is more
likely with a time expression, e.g. 'I lived there when I
was in my twenties.') 3 didn't read 4 was having
5 was making, cut 6 used to go, bought
7 got up, was having 8 stayed 9 used to have / had
10 wasn't driving 11 spent 12 did she stop
13 used to play, broke 14 shared 15 was listening

3B prepositions

- 2 in, at 3 about, for 4 under, past 5 -, for
6 from, about 7 out of, towards 8 with, for
9 over, round 10 to, on 11 of, for 12 on, under
13 to, about 14 on, at 15 about, -

4A future forms

- 2 Shall I turn on 3 it's going to rain 4 I'm going
5 It'll probably rain. 6 I'll change 7 it's coming
8 ✓ 9 Are you going to move 10 shall we go
11 I won't be 12 ✓

4B first and second conditionals

- 3 won't, works 4 had, wouldn't need 5 'd get, had
6 comes out, 'll go 7 were, 'd try 8 won't get, have
9 spoke, would be able to / could 10 wasn't / weren't,
wouldn't take

5A present perfect simple

- 1 Have you met everyone in the office?, 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
played in any concerts?
6 Have you ever been to the States?, We've just come
back from Florida.
7 Did you enjoy the concert on Saturday?, We didn't go
because our daughter was ill., Yes, she's been much
better since the weekend.
8 Have you ever lived abroad?, Yes, I taught in Italy for
a few years., How long have you been a teacher?

5B present perfect continuous

- 1 've been standing 2 are you staying, 'm leaving
3 've been helping 4 's been snowing 5 'm doing
6 have you been sunbathing 7 's been playing
8 've been doing, '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 should
10 needn't 11 have 12 must

6B can, could, and be able to

- 2 can 3 couldn't 4 can't 5 couldn't /
weren't able to 6 Can / Could 7 be able to
8 be able to 9 being able to 10 can't 11 be able to
12 'd be able to / could 13 couldn't 14 was able to
15 been able to

7A phrasal verbs

- a 2 look after the children 3 look for my glasses
4 take away my old cooker / take my old cooker away
5 took out her husband / took her husband out
6 put up the new curtains / put the new curtains up
7 turn up the volume / turn the volume up
8 throw away this lettuce / throw this lettuce away
9 get on with his sister 10 switch off your mobile /
switch your mobile off
- b 2 look after them 3 look for them 4 take it away
5 took him out 6 put them up 7 turn it up
8 throw it away 9 get on with her 10 switch it off

7B verb patterns

- 2 to stay 3 to find 4 paying 5 to turn off
6 ringing 7 not to take 8 not having 9 check in
10 to change 11 to listen 12 to go 13 eating
14 having 15 saying 16 not to charge
17 not to expect 18 to do 19 get 20 to go out
21 to give up 22 studying

8A have something done

- 2 He's having his car serviced.
3 They're having their photograph taken.
4 She's drying her hair.
5 He's painting the front door.
6 She's putting up some shelves.
7 He's having his glasses repaired.
8 She's having the tyres replaced.
9 They're washing their clothes.
10 She's having her fringe cut.

8B the passive

- 2 was originally called 3 opened 4 was designed
5 worked 6 was held 7 was visited
8 was redeveloped 9 was renamed
10 has been used 11 are being planned
12 will (probably) be taken down 13 has been
14 is used 15 contains 16 were transported
17 were rebuilt 18 be downloaded 19 costs
20 need

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 if / whether
he thought the cat would like it 6 to let them think
about it

9B uses of the past perfect

- 2 hadn't left 3 had 4 had just closed 5 dropped
6 hadn't taken 7 didn't say 8'd already had
9'd bought 10 saw 11 had you known
12 hadn't eaten 13 hadn't turned up 14 met
15'd lost

10A be, have, and do: auxiliary and main verbs

- 2 had 3's 4 doing 5 having 6've 7 Is
8 do 9 be 10's 11've 12 was 13 have
14 are 15 doesn't 16 having 17 did
18 didn't 19 be 20 Are 21 have 22 doesn't
23 doing 24 have 25 don't

10B revision of verb forms

- 2 Do you often forget 3 go 4's having
5 Were you driving 6 didn't watch
7 didn't use to like 8 loved / used to love
9'll stop 10'm leaving 11 are you going to do
12 Shall I help 13'll give 14 didn't spend
15 wouldn't go 16 wins 17 Have you ever tried
18 went 19 Did your brother answer
20've been 21've been waiting
22 have you been doing 23'm reading 24's based
25 is being decorated 26's been reopened
27 had been killed 28'd had 29 knew / had known
30'd brought

1A GRAMMAR pronouns

- a Complete the dialogues with the correct subject pronoun, object pronoun, possessive pronoun, or possessive adjective, e.g. *I / me / my / mine*. Write the answers in the column on the right.



- | | |
|--|------------|
| 1 A Hey! Those are <input type="text"/> coffees! | <u>our</u> |
| B I'm sorry, we thought they were <input type="text"/> . | _____ |
| 2 A Sara got a new smartphone for <input type="text"/> birthday. | _____ |
| B Wow! <input type="text"/> always gets fantastic presents. | _____ |
| 3 A What are <input type="text"/> names? | _____ |
| B He's Ryan, and I think <input type="text"/> wife's name is Jessica. | _____ |
| 4 A Tom! Are these <input type="text"/> keys? | _____ |
| B No, I've got <input type="text"/> here. | _____ |
| 5 A <input type="text"/> name's Joanna W. Evans. | _____ |
| B Do <input type="text"/> know what the W stands for? | _____ |
| 6 A Where's Sylvia? I think these are <input type="text"/> glasses. | _____ |
| B No, they're not Sylvia's. Ask Ben, they might be <input type="text"/> . | _____ |
| 7 A Is this car <input type="text"/> , sir? | _____ |
| B Of course not! <input type="text"/> car is a Ferrari. | _____ |
| 8 A What about Mark and Sue? Have you invited <input type="text"/> to the party? | _____ |
| B She's coming, but I haven't asked <input type="text"/> . | _____ |

- b Complete the dialogues with object pronouns and *for* or *to*. Write the answers in the column on the right.

- | | | | |
|--|-------------|-----------|-----------|
| 1 A What beautiful flowers! | <u>them</u> | <u>to</u> | <u>me</u> |
| B Yes, my boyfriend sent <input type="text"/> <input type="text"/> <input type="text"/> . | _____ | _____ | _____ |
| 2 A Did John give you his old bicycle? | _____ | _____ | _____ |
| B No, he sold <input type="text"/> <input type="text"/> <input type="text"/> for £20. | _____ | _____ | _____ |
| 3 A Where did you buy those headphones? | _____ | _____ | _____ |
| B My friend got <input type="text"/> <input type="text"/> <input type="text"/> in New York. | _____ | _____ | _____ |
| 4 A Is that your tennis racquet? | _____ | _____ | _____ |
| B No, it's my brother's. He lent <input type="text"/> <input type="text"/> <input type="text"/> . | _____ | _____ | _____ |
| 5 A Have you seen our new offices? | _____ | _____ | _____ |
| B Yes, the Sales Director showed <input type="text"/> <input type="text"/> <input type="text"/> yesterday. | _____ | _____ | _____ |
| 6 A I didn't think George could afford designer sunglasses. | _____ | _____ | _____ |
| B He can't. His parents bought <input type="text"/> <input type="text"/> <input type="text"/> . | _____ | _____ | _____ |
| 7 A I love your daughter's sweater. | _____ | _____ | _____ |
| B Her grandmother made <input type="text"/> <input type="text"/> <input type="text"/> . | _____ | _____ | _____ |
| 8 A Where did you buy that hat? | _____ | _____ | _____ |
| B My wife found <input type="text"/> <input type="text"/> <input type="text"/> online. | _____ | _____ | _____ |

activation

- c Cover the columns on the right. Practise the dialogues with a partner.

1B GRAMMAR adjectives

a Write the comparative and superlative forms of the adjectives.

	comparative	superlative
1 light	<i>lighter</i>	<i>the lightest</i>
2 addictive		
3 bad		
4 lucky		
5 clever		
6 expensive		
7 tired		
8 far		
9 tidy		
10 narrow		

b Use a comparative or superlative adjective from a to complete the sentences.



1 My brother is the luckiest person I know.

2 She's _____ than anyone else.



3 It's _____ street in the city.

4 Coffee is much _____ than people think.



5 It's _____ they've ever driven in one day.

6 German cars are often much _____ than Japanese ones.



7 Her desk is much _____ than mine.

8 She's _____ girl in her class.



9 The silver laptop is a bit _____ than the black one.

10 It's _____ pizza she's ever had.



activation

c Cover the sentences in b. Look at the pictures and remember the sentences.

2A GRAMMAR present tenses

a Right (✓) or wrong (X)? Correct the mistakes in the **bold** phrases.

1 **Their flight arrives** at Terminal 4 at 16.45.

✓

2 **I'm not knowing** where to go on holiday.

I don't know

3 **They usually go hiking** in Scotland in the summer.



4 **I'm really wanting** to try waterskiing.

5 Hurry up! **We only have** 30 minutes 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 **The airport bus leaves** at 6.00 tomorrow morning.

9 What **do you think** we should do this evening?

10 **We swap** houses with an Australian family this winter.

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 is seeming** 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 massage at the moment – can you call back later?

20 **Do you remember** the name of the hotel?

activation

b Cover the column on the right and look at the sentences. Read the correct sentences aloud.

2B GRAMMAR possessives

a Circle the correct form.

- 1 She's at the front of the queue / the queue's front.
- 2 I drove to **my parent's** / **my parents'** house. They live just outside Southampton.
- 3 What's **the name of the village** / **the village's name** where you were born?
- 4 What are **the childrens'** / **the children's** names?
- 5 I never buy meat at **the butcher's** / **the butchers'**. I get it at the supermarket.
- 6 We all had **our own** / **ours own** bedrooms when we were children.
- 7 I'll wait on **the street's corner** / **the corner of the street**.
- 8 Do you want to borrow this book **of mine** / **of me**?
- 9 That **chemists** / **chemist's** is open 24 hours a day.
- 10 I live in **the centre of London** / **London's centre**.
- 11 Are they friends **of you** / **of yours**?
- 12 I don't get on with **my brother's** / **my brothers'** wife.
- 13 My cousins have **their own** / **their owns** computers.
- 14 Where's **my** / **mine** phone gone?
- 15 He does all **her own** / **his own** cooking.
- 16 They go to **France's south** / **the south of France** every year.



b Complete the dialogues with the phrases you circled in a. Write the correct phrases in the column on the right.

- | | |
|--|----------------|
| 1 A Why doesn't he buy his own flat? | <u>his own</u> |
| B He wants to live in the south of France but he can't afford it. | _____ |
| 2 A I've got a headache. Is there a chemist's near here? | _____ |
| B Yes, there's one on the street's corner . | _____ |
| 3 A I spend half my life doing my own homework. | _____ |
| B You should tell them to do their own ! | _____ |
| 4 A I went to the centre of London for lunch yesterday. | _____ |
| B What's the name of the village where they live? | _____ |
| 5 A I really don't like my job. | _____ |
| B Neither do I. Maybe we should start our own business. | _____ |
| 6 A Have you finished shopping or are you still at the shop's ? | _____ |
| B I'm still waiting, but I'm nearly at the shop's . | _____ |
| 7 A Who are you going to the shop's with next summer? | _____ |
| B With some friends of mine . | _____ |
| 8 A Has that car of mine broken down again? | _____ |
| B Yes, I'm borrowing his own this week. He doesn't need it. | _____ |

activation

c Cover the column on the right. Practise the dialogues in b with a partner.

3A GRAMMAR past simple, past continuous, or *used to*?

a Complete the dialogues with the past simple, past continuous, or *used to* form of the verb in brackets.









- 1 What do you do now that you've retired? I do a lot of gardening. I didn't use to like it, but now I love it! (not like)
- 2 We've just been to Granada on holiday. Really? I _____ there! (live)
- 3 You didn't answer my text yesterday. Sorry, I _____ it till nearly midnight. (not read)
- 4 Where were you at 9.00 last night? I _____ dinner with some friends. (have)
- 5 What happened to your finger? I _____ lunch and I _____ myself. (make, cut)
- 6 Do you go to the cinema much? Not any more. We _____ a lot, but then we _____ a home cinema. (go, buy)
- 7 Why weren't you here at 8.30? I only _____ at 8.00. At 8.30 I _____ breakfast! (get up, have)
- 8 How long did you spend in Ireland? We _____ there for a week. (stay)
- 9 Robert's really changed since he was a student. Yes, he _____ much longer hair then. (have)
- 10 Why did the police stop you? I don't know, I _____ very fast. (not drive)
- 11 When did you last go to London? I _____ the weekend there last month. (spend)
- 12 She used to play the piano when she was young. Why _____ she _____? (stop)
- 13 Your dad doesn't do much exercise, does he? No, he _____ football, but he _____ his leg two years ago. (play, break)
- 14 Were you good friends at university? Yes, we _____ the same flat for two years. (share)
- 15 Didn't you hear what I said? No, sorry, I _____ to the radio. (listen)

activation

b Cover the responses. Read the first part of the dialogues and remember the responses.

3B GRAMMAR prepositions

a Choose the correct preposition. Write the answers in the column on the right.

- 1  He ran the road and the park.
(opposite / across, into / onto) across into
- 2 I'm very interested painting, but I'm not very good it.
(in / on, for / at) _____
- 3 Don't worry the bill – I'll pay everything.
(about / for, to / for) _____
- 4  The train went the bridge and
the church. (under / through, past / along) _____
- 5 The receptionist asked me if I was waiting a taxi.
(to / -, for / about) _____
- 6 My sons are very different each other, but they never
argue anything. (from / of, about / with) _____
- 7  She came the bank and walked
the supermarket. (out / out of, along / towards) _____
- 8 You shouldn't be angry him. He's not responsible
 what happened. (for / with, for / to) _____
- 9  The cycle path goes the river and
 the car park. (over / up, round / through) _____
- 10 She's married a Frenchman and they're both
keen cooking. (to / with, on / for) _____
- 11 I'm tired applying jobs – I never get an interview.
(with / of, for / to) _____
- 12  They sat a bench a tree.
(in / on, under / down) _____
- 13 He was very rude me – I don't know what
he was so angry . (with / to, about / from) _____
- 14  I'm still the bus, but we're
nearly the bus stop. (on / into, in / at) _____
- 15 The professor talked his research, and then we
discussed our own work. (about / around, - / about) _____

activation

b Cover the column on the right and look at the sentences.
Read the sentences aloud with the correct prepositions.

4A GRAMMAR future forms

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

- A Mum! I've dropped my ice cream!
B It's OK, don't worry - **I'll get** / **I'm getting** you a new one!
- A I'm freezing!
B **Shall I turn on** / **Will I turn on** the heating?
- A Those clouds are coming this way.
B Yes, it looks as if **it rains** / **it's going to rain**.
- A Do you have any plans for this evening?
B Yes, **I'm going** / **I'll go** to the cinema with Mike.
- A We're going for a walk in the country tomorrow.
B **It'll probably rain.** / **It's probably raining.**
- 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.
- A Have you phoned for a taxi?
B Yes, **it comes** / **it's coming** in five minutes.
- A Who do you think **will win** / **is going to win** tomorrow's game?
B Italy, of course!
- A I think this house is getting too small.
B **Do you move** / **Are you going to move** somewhere bigger?
- A How about going abroad for our holiday this year?
B That sounds good! Where **shall we go** / **do we go**?
- 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!
- A Can I pick some strawberries?
B Not yet. They **won't be** / **are not going to be** ripe until next month.



activation

b With a partner, write two mini-dialogues, one with *will* and one with *going to*.

4B GRAMMAR first and second conditionals

a Complete the second sentence to mean the same as the first.

1 I think the trial period will go well, and then they'll offer me a permanent job.

They 'll offer me a permanent job if the trial period goes well.

2 I can't help you - I don't have time.

If I had time, I 'd help you.

3 He needs to work harder - then he'll pass his exams.

He will pass his exams unless he works harder.

4 I need a part-time job because I don't have any money.

If I had more money, I would a part-time job.

5 He doesn't have many skills, so he won't get promoted.

He will not promoted if he has more skills.

6 The sun might come out later, and we'll go to the pool.

If the sun comes later, we will to the pool.

7 I think you should try to get a new job.

If I ask you, I will to get a new job.

8 You'll need to have a good CV to get an interview.

You will not an interview unless you have a good CV.

9 She can't work in France because she doesn't speak French.

If she speaks French, she can in France.

10 My computer's so slow. The film is taking ages to download.

If my computer was so slow, the film would ages to download.



activation

b Complete the sentences so that they are true for you. Compare with a partner.

If the weather's good this weekend...

If my English improves a lot...

I'll be really happy if...

If I got a job in the UK...

I'd never forgive myself if...

If I had a year off...

5A GRAMMAR present perfect simple

a Make sentences / questions 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?

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?

5 A When / you / start learning the piano?

B Three years ago.

A you / play in any concerts?

B No, I'm not good enough yet.



6 A you / ever / be to the States?

B Yes, three times. What about you?

A We / just / come back from Florida.

7 A you / enjoy the concert on Saturday?

B we / not go / because our daughter / be ill.

A Oh no! Is she OK now?

B Yes, she / be much better since the weekend.

8 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 2009.

activation

b With a partner, write two mini-dialogues using the present perfect simple and the past simple.

5B GRAMMAR present perfect continuous

- a Complete the dialogues with the present continuous or present perfect continuous of the verb in brackets.



- 1 A Sorry I'm late! Have you been waiting long? (wait)
B Yes, I _____ here for nearly 20 minutes! (stand)



- 2 A And how long _____ you _____, madam? (stay)
B Two nights. I _____ on Friday. (leave)



- 3 A Why are you so dirty?
B We _____ Dad in the garden. (help)



- 4 A It looks beautiful outside.
B Yes, it _____ since we got up this morning. (snow)



- 5 A You look well!
B Yes, I _____ a lot of exercise at the moment. (do)



- 6 A How long _____ you _____? (sunbathe)
B Not long.



- 7 A Is Mike still in his room?
B Yes, he _____ computer games all afternoon. (play)



- 8 A Is that the TV I can hear?
B Yes, Mum. I _____ my homework all afternoon, and now I _____ the news. (do, watch)

activation

- b Cover the dialogues and look at the pictures. In pairs, try to remember the dialogues.

6A GRAMMAR obligation, necessity, prohibition, advice

- a Complete the second sentence with **one** word to mean the same as the first. Contractions (e.g. *can't*) count as one word.

- 1 She should sell her house. It's much too big for her.
She ought to sell her house.
- 2 Is it necessary to use a ladder? Can't you just stand on a chair?
Do you _____ to use a ladder?
- 3 I must remember to buy new light bulbs. I like to have some spares.
I _____ forget to buy new light bulbs.
- 4 You ought to be more careful. You've made ten spelling mistakes.
You _____ be so careless.
- 5 You can't mend it without a screwdriver. I'll go and get one.
You _____ to use a screwdriver to mend it.
- 6 It would be a good idea to buy rechargeable batteries. They're more eco-friendly.
You _____ buy rechargeable batteries.
- 7 You should eat less fast food. It's not good for you.
You _____ to eat so much fast food.
- 8 It's really important not to wash this jumper in the washing machine.
You _____ wash this jumper in the washing machine.
- 9 What time do you think I ought to arrive?
What time do you think I _____ arrive?
- 10 It's not necessary to use glue. Just use a piece of Sellotape™.
You _____ use glue.
- 11 I needn't go yet. It's still quite early.
I don't _____ to go yet.
- 12 You can't visit India without a visa. You'll have to apply for one.
You _____ have a visa to visit India.



activation

- b Complete the sentences so 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*

- a Complete the sentences with the correct form of *can* or *be able to*. Sometimes two answers are possible.



- 1 Will I be able to change this for a larger size if it's too small?
- 2 She _____ never find clothes that she likes.
- 3 I _____ do my homework last night. It was too difficult.
- 4 He _____ speak very good French – nobody seems to understand a word he's saying!
- 5 They _____ come to the conference because there weren't any flights.
- 6 _____ you tell me where the nearest supermarket is?
- 7 He used to _____ play tennis quite well, but he's hopeless now.
- 8 She needs to _____ swim if she wants to go sailing.
- 9 I love _____ buy everything I need in the local shops.
- 10 You _____ be tired – it's only 9.00!
- 11 I might _____ leave work early on Friday.
- 12 If I got a pay rise, I _____ afford a new laptop.
- 13 I spent hours looking for my wallet but I _____ find it.
- 14 The shoe shop didn't have her size, but she _____ find a pair online.
- 15 She's _____ ride a horse since she was six years old.

activation

- b Complete the sentences so 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...

7A GRAMMAR phrasal verbs

a Complete the sentences with the correct form of a phrasal verb and a noun phrase.

switch off get on with take away look for
~~give out~~ put up turn up take out
 look after throw away

this lettuce certificates my glasses your mobile
 his sister my old cooker her husband
 the children the new curtains the volume



1 The teacher gave out certificates at the end of the course.



2 Her parents _____ every Saturday.



3 Can you help me to _____?



4 The dustmen refused to _____.



5 She _____ for dinner to celebrate her promotion.



6 We _____ at the weekend.



7 Can you _____ a bit?



8 I think we should _____.



9 He doesn't _____ very well.



10 I'm not starting till you _____!

b Replace the nouns in a with pronouns. Change the word order if necessary.

1 gave them out

6 _____

2 _____

7 _____

3 _____

8 _____

4 _____

9 _____

5 _____

10 _____

activation

c Write sentences with the phrasal verbs that are true for you. Compare with a partner.

get on with (somebody)

switch (something) off

take (somebody) out

throw (something) away

look after (somebody / something)

give (something) back

7B GRAMMAR verb patterns

- a Complete the sentences with the correct form of the verbs.

stay sleep pay find

Last summer I went to Venice. The train arrived after midnight, so I decided ¹ to sleep in the station. But a policeman said I wasn't allowed ² _____ there overnight, and told me ³ _____ a hotel. I ended up ⁴ _____ 120 euros for an expensive room.



not take turn off not have ring

I went to a concert last week, and I forgot ⁵ _____ my mobile. It rang during the concert, and it went on ⁶ _____ for about 15 seconds – I couldn't find it in my bag. It was very embarrassing. My husband made me promise ⁷ _____ my phone to concerts anymore, but it's really hard because I hate ⁸ _____ it with me!



listen check in go change

My brother was going skiing last month, but at the airport they wouldn't let him ⁹ _____ his skis because it was a low-cost flight. He spent an hour trying to persuade them ¹⁰ _____ their minds, and at first they refused ¹¹ _____, but in the end they allowed him ¹² _____ on a later flight with his skis.



not charge eat not expect have say

The other day I went to a restaurant where I normally really enjoy ¹³ _____. I was looking forward to ¹⁴ _____ a steak, but it was completely overcooked. The waitress kept on ¹⁵ _____ it was OK, but at last she agreed ¹⁶ _____ me for it. I told her ¹⁷ _____ a tip!



give up study do go out get

When I left university I got a job, but my best friend wanted ¹⁸ _____ another degree. I said she might ¹⁹ _____ tired of being a student, but she didn't listen to me. She didn't have much money so she couldn't afford ²⁰ _____ very much. After three months, she decided ²¹ _____ ²² _____ and look for a job!



activation

- b Cover the paragraphs and look at the pictures. Practise telling the stories in pairs.

8A GRAMMAR *have something done*

a 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 _____.

3



take / their photograph

They _____.

4



dry / her hair

She _____.

5



paint / the front door

He _____.

6



put up / some shelves

She _____.

7



repair / his glasses

He _____.

8



replace / the tyres

She _____.

9



wash / their clothes

They _____.

10



cut / her fringe

She _____.

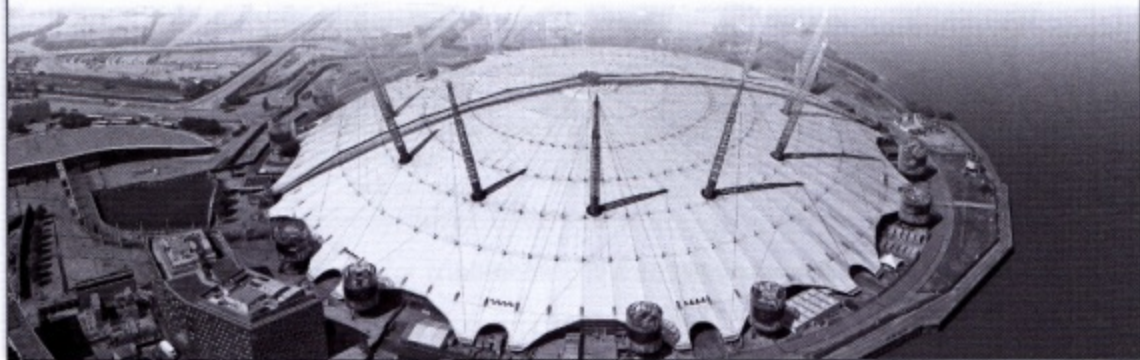
activation

b Cover the sentences. Look at the pictures and remember the sentences.

8B GRAMMAR the passive

- a Complete the paragraphs with the correct form of the verbs in brackets, active or passive.

The O2 Arena ¹ *was built* (build) in 1999. It ² _____ originally _____ (call) the Millennium Dome, and it ³ _____ (open) its doors for the first time on 31st December 1999. It ⁴ _____ (design) by Richard Rogers, who also ⁵ _____ (work) on the Pompidou Centre in Paris. In 2000 a special exhibition, the Millennium Experience, ⁶ _____ (hold) in the Dome, and it ⁷ _____ (visit) by 6.5 million people. In 2005 the Dome ⁸ _____ (redevelop) as an entertainment venue, with restaurants, clubs, and bars, and the building ⁹ _____ (rename). Since then it ¹⁰ _____ (use) for concerts and sporting events, including basketball and gymnastics at the 2012 London Olympics. New events ¹¹ _____ (plan) all the time. The structure should last about 25 years, so it ¹² _____ probably _____ (take down) in around 2025.



The Cloisters ¹³ _____ (be) part of the Metropolitan Museum of Art in New York since the 1930s. It ¹⁴ _____ (use) to exhibit art and architecture from mediaeval Europe, and the collection ¹⁵ _____ (contain) about 2,000 works of art. Between 1934 and 1938 parts of five churches in Spain and France ¹⁶ _____ (transport) across the Atlantic. Then these ¹⁷ _____ (rebuild) brick by brick. The website www.metmuseum.org/visit/visit-the-cloisters has information and maps which can ¹⁸ _____ (download). Entrance ¹⁹ _____ (cost) a recommended \$25 for adults. For group visits of more than ten people you ²⁰ _____ (need) to make an advance reservation.

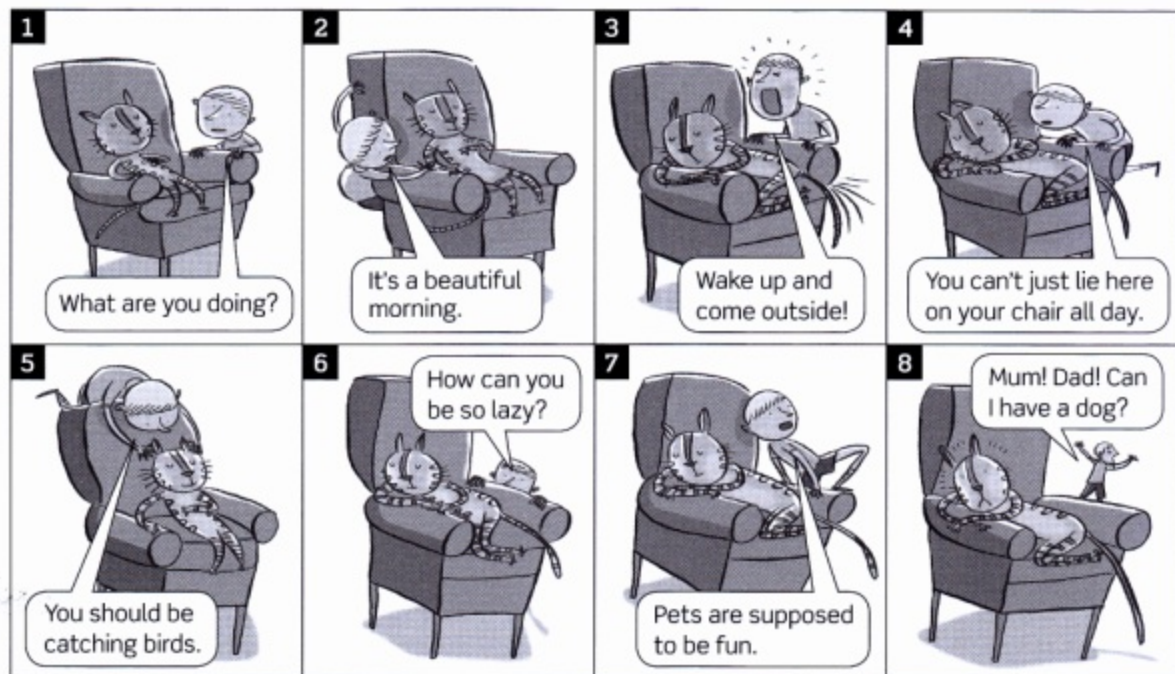


activation

- b Cover the texts. In pairs, what can you remember about each tourist attraction?

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 'Do you think the cat will like it?' They asked him _____.

6 'Let us think about it.' They told him _____.

activation

c 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 uses of the past perfect

- a Complete the sentences with the past simple or past perfect form of the verb in brackets. Write the answers in the column on the right.



- | | |
|---|-----------------|
| 1 She told me her parents <input type="text"/> married for 40 years. (be) | <u>had been</u> |
| 2 I thought we were going to miss the train, but luckily it <input type="text"/> . | _____ |
| (not leave) | _____ |
| 3 If I <input type="text"/> some money, I'd lend you some. (have) | _____ |
| 4 Nobody answered the phone because the office <input type="text"/> for the day. | _____ |
| (just close) | _____ |
| 5 I <input type="text"/> my phone yesterday, but I think it's OK. (drop) | _____ |
| 6 We would have been late for the wedding if we <input type="text"/> a taxi. (not take) | _____ |
| 7 Where is he? He <input type="text"/> he'd be late. (not say) | _____ |
| 8 He said he <input type="text"/> breakfast. (already have) | _____ |
| 9 If we <input type="text"/> our tickets sooner, they would have been cheaper. (buy) | _____ |
| 10 We <input type="text"/> our friends every weekend when we lived in Glasgow. (see) | _____ |
| 11 How long <input type="text"/> you <input type="text"/> him when he proposed to you? (know) | _____ |
| 12 She said she <input type="text"/> meat for over three years. (not eat) | _____ |
| 13 I would have gone home if you <input type="text"/> . (not turn up) | _____ |
| 14 I'd only get married if I <input type="text"/> someone I really liked. (meet) | _____ |
| 15 She told me she <input type="text"/> her phone twice before. (lose) | _____ |



activation

- b Cover the column on the right and look at the sentences. Read the sentences aloud with the correct verb form.

10A GRAMMAR *be, have, and do*: auxiliary and main verbs

- a Complete the dialogue with the correct form of *be, have, or do*. Use contractions where possible.



Nadia is an American student studying in the UK. She's talking to her boyfriend, Steve, who's in the US.

Nadia Hey Steve!

Steve Hi Nadia! I called this morning but you ¹ weren't there.

Nadia No, I ² _____ to go to an early lecture.

Steve So, how ³ _____ life?

Nadia Great! I'm ⁴ _____ a lot of research at the moment, but I'm ⁵ _____ a good time too. I ⁶ _____ made lots of friends here.

Steve That's good. ⁷ _____ your Master's going OK?

Nadia Well, I've decided to ⁸ _____ a PhD instead of a Master's, so I'll ⁹ _____ here for three years.

Steve Three years? That ¹⁰ _____ a long time.

Nadia True. But I ¹¹ _____ found a great place to live. It's a beautiful old cottage – it ¹² _____ built in the 16th century! We want to ¹³ _____ it redecorated before we move in.

Steve We? Who ¹⁴ _____ you sharing it with?

Nadia With Sara and Pete, two friends of mine. Sara ¹⁵ _____ know Pete, but I'm sure they'll get on. We're ¹⁶ _____ a housewarming party next month!

Steve A party? Great.

Nadia Yes, and ¹⁷ _____ I tell you that Pete wants to take me to Paris next weekend?

Steve No, you ¹⁸ _____. Shouldn't you ¹⁹ _____ studying? ²⁰ _____ you sure you ²¹ _____ enough time to go off travelling?

Nadia Oh yes – it ²² _____ take long to get there on the train.

Steve It sounds as if you're ²³ _____ lots of fun things. So, tell me more about Pete...

Nadia Wow, look at the time. I ²⁴ _____ to go now! Talk to you soon, and ²⁵ _____ worry about me! Bye!

activation

- b Practise the dialogue with a partner.

10B GRAMMAR revision of verb forms

Complete the sentences with the correct form of the verbs in brackets.

<p>present simple / present continuous (2A)</p> <p>1 We <i>'re thinking</i> about buying a new car. (think)</p> <p>2 _____ you often _____ your keys? (forget)</p> <p>3 I _____ for a run every evening. (go)</p> <p>4 He can't come to the phone - he _____ a shower. (have)</p>	<p>present perfect simple / past simple (5A)</p> <p>17 _____ you _____ windsurfing? (ever try)</p> <p>18 She _____ to Turkey three times last year. (go)</p> <p>19 _____ your brother _____ your email yesterday? (answer)</p> <p>20 I _____ here all day and I want to go home. (be)</p>
<p>past simple / past continuous / used to (3A)</p> <p>5 _____ you _____ when I phoned you? (drive)</p> <p>6 We _____ any TV last night. (not watch)</p> <p>7 She _____ swimming but now she goes every day. (not like)</p> <p>8 He _____ playing basketball when he lived in the States. (love)</p>	<p>present perfect continuous / present continuous (5B)</p> <p>21 We _____ for you since 7.00! (wait)</p> <p>22 Hi John! What _____ you _____ lately? (do)</p> <p>23 I _____ a really good book at the moment. (read)</p>
<p>will / shall / going to / present continuous (4A)</p> <p>9 Look, we're nearly out of petrol. I _____ at the next petrol station. (stop)</p> <p>10 I _____ at 7.30 tomorrow morning. (leave)</p> <p>11 What _____ you _____ when you finish university? (do)</p> <p>12 _____ I _____ you take the rubbish out? (help)</p>	<p>passives (8B)</p> <p>24 It's a very interesting film - it _____ on a true story. (base)</p> <p>25 Our house _____ at the moment. (decorate)</p> <p>26 We can drive over the bridge now - it _____. (reopen)</p> <p>27 When the battle ended, 200 soldiers _____. (kill)</p>
<p>first and second conditionals (4B)</p> <p>13 I _____ him the message if I see him after work. (give)</p> <p>14 If you _____ so much on clothes, you wouldn't have to borrow from your parents. (not spend)</p> <p>15 They _____ abroad if there were enough jobs at home. (not go)</p> <p>16 If she _____ the next game, she'll be Wimbledon champion. (win)</p>	<p>past perfect / past simple (9B)</p> <p>28 I didn't eat anything because I _____ lunch already. (have)</p> <p>29 The police officer asked her whether she _____ the suspect. (know)</p> <p>30 If we _____ our camera, we'd have taken lots of photos. (bring)</p>

24-30 Excellent. You can use different verb forms very well.

16-23 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.

Then ask your teacher for another photocopy and do the exercise again at home.

Communicative activity instructions

Tips for using Communicative activities

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one copy 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 sheet.
- If your class doesn't divide neatly into pairs or groups, get two Sts to share one role, or get one student to monitor, help, and correct.

Extra idea

- 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.

1A Talk for a minute

A group board game

Sts move around the board and revise pronouns. Copy one sheet per group of 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 'Glee'. 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 and give each group a copy of the board game and a dice.

Tip

- 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 3 for tails.
- Explain the rules of the game. Focus on 'START'. Sts throw a dice and move the corresponding number of circles on the board. When they land on a circle, they must talk for one minute about the topic. They must try and use correct pronouns wherever possible. Refer to the example on the game board (*The best cook I know is **my** mum...*) to show how Sts should use the right pronouns as they speak. If the other students hear the speaker use a pronoun wrongly they should try to correct it.
- Sts play the game in their groups. Monitor and correct any mistakes with pronouns. The game ends when someone reaches 'FINISH'.
- Get feedback on some of the more interesting answers.

1B Good, better, best

A pairwork questionnaire

Sts revise comparatives and superlatives by completing a questionnaire and then asking and answering the questions. Copy one sheet per pair and cut into A and B.

Language

comparatives and superlatives

*When you feel stressed, what do you do to feel calmer?
The most annoying website I've ever used is Ryanair.*

- Put Sts in pairs and give out the sheets.
- Focus on **a**. Tell Sts to complete each question with a comparative or superlative of the adjective / adverb in brackets.
- Check answers. You could copy the key onto the board, so that Sts don't hear each other's questions yet.

A 1 more enjoyable 2 worst 3 most delicious 4 busier
5 oldest 6 bossier 7 best 8 laziest 9 younger
10 calmer 11 furthest 12 fitter

B 1 most beautiful 2 better 3 riskier 4 closer
5 unhealthiest 6 latest 7 more active
8 most annoying 9 greatest 10 most useful
11 safest 12 healthier

- Focus on **b**. Get Sts sitting face to face if possible to ask and answer the questions. They can either ask alternate questions, or **A** can interview **B** and they then swap roles. If there's time, they could return the questions, asking *What about you?*

2A Ask me a question

A pairwork speaking activity

Sts revise present simple and present continuous. Copy one sheet per student.

Language

present simple for habits / states / timetables

present continuous for present / future

How often do you go to the dentist's?

Why exactly are you learning English?

- Put Sts into pairs and give out the sheets.
- 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 verb in brackets.
- Check answers.

2 do / think 3 are / learning 4 are / doing
5 Does / speak 6 do / need 7 Are / thinking
8 does / finish 9 Is / looking 10 Are / going
11 Do / prefer 12 does / look 13 are / reading
14 are / doing 15 do / belong 16 does / get
17 Do / know, is getting 18 Are / saving
19 does / start / finish 20 are / seeing 21 do / use
22 is cooking

- Focus on **b**. Tell Sts to choose six questions each from the sheet that they would like to ask their partner.
- Sts sit face to face and 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 and reply with *What about you?* Monitor and help where necessary.

Extra idea

- Fast finishers could ask more questions from the sheet.
- When Sts have finished the questions, get feedback from the class about some of their answers.

2B Spot the difference

A pairwork information gap activity

Sts describe their pictures to each other and find ten differences between them.

Copy one sheet per pair and cut into **A** and **B**.

Language

possessives / present continuous
The man is walking into the travel agent's.
The fourth shop is closing down.

- Put Sts in pairs, ideally face to face, and give out the sheets. Make sure Sts can't see each other's sheets. Ask them to fold the picture in half top to bottom along the fold line, and open it out again so that the fold line is visible.
- Explain that they both have the same picture, but it has been changed so that there are ten differences. They have to find the differences.
- Student **A** begins by describing the right hand side of the picture, and **B** listens to find differences. Then **B** describes the left hand side of the picture. They should ask their partner questions if necessary.
- When they have found the differences they can show each other the pictures to check.
- Check the differences with the class, correcting any mistakes with vocabulary, present continuous, and possessives.

- 1 A The name of the street is Mitcham High Street.
B The name of the street is Hitchin High Street.
- 2 A The woman at the bus stop is on the right, facing left.
B The woman at the bus stop is on the left, facing right.
- 3 A The first shop is a travel agent's.
B The first shop is an estate agent's.
- 4 A The man is walking into the travel agent's.
B The man is walking out of the estate agent's.
- 5 A The sign in the pound shop window says 'Our prices are cheaper than anyone else's'.
B The sign in the pound shop window says 'You'll never find prices cheaper than ours'.
- 6 A The woman is reading the notice in the baker's window.
B The woman is walking past the baker's window and she's ignoring the notice.
- 7 A The fourth shop is closing down.
B The fourth shop is opening up.

- 8 A The woman at the market stall is giving apples to the greengrocer to be weighed.
B The woman at the market stall is choosing a bunch of bananas.
- 9 A The other market stall has no customers.
B The other market stall has one customer.
- 10 A The number on the bus stop is 47.
B The number on the bus stop is 43.

3A When you were younger

A pairwork speaking activity

Sts complete some prompts and then use the information to talk about their past using past simple / continuous / *used to*. Copy one sheet per student.

Language

past simple, past continuous, *used to*
The first day I went to primary school, I cried.
One day, my friend and I were copying in a maths exam and the teacher saw us.
I used to love eating crisps.

- Put Sts in pairs, **A** and **B**, and give out the sheets. Sit Sts so that they can't see each other's sheets.
- Focus on **a**. Go through the phrases in the circles and make sure Sts know what they have to do. Demonstrate by giving some personal examples, e.g. some food you used to love eating – *crisps*, some clothes you used to hate wearing – *red shoes*.
- Give Sts time to work individually and think of something for at least three circles. Monitor and help.
- Now focus on **b** and on the example. Tell Sts to use what they have written in the circles and take turns to tell their partner about their past. Again, demonstrate the activity yourself and give more information.
- Remind Sts to use *used to* to express habits, and the past simple / continuous to talk about events.
- Sts work in pairs to talk about their past. Remind them to always ask for more information.
- When Sts have finished, get some feedback from the class.

3B What's the preposition?

A pairwork fluency activity

Sts revise prepositions by asking and answering questions. Copy one sheet per student.

Language

dependent prepositions (*afraid of, depend on, etc.*),
 prepositions of place and movement (*in, over, etc.*)

- Put Sts into pairs. Focus on **a**. Sts look at the circles and the questions. Tell them that the preposition is missing from each question. The missing preposition is the same one for all the questions in that circle. Sts write the missing preposition in the space provided in each circle. Make sure that Sts are not completing each individual sentence with the preposition.
- Sts compare before checking answers as a class.

Circle 2: on Circle 3: at Circle 4: to Circle 5: in
 Circle 6: about Circle 7: with Circle 8: for

- Focus on **b**. Tell Sts that one student should choose a circle and ask his / her 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, and the other student chooses a different circle 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 How green are you?

A quiz and free-speaking activity

Sts read some questions related to green issues and choose an answer. Copy one sheet per student and cut into two pieces: the quiz and the scores.

Language

rubbish, recycling, the environment
I usually switch off electrical appliances when I'm not using them.
I never recycle glass or plastic.

- Tell Sts that they are going to answer some questions and that at the end of the activity, they'll find out how 'green' they are.
- Put Sts in pairs, **A** and **B**, ideally facing each other, and give out the quiz sheets (but not the answers). Give Sts time to read the questions. Pre-teach any vocabulary you think Sts will have problems with, e.g. *issues*, *exploit*, etc.
- Now tell Sts to circle their answers.
- When Sts have finished, get them to compare their answers and explain them, giving reasons or examples. You could demonstrate yourself by answering the first three questions.
- When Sts have finished, give out the scores sheet. Sts work out their scores.
- Get some quick feedback from pairs to find out 'who's the greenest'.

4B Job interviews

Two roleplays

Sts revise the topic of the lesson by taking the parts of interviewer / interviewee in two different roleplays. Copy one pair of sheets (**A** and **B**) per pair.

Language

study and work
How many languages do you speak?
Do I have to work at the weekend?

- Put Sts in pairs, ideally facing each other, and give out the sheets. Make sure Sts can't see each other's sheets. If you have odd numbers, make one pair a three and have two **As** (or take part in the roleplay yourself).
- Give Sts time to read the instructions for Roleplay 1. Sts should think about their role and what they are going to say. Encourage the interviewers and interviewees 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 the **Bs** to begin the conversation. Give Sts time to act out the roleplay. Monitor and note down anything you might want to draw their attention to afterwards.
- Repeat the process for Roleplay 2. Tell the **As** to begin the conversation. Remind the **Bs** that Sam can be a man's name (Samuel) or a woman's name (Samantha).
- Get feedback from some pairs on what the outcome of the interviewer / interviewee conversation was.

5A Soap opera

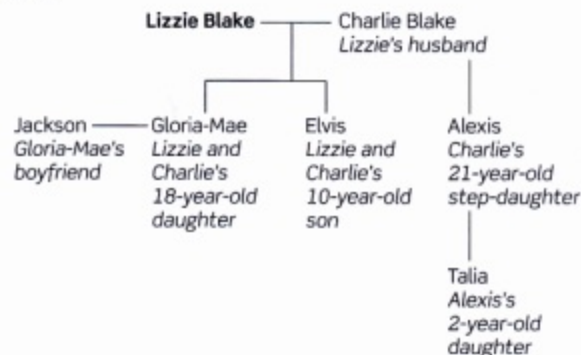
A group writing activity

Sts work in groups to write the plot for an episode of a soap opera. Copy one sheet per student.

Language

dramatic present for describing a plot, suggesting / agreeing / disagreeing
Why don't we...?
I agree / don't agree.
That's a good idea!

- Put Sts in small groups of three or four and give out one sheet to each student.
- Explain that Sts are going to write the plot for a pilot episode of a soap opera. Focus on the characters. Give them a few minutes to look at the pictures and read the information.
- Focus on **a**. Explain to Sts that they are going to check they understand the relationships between the characters. Sts work individually and draw a family tree.



- When Sts have finished, they can compare their tree with the other members of their group. Check answers by drawing the family tree on the board to ensure that Sts have the right model.
- Focus on **b**. Make sure that Sts understand the word 'pilot'. Explain that Sts 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. Remind Sts to use the present tense to describe the plot.
- Sts work in groups and discuss their ideas. Monitor and help.

- Focus on **c**. Get each group to appoint a secretary to make notes of the plot outline.
- 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 more 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 ask each other to explain the information. Copy and cut up one pair of sheets (A and B) per pair.

Language

present perfect continuous

Why did you write 'tired' in triangle 2?

Because it's how I've been feeling this week.

- Put Sts in pairs and give each student the instructions (A or B) 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 them to turn it over.
- Now get Sts to swap 'shapes' charts. Demonstrate the activity by taking a chart from a student and asking him / her *Why did you write...?* Ask follow-up questions to continue the conversation.
- Sts now do the activity in pairs. Make it clear to them that they had different instructions, and stress that they can ask about the information in any order. Monitor and help where necessary. Stop the activity when most Sts have asked about all their partner's information.

Extra idea

- While Sts are doing the activity, monitor and make notes on any mistakes they are making with the use of the present perfect continuous. Use these as a whole-class error correction activity by writing some of the mistakes on the board and asking Sts to correct them in pairs.

6A Strange but true?

A pairwork speaking activity

Sts read about some tips related to the home, beauty, and health and decide whether the advice is true or not. Copy one sheet per student.

Language

verbs of obligation, necessity, prohibition, advice
exchanging opinions

You have to use a plastic bag.

You mustn't pull out grey hairs.

What do you think? Do you agree? Why not?

- Put Sts in pairs and give out the sheets. Focus on **a**. Tell Sts to work individually, read the tips, and decide which tips they think are true and which are false.
- Focus on **b**. Set a time limit, e.g. ten minutes, for pairs to discuss each tip one by one and decide if it is true or false. Encourage Sts to give reasons for their answers where possible.

Extra support

- You may like to write on the board some examples of language for responding to suggestions, e.g. *Yes, that really works. | I suppose that might work. | I wouldn't want to try that.*
- Check answers and see if any pair correctly identified all the true tips.

In the house

1 T 2 F: Use sugar, not salt. 3 T 4 T: Make sure that part of the bread is outside your mouth while you're chewing – it soaks up the onion fumes. 5 T

Beauty

1 T: Toothpaste contains menthol, antibacterial agents, and detergents. 2 T: People are often nervous before an operation, which means they perspire excessively. For some people, this perspiration discolours dyed hair. 3 F: Only one hair will grow back. 4 F: Spots aren't caused by diet, but by hormones. 5 F

Health and fitness

1 F: It's true if you'd prefer a boy. 2 T 3 T: The blood your body needs to digest food has no effect on the muscles you need to swim. 4 T 5 F: Colds are caused by a virus.

- Ask Sts if they have already tried any of these tips and which ones they're going to try in the future. Do Sts have any similar tips to share with the class?

6B What's the problem?

Two roleplays

Sts revise the topic of the lesson by taking the parts of waiter / customer and shop assistant / customer. Copy one pair of sheets (A and B) per pair.

Language

at a restaurant, in a shop
Do you have a booking?
I'd like a refund, please.

- Put Sts in pairs, ideally facing each other, and give out the sheets. Make sure Sts can't see each other's sheets. If you have odd numbers, make one pair a three and have two As (or take part in the roleplay yourself).
- Give Sts time to read the instructions for Roleplay 1. Sts should think about their role and what they are going to say. 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 the As to begin the conversation. Give Sts time to act out the roleplay. Monitor and note down anything you might want to draw their attention to afterwards.
- Repeat the process for Roleplay 2. Tell the Bs 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.

7A Talking of money...

A pairwork speaking activity

Sts complete questions with particles (prepositions or adverbs) and then ask each other the questions. Copy one sheet per student.

Language

phrasal verbs
I used to look after my neighbour's children.
I wouldn't give away any money because...

- Put Sts in pairs and give out the sheets. Tell Sts they have ten minutes to complete the questions individually with the correct particle (a preposition or an adverb). Explain that Sts should write the particle in the column on the right (not in the sentences).
- Check answers.
2 out 3 away 4 back 5 away 6 out 7 for 8 up
9 after 10 down 11 for 12 back 13 down 14 on
15 away 16 back 17 up 18 back
- Tell Sts to fold their sheet down the 'Fold' line, so that they can't see the particles in the right hand column. Explain that they have to remember the correct particles. Sts choose six questions each from the sheet that they would like to ask their partner.

- Sts sit face to face and 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 sheet.
- When Sts have finished the questions, get feedback from the class on some of the more interesting answers.

7B What I think about you

A pairwork activity

Sts complete sentences using a gerund or an infinitive and then guess real information about their partner. Copy one sheet per pair and cut into A and B.

Language

gerund (verb + -ing) or infinitive with to
I think that what you most enjoy about studying English is the grammar.
I think that if you wanted to buy a pet you'd get a cat.
Yes, that's right! / No, that's wrong!

- Demonstrate the activity by writing on the board:
I think that a food you love _____ (eat) is...
- First get Sts to complete the sentence using the correct form of the verb (love + gerund = eating). Then tell them to think about you and finish the sentence by guessing the food you love. Elicit answers. Tell the class if any of them guessed right.
- Put Sts in pairs, A and B, and give out the sheets. Make sure they can't see each other's sheets.
- Focus on a. Tell Sts to put the verbs in brackets in the correct form. Check answers to the verb forms, first A and then Bs.
A 1 doing 2 to buy 3 to do 4 studying 5 to be
6 to learn 7 to take 8 reading 9 eating
10 working / studying
B 1 watching 2 to buy 3 to go 4 doing 5 having
6 to buy 7 to make 8 going 9 to meet 10 living
- Focus on b. Tell Sts to finish each sentence by guessing what their partner will say.
- When Sts have finished, focus on c. They take turns to read their completed sentences to their partner, who tells them if they have guessed correctly or not. Encourage Sts to give an explanation if the guess is wrong.
- Get feedback from several pairs and find out who in the pair had more correct guesses.

8A Spot the difference

A pairwork information gap activity

Sts describe their pictures to each other and find 12 differences between them.

Copy one sheet per pair and cut into A and B.

Language

keeping fit, beauty treatments, at the hairdresser's / barber's

present continuous, *have something done*

A man is lifting weights.

In my picture, the woman is having her hair dyed.

- Put Sts in pairs, ideally face to face, and give out the sheets. Make sure Sts can't see each other's sheets.
- Explain that they both have the same picture of two places, but it has been changed so that there are 12 differences. They have to find the differences.
- Student **A** begins by describing the gym picture, and **B** listens to find differences. Then **B** describes the beauty salon. They should ask their partner questions if necessary. Stress that Sts need to say what the people are doing / having done, and describe the people.
- When they have found the differences they can show each other the pictures to check.
- Check the differences with the class, correcting any mistakes with vocabulary, present continuous, and *have something done*.

The gym

- A The woman's hair is in **plaits**.
B The woman's hair is in a **ponytail**.
- A The woman is on a **cross-trainer**.
B The woman is on a **treadmill**.
- A The man lifting weights is **weak**.
B The man lifting weights is **strong**.
- A The weights the man is lifting are **2kg**.
B The weights the man is lifting are **10kg**.
- A The woman doing Pilates is on a **yoga mat**.
B The woman is doing Pilates but there's no **yoga mat**.
- A The woman on the right is stretching by pulling her **right arm towards the left over her head**.
B The woman on the right is stretching by touching her **toes**.

The beauty salon

- A The woman is **having a manicure**.
B The woman is **having a pedicure**.
- A The woman is **having her hair curled**.
B The woman is **having her hair straightened**.
- A The beautician has long straight hair with a **fringe**.
B The beautician has long straight hair **without a fringe**.
- A The man is **having his legs waxed**.
B The man is **having a massage**.
- A The man looks **unhappy and in pain**.
B The man looks **happy and relaxed**.
- A The woman on the right is **having her hair cut**.
B The woman on the right is **having her hair dyed**.

8B 20th century quiz

A pairwork quiz

Sts revise active / passive verb forms by completing questions in a quiz. Copy one sheet per student.

Language

passive and active in question forms

Why did the British royal family change its name in 1917?

What name is the US president's plane known by?

- Put Sts in pairs. Give out the sheets. Focus on **a**. Tell Sts to complete the questions using the verb in brackets in the correct form (present or past simple, active or passive). Tell them not to try and answer or discuss the answers at this stage.
- Check answers and correct question formation.

1 were / killed 2 ordered 3 was given 4 is / given
5 was assassinated 6 were / used 7 did / change
8 is / known 9 wrote 10 was banned 11 were / allowed
12 started 13 was attacked 14 was / made
15 is thought 16 was / murdered 17 appeared
18 was / built 19 sent 20 were / installed

- Now focus on **b**. Set a time limit, e.g. ten minutes, for Sts to choose and discuss the right answers with their partner.
- Monitor and help with vocabulary where necessary but don't tell Sts the answers. If they don't know, they should guess.
- Get feedback, and tell Sts the right answers. Check scores to see which pair is the winner.

1 c 2 a 3 b 4 c 5 c 6 b 7 a 8 b 9 b 10 c 11 a
12 a 13 b 14 a 15 c 16 a 17 c 18 c 19 c 20 a

9A Find the pair

A group card game

Sts revise reported speech by playing a card game in small groups. Copy and cut up one sheet per group.

Language

direct speech / reported speech

'Do you like your present?'

She asked me if I liked my present.

- Put Sts into groups of four and give each group a set of cards divided into the 12 large and 12 small rectangles. This activity can also be played in pairs.
- Show Sts how to play the game. Point out that there are two types of card (two different shapes). Shuffle the cards and arrange them face down on your table in the two groups, the sentences in direct speech (small rectangles) on the right and the sentences in reported speech (large rectangles) on the left. Ask a student to turn over a direct speech card. Ask him / her to read out what it says (e.g. *'Do you like your present?'*). Then ask the student to say the sentence in reported speech using the **bold** cue provided on the card (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 he / she finds the corresponding sentence, he / she keeps the card and has another turn. If not, he / she must put the card back in the place where it was, 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.
 - Sts must watch what cards other Sts turn over and try to remember where the cards are.
- Monitor and ensure that Sts are doing the exercise correctly throughout. Stop after a student has won, or after, e.g. ten minutes.
- Get feedback from each group (or pair) to find out who has won / got the most pairs.

Non-cut alternative

- Copy one sheet per pair and cut into two sections down the centre line to make one direct speech sheet and one reported speech sheet. Put Sts in pairs and give out the direct speech sheets. Sts take turns to read the direct speech and to try to say / write the reported speech using the cues in **bold**. When Sts have finished, give out the reported speech sheet and check answers. Get feedback from each pair to find out who got most right answers.

9B What had happened?

A group writing activity

Sts revise the past perfect by writing group stories. Copy and cut up one sheet per group.

Language

Past perfect

I didn't recognize Jonathan because he had grown a beard.

When Sheila opened the door, she immediately saw that someone had cleaned her house.

- Put Sts into groups of four. Give each group a set of cards, face down.
- Explain that Sts are going to write some short stories. Tell each student to take a card. Set a time limit, e.g. one minute, 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 student on their left. Now tell Sts to read the first sentence of their story and add a second sentence. Monitor and check Sts are using tenses correctly.
- Repeat for the third sentence. When the 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 time, get Sts to repeat with the remaining four cards.
- Finally get each group to read out their best stories to the class. You could have a class vote on the best stories.

10A What's the question?

A pairwork speaking activity

Sts complete questions with forms of *do / have / be* as auxiliary and main verbs, and then ask each other the questions. Copy one sheet per student.

Language

forms of *do / have / be*

Do you have the same password for everything?

What was the last thing you bought online?

- Put Sts in pairs and give out the sheets. Tell Sts they have ten minutes to complete the questions individually with the correct form of *do, have, or be*. Remind them that sometimes two parts are necessary. Explain that Sts should write the verbs in the column on the right (not in the sentences).
- Check answers.

2 were	3 have, been	4 Are, do	5 Have, been
6 Do, have, do	7 Have	8 did, do	9 were, doing
10 do, do	11 Is, be	12 was	13 Have, been, were
14 are, doing	15 have, been	16 are, done	17 did, were
18 did, have	19 's, has	20 was, had	
- Tell Sts to fold their sheet down the 'Fold' line, so that they can't see the verb forms in the right hand column. Explain that they have to remember the correct verb forms. Sts choose six questions each from the sheet that they would like to ask their partner.

- Sts sit face to face and 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 verb forms.

Extra idea

- Fast finishers could ask more questions from the sheet.
- When Sts have finished the questions, get feedback from the class on some of the more interesting answers.

10B Speaking exam

A pairwork photo description and discussion

Sts roleplay examiner and examinee and ask each other questions. Copy one sheet per pair and cut into A and B.

Language

Answering personal information, describing photos, a discussion

My surname's Gonzalez.

In my photo there's a...

I like eating pasta. How about you?

- Put Sts in pairs, face to face if possible, and give out the sheets. You could explain that the activity they are going to do is similar to the PET exam.
- Focus on **1**. **A** asks **B** the five questions. Remind **B** to give as much information as he / she can. Set a time limit, e.g. three minutes. Then Sts swap.
- Focus on **2**. **B** asks **A** to describe his / her photo. **B** listens. Set a time limit, e.g. two minutes. Then Sts swap.
- Focus on **3**. Both Sts interact by discussing the topics. Set a time limit, e.g. five minutes. Remind them to ask questions.

Extra idea

- Monitor for any grammar or vocabulary mistakes during the activity. Use the mistakes 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*!

START

1

the best cook you know

2

a TV series you love

3

your parents

4

a favourite relative

Have another go!

8

one of your best friends

7

the first live group you ever saw

6

your favourite month / season

5

a female singer you think is good

Have another go!

9

a town or city you really like

10

animals / insects you're afraid of

11

a favourite school teacher

12

a sport you play or like watching

Have another go!

15

an actor you like

14

a computer game or app you use a lot

13

your first English teacher

FINISH

16

a piece of music that you're listening to a lot at the moment

1B COMMUNICATIVE Good, better, best

Student A

- a Complete the questions with a comparative or superlative of the adjective in brackets.

- 1 Do you think that a family holiday is _____ than one with your friends? (enjoyable)
- 2 Who's the _____-looking celebrity in your country? (bad)
- 3 What's the _____ meal you've had recently? (delicious)
- 4 Are you _____ during the week or at weekends? (busy)
- 5 Who's the _____ person you know? (old)
- 6 In general, do you think women are _____ than men? (bossy)
- 7 What's the _____ holiday you've ever had? (good)
- 8 Who's the _____ person in your family? (lazy)
- 9 How often do you see the friends you had when you were _____? (young)
- 10 When you feel stressed, what do you do to feel _____? (calm)
- 11 What's the _____ you've ever travelled? (far)
- 12 If you want to get _____ than you are now, what should you do? (fit)



- b Ask B your questions. Ask for more information.

Student B

- a Complete the questions with a comparative or superlative of the adjective in brackets.

- 1 What's the _____ country you've ever visited? (beautiful)
- 2 What do you think is _____ for you – restaurant food or home-cooked food? (good)
- 3 Do you think buying something online is _____ than buying it from a shop? (risky)
- 4 Who are you _____ to, your mother or your father? (close)
- 5 What's the _____ thing about your lifestyle? (unhealthy)
- 6 How important is it to you to have the _____ gadgets? (late)
- 7 Are you _____ in the mornings or in the evenings? (active)
- 8 What's the _____ website you've ever used? (annoying)
- 9 Who's your country's _____ sports person? (great)
- 10 Apart from English, what would be the _____ language for you to learn? (useful)
- 11 What do you think is the _____ form of transport? (safe)
- 12 Do you think vegetarians are _____ than people who eat meat? (healthy)



- b Ask A your questions. Ask for more information.

2A COMMUNICATIVE Ask me a question

- a Complete the questions with the present simple or continuous of the verb in brackets.
- b Choose six questions to ask your partner.

- 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 What _____ you _____ after today's class? (do)
- 5 _____ anybody in your family _____ a foreign language really well? (speak)
- 6 What important things _____ you _____ to do before the weekend? (need)
- 7 _____ you _____ of doing any official English exams in the near future? (think)
- 8 When _____ this course _____? (finish)
- 9 _____ anyone you know _____ for a job at the moment? (look)
- 10 _____ you _____ away this weekend? (go)
- 11 _____ you usually _____ seeing films which are dubbed or subtitled? (prefer)
- 12 What _____ your best friend _____ like? (look)
- 13 What book _____ you _____ at the moment? (read)
- 14 What _____ you _____ this Saturday night? (do)
- 15 What clubs, organizations, or charities _____ you _____ to? (belong)
- 16 How often _____ your family _____ together? (get)
- 17 _____ you _____ anybody who _____ married soon? (know, get)
- 18 _____ you _____ to buy anything at the moment? (save)
- 19 What time _____ this class _____ and _____? (start, finish)
- 20 When _____ you next _____ your best friend? (see)
- 21 What kind of things _____ you _____ your phone for? (use)
- 22 Who _____ tonight in your house? (cook)



3A COMMUNICATIVE When you were younger

- a Tick three circles in each group that you can talk about. Write something in each circle.
- b Compare the circles you've ticked with a partner. Take turns to tell each other about them.

Past habits

I'm going to tell you about some clothes I used to hate wearing...

some food you used to love eating

some clothes you used to hate wearing

a TV programme you used to love watching

a bad habit you used to have

someone who used to be a good friend who isn't anymore

what you used to want to be when you were little

a computer game you used to play a lot



Past events

a time when you were ill / hurt yourself

a memorable celebration you once had

an embarrassing situation you once had at school

a childhood holiday you always remember

the first live concert you ever went to

your first day at a new school

the first time you spent a few nights away from home

3B COMMUNICATIVE What's the preposition?

- a Look at the questions. Write the missing preposition for each circle.
- b Take turns to choose a group of questions to ask a partner.

of

1

- If you had to speak in front of a large audience, how would you feel?
- Do you know anyone who has a phobia, or is really afraid of something?
- When was the last time you felt proud of something you had done?
- What food and drink remind you of your childhood?

2

- Who can you rely on when you have a problem? Can they rely on you too?
- What do you always have on your desk at home?
- Would you prefer to live in a flat on the top floor or on the ground floor?
- Which gadgets do you completely depend on in your everyday life?

3

- What sport or activity would you like to be really good at?
- Why do you think some people are bad at learning languages?
- If someone arrives at a concert / film late, should they be let in?
- Do you like telling jokes? Do people laugh at the jokes you tell?

4

- What sports clubs or organizations do / did you belong to?
- What kinds of things do you object to people doing a) on a plane, b) at the cinema?
- What two things are you most looking forward to this year?
- What advantages or disadvantages are there to being married to someone from another country?

5

- What period of history are you most interested in?
- Have you (or has anyone you know) ever succeeded in passing a difficult exam?
- When you arrive in a new city / country, what's the first thing you usually try to find out?
- Do you often waste time looking for things in your bag?

6

- What are some of the typical things couples argue about?
- What would you warn visitors about before they visit your city / country?
- When was the last time you felt angry about something a friend did to you?
- When you were younger, did you get excited about your birthday? How did you use to celebrate it?

7

- Do you feel pleased about your progress in English this term?
- Can people still be friends if they don't agree with each other about, e.g. politics?
- Is there anyone in your family that you are a bit fed up with at the moment?
- Have you ever been given a present that you were really disappointed about?

8

- How do you feel about waiting for people when they're late?
- Should a man pay for a woman on a first date?
- Are you (or is anyone you know) applying for a job / course at the moment?
- Who's responsible for doing the housework in your house?

4A COMMUNICATIVE How green are you?

- When you vote, how important to you are the parties' policies on the environment?**
 - Not important. It's something I never think about.
 - A bit. But I think that there are more important issues.
 - Very important. The environment affects everybody.
- Do you try and encourage your friends and family to be 'greener'?**
 - No, I have more important things to worry about!
 - Sometimes I remind them to recycle bottles or use less water.
 - All the time! It's our responsibility to protect our planet.
- Where do you buy your clothes?**
 - The shops which are the cheapest, e.g. Primark.
 - It depends. I try not to buy from companies that exploit their workers.
 - I buy most of my clothes in second-hand shops.
- How many of your light bulbs at home are energy-saving?**
 - None / Very few of them.
 - About half of them.
 - Most / All of them.
- How many cars does your family have?**
 - Two or more.
 - One.
 - We don't have a car. We walk, cycle, or use public transport.
- If you or your family have a car, what car is it?**
 - A 4x4 / a Hummer / a sports car.
 - A fuel-efficient car which uses unleaded petrol.
 - A hybrid or electric car.
- What cleaning products does your family use?**
 - Whatever is cheapest in the supermarket or the ones I think work best.
 - Eco-friendly products which protect the environment.
 - I make my own, e.g. with lemon, soda, and vinegar.
- How do you feel about organic food?**
 - I'm not sure what it actually is.
 - It's difficult to buy it, but I get it when I can.
 - It's the only food I buy, even though it's expensive.
- What did you have for lunch yesterday?**
 - Fast food or a takeaway, e.g. a pizza, hamburger, or sandwich.
 - A pre-packaged / ready-cooked meal.
 - A meal I cooked myself with natural ingredients.
- What's your attitude to packaging?**
 - I want it to look good and protect the product.
 - I think some packaging is necessary.
 - I try to avoid buying things with a lot of packaging.
- Do you try to save water?**
 - Never. It's not something I worry about.
 - I sometimes remember to turn off the water while I brush my teeth.
 - I'm very careful about water. I only have showers and I never leave the tap running.
- What do you do with books, clothes, and other things you don't need any longer?**
 - I throw them away.
 - I sell them on eBay or to friends.
 - I give them to charities.
- How much of your rubbish do you recycle?**
 - I can't be bothered to recycle. I throw everything into the same bin.
 - I separate my rubbish and take the glass to the bottle bank.
 - I'm very good at recycling glass, paper, and plastic.
- What's your attitude to travelling by plane?**
 - I love flying. It's my favourite form of transport.
 - I fly when necessary but I choose other forms of transport wherever possible.
 - I hardly ever fly because I know it's bad for the environment.
- When you go to the supermarket, how often do you take a shopping bag with you?**
 - I never remember.
 - I sometimes remember.
 - I always remember.



SCORES

Mostly a's You are a little selfish when it comes to the environment! Your actions have a negative impact on the world, so why not try and change a few things about your lifestyle? The planet will be a much better place if you do!

Mostly b's You're worried about the environment and the planet, so you try and do things to improve it. However, you could make more of an effort.

Mostly c's Congratulations. If only more people thought like you! Everything you do in life is directed at making the planet a better place to live. But don't be too forceful with your ideas. Think about how you can realistically and gently persuade others to be 'greener'.

4B COMMUNICATIVE Job interviews

Student A

Roleplay 1 You're unemployed. **B** is going to interview you.

You finished college last year and you've been looking for a job since you left. You're desperate! Today you have an interview at a hotel in London to work as a receptionist. It's the ideal job for you, as you studied Tourism. You don't have any experience, but you have lots of enthusiasm and energy (remember to show this at the interview). You want this job!

- Answer **B**'s questions about:
 - your studies.
 - your qualifications.
 - languages you speak.
- Ask **B** what exactly you have to do in the job, and about the hours. You don't mind working different shifts, but you don't really want to work at weekends as that's the only time when your partner is off and you can be together.
- Answer **B**'s questions about why you want the job and say why you think you'd be a good receptionist.
- Ask **B** when you will know if / when you have got the job.



Begin the roleplay. **B** will start the conversation.

Roleplay 2 You're a well-known musician and you're looking for a PA (Personal Assistant). **B** is the candidate you're going to interview.

You're doing the interviews yourself because you like to be in control! You're a very busy person. You've interviewed nine people and none of them are suitable. You're waiting for the last person to come (Sam Barker) for an interview and he / she is already 20 minutes late. Just as you're getting ready to leave, there's a knock on the door. It's **B** (Sam Barker).

- Greet **B** and listen to the excuse.
- Ask **B** what he / she had to do in his / her last job. Do the answers match what you're looking for?
- Ask **B** about his / her family. You need to see if **B** has the flexibility to travel (but don't tell him / her about it yet).
- Answer **B**'s questions about what the job involves.
- If you like **B**, decide if it would be possible to offer him / her the job. You are desperate for a new PA and you didn't like any of the other candidates.

What you are looking for in a PA

Ideally you want someone to:

- organize your meetings, tours, and interviews with the media
- answer your fan mail

You want someone who:

- is sociable and extrovert
- can work irregular hours and travel abroad with you for four months of the year

Begin the roleplay. You start the conversation: *Are you Sam Barker? You are very late.*

4B COMMUNICATIVE Job interviews

Student B

Roleplay 1 You're the manager of a hotel in London. You're going to interview **A** for the job of receptionist.

The ideal candidate doesn't need to have any experience because he / she will get training. However, he / she should have finished secondary school / college successfully, want to learn new things, and above all, be hard-working.

- Ask **A** about:
 - her / his studies and qualifications.
 - the languages he / she speaks (How many? How well? Has he / she passed any language exams?)
- Answer all **A**'s questions using information in the job description.
- Ask **A** why he / she wants the job.
- If you like **A** and think he / she will make a good receptionist, then offer her / him a temporary contract with the possibility of a permanent contract after three months.

Job description

Main duties

- answering the phone and taking reservations by email / phone
- preparing bills
- helping customers with problems

Hours

Receptionists have to work:

- different shifts (mornings / afternoons / evenings / nights)
- one weekend a month

Begin the roleplay. You start the conversation: *Good morning. Please come in and take a seat.*

Roleplay 2 You are Sam Barker. You have an interview today for your dream job – PA (Personal Assistant) to an internationally well-known musician (**A**).

You're a bit nervous because people say **A** is very difficult to work for. You love all kinds of music (especially **A**'s). On the day of the interview, someone knocks you over and steals your mobile phone. You arrive 20 minutes late.

- Immediately apologize for being late.
- Answer **A**'s questions about your previous job (you had a temporary six-month contract as PA to a fashion designer. You organized your boss's business trips and all of his / her meetings, answered letters and emails, and occasionally went with him / her to social events).
- Answer **A**'s questions about your family.
- Ask **A** what the job involves. You hope it doesn't involve too much travelling, because you hate flying – in fact, it's almost a phobia. However, you really want the job.
- If **A** offers you the job, decide if you think you'd be able to accept it.



Begin the roleplay. **A** will start the conversation.

5A COMMUNICATIVE Soap opera

The characters

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 and is very attractive. 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 10-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.

- Read the information about the characters. Draw a family tree showing the relationship between the people.
- 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 TV company wants you to write 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 family dinner and she wants everyone to be there. Discuss:
 - the relationship between the people.
 - incidents that might happen before, during, and after the dinner.
- Write notes explaining what happens in the pilot episode.
- Now read out your plan for the episode 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

- Read your instructions and write your answers in the correct place in the chart.
- Swap charts with B. Explain your answers.
- Ask B to explain the information in his / her chart. Ask for more information.

Why did you write 'Coke' in circle 1? *Because it's a drink I've been trying to cut down on.*

How long have you been trying to cut down?

Instructions

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 something which you've been looking forward to for a long time.

In circle 4, write how long you've been living in your present house / 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 network you've been using for a long time, e.g. Facebook.

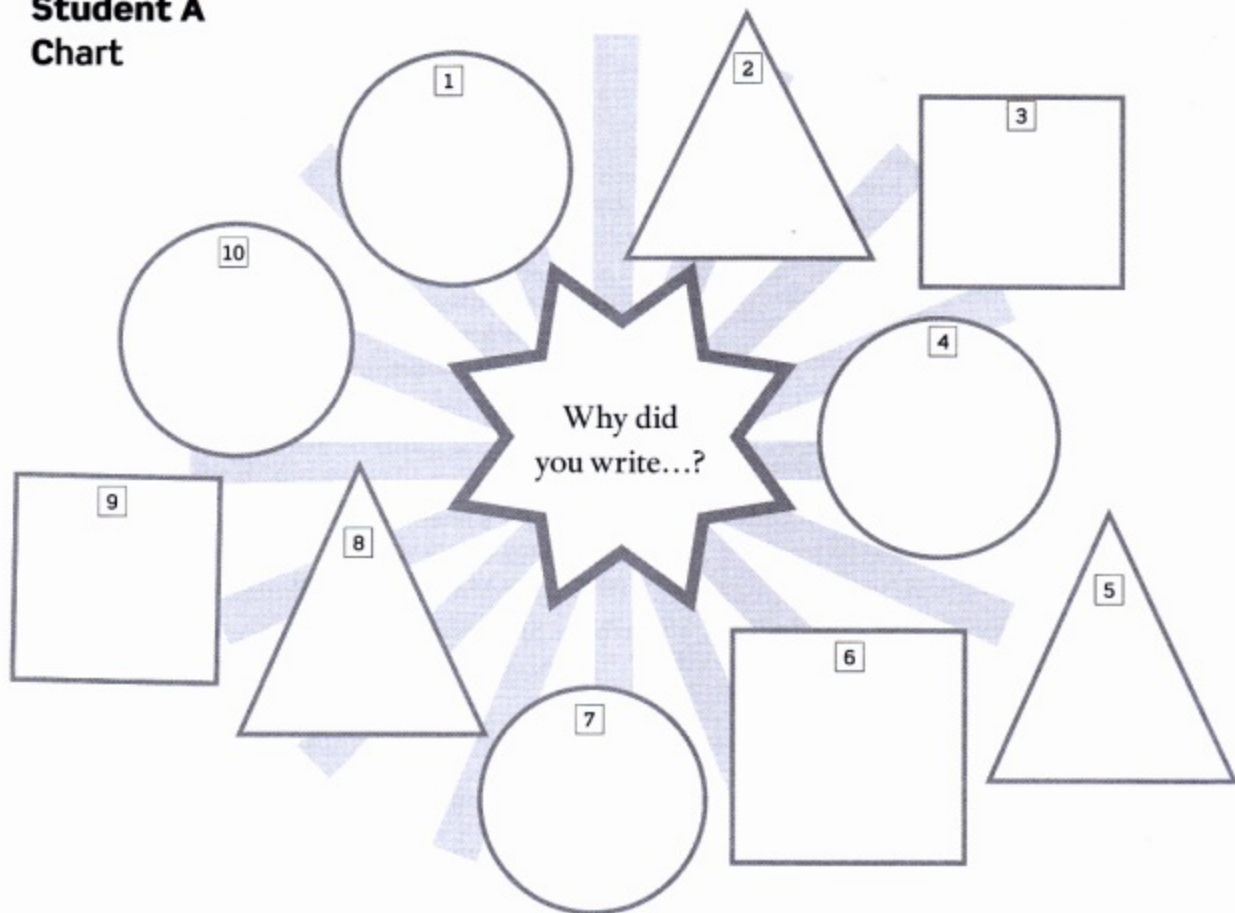
In circle 7, write the name of a friend you've been seeing a lot of recently.

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 this term.

In circle 10, write the name of a book you've been reading but haven't finished yet.

Student A Chart



5B COMMUNICATIVE Why did you write...?

Student B

- Read your instructions and write your answers in the correct place in the chart.
- Swap charts with A. Ask A to explain the information in his / her chart.
Ask for more information.

Why did you write 'tennis' in circle 1?

Because it's a sport I've been doing a lot recently.

How long have you been playing?

- Explain your answers.

Instructions

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 learning to do but which you don't really enjoy.

In circle 4, write the name of a gadget that you've been using a lot.

In triangle 5, write something that's been worrying you recently.

In square 6, write the number of years you've been studying English.

In circle 7, write the name of something you've been saving to buy.

In triangle 8, write the name of a sport you've been interested in since you were young.

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.

Student B Chart

Why did you write...?

1

2

3

4

5

6

7

8

9

10

6A COMMUNICATIVE Strange but true?

- Read the tips and decide which ones you think are true.
- Compare your answers with a partner and discuss why you think the tips are true or false.

In the house

- If you **need to** disinfect sponges and cloths in a hurry, wash them in hot water and then put them in the microwave for one minute. They'll be 100% germ-free.
- Artificial flowers made of material can get very dirty. No problem! All you **have to** do is put them in a large plastic bag, add one spoon of salt, and then shake the bag for a few minutes.
- Do you have a dirty computer screen? Then this is what you **should** do. Mix 10ml of lemon juice with 100ml of mineral water. Wipe the screen gently with this mixture. You **must** remember to disconnect your computer first, of course!



- You **needn't** ever worry about chopping onions again. It's well-known that wearing swimming goggles while you're cutting onions will stop the tears. But if you don't have any goggles, you **should** simply eat some bread while you're cutting.
- Have you been cooking with garlic or cleaning with bleach? If you want your hands to smell fresh again, all you need is a stainless steel spoon. You wash your hands with water as usual, but you've **got to** hold the spoon in both hands. Then your hands won't smell anymore!



Beauty

- Oh no! There's a spot on your nose the day before a big event. You **don't need to** worry though, because there's an easy solution. Just put some toothpaste onto the spot and leave it overnight. The next morning, the spot will be less visible.
- Did you know that you **shouldn't** dye your hair just before you go to hospital for an operation? If you do, your hair might turn a strange colour.
- When you see a grey hair on your head, you **mustn't** ever pull it out. If you do, two more grey hairs will grow in its place.



- Are you suffering from spots or acne, even though you are no longer a teenager? If so, the problem might be your favorite treat. Doctors often say that people **mustn't** eat chocolate if they want to have a good complexion.
- Are you going on a beach holiday soon? Do you want to save some money by making yourself a cheap, safe suntan lotion? All you **have to** do is mix 100ml of your favourite body lotion with four tablespoons of lemon juice or white wine vinegar and two teaspoons of iodine. Reapply every two hours.



Health and fitness

- Everyone knows that bananas contain potassium. But did you know that if you're trying to get pregnant and you want a baby girl, you **ought to** eat a banana for breakfast every day? Eating a banana will increase your chances of a girl by 11%!
- Those of you who do sports know that you **oughtn't to** stretch before doing exercise. You should only do it afterwards.
- How many times did you ask your parents, 'Can I go swimming now?' after having lunch on the beach? You probably **had to** wait an hour until your food had 'gone down'.



However, research shows that you **don't have to** wait. It's not dangerous to go into the water after a meal.

- People who want their brains to work well and grow healthily **should** eat fish at least twice a week. Fish contains Omega 3 and 6, which are both essential for our brains to work well.
- Something you **shouldn't** do is go outside with wet hair. If you do, then you'll catch a cold. So be careful when you wash your hair in December, especially if you are in a hurry!



6B COMMUNICATIVE What's the problem?

Student A

Roleplay 1 You're a waiter / waitress 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 make 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 his / her partner.



- Greet **B**. Ask his / her name, if he / she has a reservation, and at what time. Apologize and explain why **B** can't have the table he / she wants (**B**'s 20 minutes late, the restaurant's busy, it's Saturday night. You gave the table to another couple.).
- 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**. Convince **B** to take it (it's intimate, dark, quiet, perfect for a romantic evening).
- A short time later **B** calls you back to the table. He / She has 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.
 - Most customers really like the music.
 - The kitchen is very busy because one of the cooks is ill, and **B** arrived at the same time as a lot of other customers.

Begin the roleplay. You start the conversation: *Hi. Can I help you?*

Roleplay 2 You're a customer. **B** is a shop assistant.



You recently bought a pair of jeans from a shop you go to regularly. When you tried the jeans on in the shop, you loved them! But when you wore them out to an Italian restaurant last night, you didn't like how they looked. You've also seen that there's something red on one of the legs. You're 90% sure you didn't spill anything on the jeans, so the mark must have been there when you bought them. You decide to take them back to the shop. You don't want another pair, you want your money back, as the jeans don't suit you. Unfortunately you threw away the receipt. You go into the shop. **B** is the only shop assistant and not the person who served you before.

- Explain you're a regular customer, how long you've been coming to the shop, and that you have a problem with a pair of jeans you bought here.
- Tell **B** when you bought the jeans exactly (date, time, physical description of the shop assistant who served you). Don't mention the mark yet.
- When **B** asks you what's wrong with the jeans, explain about the mark on them, and that you want a refund.
- If **B** asks you if you have worn the jeans, tell the truth.
- Tell **B** you'll never come to the shop again if you don't get your money back.

Begin the roleplay. **B** will start the conversation.

6B COMMUNICATIVE What's the problem?

Student B

Roleplay 1 You're a customer in a restaurant. **A** is a waiter / waitress.

You're excited because you're on a first dinner 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. and you know that you're only 20 minutes late.
- You are unhappy because:
 - the table you've got is next to the kitchen which means it's noisy and hot.
 - the music is too loud; you're getting a headache and you can't hear your date speak.
 - your food hasn't arrived although you're sure you ordered it 20 mins ago.
- Call **A** and ask him / her 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 compensation of some kind.



Begin the roleplay. **A** will start the conversation.

Roleplay 2 You're a temporary shop assistant in a clothes shop and **A** is a customer.



The shop hasn't been selling many clothes recently. Is it because of the financial crisis? Your main objective is to keep all your customers happy. If you have customers, the shop stays open and you have a job! Today, you've been working for eight hours and your feet are killing you! The shop closes in ten minutes and you just want to get home and relax. A customer (**A**), has just walked through the door and is coming towards you.

- Ask **A** when he / she bought the jeans. Try to get him / her to be quick and not give you irrelevant information. Smile a lot.
- Ask **A** what the problem is and see what solution he / she would like. Does **A** have the receipt?
- You examine the mark and it looks like tomato sauce! You think **A** has worn the jeans! Ask politely if he / she has worn them and when.
- You can't give **A** his / her money back without a receipt, or if the customer caused the problem with the jeans. The most you can do is exchange them.
- Try to find a solution. You don't want to lose a customer!

Begin the roleplay. You start the conversation: *Hello, can I help you?*

7A COMMUNICATIVE Talking of money...



- 1 Have you ever come with any ideas for making extra money?
- 2 When you take someone for dinner, do you usually book a restaurant in advance?
- 3 Have you ever put money or valuables in a safe place and then forgotten where you'd put them?
- 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 to charity?
- 6 Do you prefer taking money of a cash machine in the street or inside the bank? Why?
- 7 If you asked the bill in a bar or restaurant and found you didn't have enough money, what would you do?
- 8 When someone asks you how much something you have cost, do you make a cheaper price? Why?
- 9 Have you ever earned money looking someone's pet or children?
- 10 What kind of businesses are closing in the area where you live?
- 11 When you go shopping do you look for the special offers in shops and supermarkets?
- 12 Have you ever lost a purse or wallet? Did you get it ?
- 13 If one of your gadgets breaks , do you fix it yourself or pay someone to do it for you?
- 14 Would you keep working if you won the lottery?
- 15 Have you ever seen anyone stealing something and then running ? What happened?
- 16 If you have a missed call on your mobile, do you usually call the number as soon as possible?
- 17 Have you ever thought that someone had stolen some money from you, but later the money turned ?
- 18 What do you do if you lend money to someone and they don't pay you ?

Particle

up

7B COMMUNICATIVE What I think about you

Student A

- a Put the verbs in brackets in the correct form.
- b Finish the sentences about Student B.
- c Take turns to read your sentences to B. Were you right? Listen to B's sentences about you. Tell him / her if they are right or wrong, and why.

I think that an activity you prefer doing on your own is shopping.



I think that...

- 1 an activity you prefer _____ (do) on your own is _____
- 2 a gadget you'd like but can't afford _____ (buy) is _____
- 3 something your parents didn't allow you _____ (do) when you were little was _____
- 4 what you most enjoy about _____ (study) English is _____
- 5 when you were younger you wanted _____ (be) a _____
- 6 a language you might decide _____ (learn) one day is _____
- 7 something you often forget _____ (take) with you when you leave home in the mornings is _____
- 8 a book you've read which you'd recommend _____ (read) is _____
- 9 a type of food you avoid _____ (eat) is _____
- 10 when you finish _____ (work / study) you always _____

Student B

- a Put the verbs in brackets in the correct form.
- b Finish the sentences about Student A.
- c Take turns to read your sentences to A. Were you right? Listen to A's sentences about you. Tell him / her if they are right or wrong, and why.

I think that the types of programme you hate watching on TV are soaps and football.



I think that...

- 1 the types of programme you hate _____ (watch) on TV are _____
- 2 something you need _____ (buy) for yourself is _____
- 3 somewhere you're planning _____ (go) this weekend is _____
- 4 the thing you feel like _____ (do) the most when you're on holiday is _____
- 5 what you keep _____ (have) problems with in English is _____
- 6 if you wanted _____ (buy) a pet, you'd get a _____
- 7 the person who helps you _____ (make) a decision when you have a problem is _____
- 8 a place you avoid _____ (going) when you can is _____
- 9 a famous person you'd like _____ (meet) is _____
- 10 a country you can imagine _____ (live) in is _____

8A COMMUNICATIVE Spot the difference

Student A



Student B



8B COMMUNICATIVE 20th century quiz

- a** Complete the questions with the verb in the present or past simple active or passive.
- b** Choose the right answer with a partner.

- In which city _____ Tsar Nicholas II and his family _____ (kill)?
a Rostov **b** Olyokminsk **c** Yekaterinburg
- Who _____ (order) the invasion of Kuwait in 1990?
a Saddam Hussein **b** Osama Bin Laden **c** Anwar Sadat
- In 1922, a 14-year-old boy _____ (give) the first human experimental dose of what? (give)
a penicillin **b** insulin **c** paracetamol
- In the US military, why _____ a soldier _____ (give) a Purple Heart?
a because he / she has been very brave in a battle **b** because he / she has been in the army for 20 years **c** because he / she has been wounded or killed in action
- Which Third World leader _____ (assassinate) by members of her bodyguard in 1984?
a Violeta Chamorro (Nicaragua) **b** Benazir Bhutto (Pakistan) **c** Indira Gandhi (India)
- When _____ bar codes first _____ (use)?
a the 60's **b** the 70's **c** the 80's
- Why _____ the British royal family _____ (change) its name from 'Saxe-Coburg and Gotha' to 'Windsor' in 1917?
a because it sounded too German **b** because it was too long **c** because it was too difficult to pronounce
- What name _____ the US president's plane _____ (know) by?
a Marine One **b** Air Force One **c** Sky Blue One
- Who _____ (write) his thoughts in a 'Little Red Book'?
a Lenin **b** Mao Tse-tung **c** Gandhi
- What _____ (ban) in the USA in January 1920?
a cigarettes **b** poker **c** alcohol
- What _____ UK wives finally _____ (allow) to do in 1923?
a get a divorce from their husband **b** have their own bank accounts **c** travel without their husband's permission
- How old was Bill Gates when he _____ (start) Microsoft?
a 20 **b** 30 **c** 40
- What place _____ (attack) on 7th December 1941?
a Guernica **b** Pearl Harbor **c** Hiroshima
- When _____ the first Hollywood film _____ (make)?
a 1911 **b** 1921 **c** 1931
- Who _____ (think) to have invented champagne?
a Monsieur Moët **b** Señor Freixenet **c** Dom Perignon
- Why _____ Clara Petacci _____ (murder) in 1945?
a for being Mussolini's partner **b** for being Hitler's sister **c** for being Stalin's mother
- What first _____ (appear) in the 1960s?
a CDs **b** DVDs **c** cassette tapes
- Who was the American president when the Berlin wall _____ first _____ (build) in 1961?
a Bill Clinton **b** Richard Nixon **c** John F Kennedy
- Who _____ (send) three mice, Mia, Benji, and Laska, into space in 1958?
a China **b** Russia **c** the USA
- When _____ the first electric traffic lights _____ (install)?
a 1868 **b** 1908 **c** 1928



9A COMMUNICATIVE Find the pair

'Do you like your present?' She asked me...	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!' He asked me...	He 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 do it again.' He told me...	He told me he wouldn't do it again.
'I can't remember your number.' She said...	She said she couldn't remember my number.
'I bought them in the sales.' She told me...	She told me she'd bought them in the sales.
'Who invited you to the party?' He asked me...	He asked me who had invited me to the party.
'What were you doing?' She asked me...	She asked me what I'd been doing.
'We haven't spoken since last Christmas.' They said...	They said they hadn't spoken since the Christmas before.
'You must switch it on first!' He told me...	He told me I had to switch it on first.

9B COMMUNICATIVE What had happened?

Story 1

- 1 Jenny was absolutely furious with her sister because she had... _____

- 2 _____

- 3 _____

- 4 _____

Story 5

- 1 I wouldn't have taken a taxi if it hadn't... _____

- 2 _____

- 3 _____

- 4 _____

Story 2

- 1 The moment after I bought the painting I knew I had... _____

- 2 _____

- 3 _____

- 4 _____

Story 6

- 1 When I picked up the phone, a man's voice told me that he had... _____

- 2 _____

- 3 _____

- 4 _____

Story 3

- 1 I didn't recognize Jonathan when I saw him because he had... _____

- 2 _____

- 3 _____

- 4 _____

Story 7

- 1 When Sheila opened the door, she immediately saw that someone had... _____

- 2 _____

- 3 _____

- 4 _____

Story 4

- 1 We would never have found the house if we hadn't... _____

- 2 _____

- 3 _____

- 4 _____

Story 8

- 1 He would never have married her if he had... _____

- 2 _____

- 3 _____

- 4 _____

10A COMMUNICATIVE What's the question?

- 1 What some of the things that make you angry?
- 2 Where you at midnight on New Year's Eve last year?
- 3 How many times you to an English-speaking country?
- 4 you going to stay in this evening, or something special?
- 5 you invited to go anywhere this weekend?
- 6 you the same password for everything? How you remember it / them?
- 7 you ever used the internet to get in touch with a long-lost friend?
- 8  What you to celebrate your last birthday?
- 9 What you this time yesterday?
- 10 What you usually when you feel sad to make yourself feel better?
- 11  it possible to just friends with someone of the opposite sex?
- 12 What the last thing you bought online?
- 13 you ever in a difficult situation when you travelling?
- 14 What you tomorrow afternoon?
- 15 How long you coming to this school?
- 16 What some of the things you've today?
- 17 What subjects you like studying at school when you younger?
- 18  When you last your hair cut?
- 19 What the most impressive thing your city / country built?
- 20 When the last time you got really angry? What happened to make you feel like that?

Verb

are

_____, _____

_____, _____

_____, _____

_____, _____, _____

_____, _____

_____, _____

_____, _____

_____, _____

_____, _____, _____

_____, _____

_____, _____

_____, _____

_____, _____

_____, _____

_____, _____

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 about the things you enjoy doing in your free time?
 - 5 Why are you learning English?
- b Answer the questions B asks you.
Give as much information as you can.

2

- a Describe your photo to B.



- b Listen to B describing his / her photo.
What do the two photos have in common?
How are they different?

3 Now talk to each other about:

- the food you like eating.
- the food you don't like eating.
- your favourite meal of the day.
- one of your favourite restaurants.

Student B

1

- a Answer the questions A asks you.
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 his / her 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 food you like eating.
- the food you don't like eating.
- your favourite meal of the day.
- one of your favourite restaurants.

Vocabulary activity instructions

1B Adjective suffixes

A pairwork activity

Sts read definitions and write the adjectives. Then they complete sentences with the correct form of an adjective. Copy one sheet per student.

Language

adjectives describing people, places, and things, *-ful* and *-less*, describing colours

- Put Sts in pairs and give out the sheets. Tell Sts that they have to read the definitions in section **a** and write as many adjectives as they can. After that, they have to complete the sentences in section **b** with the correct adjective form of the words in **bold**. Remind Sts to write their answers in the column on the right.

a 2 creative 3 reliable 4 assertive 5 envious
6 active 7 helpful 8 powerful 9 impulsive
10 glamorous 11 possessive 12 sensitive
b 2 luxurious 3 noisy 4 profitable 5 careless 6 risky
7 spacious 8 hopeful 9 successful 10 suitable
11 useful 12 recognizable

- Focus on **c**. Give Sts time to revise and then test themselves.

2A Holidays

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 to pack, verb phrases

- Put Sts in pairs or small groups. Give each pair or 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 *Holidays*. Describe it to the class, 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 on the card in their definition.
- Sts play the game, taking turns to take a card and describe the word / phrase. Sts who are describing mustn't let their partners see what's on the card. Tell Sts to wait until their partner has finished his / her description before trying to guess the word.

Extra idea

- Sts could play this in groups 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

- Put Sts in pairs. Copy one sheet per pair and cut it down the middle. Sts take turns to describe words / phrases to their partners until they guess the correct answer.

2B Shops and services

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one sheet per student.

Language

places, phrasal verbs related to shops and shopping

- Put Sts in pairs and give out the sheets. 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. The first pair to complete all the words correctly wins.

Extra support

- Give Sts a few minutes to revise the vocabulary in Vocabulary Bank *Shops and services* before they start.

butcher's chain dry cleaner's estate agent's florist's
greengrocer's hypermarket in stock jeweller's
launderette market stall newsagent's off-licence
pound shop queue round stationer's travel agent's
up vitamins (hard)ware

3B Photography

A pairwork photo description

Sts describe pictures to each other and ask questions. Copy one sheet per pair and cut into **A** and **B**.

Language

describing a photo

- Put Sts in pairs, face to face if possible, and give out the sheets.
- Focus on **a**. **A** asks **B** to describe his / her photo. **A** listens. Set a time limit if you wish. Then Sts swap. **A** describes his / her photo while **B** listens.
- Focus on **c**. Both Sts interact by discussing the questions. Set a time limit, e.g. five minutes. Remind them to ask questions and find out as much information as possible.

Extra idea

- Monitor for any mistakes during the activity. Use the mistakes at the end of the lesson to do a whole-class error correction activity.

4A Rubbish and recycling

A gap-fill activity

Sts identify the missing words and complete sentences. Copy one sheet per student.

Language

rubbish nouns and phrasal verbs, packaging, the prefix re-

- Put Sts in pairs and give out the sheets. Set a time limit. Tell the Sts that they have to complete as many words as they can within the time limit. The first pair to complete all the sentences correctly wins.

2 lid 3 can 4 packet 5 plastic bags 6 carton
7 tin 8 sell-by date 9 bin 10 dustmen
11 waste-paper basket 12 tub 13 wrapper
14 give away 15 cardboard boxes 16 take out
17 throw away 18 reapply 19 rethink 20 reuse

4B Study and work

An information gap activity

Sts define words to help their partner complete a crossword. Copy one sheet per pair and cut into **A** and **B**.

Language

higher education, applying for a job or course

- Put Sts in pairs, ideally face to face, and give out the crosswords. Make sure that Sts can't see each other's sheets. Explain that **A** and **B** have the same crossword but with different words missing. They have to describe / 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*. Remind them that they can't use any part of the word in their definition.
- Sts take turns to ask each other for their missing words (e.g. *What's 1 across?*). Their partner must define / describe the word until the other student is able to write it in his / her 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 spelt them correctly.

5A Television

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one sheet per student.

Language

TV phrasal verbs, types of programme

- Put Sts in pairs and give out the sheets. Set a time limit. Tell Sts that they have to complete sections **a** and **b**, and write as many words as they can within the time limit. The first pair to write all the words correctly wins.

- a** 2 screen 3 speakers 4 stand 5 switch over
6 turn (it) down 7 turn (it) up 8 turn (it) off
9 turn (it) on 10 be on
- b** 2 commercial 3 chat show 4 cookery programme
5 documentary 6 current affairs 7 quiz show
8 reality show 9 weather forecast 10 soap
11 live sport 12 period drama

5B The country

A pairwork vocabulary race

Sts read a series of definitions and write the words. Copy one sheet per student.

Language

nature, on a farm

- Put Sts in pairs and give out the sheets. Set a time limit. Tell Sts that they have to write as many words as they can within the time limit. The first pair to write all the words correctly wins.

2 grass 3 stick 4 gate 5 lamb 6 cockerel 7 pick
8 hill 9 leaves 10 pond 11 rock 12 stream 13 valley
14 barn 15 hen 16 crops 17 ripe 18 wood
19 countryside 20 hedge

6A 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 group.

Language

things in a shed, things in a drawer, verb phrases

- Put Sts in pairs or small groups. Give each pair or 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*. Describe it to the class, e.g. *It's a noun. It's the thing you use to stick something that's broken together.* until a student guesses the word (*glue*). Highlight that Sts are not allowed to use the word on the card in their definition.
- Sts play the game, taking turns to take a card and describe the word or phrase. Sts who are describing mustn't let their partners see what's on the card. Tell Sts to wait until their partner has finished his / her description before trying to guess the word.

Extra idea

- Sts could play this in groups 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

- Put Sts in pairs. Copy one sheet per pair and cut it down the middle. Sts take turns to describe the words / phrases to their partners until they guess the correct answer.

6B At a restaurant

An error correction activity

Sts correct vocabulary mistakes. Copy one sheet per student.

Language

things on the table, things people do in restaurants

- Put Sts in pairs. Give out the sheets, and focus on the instructions. Focus on statement 1 and elicit that it is correct. Then focus on statement 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* before they start.

3 glass 4 correct 5 knife 6 correct 7 correct
8 correct 9 courses 10 meal 11 clear 12 correct
13 cups / mugs 14 tray 15 correct 16 send it back
17 correct 18 leave a tip 19 correct 20 ask for the bill
21 correct 22 lay the table

7A Phrasal verbs

A gap-fill revision race

Sts read the sentences and complete the phrasal verbs. Copy one sheet per student.

Language

revision and extension of phrasal verbs, phrasal verbs with *away* and *back*

- Give out the sheets. Set a time limit, e.g. five minutes. Focus on **a**. Tell Sts that they have to read the sentences and write as many of the particles (prepositions or adverbs) as they can within the time limit. The first student to write all the particles correctly wins. Remind Sts to write their answers in the column on the right.

2 down 3 out 4 out 5 away 6 out 7 on 8 up with
9 up 10 round 11 up 12 away 13 on 14 back 15 out
16 away 17 on 18 away 19 up 20 away 21 up
22 back 23 back 24 after 25 back

- Focus on **b**. Give Sts time to revise and then test 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

keeping fit, beauty treatments, at the hairdresser's / barber's

- Divide the class into two teams (or more if you have a lot of students) and explain the activity. You give a card to each team and they have a minute to decide what the difference is between the two words or phrases. Write the two words / phrases up on the board. A spokesperson from the team tries to explain the difference to the rest of the class. If the explanation is correct, they get a point. If it isn't correct, the other team can try to win an extra point by explaining it correctly before having their own turn. Then give each team another card.
- Write up the teams' points on the board and add them up to see which team wins.

Non-cut alternative

- Put Sts in pairs. Copy one sheet per pair and cut it horizontally so that each student has eight pairs each. Set a time limit, e.g. ten minutes, and Sts take turns to ask each other *What's the difference between...?* Sts decide if the explanation is correct. Finally, check answers with the whole class.

1B VOCABULARY Adjective suffixes

Definitions

- a Read the definitions and choose a suitable word from the list. Write adjectives in the column on the right.

act assert attract cheer create envy glamour help impulse
mood possess power rely self sense style

- 1 He's happy one minute and bad-tempered the next, often for no reason. moody
- 2 She's really good at painting and writing poetry. _____
- 3 He can be trusted to do something well. _____
- 4 She can express her opinions clearly and confidently. _____
- 5 He wants something that somebody else has. _____
- 6 He's always busy doing things, especially physical activities. _____
- 7 She likes to offer solutions if you have a problem. _____
- 8 He has lots of control and influence over people and events. _____
- 9 She does things suddenly, without thinking about what might happen. _____
- 10 She's beautiful, exciting, and different from ordinary people. _____
- 11 He doesn't like lending or sharing things with others. _____
- 12 She cries easily if you criticize her. _____

- b Complete the sentences with the correct form of the words in **bold**. Write your answers in the column on the right.

- 1 Zaha Hadid's buildings are really **impress** – they've won lots of awards. impressive
- 2 My idea of a perfect holiday is to stay at a **luxury** 5-star hotel. _____
- 3 Marie's class is very **noise**. I can hear them from the next floor! _____
- 4 Selling clothes from our own website is very **profit**. _____
- 5 Ruth's very **care** – she never checks what she's written. _____
- 6 Is travelling with a low-cost airline **risk** or is it as safe as any other? _____
- 7 The flat is quite **space** and has lots of natural light. _____
- 8 The government is **hope** that the financial crisis will end soon. _____
- 9 Jake left school with no qualifications but now he's a **success** businessman. _____
- 10 A 'PG13' film is not **suit** for people under the age of 13. _____
- 11 This translation app is really **use** for looking up words in English. _____
- 12 At the school reunion my geography teacher was instantly **recognize**. He still had the same beard! _____

activation

- c Cover the column on the right. Read the sentences aloud with the correct form of the words in **bold**.

2A VOCABULARY Holidays



(to) sunbathe



flip flops



(to) go
scuba diving



a hairdryer



(to) pack
your bags



a phone charger



(to) climb a hill



a towel



a guidebook



insect repellent



(to) see a show



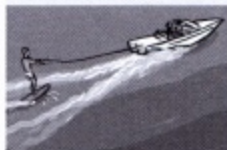
swimming trunks



(to) watch
the sunset



a wash bag



(to) go waterskiing



an adaptor



(to) get bitten
by insects



a razor



(to) go sailing



nail scissors



make-up



a raincoat



(to) get sunburnt



a toothbrush

2B VOCABULARY Shops and services

A

You can buy interesting old furniture in an antique shop.

B

Vegetarians don't usually buy anything in this shop!

C

The Body Shop and Zara are examples of _____ stores.

D

The place you take 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

This is a very large out-of-town store.

I

If you can't see your size, you can ask if they have it

J

People might get their wedding rings here.

L

You can wash and dry your own clothes in this place.

M

A small shop with an open front. It often sells fruit and vegetables.

N

Newspapers, magazines, and sweets are sold here.

O

The shop where it's illegal for under 18s to buy alcohol.

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

Another way of saying 'have a look' in a shop is 'look _____'.

S

Students might buy pens and exercise books from this shop.

T

A cruise, a package holiday, or a safari? Book it here!

U

Another way of saying 'start a new business' is 'open _____'.

V

You can buy multi-_____ from a health food store.

W

Another name for a DIY store is a hard _____ store.

3B VOCABULARY Photography

Student A

- a Listen to B describing his / her photo.
- b Describe your photo to B. Say what you can see in the foreground, background, and in the distance, and where the people are.
- c Now answer the questions together.
 - 1 What do you think are the advantages and disadvantages of being:
 - a a paparazzo / a?
 - b a war photographer?
 - c a wildlife 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 Describe your photo to A. Say what you can see in the foreground, background, and in the distance, and where the people are.
- b Listen to A describing his / her photo.
- c Now answer the questions together.
 - 1 What do you think are the advantages and disadvantages of being:
 - a a paparazzo / a?
 - b a war photographer?
 - c a wildlife photographer?
 - d a portrait photographer?
 - 2 If you were a professional photographer, what kind of photos would you like to take? Why?



4A VOCABULARY Rubbish and recycling

What's the word?

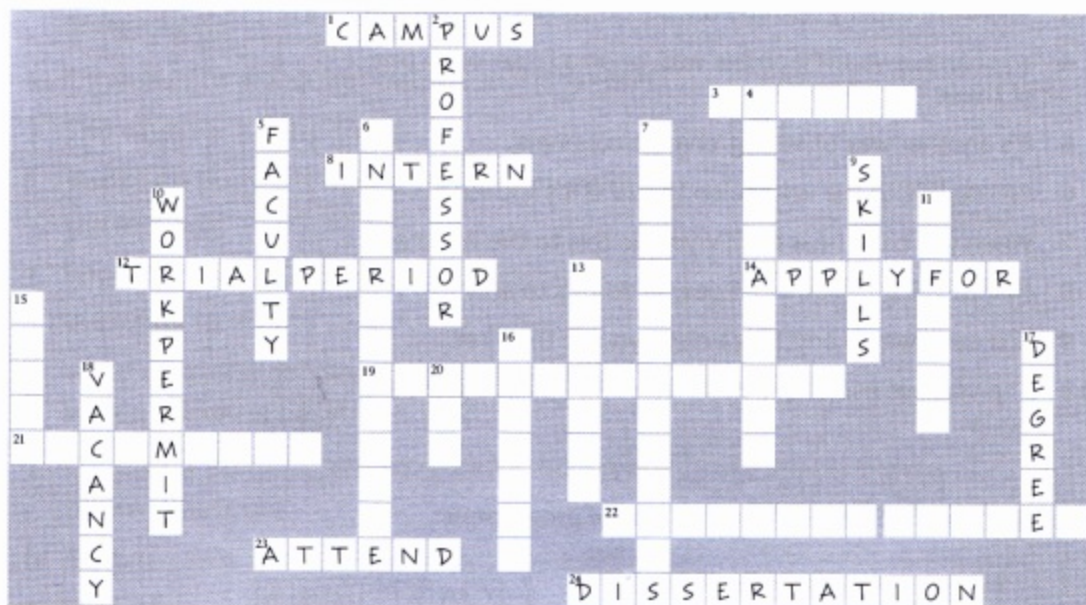


- 1 There's a **j a r** of mayonnaise in the fridge if you want some.
- 2 I can't get the **l _ _** off the honey. It's stuck.
- 3 Do you want a **c _ _** of Coke or do you prefer Fanta?
- 4 Shall we get a **p _ _ _ _** of my favourite biscuits?
- 5 Most supermarkets don't give away **p _ _ _ _ b _ _** any more – they charge for them.
- 6 Please don't drink milk out of the **c _ _ _ _**. Use a glass!
- 7 Paolo cut himself really badly when he was opening a **t _ _** of tuna.
- 8 Is this yoghurt safe to eat? The **s _ _ -b _ d _ _** says 16th July!
- 9 We have a special **b _ _** in the kitchen where we put all our polystyrene trays and plastic.
- 10 What day of the week do the **d _ _ _ _ _** 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 **w _ _ _ _ _** on the floor, Kirstie. I've just finished tidying!
- 14 I usually **g _ _ a _ _** my old clothes to Oxfam – it's a charity that works in developing countries.
- 15 Have you got any **c _ _ _ _ _ b _ _ _ _**? We're moving house next week and we need them to pack things in.
- 16 You look exhausted. I'll **t _ _ o _ _** the rubbish tonight. You stay there and relax.
- 17 If you want to change your mobile phone, don't **t _ _ _ _** it **a _ _ _** – give it to someone.
- 18 This new lipstick lasts for eight hours. You don't have to **re _ _ _ _ _** it.
- 19 If it rains tomorrow, we'll have to **re _ _ _ _ _** our idea of going to the beach.
- 20 Some people say you shouldn't **re _ _ _** plastic water bottles because they contain dangerous chemicals.

4B VOCABULARY Study and work

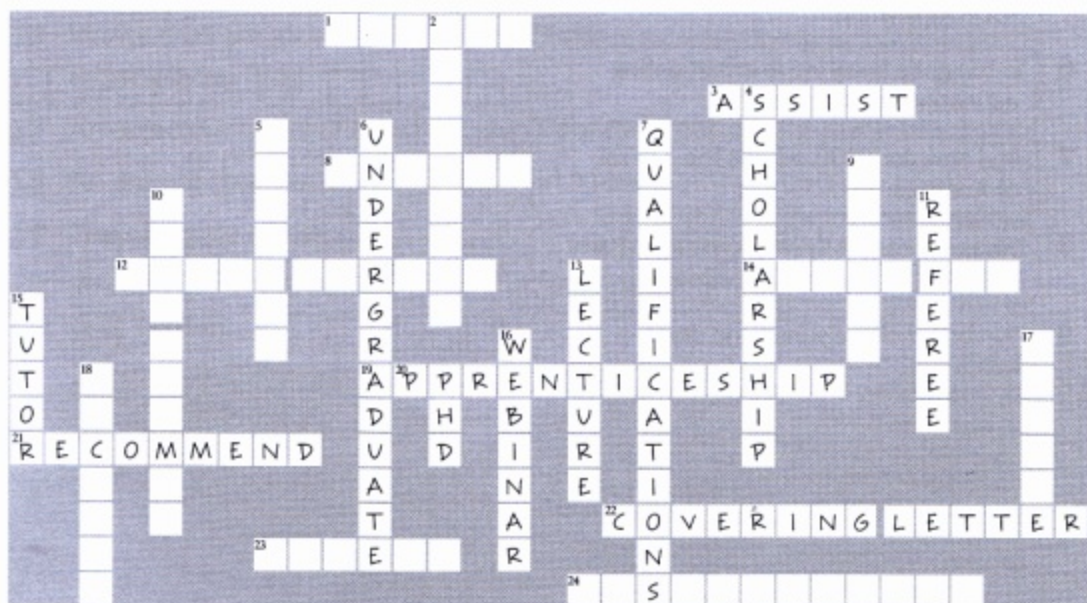
Student A

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



Student B

- Look at your crossword and make sure you know the meaning of all the words you have.
- Now **A** will ask you to define a word.
- Now ask **A** to define a word for you. Ask, for example, *What's 1 across?* Listen to **A**'s definition and write the word in your grid.



5B VOCABULARY The country

What are the missing consonants?

- 1 A word for soft, wet earth. M U D
- 2 A green plant in fields that sheep and cows eat. A
- 3 If you throw this for a dog, it'll run after it and bring it back! I
- 4 It's similar to a door but outside in the garden. A E
- 5 The word for a baby sheep. A
- 6 This male farm bird wakes you up very early in the morning. O E E
- 7 What farmers do when fruit or vegetables are ready to eat. I THEM
- 8 Walking up one can sometimes be difficult. Walking down is easy! I
- 9 They grow on trees and are green in spring and brown in autumn. E A E
- 10 It's like a lake, but smaller. Ducks love swimming in it. O
- 11 It's similar to a stone, but bigger. O
- 12 A small, narrow river. E A
- 13 The name for an area of land between two mountains. A E
- 14 A place where farmers store grain, etc. A
- 15 A common female bird that lays eggs. E
- 16 Plants that are grown in large quantities, especially as food. O
- 17 An adjective to describe a fruit that's ready to eat. I E
- 18 An area of trees which is smaller than a forest. O O
- 19 The opposite of the 'city'. O U I E
- 20 You can grow this to stop people looking into your garden. E E



6A VOCABULARY DIY and repairs

a bucket



(to) put up
curtains



nails



(to) change
a tyre



a screwdriver



(to) stick
something together



a penknife



a handle



(to) tie shoelaces



bricks



a tap



Sellotape™



a hammer



a padlock



(to) fix a broken
window



string



batteries



(to) drill a hole



a torch



a ladder



a light bulb



(to) set up
a home cinema



a paintbrush



a needle



6B VOCABULARY At a restaurant

Right or wrong?

Look at the word / phrase in **bold**. 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! | <input checked="" type="checkbox"/> | _____ |
| 2 You usually eat soup with a teaspoon . | <input checked="" type="checkbox"/> | <u>spoon</u> |
| 3 Would you like a cup of champagne before dinner? | <input type="checkbox"/> | _____ |
| 4 Screw-top wine bottles don't have to be opened with a corkscrew . | <input type="checkbox"/> | _____ |
| 5 This fork doesn't cut very well. Could you change it, please? | <input type="checkbox"/> | _____ |
| 6 That new waitress is nervous. There's more coffee in the saucer than in the cup. | <input type="checkbox"/> | _____ |
| 7 Would you like me to bring you some oil and vinegar for your salad? | <input type="checkbox"/> | _____ |
| 8 Mary actually serves tea from a teapot ! Most people use tea bags. | <input type="checkbox"/> | _____ |
| 9 We had three plates every night on our holiday – a starter, a main course, and a dessert. | <input type="checkbox"/> | _____ |
| 10 What's your favourite dish of the day? Mine's breakfast. | <input type="checkbox"/> | _____ |
| 11 Excuse me, could you clean the table? These glasses are from the previous customers. | <input type="checkbox"/> | _____ |
| 12 Can you get one more soup bowl from the cupboard, please? | <input type="checkbox"/> | _____ |
| 13 My husband has cereal and two jugs of coffee for breakfast. | <input type="checkbox"/> | _____ |
| 14 Shall I carry that servng dish of drinks for you? It looks a bit heavy. | <input type="checkbox"/> | _____ |
| 15 I really hate it when people serve hot food on cold plates , don't you? | <input type="checkbox"/> | _____ |
| 16 This fish tastes horrible! I'm going to take it back . | <input type="checkbox"/> | _____ |
| 17 You know more about wine than I do. Would you like to try it? | <input type="checkbox"/> | _____ |
| 18 In New York, if you don't put a tip in restaurants, the waiters get angry. | <input type="checkbox"/> | _____ |
| 19 For my 50 th birthday, I've booked a table in my favourite restaurant. | <input type="checkbox"/> | _____ |
| 20 Look at the time! It's really late. Shall we ask the bill ? | <input type="checkbox"/> | _____ |
| 21 I'm starving. Are we all ready to order our food ? | <input type="checkbox"/> | _____ |
| 22 Dinner's nearly ready. Can you put the table ? | <input type="checkbox"/> | _____ |

7A VOCABULARY Phrasal verbs

What's the particle?

a Read the sentences. Write the missing particle(s) in the column on the right.

- | | | |
|----|--|-----------|
| 1 | I tried to put up the IKEA shelves but in the end I gave [] . It was too difficult! | <u>up</u> |
| 2 | We missed our flight because our car broke [] when we were driving to the airport. | _____ |
| 3 | Before we book the hotel, why don't we check [] the reviews? | _____ |
| 4 | My husband's taking me [] to dinner tonight. It's our first anniversary! | _____ |
| 5 | Your room's a mess! You're not going out until you've put all your things [] . | _____ |
| 6 | As soon as the teacher's given [] the photocopies, you can start the activity. | _____ |
| 7 | My ex keeps [] trying to contact me on Facebook. It's really annoying me! | _____ |
| 8 | The teacher asked us to come [] [] some ideas in groups. | _____ |
| 9 | My brother always used to make things [] . We never knew when he was telling the truth. | _____ |
| 10 | My parents live very close. They come [] at least twice a week to see us. | _____ |
| 11 | Have you been to that new café they opened [] last week? | _____ |
| 12 | If you don't switch the sound off on your phone, I'm going to take it [] . | _____ |
| 13 | My sister passed [] all Lucy's baby clothes to me when I had Sara. | _____ |
| 14 | When are we getting our tests [] ? I want to know how I did. | _____ |
| 15 | Jill needs to get planning permission before she can carry [] the repairs to her house. | _____ |
| 16 | The school library's giving [] some old books next week. | _____ |
| 17 | The website will tell you what films are [] at the cinema this week. | _____ |
| 18 | We're sad because our dog ran [] last week. Do you think he'll ever come back? | _____ |
| 19 | Chloe asked me to help her set [] her new PC. She has no idea what to do! | _____ |
| 20 | How long are you going to be [] for? Was it one or two weeks? | _____ |
| 21 | Jaz said he'd be here at 9.00. It's 11.00 now and he still hasn't turned [] ! | _____ |
| 22 | When do you think you'll be able to pay me [] the money I lent you? | _____ |
| 23 | Give [] my shoes right now! Don't borrow my things without asking me first. | _____ |
| 24 | What do you think of parents who name their children [] celebrities? | _____ |
| 25 | Monica said she'd call [] yesterday but she never did. I hope she's OK. | _____ |

activation

b Cover the particle 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 treadmill

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

pigtails / plaits

a fringe

a parting

have your
hair curled

have your hair
straightened

have your
hair dyed

have
highlights

have your
hair cut

have
a trim

have a
shave

have a
buzz cut

have a
blow dry

have your
hair put up

Song activity instructions

1A Rio

Listening for specific words (1 6))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Highlight that the clues in brackets will help Sts to decide what the missing words are when they listen.
- Ask Sts to do this activity on their own. Give them a minute or so to read through the lyrics once before they listen and tell them not to worry about the meaning of the song at this stage.
- Play the song once for Sts to try and write the missing words. Get Sts to compare their answers with a partner and then play the song again for Sts to listen and check their answers. Play specific lines again as necessary. Then write the correct words on the board.

2 west 3 sand 4 across 5 beach 6 stars 7 birthday
8 arrive 9 on my side 10 shout 11 mountains

- Now get Sts, in pairs, to read the lyrics with the glossary and to do task **b**. Check answers. Help with any other vocabulary problems which arise.

1 A woman the singer is attracted to.
2 Probably very attractive (e.g. 'bird of paradise', 'cherry ice cream smile', 'when she shines').
3 Yes, she is ('You know you're something special').
4 He would like to get to know her but she's out of his league ('I've seen you on the beach and I've seen you on TV').
5 She doesn't know that he exists.

- Ask Sts to read the **Song facts**.
- Finally, you may want to play the song again for the class to sing along.

2A Destination: Anywhere

Listening for order and to choose the correct words (1 37))

- Copy one sheet per student.
- Give each student a sheet. Give Sts a few minutes in pairs to look at the pictures and say what they can see in each one. Check answers. (Note: *conductor* is in the glossary.)

Picture a – a woman is sitting on a train and is looking out of the window
Picture b – a man at the ticket office in a train station is looking at a woman customer with a surprised expression
Picture c – a woman is asking for a ticket at a train station ticket office
Picture d – a train conductor on a train is shouting at a woman passenger
Picture e – a woman is thinking about someone and looking very happy

- Focus on **a** and explain the activity. Sts have to listen to the song, look at the pictures, and number them in the right order, 1–5. Play the song for Sts to listen. Check answers.

1 c 2 b 3 e 4 a 5 d

- Now focus on **b**. Sts have to listen to the song and circle the **bold** word they hear for each line. Play the song again. Let Sts compare with a partner before checking answers.

2 one 3 said 4 Miss 5 care 6 want 7 old
8 funny 9 anyplace 10 someone 11 could 12 both
13 yesterdays 14 leave 15 stared 16 call 17 just
18 would

- Give Sts a few minutes to read through the lyrics with the glossary.
- If you think Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
- Finally, get Sts to read the **Song facts**.

3A Young folks

Listening for specific words (2 12))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Give Sts a few minutes in pairs to read the lyrics and work out the missing words. Elicit ideas but don't tell Sts they are right or wrong at this stage.
- Play the song once for Sts to complete the missing words. Replay sections as necessary. Check answers.

2 someone 3 history 4 someone 5 before 6 matter
7 night 8 Usually 9 unless 10 disappear 11 Everyone

- Now focus on **c**. Get Sts to do this in pairs. Check answers.

1 there's something going on 5 didn't lead nowhere
2 tend to 6 word for word
3 stick around 7 go along with
4 hanging with

- Ask Sts to read the **Song facts**.
- Finally, you may want to play the song again for the class to sing along.

4B 5 o'clock world

Listening for rhyming words (2 48))

- Copy one sheet per student.
- Check that Sts remember the vowel sounds using the Sound Bank in the Student's Book, or the *English File* pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a sheet and put Sts in pairs. Focus on **a**. Explain that they should put the words into the correct column according to the vowel sound in **bold**. Elicit answers onto the board.



gone, job,
mob, on



away, brain,
day, drain,
OK, way



blows,
clothes,
know



fine,
mind,
time



get, yet

- Now focus on **b**. Tell Sts that they are going to listen to the song and that they have to complete the gaps using the words from **a**. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme with another (for example, the previous or following line, or alternate lines).
- Play the song once for Sts to complete the missing words. Repeat if necessary. Check answers, going through the song line by line.

2 mob 3 brain 4 drain 5 blows 6 time 7 clothes
8 fine 9 get 10 yet 11 way 12 day 13 blows
14 time 15 know 16 mind 17 OK 18 away 19 on
20 gone

- Now focus on **c**. Give Sts, in pairs, a few minutes to read through the lyrics with the glossary and answer the two questions. Check answers.

1 His '9 to 5' job.
2 His girlfriend and the times when he's not working.

- Finally, if you think that Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

5B Country boy

Correcting words (3 20))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Highlight that there is one wrong word in each line.
- Give Sts a few minutes to read the lyrics once before they listen, and tell them not to worry about the meaning of the song at this stage.
- Play the song once for Sts to try and **underline** the wrong word in each line. Make sure that Sts don't write anything in the column on the right this time. (Note that in the recording the lyrics are sung twice.)
- Check answers. Write the wrong words Sts should have underlined on the board.

2 simple 3 normally 4 fun 5 Something 6 about
7 What 8 woman 9 sky 10 around 11 This 12 know
13 Dearest 14 simple 15 Has

- Focus on **b**. Play the song again and tell Sts to listen and write the correct words in the column on the right. Check answers.

2 little 3 always 4 joy 5 Nothing 6 of 7 All 8 one
9 moon 10 above 11 That 12 heard 13 Darling
14 little 15 Happens

- Ask Sts to read the **Song facts**.
- Finally, you may want to play the song again for the class to sing along.

6B Hit 'em up Style (Oops!)

Listening for the past simple (3 39))

- Copy one sheet per student.
- Write the following verbs on the board in four groups:
Group 1: find go think ring catch
Group 2: make spend cheat tell have
Group 3: sell fade pay
Group 4: leave happen
(The groups correspond to sections of the song.)
- Check Sts understand the meaning of each verb and elicit the past tense forms.

Group 1: find - found, go - went, think - thought,
ring - rang, catch - caught
Group 2: make - made, spend - spent, cheat - cheated,
tell - told, have - had
Group 3: sell - sold, fade - faded, pay - paid
Group 4: leave - left, happen - happened

- Give each student a sheet and focus on **a**. Explain that the song contains a lot of US slang. Give Sts a few moments to read the lyrics and think which verbs fit the gaps. Don't check answers at this stage.
- Play the song once for Sts to complete the missing verbs in the past simple. Repeat if necessary. Check answers.

2 found 3 went 4 rang 5 thought 6 spent 7 had
8 cheated 9 made 10 told 11 sold 12 paid 13 faded
14 sold 15 left 16 happened 17 sold

- Focus on **b**. Tell Sts to read the lyrics again with the glossary. Elicit the answer.

The correct summary is 2.

- Ask Sts to read the **Song facts**.
- Finally, you may want to play the song again for the class to sing along.

7B We don't need money to have a good time

Listening for extra words and sentence rhythm (4 21))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Explain that Sts have to listen and identify the extra word. Give Sts a few minutes to read the lyrics. Then play the song once or twice as necessary. Check answers.

2 waiting 3 good 4 round 5 much 6 all 7 only
8 top 9 can 10 back 11 stupid 12 loudly 13 good
14 first

- Now focus on **b**. Play the song again and get Sts to do the activity in pairs. The answers are in the same order as they appear in the song. Check answers.

1 gonna (line 1, etc.)
2 by (line 2)
3 shake off (line 3)
4 reservations (chorus)
5 C'mon (chorus)
6 We got no (line 9)
7 fools (line 11)

- Get Sts to read the **Song facts**. Focus on **c** and elicit opinions.
- You may want to play the song again for the class to sing along.

8B Believe in humanity

Listening for prepositions (4 40))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Give Sts a few minutes in pairs to read the lyrics and guess the missing prepositions. Remind Sts not to write in any of their guesses just yet. Don't check answers at this stage.
- Play the song once and get Sts to complete the gaps. Get Sts to compare their answers with a partner and then play the song again for them to check. Check answers.

2 for 3 about 4 in 5 to 6 by 7 at 8 With 9 in

- Now focus on **c**. Play the song again while Sts read the lyrics and try to match the highlighted phrases with their meanings 1–7. Check answers.

1 in the making
2 sad to say
3 what's going on
4 my fellow man
5 check it out
6 my head in the sand
7 the golden rule

- Ask Sts to read the **Song facts**.
- Finally, you may want to play the song again for the class to sing along.

9A Memories

Listening to choose the correct words (5 8))

- Copy one sheet per student.
- Give each student a sheet. Go through the options in *italics* in the column on the right and check the meaning and pronunciation of each one.
- Focus on **a**. Play the song once and get Sts to circle the word or phrase they hear for each line.
- Focus on **b**. Play the song again for Sts to check their answers. Then check answers with the whole class, going through the song line by line. Then get Sts to write the correct word / phrase in the gaps.

2 an 3 passion's 4 youngest 5 last 6 make
7 where 8 known 9 how 10 Where 11 December
12 fought 13 quite 14 inspired 15 depressing
16 named 17 love 18 growing 19 lost 20 bills
21 smile 22 apple 23 independent 24 thought
25 known 26 the end

- Give Sts a few minutes to read the lyrics again with the glossary. Ask them what they think the song is about. Give them the following choices:
 - 1 a couple who used to be happy but are miserable now
 - 2 a couple who are happier now than they used to be
 - 3 a couple who have met recently and are very much in love

The correct answer is 1.

- If you think Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.
- Finally, get Sts to read the **Song facts**.

10A Living in America

Listening for specific words (5 33))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Highlight that the clues in brackets will help Sts to decide what the missing words are when they listen.
- Give Sts a minute or so to read through the lyrics once before they listen. Tell them not to worry about the meaning of the song at this stage.
- Play the song once for Sts to try and write the missing words. Get Sts to compare their answers with a partner and then play the song again for Sts to fill all the gaps. Play specific lines again as necessary. Then check answers.

2 wheel 3 far 4 nation 5 celebration 6 railroad
7 radio 8 diners 9 black coffee 10 hard 11 overtime
12 Under

- Now get Sts, in pairs, to read the lyrics with the glossary and to do task **b**. Check answers. Help with any other vocabulary problems which arise.

1 overload
2 transcontinental
3 soul
4 smokestack
5 roll

- Ask Sts to read the **Song facts**.
- Finally, you may want to play the song again for the class to sing along.

1A SONG Rio



Rio

Moving on the floor now babe, you're a bird of paradise
 1 Cherry ice cream smile, I suppose it's very nice (*a fruit*)
 With a step to your left and a flick to the right you catch that
 mirror way out 2 _____ (*a point of the compass*)
 You know you're something special and you look like you're
 the best

CHORUS

Her name is Rio and she dances on the 3 _____
 (*sth you find at the beach*)
 Just like that river twisting through a dusty land
 And when she shines she really shows you all she can
 Oh Rio, Rio, dance 4 _____ the Rio Grande
 (*a preposition of movement*)

I've seen you on the 5 _____ and I've seen you on TV
 (*a place where you can sunbathe*)
 Two of a billion 6 _____ - it means so much to me
 (*things that you can see in the sky*)
 Like a 7 _____ or a pretty view (*an important day*)
 But then I'm sure that you know it's just for you

CHORUS

Hey now, look at that, did she nearly run you down?
 At the end of the drive the lawmen 8 _____
 (*to get there*)
 You make me feel alive, alive, alive
 I'll take my chance 'cause luck is 9 _____
 _____ or something (*agrees with me*)

I know what you're thinking, I tell you something, I know what
 you're thinking

Her name is Rio, she don't need to understand
 And I might find her if I'm looking like I can
 Oh Rio, Rio, hear them 10 _____ across the land
 (*to speak loudly*)
 From 11 _____ in the north down to the Rio Grande
 (*big hills*)
 Do do do do, etc.

- Listen to the song and write the missing words 1–11. Use the clues in brackets to help you.
- Read the lyrics with the glossary and answer the questions.
 - Who is Rio?
 - What do you think she looks like?
 - Is she a woman who is confident about her looks? If so / not, where does it say this in the song?
 - How do you think the singer feels about her?
 - How do you think she feels about the singer?

GLOSSARY

flick = a quick or sudden smile or look at sb
 twisting = bending and changing direction often
 dusty = full of dust (dry dirt)
 run sb down = hit sb in a vehicle and knock them to the ground
 lawman = a (US) officer responsible for keeping law and order
 'cause = because
 she don't need to = she doesn't need to

SONG FACTS

Rio was the single from Duran Duran's album of the same name. It was released worldwide on 1st November 1982 and reached number 9 in the UK singles charts in December. Since then, groups like Goldfinger and Nirvana have made cover versions of this song and it's appeared in music video games such as Band Hero and Dance Dance Revolution. Manchester United football fans sing 'His name is Rio, Rio, Rio Ferdinand' (like the first line of the chorus) whenever the footballer is playing in a match!

2A SONG Destination: Anywhere



Destination: Anywhere

- 1 Said to the man at the railroad / railway station
 - 2 'I want a ticket just for me / one'
 - 3 He said / replied, 'Well, if you insist
 - 4 But where you wanna go, Mrs / Miss?'
- CHORUS
- 5 'Destination: anywhere – east or west, I don't mind / care
 - 6 You see, my baby don't want / love me no more
 - 7 And this sad / old world ain't got no back door'
- 8 He looked at me with a serious / funny face and said
 - 9 'Are you sure you wanna go just anyplace / anywhere?'
 - 10 I said, 'If you ever loved somebody / someone the way I loved that man
 - 11 Surely, Mr Ticket Agent, you could / would understand?'
- CHORUS
- 12 'Cause if it did, it would swing two / both ways
 - 13 And I'd go right back to happy yesterdays / years
 - 14 When I loved him tenderly and all he did was go / leave
- 15 As I looked / stared through the window of the train
 - 16 I thought I heard my baby call / shout my name
 - 17 But it was only / just the conductor saying
 - 18 'Which stop do / would you prefer?'

CHORUS

- a Listen to the song and number the pictures in the correct order.
- b Listen again and circle the correct word.

GLOSSARY

wanna = want to
tenderly = in a kind and gentle way
conductor = a person who is in charge of a train and checks tickets

SONG FACTS

The Marvelettes met while they were at school and decided to form an all-girl group in 1960. They stayed together until 1970 and had a hit with *Destination: Anywhere* in 1968 when it reached number 63 in the US pop charts. However, the song was never a hit in the UK. All the surviving members of the group were recently interviewed for an episode of their lives on the TV programme *Unsung*. They were inducted into the Official R&B Music Hall of Fame in 2013.

3A SONG Young folks

Young folks

If I told you things I did before, told you how
I ¹us_____ed_____ to be

Would you go along with ²so_____ like me?

If you knew my story word for word, had all
of my ³hi_____

Would you go along with ⁴so_____ like me?

I did ⁵be_____ and had my share,
it didn't lead nowhere

I would go along with someone like you
It doesn't ⁶ma_____ what you did,
who you were hanging with

We could stick around and see this
⁷ni_____ through

CHORUS

- And we don't care about the young folks
Talking 'bout the young style
And we don't care about the old folks
Talking 'bout the old style too
And we don't care about our own faults
Talking 'bout our own style
All we care about is talking
Talking only me and you

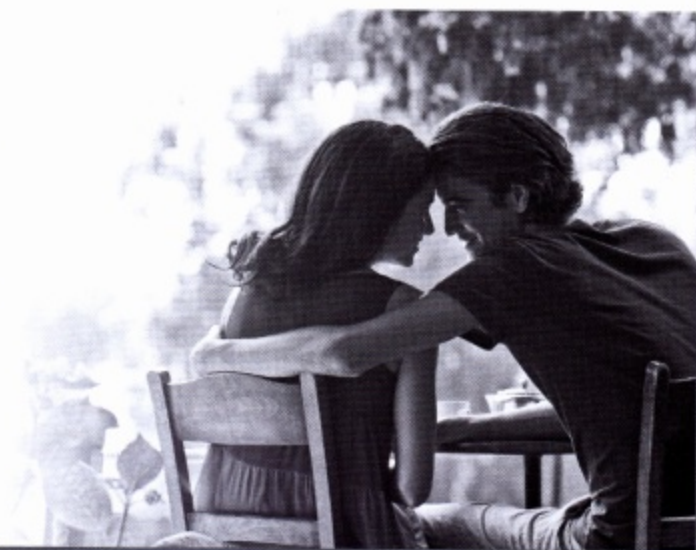
⁸Us_____ when things have gone this far,
people tend to disappear

No one will surprise me ⁹un_____ you do
I can tell there's something going on, hours seem
to ¹⁰di_____

¹¹Ev_____ is leaving, I'm still with you
It doesn't matter what we do, where we are going to
We can stick around and see this night through

CHORUS (x 2)

Talking only me and you
Talking only me and you



- a Read the song lyrics and think about what the missing words could be. Don't write them in yet.
- b Listen to the song and complete the gaps.
- c Read the lyrics with the glossary. Match the highlighted phrases with definitions 1–7.

- 1 _____ there's sth happening
2 _____ happen often or usually
3 _____ stay, wait for sth to happen
4 _____ spending a lot of time with sb
5 _____ had no successful result
6 _____ exactly, in detail
7 _____ agree with sb / sth

GLOSSARY

my share = my part
care about = feel that sth is important
and worth worrying about
folks = people in general






SONG FACTS

Young Folks was the first single from Peter Bjorn and John's third album, *Writer's Block*. It was originally released in 2006 and it reached number 33 in the UK charts. However, in 2007 it was re-released and this time it got to number 13. The song has appeared in several TV series, like *Gossip Girls* and *How I Met Your Mother*, as well as featuring in the *SingStar* game series and Xbox 360. *Rolling Stone* magazine listed it as 'one of the 15 best whistling songs of all time!'

4B SONG 5 o'clock world

- a Write the words from the list in the correct column according to the vowel sound.

away blows x2 brain
clothes day drain fine
get gone job know
mind mob OK on
time x2 way yet

				
gone				

- b Listen to the song and complete the gaps with words from a.

5 o'clock world

Up every morning just to keep a ¹ _____ *job* _____
I gotta fight my way through the bustling ² _____
Sounds of the city pounding in my ³ _____
While another day goes down the ⁴ _____

But it's a 5 o'clock world when the whistle ⁵ _____
No one owns a piece of my ⁶ _____
And there's a 5 o'clock me inside my ⁷ _____
Thinking that the world looks ⁸ _____, yeah
Holiday, yeah...

Trading my time for the pay I ⁹ _____
Living on money that I ain't made ¹⁰ _____
Gotta keep going, gotta make my ¹¹ _____
But I live for the end of the ¹² _____

And it's a 5 o'clock world when the whistle ¹³ _____
No one owns a piece of my ¹⁴ _____
And there's a long-haired hippie girl who waits,
I ¹⁵ _____
To ease my troubled ¹⁶ _____, yeah
Holiday, yeah...

In the shelter of her arms everything's ¹⁷ _____
She talks and the world goes slipping ¹⁸ _____
And I know the reason I can still go ¹⁹ _____
When every other reason is ²⁰ _____

In my 5 o'clock world she waits for me
Nothing else matters at all
'Cause every time my baby smiles at me
I know that it's all worthwhile, yeah
Holiday, yeah
Holiday, yeah

- c Answer the questions with a partner.

- 1 What do you think the singer means by his '5 o'clock world'?
- 2 What compensates for it?

GLOSSARY

bustling = full of people moving in a busy way
mob = a large crowd of people, esp. one that may cause trouble
go down the drain = be wasted
trading = exchanging sth for sth else
ain't made = haven't made
gotta = have got to
ease my troubled mind = make me less worried
worthwhile = of value or importance

SONG FACTS

Bowling for Soup is an American pop-punk band which formed in Texas in 1994. *5 o'clock world* is a track from the group's 2005 album, *Bowling for Soup goes to the Movies*. It's a cover of an original 1965 song recorded by The Vogues. The song is about a city worker who doesn't enjoy his job.



5B SONG Country boy



Country boy

- | | | |
|----|--------------------------------|--------------|
| 1 | Have you <u>read</u> the story | <u>heard</u> |
| 2 | Of the simple country boy | _____ |
| 3 | He is normally happy | _____ |
| 4 | And full of fun | _____ |
| 5 | Something in this world | _____ |
| 6 | That he's thinking about | _____ |
| 7 | What he really cares for | _____ |
| 8 | Is the woman he loves | _____ |
| 9 | And the sky above | _____ |
| 10 | Stars around, Heaven above | _____ |
| 11 | This is all he's thinking of | _____ |
| 12 | Now you know my story | _____ |
| 13 | Dearest, can't you see | _____ |
| 14 | That simple country boy | _____ |
| 15 | Has to be me | _____ |

- Listen to the song carefully. Underline one wrong word in each line.
- Listen again and write the correct words in the column on the right.



SONG FACTS

Antoine 'Fats' Domino was born in New Orleans in 1928. His father was a well-known violinist. Although his first language was Creole, not English, he became famous as an R&B / rock and roll pianist and singer-songwriter. *Country boy* was one of his biggest hits and reached number 25 in the US Hot 100 in 1960. In August 2005, when Hurricane Katrina hit New Orleans, Fats Domino decided to stay at home with his family. After the hurricane he and his family were rescued, but the house had been destroyed by the hurricane. He lost everything.

6B SONG Hit 'em up Style (Oops!)

Hit 'em up Style (Oops!)

While he was scheming
I was beaming in the beamer just beaming
Can't believe that I ¹ caught my man cheating
So I ² _____ another way to make him pay for it all
So I ³ _____ to Neiman-Marcus on a shopping spree-ah
And on the way I grabbed Soley and Mia
And as the cash box ⁴ _____
I ⁵ _____ everything away

CHORUS

There goes the dreams we used to say
There goes the times we ⁶ _____ away
There goes the love we ⁷ _____
But you ⁸ _____ on me and that's for THAT now
There goes the house we ⁹ _____ a home
There goes you'll never leave me alone
For all the lies you ¹⁰ _____ this is what you owe

Hey ladies,
When your man wanna get buck wild
Just go back and hit 'em up style
Get your hands on his cash and
Spend it to the last dime for all the hard times
Oh, when you're cold and everything goes
From the crib, to the ride, and the clothes
So you better let him know that
If you mess up you got to hit 'em up

While he was bragging
I was coming down the hill just dragging
All of his pictures and his clothes in the bagging
I ¹¹ _____ everything else till there was
just nothing left
And I ¹² _____ all the bills about a month too late
It's a shame we have to play these games
The love we had just ¹³ _____
away, away

CHORUS

All of the dreams you ¹⁴ _____
¹⁵ _____ me out in the cold
What ¹⁶ _____ to the days
when we used to trust each other
And all of the things I ¹⁷ _____
Will take you until you get old
To get 'em back without me
'Cause revenge is better than money
you'll see

CHORUS

Hey ladies...



- a Listen to the song and complete the gaps with the correct verbs in the past simple. Use some verbs more than once.

catch cheat fade find go
happen have leave make pay
ring sell spend tell think

- b Read the lyrics with the glossary. Choose the best summary.

- The singer isn't happy in the relationship because she's in love with someone else. She buys lots of things because she's sad.
- The singer's partner has been unfaithful, so she spends all his money to get her revenge and make herself feel better.
- The singer and her partner aren't happy and have decided to separate. The song tells us about all the things they have to do together before they can do this.

GLOSSARY

beaming = having a big happy smile on your face
beamer = (slang) a BMW or any nice car
Neiman-Marcus = an expensive US department store
get buck wild = (slang) go crazy, out of control
hit 'em up style = (slang) ask sb for money in lots of different ways
dime = a US coin, worth 10 cents
crib = (slang) home
ride = (slang) vehicle
'Cause = because

SONG FACTS

Hit 'em up Style (Oops!) is the debut single by American R&B singer Blu Cantrell. It has been her only single to enter the US Top 40, where it reached number 2 in July 2001. Blu Cantrell said that she did not really like the song, but decided to include it on her album *So Blu* because of some very angry feelings she was experiencing at the time.

7B SONG We don't need money to have a good time

- a Listen to the song carefully. ~~Cross out~~ one extra word in lines 1–14.

We don't need money to have a good time

- 1 Not gonna be the ones to stay inside ~~all~~ alone
- 2 Not gonna be the ones to sit there waiting by the phone
- 3 We've got a good reputation, we'll shake it off someday
- 4 Not gonna be the ones to turn round and walk away

CHORUS

No reservations
No hesitations
No bad reactions
Just celebrations

- 5 We don't need much money to have a good time
C'mon, c'mon, c'mon, c'mon
- 6 Forget all our worries and do what we like
C'mon, c'mon, c'mon, c'mon

- 7 Not gonna be the only ones just talking to ourselves
- 8 Not gonna be the ones just sitting on the top shelf
- 9 We got no education but we can find a way
- 10 Not gonna be the ones to turn and walk back today

CHORUS

- 11 Not gonna be the stupid fools who don't know who they are
- 12 Not gonna be the fools who just loudly say blah blah blah
- 13 We got a good reputation, I ain't gonna play
- 14 Or will you be the first ones to turn and walk away?

CHORUS

- b Listen again and read the lyrics. Complete the glossary.

GLOSSARY

- 1 _____ = a contracted form of *going to*
- 2 _____ = near / next to (*prep*)
- 3 _____ = get rid of sth
- 4 _____ = feelings of doubt about a plan or idea
- 5 _____ = a contracted form of *come on*
- 6 _____ = we don't have any
- 7 _____ = people who behave in a stupid way

- c Do you agree with the song title? Why (not)?

SONG FACTS

The Subways are an English rock band. The idea for the song came when the lead singer had lost his job and was spending time with some of his friends who were also unemployed. None of them had any money, but one of them said, 'We don't need money to have a good time'. Billy (the lead singer) felt inspired, ran home, and immediately wrote the lyrics to the song before he wrote the music. They released the song in September 2011.



8B SONG Believe in humanity

Believe in humanity



If you read the papers you may see
History in the making
You'll read what they say life is all ¹ *about*
They say it's there ² _____ the taking
Yeah, but you should really check it out
If you want to know what's shaking

CHORUS

But don't tell me ³ _____ the things you've
heard
Maybe I'm wrong, but I want to believe
⁴ _____ humanity

I know it's often true – *sad to say*
We have been unkind ⁵ _____ one another
Tell me how many times has the golden rule
Been applied ⁶ _____ man to his brother
I believe if I really looked ⁷ _____ *what's going on*
I would lose faith I never could recover

CHORUS

Maybe I'm living
⁸ _____ *my head in the sand*
I just want to see people giving
I want to believe ⁹ _____ *my fellow man*
Yes, I want to believe

- a** Read the song lyrics. Predict the missing prepositions.

about x 2 at by for in x 2 to with

- b** Listen to the song and complete the gaps with prepositions from **a**.

- c** Read the lyrics again. Match the **highlighted** phrases with definitions 1–7.

- 1 in the process of being created or formed
- 2 unfortunately
- 3 what's happening
- 4 other people
- 5 examine sthg to find out whether it's true or acceptable
- 6 not admitting that a problem exists or refusing to deal with it
- 7 an important principle that should be followed

SONG FACTS

Carole King is an American singer-songwriter who had one of her many hits with *Believe in humanity* in 1973. The song was taken from her album *Fantasy* – the album reached number 6 on the Billboard Album chart. In 2000, she was named the most successful female songwriter 1955–1999 because she had written or co-written 118 pop hits on the Billboard Hot 100. As well as singing and writing songs, she has won four Grammy Awards, had various acting roles, and is politically active in the US Democratic Party.

9A SONG Memories

- a Listen to the song and circle the correct word / phrase.

Memories

- He was the congregation's vagrant
- With _____ unrequited love
- When your _____ exaltation
Then finding refuge is not enough
- She was the _____ of the family
- And the _____ to be let go
- When they decided they would try and
_____ it on their own

CHORUS

- Oh memories, _____ 'd you go?
- You were all I've ever _____
How I miss yesterday
- And _____ I let it fade away
- _____ 'd you go? (Don't fade away)

- When July became _____
- Their affection _____ the cold
- But they couldn't _____ remember
- What _____ them to go
- And it was beautifully _____
- Like a streetcar _____ Desire
- They were fighting for their _____
- That had started _____ tired

CHORUS

- When the money _____ momentum
- And the _____ were piling high
- Then the _____ had finally faded
- From the _____ of their eye
- They were young and _____
- And they _____ they had it planned
- Should have _____ right from the start
- You can't predict _____

CHORUS

- He was / She was
some / an
fashion's / passion's
youngest / oldest
first / last
make / take

- why / where
known / owned

- now / how
Why / Where

- September / December
brought / fought
really / quite
invited / inspired
distressing / depressing
named / called
life / love
going / growing

- lost / got
bills / pills
smile / light
apple / angle
indecisive / independent
thought / wrote
none / known
the end / the rest



- b Listen again and check. Complete the gaps with the correct words / phrases.

GLOSSARY

congregation = a group of people who go to a church regularly
vagrant = a person who has no home or job
exaltation = a feeling of great joy
refuge = shelter or protection
fade away = disappear gradually
momentum = movement

SONG FACTS

Panic! at the disco is an American rock band from Las Vegas who met and started playing together when they were still at school. In fact, the members did not continue their education and decided to concentrate on their music. *Memories* is a track on the group's third studio album, released in 2011, which has sold 192,000 copies to date. The lyrics of the songs on this album are all about manipulation and confusion in relationships.

10A SONG Living in America

Living in America

Super ¹ highways, coast to coast (*name for motorways*)

Easy takin' anywhere

On the transcontinental overload

Just slide behind the ² _____, how does it feel?

(*part of a car*)

When there's no destination that's too ³ _____

(*the opposite of 'near'*)

And somewhere on the way you might find out who you are

CHORUS

(Living in America)

Eye to eye, station to station

(Living in America)

Hand in hand, across the ⁴ _____

(*another word for country*)

(Living in America)

Got to have a ⁵ _____ (*a special occasion*)

Rock my soul!

Smokestack, fatback

Many miles of ⁶ _____ track (*name for railway*)

All-night ⁷ _____ (*a form of media*)

Keeps on running through your rock 'n roll soul

All-night ⁸ _____ keep you awake

(*name for restaurants*)

On a ⁹ _____ (*a kind of drink*)

And a ¹⁰ _____ roll (*sth which is difficult to break*)

(You might have to walk a fine line

you might take a hard line)

But everybody's working ¹¹ _____ (*extra hours*)

CHORUS

I live in America, I live in America

Wait a minute

You may not be looking for the promised land

But you might find it anyway

¹² _____ one of those old familiar names

(*a preposition*)

Like New Orleans, Detroit City, Dallas, Pittsburgh PA

New York City, Kansas City, Atlanta, Chicago, and LA

(Living in America)

I live in America

Staying alive, we'll make the prime

I live in America, hey, I know what it means

a Listen to the song and write the missing words 1–12. Use the clues in brackets to help you.

b Read the lyrics again. Complete the glossary with the **highlighted** words / phrases.

GLOSSARY

1 _____ = (NAme) too much of sth

2 _____ = crossing a continent

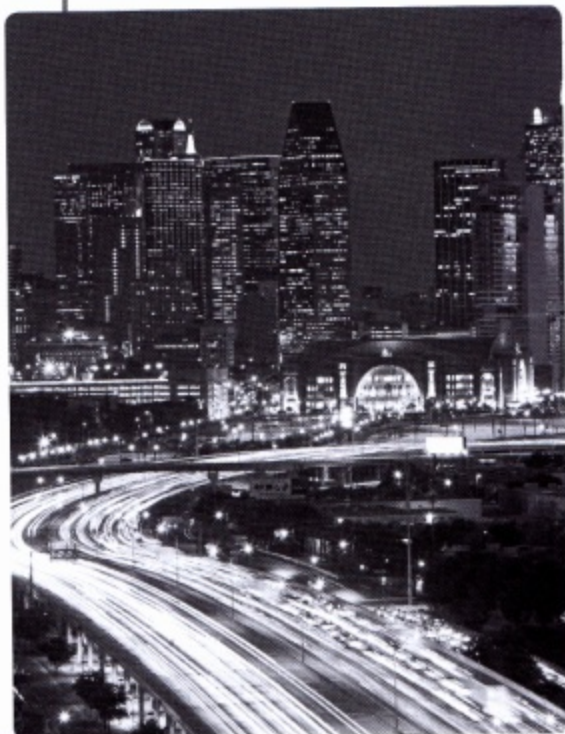
3 _____ = the spiritual part of a person, believed to exist after death

4 _____ = (NAme) a tall chimney on a factory

5 _____ = a small loaf of bread for one person

SONG FACTS

Daniel Earl Hartman was an American musician, singer-songwriter, and producer who worked with many famous artists like Tina Turner and Joe Cocker. In 1984, he produced and co-wrote the song *Living in America* which became a number 4 hit for James Brown in the Billboard Hot 100 chart and a top 5 hit in the UK singles chart. The song later appeared in the 1985 *Rocky IV* soundtrack. Dan Hartman died aged 43 in March 1994.



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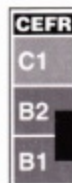
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- Workbook (with or without key)
- Student's website www.oup.com/elt/englishfile
- English File Pronunciation app

English Sounds Pronunciation Chart based on an original idea and design by Paul Seligson and Carmen Dolz.

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