



**third
edition**

ENGLISH FILE

Intermediate Teacher's Book

with Test and Assessment CD-ROM

Christina Latham-Koenig
Clive Oxenden

with Anna Lowy
Beatriz Martín García

OXFORD

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Intermediate 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


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 each other family, adjectives of personality
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- 28 **B** Stereotypes - or are they? articles: *a / an, the*, no article collocation: verbs / adjectives + prepositions
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- 38 **B** Modern manners? modals of obligation: *must, have to, should*
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Pronunciation

Speaking

Listening

Reading

short and long vowel sounds

Food & eating
Restaurants
What do you think?

Food & eating
Steve Anderson interview

Mood food

sentence stress, word stress, adjective endings

Family
Birth order

Radio programme: *Birth order*

Younger brother or only child?

the letter *o*

Are you a spender or a saver?
Money and business

Are you a spender or a saver? – six people answer

Are you a spender or a saver?
The millionaire with a secret

sentence stress, stress on strong adjectives

How long have you... ?

Jane's trip
Helen's challenge

TV presenter's Amazon challenge

/ʃ/, /dʒ/, and /tʃ/, linking

Transport – do you agree with the statements?

Top Gear Challenge – The Stig
Dangerous driving – a safety expert

Top Gear Challenge – boat, bike, and car

/ə/, sentence stress, /ðə/ or /ði:/?

Who's the most talkative?
Talk for two minutes about...
Men & women: stereotypes or true?

Commando Dad – a discussion

Men talk just as much as women
A gossip with the girls?
Commando Dad

sentence stress

Topics to talk about
Speaking other languages
Tips for learning English

Six advanced learners of English give tips

He's English, but he can speak eleven languages

silent consonants, linking

You and your phone questionnaire
Good manners? Bad manners?
Not important?

the difference between Russian and British manners

Mother-in-law from hell... or daughter-in-law from hell?

/ɔ:/ and /ɜ:/

Do you like sport? questionnaire
Telling anecdotes

Football referee interview

If I bounce the ball five times...

linking, the letter *s*

Friends discussion

Radio discussion about Facebook

Love at Exit 19

Grammar

Vocabulary

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🔍 *make and let*
- 68 **B** Ideal home second conditional houses

72 **PRACTICAL ENGLISH** Episode 4 *Boys' night out*

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- 74 **A** Sell and tell reported speech: sentences and questions shopping, making nouns from verbs
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82 **REVISE AND CHECK 7&8** In the street; Short films *Trinity College, Dublin*

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- 84 **A** Lucky encounters third conditional making adjectives and adverbs
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Pronunciation	Speaking	Listening	Reading
sentence stress	The Cinema interview	Interview with Dagmara	You are standing in the place where...
diphthongs	Social networking profile pictures	The man in the photograph	What does your profile picture say about you? Yes, appearance matters
the letter <i>u</i>	<i>Your education</i> questionnaire Debating education Were (are) your parents strict?	Gareth Malone's Extraordinary School for Boys	Do you want to practise for five hours or six?
sentence stress	Your dream house	Four American architecture students describe their 'dream house'	Tchaikovsky's house
the letters <i>ai</i>	<i>Shopping</i> questionnaire When did you complain?	Radio consumer programme about bad service	The King of Complainers
word stress	Asking and answering questions about work Present your product to the Dragons	Two special products from <i>Dragons' Den</i>	In the Dragons' Den
sentence stress	The student and the angel Lucky talk	A question of luck – The Beatles and Bill Gates	The ticket inspector A question of luck?
<i>ough</i> and <i>ugh</i> , linking	Do you suffer from information overload?	The winter of our disconnect	Information overload
word stress	Icons you admire	Great British design icons	Steve Jobs
intonation in question tags		Interview with a <i>Jack the Ripper</i> expert <i>The Case for the Defence</i> , part 3	<i>The Case for the Defence</i> , parts 1 and 2

Our aim with *English File third edition* has been to make every lesson better and more student- and teacher-friendly. We've created a blend of completely new lessons, updated texts and activities, and refreshed and fine-tuned some favourite lessons from New English File.

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

STUDY LINK iTutor with iChecker, Workbook, Online Skills, 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 students need?

The intermediate level is often a milestone for students: at this point, many students really begin to 'take off' in terms of their ability to communicate. Some students, however, may see the intermediate level as a 'plateau' and feel that they are no longer making the progress they were before. Students at this level need fresh challenges to help them to realize how much they know and to make their passive knowledge active, together with a steady input of new language.

Grammar, Vocabulary, and Pronunciation

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* 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 students need

- to revise and extend their knowledge of the main grammatical structures.
- to practise using different tenses together.
- student-friendly reference material.

English File third edition puts as much emphasis on consolidating and putting into practice known grammar as learning new structures. It provides contexts for new language that will engage students, 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 at least two practice exercises for each grammar point.

Vocabulary

Intermediate students need

- systematic expansion of topic-based lexical areas.
- to 'build' new words by adding prefixes and suffixes.
- practice in pronouncing new lexis correctly.
- to put new vocabulary into practice.

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 students need

- practice in pronouncing sounds and words clearly.
- to be aware of rules and patterns.
- to be able to use phonetic symbols in their dictionary.
- an awareness of word and sentence stress.

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. Students who studied with *English File Elementary* and *Pre-intermediate* will already be familiar with *English File*'s unique system of sound pictures, which give clear example words to help identify and produce sounds. *English File third edition Intermediate* 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 students need

- topics that will motivate them to speak.
- the key words and phrases necessary to discuss a topic.
- to feel their pronunciation is clear and intelligible.
- practice in more extended speaking.
- time to organize their thoughts before speaking.

We believe that a good topic or text is very important in motivating students to speak in class. Every lesson in *English File Intermediate* 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 in Online Skills.

Listening

Intermediate students need

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

At Intermediate level students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks, to avoid memory overload. Students are exposed to a wide variety of accents, including some non-native speakers of English.

For students who have time to do further practice there are extra listening activities available in Online Skills.

Reading

Intermediate students need

- engaging topics and stimulating texts.
- exposure to a wide variety of authentic text 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. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File Intermediate* reading texts have been adapted from a variety of real sources (the British press, magazines, news websites) and have been chosen for their intrinsic interest.

For students who have time to do further practice there are extra reading activities available in Online Skills.

Writing

Intermediate students need

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

The growth of the internet, email, and social networking means that people worldwide are writing in English more than ever before both for business and personal communication. *English File Intermediate* provides guided writing tasks in each File, which consolidate grammar and lexis taught in the File.

For students who have time to do further practice there are extra writing activities available in Online Skills.

Practical English

Intermediate students need

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

The five *Practical English* lessons revise and extend common situations such as introducing yourself and others, or making polite requests, and introduce and practice the language for new situations, like expressing opinions or apologizing. The story line involving the two main characters, Jenny and Rob, continues from where it left off in *English File Pre-intermediate* but it 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 *Could you tell me why...?* and *I think I'll go home if you don't mind.* The Practical English lessons are on the **English File Intermediate 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 students need

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

Intermediate students need to feel they are increasing their knowledge and improving their skills. After every two Files there is a two-page Revise & 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 is also a separate **Short film** 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 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 *How come you're so late?* and *I think I'll go home if you don't mind*). Integrated into every Practical English lesson is a motivating drama which can be found in the *English File Intermediate* DVD and on the iTutor.

Revise & 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 & 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 documentary 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.

For students

iTutor with iChecker

Contains the Student's Book and Workbook audio and video for students to review after class or play on their mobile devices. Students can check their progress at the end of every B lesson with the dictation exercises and tests in the iChecker.

iTutor - a digital companion to the Student's Book

- The audio from the main Students' 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.



Online Skills available as a link on the iTutor disc

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.

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.



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.

Seventy pages of photocopiable activities in the Teacher's Book.



Grammar

see pp. 140–163

- 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. 164–195

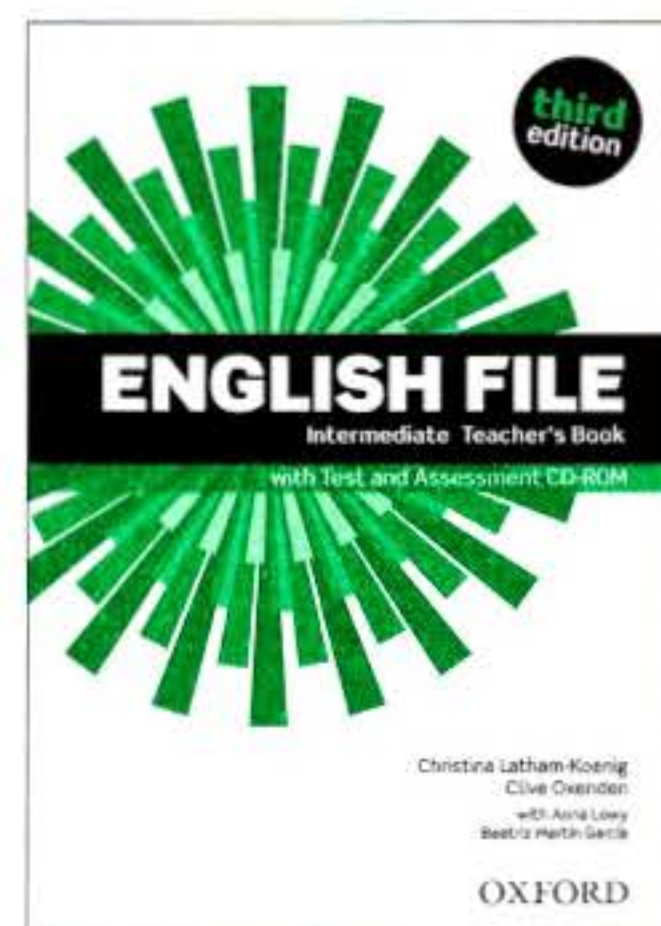
- Extra speaking practice for every A and B lesson
- 'No cut' alternatives to reduce preparation time.



Vocabulary

see pp. 196–214

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



Songs

see pp. 215–226

- 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 & Check section.

Short film

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



Teacher's Site

www.oup.com/elt/teacher/englishfile

- Extra digital ideas, teaching resources, and support.

1A Mood food

Lesson plan

The topic of this first lesson is food and restaurants. The lesson begins with a quiz to brainstorm food words Sts already know, and leads them to the Vocabulary Bank where they extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on short and long vowel sounds, which is both very relevant to this lexical area, and will be especially useful if your Sts are not familiar with the *English File* sound picture system. Sts then listen to people answering questions about food, which serves as a model for them to then answer the questions themselves, and they then read an article about new research on how different foods can affect your mood.

In the second half of the lesson, Sts listen to an interview with a chef who has his own restaurant in Spain. Extracts from the interview lead to the grammar focus, which is on the present simple and continuous, and Sts are introduced to the concept of action and non-action verbs. The lesson ends with a speaking activity where Sts discuss statements related to food and cooking.

If you would like to begin the first lesson without the book, there is a Communicative photocopiable 'Getting to know you' activity on pp.172–173 (instructions p.164), two photocopiable revision Grammar activities on pp.142–143 (answers p.140), and one Vocabulary photocopiable 'Classroom language' activity on p.200 (instructions p.196).

There is an Entry Test on the *Test and Assessment CD-ROM*, which you can give the Sts before starting the course.

STUDY LINK

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

Extra photocopiable activities

- **Grammar** Introduction a p.142
Introduction b p.143
present simple and continuous p.144
- **Communicative** Getting to know you pp.172–173 (instructions p.164)
Spot the difference p.174 (instructions p.164)
- **Vocabulary** Classroom language p.200 (instructions p.196)
Food and cooking p.201 (instructions p.196)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write **FRUIT** on the board. Then put Sts in pairs and give them a minute to write down five words for different kinds of fruit.
- Check answers and write them on the board (eliciting the spelling from Sts if you want to revise the alphabet).
- Then ask Sts which fruit they think is the most popular in their country.

1 VOCABULARY food and cooking

- a Books open. Focus on the quiz. Quickly go through the questions and then set a time limit of about five minutes for Sts to answer in pairs.

Extra idea

- You could divide the class into teams and make this a competition.

Check answers and write them on the board, getting Sts to spell some of the words.

Possible answers

- 1 red – apple / strawberry / cherry
yellow – banana / lemon
green – apple / pear / grapes
- 2 eggs, nuts, seafood, etc.
- 3 cheese, cream, yoghurt, ice cream, etc.
- 4 lettuce, tomatoes, carrots, onions, beans, potatoes, etc.
- 5 a packet, a bag, a tin, a box, a jar, etc.
- 6 toast, bread, cereal, eggs, croissant, fruit, etc.

- b Tell Sts to go to **Vocabulary Bank Food and cooking** on p.152.

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

1 2))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

1 2)))

Food and cooking

Food

Fish and seafood

- 1 crab
- 5 mussels
- 6 prawns
- 2 salmon
- 3 squid
- 4 tuna

Meat

- 10 beef
- 11 chicken
- 8 duck
- 9 lamb
- 7 pork

Fruit and vegetables

- 18 aubergine
- 23 beetroot
- 12 cabbage
- 22 cherries
- 20 courgette
- 16 cucumber
- 21 grapes
- 25 green beans
- 24 lemon
- 17 mango
- 13 melon
- 19 peach
- 14 pear
- 26 raspberries
- 15 red pepper

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

Do **d** as a whole class.

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

1 3))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

1 3)))

Cooking

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

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

Now focus on **c** and get Sts to tell a partner how they like the four items cooked. Get some feedback from the class.

Finally, focus on the **Phrasal verbs** box and go through it with Sts.

You may want to immediately get Sts to test themselves or each other before going back to the main lesson.

Ways of testing

Sts can test themselves by covering the words and looking at either the definitions or pictures (or sometimes gapped texts or sentences) and trying to remember the words.

Alternatively, Sts can take it in turns to test each other. B closes his / her book and A defines or explains a word for B to try and remember, e.g. A *What do you call food that is cooked in hot water?* B *Boiled food.* After a few minutes, Sts can change 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.

Expanding Sts' vocabulary

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

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 Vocabulary photocopyable activity at this point or leave it for later as consolidation or revision.

- c 1.4))) Tell Sts to look at the list of adjectives that are used to describe food, and play the audio. Elicit the meaning of each adjective and drill pronunciation.

1.4)))

See adjectives in Student's Book on p.4

Give Sts time, in pairs, to think of a food item for each adjective.

Check answers.

Possible answers

fresh: fish, vegetables, etc.
 frozen: peas, fish, pizza, etc.
 low-fat: yoghurt, cheese, etc.
 raw: fish, vegetables, etc.
 spicy: sauce, chicken, etc.
 takeaway: pizza, Chinese, etc.
 tinned: tomatoes, tuna, etc.

2 PRONUNCIATION

short and long vowel sounds

Pronunciation notes

- Sts work on distinguishing between two similar sounds (one short and one long) and they look at the typical spellings for these sounds. Then there are exercises to show them how useful it is for them to be able to understand the phonetic transcription of words given in dictionaries.

- a Focus on the eight sound pictures. If your Sts are not familiar with them, explain that the sound pictures give a clear example of a word with the target sound and they help them remember the pronunciation of the phonetic symbol (there is one for each of the 44 sounds of English).

Elicit the first two words (*fish* and *tree*) and point out that *fish* is a short sound and *tree* is a long sound.

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

Check answers.

- | | | |
|------------|--------------|-------------|
| 3 cat /æ/ | 5 clock /ɒ/ | 7 bull /ʊ/ |
| 4 car /ɑ:/ | 6 horse /ɔ:/ | 8 boot /u:/ |

Finally, ask Sts how they know which sounds are long and elicit that the two dots / small triangles in the phonetic symbol tell you this.

- b Now focus on the instructions and the example. Give Sts a few moments in pairs to find the odd one out in each list. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves. You could also suggest that the best way is to practise saying each word with a long sound and then with a short sound and see which sounds correct.

Extra support

- You could play the audio first for Sts to hear the words before they try to find the word that doesn't have the same sound as the picture word.

- c 1.5))) Play the audio once for Sts to listen and check.

Check answers.

- | | | |
|-------------|-------------|--------|
| 2 breakfast | 5 roast | 8 duck |
| 3 prawns | 6 boiled | |
| 4 warm | 7 mushrooms | |

1 5)))

See words in Student's Book on p.4

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

- d 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 plus some more irregular ones.

Focus on *fish* and *tree*, and the different words and spellings, and then on the other pairs of sounds.

STUDY LINK Sts can practise these sounds on the *iTutor* and on the *English File Intermediate* website.

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

3 LISTENING & SPEAKING

- a 1 6))) Focus on the instructions and the *Food & Eating* questions. Give Sts time to read the questions and make sure they understand them. Elicit / explain the meaning of *ready-made food* and *feeling a bit down*.

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

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

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.

Speaker B: 2 Speaker D: 5
Speaker C: 1 Speaker E: 3

1 6)))

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

A
I usually have meat or seafood. Usually prawns or something as a starter and then maybe lamb for the main course.

B
I quite often have ready-made vegetable soups that you only have to heat up – in fact, they're the only vegetables I ever eat! And I usually have a couple of frozen pizzas in the freezer for emergencies. I don't really order takeaway when I'm on my own, but if I'm with friends in the evening, we sometimes order Chinese food for dinner.

C
Eggs and Coke. I have eggs for breakfast at least twice a week, and I drink a couple of cans of Coke every day.

D
If I'm feeling down, chicken soup with nice big pieces of chicken in it. It's warm and comforting. Er, I usually have a banana before going to the gym. If I know I'm going to have a really long meeting, I usually have a coffee and a cake because I think it will keep me awake and give me energy.

E
Fruit – cherries, strawberries, raspberries and apples.
Vegetables – peppers, tomatoes and cucumbers. The only thing I really don't like is beetroot. I can't even stand the smell of it.

- b Tell Sts that they are going to listen to the five speakers again and that this time they must write down in note form the answer 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.

See script 1.6

- c Put Sts in pairs and get them to ask and answer the questions in *Food & Eating*, giving as much information as possible. They should see if they have anything in common.

Monitor and help with any food vocabulary.

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

Extra challenge

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

Extra support

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

4 READING

- a Focus on the instructions and make sure Sts understand the words *carbohydrate* and *protein*. Write the two words on the board. Model and drill their pronunciation. You may want to tell Sts that native speakers often just say *carbs* for *carbohydrates*.

First, get Sts to match the four food items in the list with the right food category.

Then check answers.

carbohydrates: cake, pasta
proteins: chicken, salmon

Now put Sts in pairs and get them to add four food items to each category.

Check answers and write them on the board.

Possible answers

carbohydrates: bread, potatoes, rice, cereal, etc.
proteins: beef, tuna, eggs, cheese, etc.

- b Focus on the instructions and the four questions. In pairs, Sts answer the questions.

Do not check answers.

- c Focus on the title of the article and ask Sts what they think it means. Do not tell Sts if they are right.

Now tell Sts to read the article to find out the meaning of the title and to check their answers to **b**, to see if they are eating the right things.

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load.

The title means that certain foods can affect your mood – how you think and feel.

b
for lunch before an exam or meeting: proteins
for breakfast: proteins
for your evening meal: carbohydrates
if you are stressed: carbohydrates

- d Tell Sts to read the article again and to find why the people 1–5 are mentioned.

Get Sts to discuss the five people or groups of people with a partner. Remind them to use their own words.

Check answers.

- 1 Dr Paul Clayton is a food expert from Middlesex University. He says that our brains are affected by the things we eat and drink, and that some foods affect how we think and feel.
- 2 People on diets often begin to feel depressed after two weeks because they are eating fewer carbohydrates, and carbohydrates make us feel happy.
- 3 Schoolchildren who have protein for breakfast do better at school, because protein makes us feel awake and focussed.
- 4 Paul and Terry are former British chess champions. In an experiment they did before a match, Paul had a plate of *prosciutto* and salad (full of protein from the red meat), and Terry had pasta with a creamy sauce (full of carbohydrate). In the chess match Terry felt sleepy and took longer than Paul to decide what moves to make.
- 5 Nightclub owners in Bournemouth give their clients free chocolate at the end of the night to help reduce violent incidents. The sugar gives people energy and makes them feel good.

- e Tell Sts to look at the verbs and nouns in the list and to then look for the equivalent adjectives in the article.

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

stress, stressful, stressed
relax, relaxed
wake, awake
sleep, sleepy
power, powerful
violence, violent
oil, oily

Elicit the difference between *stressful* and *stressed* (stressful = something that makes you feel stressed, e.g. your job, a problem).

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

- f Put Sts in pairs to answer the questions and then get feedback from the class.

Extra support

- Demonstrate the activity by answering the questions yourself.

5 LISTENING & SPEAKING

- a Focus on the *Restaurants* questionnaire and make sure Sts understand all the questions – for example, make sure Sts are clear about the difference between *food* (meat, fish, pasta, etc.) and *dish* (pizza margherita, chicken curry, spaghetti carbonara, etc.).

Put Sts in pairs and get them to interview each other. Tell them that they can use their L1 for dishes from their country which may not have a translation.

Get some feedback from the class.

Extra support

- Answer the first two questions yourself to demonstrate the activity.
- b (1.7)) Focus on the instructions. Give Sts time to read the introduction and then ask them some questions, e.g. *Who taught Steve how to cook?* (his mother and several famous chefs) *What nationality is Steve's mother?* (half Burmese) *Who is Alastair Little?* (the chef who employed Steve as a trainee chef), etc.

Now focus on the photos and elicit what Sts can see. Pre-teach *snails* and *a casserole* for photos C and E, and elicit that a casserole is made of meat or fish with vegetables all cooked together slowly in one pot in the oven.

Tell Sts that when they listen the first time, they should just try to get a general understanding of what Steve says and number the photos in the order that they are mentioned.

Play the audio once for Sts to number the photos 1–6.

Check answers, getting Sts to tell you what each photo shows.

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 snails and prawns with garlic
- 2 F the market
- 3 A Steve's restaurant
- 4 B mussels
- 5 E a casserole
- 6 D desserts

17))

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

I = interviewer, S = Steve

Part 1

- I What was your favourite food when you were a child?
 S Well, I always liked unusual things, at least things that most English children at the time didn't like. For instance, when I was six or seven my favourite things were snails, oh and prawns with garlic.
 I Funny things for a six-year-old English boy to like!
 S Well, the thing is my parents liked travelling and eating out a lot, and I first tried snails in France, and the prawns, my first prawns, I had at a Spanish restaurant in the town where we lived.
 I So you were keen on Spanish food right from the start. Is that why you decided to come to Spain?
 S Partly, but of course, I suppose like a lot of British people I wanted to see the sun! The other thing that attracted me when I got here were all the fantastic ingredients. I remember going into the market for the first time and saying 'Wow!'
 I When you opened your restaurant, how did you want it to be different from typical Spanish restaurants?
 S Well, when I came to Spain, all the good restaurants were very formal, very traditional. In London then, the fashion was for informal places where the waiters wore jeans, but the food was amazing. So I wanted a restaurant a bit like that. I also wanted a restaurant where you could try more international food, but made with some of these fantastic local ingredients. For example, Spain's got wonderful seafood, but usually here it's just grilled or fried. I started doing things in my restaurant like cooking Valencian mussels in Thai green curry paste.
 I What do you most enjoy cooking?
 S What I most enjoy cooking, I think are those traditional dishes which use quite cheap ingredients, but they need very long and careful cooking, and then you turn it into something really special... like a really good casserole, for example.
 I And is there anything you don't like cooking?
 S Maybe desserts. You have to be very very precise when you're making desserts. And that's not the way I am.

- c Now tell Sts to listen again and write down why Steve mentions each item.

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

- snails and prawns with garlic: they were his favourite food when he was six or seven – quite unusual things for a British child to like.
- the market: he remembers going to the market in Spain for the first time and being impressed by all the wonderful ingredients.
- the restaurant: he wanted a restaurant that was informal, but served fantastic food.
- mussels: they are an example of the kind of food he makes. He cooks Valencian mussels with Thai green curry paste.
- a casserole: something which uses cheap ingredients, but can be wonderful with long careful cooking and what he most enjoys cooking.
- desserts: he doesn't like making desserts because you have to be very precise.

- d 18)) Tell Sts they are now going to listen to **Part 2** of the interview. Focus on the questions and quickly go through them.

Play the audio once the whole way through. 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.

- the best thing: making people happy
the worst thing: the long hours
- British customers always say that everything is lovely even if they don't actually eat it all, whereas Spanish customers are honest and say what they think.
- Customers who want him to cook something in a way that he doesn't think is very good, for example a well-done steak.
- He thinks they are getting worse. People are eating more unhealthily.

18))

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

Part 2

- I What's the best thing about running a restaurant?
 S I think the best thing is making people happy. That's why even after all this time I still enjoy it so much.
 I And the worst thing?
 S That's easy, it has to be the long hours. This week for example I'm cooking nearly every day. We usually close on Sundays and Mondays, but this Monday is a public holiday, when lots of people want to eat out, so we're open.
 I Seu Xerea is in all the British restaurant guides now. Does that mean you get a lot of British customers?
 S Yes, we get a lot of British people, especially at the weekends, but then we get people from other countries too.
 I Are the British customers and the Spanish customers very different?
 S Yes, I think they are. The British always say that everything is lovely, even if they've only eaten half of it. The Spanish, on the other hand, are absolutely honest about everything. They tell you what they like, they tell you what they don't like. I remember when I first opened, I had sushi on the menu, which was very unusual at that time, and I went into the dining room and I said to people, 'So what do you think of the sushi?' And the customers, who were all Spanish, said 'Oh, it was awful! It was raw fish!' Actually, I think I prefer that honesty, because it helps us to know what people like.
 I What kind of customers do you find difficult?
 S I think customers who want me to cook something in a way that I don't think is very good. Let's see, a person who asks for a really well-done steak, for instance. For me that's a difficult customer. You know, they'll say, 'I want a really really well-done steak', so I give them a really really well-done steak and then they say, 'It's tough'. And I think well, of course it's tough. It's well done! Well-done steak is always tough.
 I People say that the Mediterranean diet is very healthy. Do you think people's eating habits in Spain are changing?
 S Well, I think they are changing. Unfortunately, I think they're getting worse. People are eating more unhealthily.
 I How do you notice that?
 S I see it with, especially with younger friends. They often eat in fast food restaurants, they don't cook... and actually the younger ones come from a generation where their mothers don't cook either. That's what's happening now, and it's a real pity.

Extra support

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

- e Put Sts in pairs and get them to tell each other their answers to the four questions.

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

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

- a **1.9**) Focus on the instructions. Give Sts a minute, in pairs, to circle the correct form in each sentence.

Play the audio for Sts to listen and check.

See words in **bold** in script 1.9

1.9

- 1 This week for example **I'm cooking** nearly every day. We **usually close** on Sundays and Mondays, but this Monday is a public holiday.
- 2 The British always **say** that everything is lovely.
- 3 Actually, I think **I prefer** that honesty, because it helps us to know what people like.
- 4 Unfortunately, I think **they're getting** worse. People **are eating** more unhealthily.

- b Give Sts time in pairs to discuss why they think Steve chose each form in the sentences in a.

Check answers, getting Sts to explain why (in their L1 if necessary) the other form is wrong. For 3, they may simply 'feel' that *prefer* is right without being able to explain why. This would be a good moment to explain about action / non-action verbs (see **Additional grammar notes** below).

- 1 I'm cooking (It's a temporary action which is only happening this week.)
close (It usually happens.)
- 2 say (It's a habitual action.)
- 3 I prefer (It's a non-action verb, not normally used in the continuous.)
- 4 they're getting, are eating (They are actions which are happening at the moment.)

- c **1.10**) **1.11**) **1.12**) 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

Present simple

- At this level Sts should be clear about the form and use of the present simple.
- Remind Sts of the difference in pronunciation of the third person -s, i.e. /s/ (verbs ending in an unvoiced consonant, e.g. *cooks, eats*), /z/ (verbs ending in a vowel sound or voiced consonant, e.g. *plays, has*), and /ɪz/ (verbs where you have added -es, e.g. *watches, finishes*).
- Remind them too of the irregular pronunciation of (*he | she | it*) *says* /seɪz/ and *does* /dʌz/.

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

Present continuous

- Sts who don't have a continuous form in their language may need reminding that this is the form they must use when they are talking about temporary actions in progress now, this week, this month, etc.
- Remind Sts of the use of the present continuous for future arrangements. This will be revised fully together with the other future forms in **1B**.

Action and non-action verbs

- These are often called dynamic / stative or progressive / non-progressive verbs. We have called them action / non-action as we think this helps to make the difference clearer for Sts. There are several other verbs which can be both action and non-action, e.g. *see, look, and feel*, but at this level we feel it is best to use *have* and *think* as two clear examples.

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 | 6 is / 's ... making |
| 2 Are ... taking | 7 are ... thinking |
| 3 don't like | 8 is getting |
| 4 Does ... know | 9 do ... eat |
| 5 don't get | 10 don't ... cook |
- b
- | | |
|-------------------|--------------------|
| 1 is coming | 6 thinks |
| 2 doesn't want | 7 Do we need |
| 3 isn't working | 8 I'm having |
| 4 seems | 9 I love |
| 5 aren't speaking | 10 are you cooking |

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.

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

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

On a typical day

What do you usually have for breakfast?

Do you drink Coke or fizzy drinks? How many glasses do you drink a day?

Where do you usually have lunch?

What do you usually have for lunch during the week?

Do you ever cook? What do you make?

Do you prefer eating at home or eating out?

At the moment / nowadays

Do you need to buy any food today?

Do you want anything to eat right now? What?

Are you taking any vitamins or food supplements at the moment?

Are you trying to cut down on anything at the moment?

Is the diet in your country getting better or worse?

Extra support

- You could write the full questions on the board and underline the stressed words to help Sts get the rhythm right.

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

Get some feedback from various pairs.

7 SPEAKING

- a (1 13))) Focus Sts' attention on sentence 1 and tell them they are going to listen to two people discussing the statement.

Play the audio once the whole way through.

Get Sts to discuss in pairs who they agree with most.

Get some feedback.

(1 13)))

M = man, W = woman

M I agree. In most top restaurants the chef is a man, for example Ferran Adriá, or Jamie Oliver.

W I don't agree. There are many more women chefs than before in restaurants. And at home women cook much more than men.

M That's true. But I still think men are better cooks. They're more adventurous in the kitchen.

W In my opinion that's only because they don't cook every day. It's easy to be adventurous if you only cook once a week.

M I'm not sure. I know a lot of men who cook nearly every day.

W Well, I suppose it depends...

- b (1 14))) Tell Sts that they are going to give their opinion about the various topics related to food in sentences 2–6. Focus on the **Useful language: Giving your opinion (1)** box and play the audio once the whole way through for Sts to listen to all the phrases.

(1 14)))

See phrases in Student's Book on p.7

Elicit / explain what the phrases mean.

Play the audio again, pausing after each phrase for Sts to listen and repeat, getting them to copy the stress and intonation.

- c Focus on the instructions, and divide Sts into groups of three if possible. Give them enough time to think of reasons and examples for each statement.

Monitor while Sts are debating and encourage them to use the phrases for giving their opinion. Don't overcorrect, but make a note of any errors that you may want to focus on when they finish speaking.

Get some feedback.

1B Family life

Lesson plan

The context of the lesson is the family. Sts begin by revising family vocabulary and talking about the way family life is changing in the UK and in their country. The grammar focus is on the three most common future forms. Sts will have studied them all separately, but have probably not had to previously distinguish between them. There is then a pronunciation focus on the stress patterns in the future forms, and this first half of the lesson ends with the song *Our House*.

In the second half the focus shifts to relationships between siblings. Sts read an article about the advantages and disadvantages of being a younger brother and an only child. They then extend their knowledge of adjectives to describe personality and also practise the word stress in these adjectives. The lesson ends with a listening and speaking about how your position in the family affects your personality, and a writing focus on describing a person.

STUDY LINK

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

Extra photocopiable activities

- Grammar future forms p.145
- Communicative Who is it? p.175 (instructions p.165)
- Vocabulary Personality p.202 (instructions p.196)
- Song *Our House* p.218 (instructions p.215)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Revise family words by drawing a quick family tree of your direct family and tell Sts a little about them.
- Put Sts in pairs and get them to do the same.

1 VOCABULARY & SPEAKING family

- a Books open. Focus on the photos and the questions. Put Sts in pairs and get them to describe the photos.

Check answers.

Possible answers

The photo on the left shows an extended family celebration.
The middle photo shows a couple and their young family about to start a journey. The couple appear to be arguing.
The photo on the top right shows a woman with her (great) grandson.

- b In pairs, Sts discuss the difference between the words in 1–7.

Check answers.

- 1 A father is a male parent of a child and a parent is a person's mother or father.
- 2 Your stepmother is the woman who is married to your father, but she isn't your real mother.
- 3 Your brother-in-law is the brother of your husband / wife or your sister's husband.
- 4 Your grandfather is the father of your father or mother. Your great-grandfather is your father's / mother's grandfather.
- 5 A nephew is the son of your brother / sister. A niece is the daughter of your brother / sister.
- 6 A child is a young human who is not yet an adult and an only child is a child who doesn't have brothers or sisters.
- 7 Your immediate family are your parents, children, brothers and sisters. Your extended family are your immediate family and uncles, aunts, grandparents, etc.

! You may also want to teach *stepbrother* / *stepsister* (= the children of your stepmother / stepfather, but who don't have the same mother or father as you and are not blood relatives).

- c Focus on the instructions and make sure Sts understand *survey* and *statistics*. Read the introduction together, making sure Sts understand it.

Now give Sts time to read the results of the survey and guess what the missing percentages are.

- d (1 15))) Play the audio for Sts to listen and check.

Check answers.

1 85%	3 26%	5 75%
2 60%	4 17%	

(1 15)))

Family life is changing in the UK – but not in the way we might think. When the BBC did a survey of families in Britain, they expected to find that family relationships were suffering because of the decline in traditional family structures. However, some of the results were quite surprising...
58% of men and 39% of women aged 20 to 24 still live at home with their parents.
85% think that it is right for parents to charge rent to children over 25 who have a job and are living at home.
30% use the internet at least once a week to contact their families.
On average, adults live 130 kilometres from their parents.
95% of people say that they have a close family.
60% of people have a meal with their immediate family every day.
26% say that their families never argue.
17% have family members who they don't speak to any more.
75% think that families should look after grandparents.
75% of people are happiest with their families.
17% are happiest with friends.

Get feedback on what Sts found surprising.

Remind Sts that this survey was done in the UK. Put Sts in pairs and get them to discuss which results they think would be very different for their country.

Get some feedback from various pairs.

- e Focus on the **Useful language: Giving your opinion (2)** box and go through it with the class.

Put Sts in small groups of four if possible. Tell Sts to discuss the questions in their groups.

Monitor and help, encouraging Sts to use expressions from the box.

Get some feedback from the class.

2 GRAMMAR future forms

- a (1 16))) Focus on the instructions. Play the audio once the whole way through. You could pause after each dialogue. Play again if necessary.

Check answers.

- 1 grandmother to grandson; they are talking about what he's going to do next year.
- 2 father to daughter; they are talking about where she's going and what she's doing.
- 3 son to mother; they are talking about if he can borrow her car.

(1 16)))

- 1
 A So what are you going to do next year, dear? Are you going to go to university? Adam, can you hear me?
 B Sorry, Gran. What did you say?
 A I said, 'Are you going to go to university next year?'
 B No, Gran. I've already told you loads of times. I'm not going to go to university yet. I'm going to look for a job. I need to earn some money.
 A All right, dear, you don't need to shout. I can hear perfectly well, thank you. What's the time now?
 B Ten to four. Shall I make you a cup of tea?
 A Yes, please, dear. That'd be very nice.
- 2
 A Bye. See you tomorrow.
 B Bye. Hey, what do you mean tomorrow? Aren't you coming back tonight?
 A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying the night there.
 B Who else is going?
 A Oh, just the usual crowd. You don't know any of them.
 B Well, make sure you don't go to bed too late. And don't forget to...
 A Bye.
 B Where's your coat? You can't go out like that; it's going to be cold tonight.
 A Bye!
- 3
 A Can I use your car tonight?
 B No, you can't.
 A You said you didn't need it. Why can't I borrow it?
 B Because you won't look after it. You'll drive too fast.
 A I won't, I promise, I'll drive really slowly. I'll be really careful.
 B Oh, all right then.
 A Thanks. See you.

Extra idea

- Alternatively, you could pause the audio after each dialogue, play it again if necessary, and check the answer.

- b Go through sentences A–F and make it clear that Sts don't have to number the sentences in order, but simply match two with each dialogue.

Extra challenge

- Get Sts in pairs to decide before they listen again which sentences are from which dialogue.

Play the audio again, pausing after each dialogue.

Check answers.

A 1 B 3 C 1 D 2 E 3 F 2

- c Focus on the instructions and make sure Sts understand the difference between, for example, a plan or intention, and an arrangement.

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

a plan or intention: C
 an arrangement: D
 a prediction: B, F
 a promise: E
 an offer: A

From this, elicit from Sts that generally speaking we use *be going to* for plans and predictions, *will / shall* for predictions, offers and promises, and the present continuous for arrangements.

- d (1 17))) (1 18))) (1 19))) (1 20))) 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

- Sts often have problems using future forms correctly in English, mainly because the future form you use depends on what the speaker wants to say, e.g. whether he / she wants to express a plan or pre-arranged event, or make an 'instant' decision at that moment. This means that Sts often can't use the same form that they would use in their L1.
- The important thing to emphasize is that we use *be going to* (or present continuous) for things we have already decided to do, i.e. our plans, intentions, or arrangements, whereas *will / won't + infinitive* is used for decisions made at the time of speaking, and also for promises, offers, and future facts.
- A typical mistake here is to use the present simple for offers: *I carry your bag for you.*
- Remind Sts that *shall* is only used with *I* and *we* for offers and suggestions when they are questions. Apart from these two uses, *shall / shan't* is only used in very formal written English.
- ! You may want to point out that in song lyrics *going to* is usually transcribed as *gonna* (because that is how it sounds when sung quickly).

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

Check answers, getting Sts to read the full sentences.

- a
- | | |
|----------------|-----------------------|
| 1 Shall we | 6 ✓ |
| 2 I'll make | 7 will go down |
| 3 ✓ | 8 I'm not going to go |
| 4 will be | 9 Shall I |
| 5 I won't tell | |
- b
- | | |
|-----------------------|-------------------------------------|
| 1 will / 'll write | 5 Shall ... get |
| 2 is / 's going to do | 6 will / 'll lend |
| 3 am / 'm working | 7 is / 's going to rain / will rain |
| 4 will / 'll have | 8 Shall ... pick ... up |

Extra idea

- Get Sts to read the dialogues in **b** aloud to practise the rhythm.

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.

3 PRONUNCIATION sentence stress

Pronunciation notes

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

- a (1 21))) Focus on the **Sentence stress** box and go through it with the class.

Now focus on the dialogues. Point out to Sts that the words that are stressed are in bigger font.

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

(1 21)))

See dialogues in Student's Book on p.9

Then play it again, pausing after each line for Sts to listen and repeat, copying the rhythm.

- b Put Sts in pairs and get them to practise saying the dialogues.
Get some feedback from various pairs.
- c 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 make sure they are using the right future forms and getting the sentence stress correct.
Get some feedback.

4 (1 22))) SONG *Our House* 🎵

This song was made famous by the British group Madness in 1982. If you want to do the song in class, use the photocopiable activity on p.218.

(1 22)))

Our House

Father wears his Sunday best
Mother's tired she needs a rest
The kids are playing up downstairs
Sister's sighing in her sleep
Brother's got a date to keep
He can't hang around

Chorus

Our house, in the middle of our street
Our house, in the middle of our...

Our house it has a crowd
There's always something happening
And it's usually quite loud
Our mum she's so house-proud
Nothing ever slows her down and a mess is not allowed

Chorus

Our house, in the middle of our street
(Something tells you that you've got to move away from it)

Father gets up late for work
Mother has to iron his shirt
Then she sends the kids to school
Sees them off with a small kiss
She's the one they're going to miss in lots of ways

Chorus

I remember way back then when everything was true and when
We would have such a very good time
Such a fine time
Such a happy time
And I remember how we'd play, simply waste the day away
Then we'd say nothing would come between us two dreamers

Repeat first verse

Chorus (x 2)

Our house, was our castle and our keep
Our house, in the middle of our street
Our house, that was where we used to sleep
Our house, in the middle of our street

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

5 READING

- a Ask the questions to the whole class and elicit opinions.
! Do not ask Sts if they are an only child as they will talk about this later.
- b Focus on the instructions and tell Sts they are going to read an article written by a journalist about siblings. Put Sts in pairs and tell the **As** to read *The younger brother* and the **Bs** *The only child*.

Extra support

- Before Sts read the texts, check them for words and phrases which your Sts might not know and be ready to help with these while they are answering the questions or afterwards. You may even want to pre-teach a few words / phrases to lighten the load (but not the highlighted words).

- c Focus on the instructions and the task. Give Sts time to read their text again if necessary.

When they have finished reading, tell them to cover the text they just read and to discuss 1 and 2 with their partner. Alternatively, you could write points 1 and 2 on the board and tell Sts to close their books.

Ask the class *Whose childhood sounds happier?* and get Sts to vote with a show of hands.

- d Tell Sts now to re-read their text and also read the other one. As they read they should guess what the highlighted words mean and then match them with the definitions.

Get Sts to compare with a partner and then check answers. Model and drill pronunciation, paying particular attention to *rivalry* /'raɪvlri/.

- | | |
|---------------|-------------------|
| 1 sick | 7 aware of |
| 2 No wonder | 8 boarding school |
| 3 rivalry | 9 value |
| 4 childhood | 10 shared |
| 5 a gathering | 11 fight |
| 6 adults | 12 a gang |

Now focus on the **each other** box and go through it with Sts.

Finally, deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the texts.

- e Focus on the questions. Then give Sts a few minutes to discuss them in pairs.

Get feedback from the class, particularly from only children. You could tell Sts about your own situation and how you feel about it.

6 VOCABULARY adjectives of personality

- a Focus on the instructions and the first question. Elicit that Jeff / the brother was *tidy, responsible, and sensible*, and Tim / the journalist was *untidy, rebellious, and emotional*. Then elicit from Sts what the adjectives mean.

Now ask Sts if they would use any of these adjectives to describe themselves.

Extra idea

- You could tell Sts whether or not you would use any of the adjectives to describe yourself.

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

Focus on **1 What are they like?** and elicit / teach that the question *What are they like?* = What kind of personality does he / she have?

Give Sts, individually or in pairs, time to complete the definitions in **a**.

Extra support

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

1 23))) Now do **b**. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

1 23)))

Personality

What are they like?

- Selfish** people think about themselves and not about other people.
- A **competitive** person always wants to win.
- Spoilt** children behave badly because they are given everything they want.
- An **aggressive** person gets angry quickly and likes fighting and arguing.
- Charming** people have an attractive personality and make people like them.
- A **sensible** person has common sense and is practical.
- A **sociable** person is friendly and enjoys being with other people.
- Anxious** people are often worried or stressed.
- A **moody** person is happy one minute and sad the next, and is often bad-tempered.
- Independent** people like doing things on their own, without help.
- A **bossy** person likes giving orders to other people.
- An **affectionate** person shows that they love or like people very much.
- A **jealous** person thinks that someone loves another person more than them, or wants what other people have.
- A **sensitive** person can be easily hurt or offended.
- An **ambitious** person wants to be successful in life.
- A **reliable** person is someone who you can trust or depend on.
- A **rebellious** person doesn't like obeying rules.
- A **stubborn** person never changes his opinion or attitude about something.

Extra idea

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

Focus on **c**. Get Sts to cover the definitions and look at the adjectives in the list. In pairs, they try to remember their meaning.

Now focus on **2 Opposites** and give Sts time to do **a** individually or in pairs.

1 24))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

1 24)))

Opposites

- clever – stupid
generous – mean
insecure – self-confident
lazy – hard-working
quiet – talkative
shy – outgoing

Get Sts to cover the **Opposite** column and test themselves.

Finally, do **c** and put Sts in pairs. Tell them to go through all the adjectives again in **1** and **2**, and to decide if each one is a positive, negative, or neutral characteristic. (They may not always agree, e.g. some people see *ambitious* as negative and some as positive.) Elicit answers from the class.

Now focus on **3 Negative prefixes** and explain that with some adjectives of personality, the opposite is a completely different word, but for others you simply add a negative prefix. Get Sts to do **a** individually or in pairs.

1 25))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

1 25)))

Negative prefixes

unambitious, unfriendly, dishonest, unimaginative, unkind, disorganized, unreliable, unselfish, unsociable, untidy
immature, impatient, irresponsible, insensitive

Elicit that *un-* is by far the most common negative prefix. Explain also that *im-* is used before adjectives beginning with *p* or *m*, e.g. *impossible*, *immature*, and *ir-* before adjectives beginning with *r*, e.g. *irregular*.

Now elicit which adjective has a positive meaning.

Unselfish has a positive meaning.

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

Finally, focus on the **False friends** box and go through it with Sts.

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 photocopyable activity at this point or leave it for later as consolidation or revision.

c Tell Sts to close their eyes and try to remember adjectives of personality they have just learnt. Then tell them to open their eyes and write down the first three that come to mind.

Now tell Sts to go to **Communication Personality** on p.104.

In pairs, Sts read the explanation and then tell each other what they think.

Get some feedback from the class. You might want to tell the class that this activity is based on a real personality test.

Extra support

- You could write any useful words and phrases from **Communication** on the board for Sts to copy.

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

7 PRONUNCIATION

word stress, adjective endings

Adjective endings

- Negative prefixes (e.g. *un-*, *im-*, *in-* added to adjectives) are never stressed e.g. unfriendly NOT unfriendly.
- The common adjective endings *-ous* (e.g. *jealous*), *-able* | *-ible* (e.g. *sociable*, *responsible*) and *-ive* (e.g. *talkative*) are also unstressed. The pronunciation of *-ous*, *-able* | *-ible* is the /ə/ sound, while *-ive* is pronounced /ɪv/.

a 1 26))) Focus on the task and remind Sts that with multi-syllable words they must always learn which syllable is stressed.

Now focus on the adjectives, and elicit / explain that 1–4 are grouped according to their endings, and that 5 is adjectives with negative prefixes. Get Sts, individually or in pairs, to practise saying the adjectives aloud, and then to underline the syllable they think is stressed.

Play the audio once for Sts to listen and check.

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

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

1 26)))

See words in Student's Book on p.11

b Focus on the phonetics in 1–4 and make sure Sts can pronounce them. Then play the audio again, pausing after each line to elicit an answer.

- 1 *-ous* is pronounced /əs/.
- 2 *-able* is pronounced /əbl/.
- 3 *-ible* is pronounced /ɪbl/.
- 4 *-ive* is pronounced /ɪv/.
- 5 *-ous*, *-able*, *-ible*, and *-ive* are not stressed.
- 6 *un-*, *in-*, and *im-* are not stressed.

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

8 LISTENING & SPEAKING

a Focus on the question and get a show of hands for each position in the family to create class statistics to see how many oldest children, etc. there are.

b 1 27))) Focus on the book cover and get Sts to read it. Then focus on the instructions and tell Sts they will hear a journalist talking on the radio about Linda Blair's book.

Now focus on the chart. Point out that Sts should listen for four more adjectives for each column and that they will hear the audio at least twice.

Play the audio once the whole way through. Then play it again, pausing after each position in the family has been mentioned and making sure Sts are completing the chart.

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 27)))

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

I = interviewer, D = Danielle

I This morning, we're talking about family and family life, and now Danielle Barnes is going to tell us about a book she has just read called *Birth Order* by Linda Blair. So what's the book about, Danielle?

D Well, it's all about how our position in the family influences the kind of person we are. I mean whether we're firstborn, a middle child, a youngest child, or an only child. Linda Blair argues that our position in the family is possibly the strongest influence on our character and personality.

I So, tell us more about this, Danielle. What about the oldest children in a family, the firstborn?

D Well, firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. Many US Presidents and British Prime Ministers, including for example Winston Churchill, were oldest children. On the negative side, oldest children can be insecure and anxious. This is because when the second child was born they lost some of their parents' attention and maybe they felt rejected.

I That's all very interesting. What about the middle child?

D Middle children are usually more relaxed than oldest children. That's probably because the parents are more relaxed themselves by the time the second child arrives. They're usually very sociable – the kind of people who get on with everybody and they're also usually sensitive to what other people need. Now this is because they grew up between older and younger brothers and sisters. For the same reason they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

I And youngest children?

D I was very interested in this part of the book as I'm a youngest child myself. It seems that youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They're often more rebellious, and this is probably because it's easier for the youngest children to break the rules – by this time their parents are more relaxed about discipline.

On the negative side, youngest children can be immature, and disorganized, and they often depend too much on other people. This is because they have always been the baby of the family.

I Fascinating. And finally, what about only children?

D Only children usually do very well at school because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they're used to being by themselves. And because they spend a lot of time with adults they're often very organized.

I I'm an only child myself and people always think that I must be spoilt. Is that true, according to Linda Blair?

D Well it's true that only children can sometimes be spoilt by their parents because they're given everything they ask for. Also, on the negative side, only children can be quite selfish, and they can also be impatient, especially when things go wrong. This is because they're not used to sorting out problems with other brothers and sisters.

- c Get Sts to compare charts with a partner. Then replay the audio, again pausing after each kind of child, so that Sts can add to / check their answers, and for them to listen for more details.

Check answers and ask Sts for the reasons and examples.

Oldest children	Middle children	Youngest children	Only children
responsible	sociable	charming	independent
ambitious	sensitive	rebellious	organized
insecure	sympathetic	immature	spoilt / selfish
anxious	unambitious	disorganized	impatient

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 instructions. Demonstrate the activity by telling Sts about yourself and someone you know, and saying whether the information is true for you and for the other person or not.

Then put Sts in pairs and get them to do the same. Monitor and help with vocabulary if necessary. Don't overcorrect, but encourage Sts to communicate.

Get feedback from a few pairs asking if they agree with what the psychologist said in her book.

9 WRITING a description of a person

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

Tell Sts to go to **Writing A description of a person** on p.113.

- a Before Sts read the two *Facebook* messages, you might want to check they know what an au pair is. Model and drill its pronunciation /əʊ 'peə/.

Give Sts time to read the two messages and to answer the questions.

Check answers.

- 1 Because she is looking for an au pair and Sofia's friend told Angela she might be interested in working in England as an au pair.
- 2 Yes, she does.

- b Tell Sts to read Sofia's email again and to correct the five spelling mistakes.

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

interrested	interested
responsable	responsible
fotography	photography
independant	independent
forgetfull	forgetful

- c Tell Sts to read the two emails once more, then cover them, and answer 1–4 from memory.

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

- 1 intelligent, hard-working, friendly, responsible, independent
- 2 She likes going to the cinema, listening to music, and taking photos.
- 3 She's quite shy, a bit forgetful, and her English isn't very good.
- 4 Yes, she does.

- d** Tell Sts to look at all the highlighted expressions in the second message and explain that they are all expressions that modify adjectives. Point out the example *very* and highlight that the sentences in the chart should go from very positive to negative.

Give Sts time to complete in the chart.

Check answers.

incredibly
really
very
quite
a bit

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

- e** Now focus on the **Useful language: describing a person** box and go through it with Sts.

Tell Sts to imagine they received the message from Angela and they need to write back.

Focus on the plan and go through it with Sts. Remind them to use the **Useful language** box as well as the **Vocabulary Bank Personality** 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 description, e.g. 15–20 minutes.

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

PRACTICAL ENGLISH

Episode 1 Meeting the parents

Lesson plan

This is the first in a series of five Practical English lessons (one every other File) in which Sts learn and practise functional language.

There is a storyline based on two characters, Jenny Zielinski, an American journalist who works in the New York office of a magazine called *NewYork24seven* and Rob Walker, a British journalist who worked in London for the same magazine, but who is now working in New York. If your Sts did *English File* Elementary or Pre-intermediate, they will already be familiar with the characters. If they aren't, the first episode begins with a brief summary of the story so far, so they will not be at a disadvantage.

In the first scene, Jenny takes Rob to meet her parents. They arrive late (because of Rob, who has also forgotten the chocolates). Jenny tells her parents about her new promotion and Sts then practise reacting to what other people say (e.g. to good, bad, interesting, and surprising news). In the second scene, Rob struggles at first to impress Jenny's father, but then they find a shared interest – a jazz musician.

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

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

STUDY LINK

- **Workbook** Meeting the parents
- **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* Pre-intermediate, elicit anything they can remember about Rob and Jenny, and write it on the board in columns under their names. Leave it on the board, so when Sts do exercise **b**, they can see if any of the points on the board are mentioned.
- If your Sts didn't do *English File* Pre-intermediate, introduce this lesson by giving the information in the Lesson plan.

1 INTRODUCTION

- a Books open. Focus on the two photos and tell Sts that Jenny and Rob are the main characters in these lessons. Get Sts to describe them.
- b **1 28**) Focus on the **British and American English** box and go through it with Sts.

Give Sts a few minutes to read the text and think about what the missing words might be.

Now play the DVD or audio once the whole way through for Sts just to listen.

Then play it again if necessary.

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

- | | |
|------------|-------------|
| 1 magazine | 5 New York |
| 2 British | 6 permanent |
| 3 months | 7 find |
| 4 London | 8 family |

1 28

(script in Student's Book on pp.122–123)

J = Jenny, R = Rob

- J** My name's Jenny Zielinski. And New York is my city. I live here and I work for a magazine, *NewYork24seven*.
- R** My name's Rob Walker. I'm a writer on *NewYork24seven*. You can probably tell from my accent that I'm not actually from New York. I'm British, and I came over to the States a few months ago.
- J** I met Rob in London when I was visiting the UK on a work trip. He was writing for the London edition of *24seven*. We got along well right away. I really liked him.
- R** So why am I in New York? Because of Jenny, of course. When they gave me the opportunity to work here for a month, I took it immediately. It gave us the chance to get to know each other better. When they offered me a permanent job I couldn't believe it!
- J** I helped Rob find an apartment. And now here we are. Together in New York. I'm so happy. I just hope Rob's happy here, too.
- R** I really loved living in London. A lot of my friends and family are there, so of course I still miss it. But New York's a fantastic city. I've got a great job and Jenny's here too.
- J** Things are changing pretty fast in the office. We have a new boss, Don Taylor. And things are changing in my personal life, too. This evening's kind of important. I'm taking Rob to meet my parents for the very first time. I just hope it goes well!

Extra idea

- Ask Sts some comprehension questions, e.g. *Where are Rob and Jenny now? (in New York), Who is Don Taylor? (the new boss), etc.*

Extra support

- If there's time, you could get Sts to listen again with the script on pp.122–123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 REACTING TO WHAT PEOPLE SAY

- a **1 29**) Focus on the photos and ask Sts some questions, e.g. *Where are Jenny and Rob? (in a car) How does Jenny look? (not very happy) Who are Jenny and Rob saying hello to? (her parents), etc.*

Now either tell Sts to close their books and write the questions on the board, or get Sts to focus on the two questions and cover the rest of the page.

Play the DVD or audio once the whole way through and then check answers.

He left the chocolates on his desk at work.
She has been promoted to manager.

1 29)))

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

J = Jenny, R = Rob, H = Harry, S = Sally

J I can't believe we got here so late.
R I'm sorry, Jenny. I had to finish that article for Don.
J Don't forget the chocolates.
R OK... Oh no!
J I don't believe it. Don't tell me you forgot them?
R I think they're still on my desk.
J You're kidding.
R You know what my desk's like.
J Yeah, it's a complete mess. Why don't you ever tidy it?

R We could go and buy some more.
J How can we get some more? We're already late!... Hi there!
H You made it!
J Sorry we're late. So, this is my mom and dad, Harry and Sally. And this, of course, is Rob.
R Hello.
S It's so nice to meet you at last.
H Yes, Jenny's finally decided to introduce you to us.
S Come in, come in!

J Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
S What a pity. Never mind.
H Yeah, don't worry about it. We know what a busy young woman you are. And your mom has made way too much food for this evening anyway.
S Oh, Harry!
J But I also have some good news.
S Really? What's that?
J Well, you know we have a new boss? He's still new to the job and needs support, so today he made me the Managing Editor of the magazine.
S So you've got a promotion? How fantastic!
H That's great news! Hey, does that mean Jenny's going to be your boss, Rob?
R Er... yes, I guess so.
J Well, not exactly. I'm a manager, but I'm not Rob's manager.
S Let's go and have dinner.
J What a great idea!

Focus on the **British and American English** box and go through it with Sts.

- b Focus on sentences 1–6. 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.

- 1 T
- 2 F (Rob's desk is **always a complete mess**.)
- 3 F (Rob is meeting Jenny's parents for the **first** time.)
- 4 T
- 5 F (Jenny's new job is Managing **Editor**.)
- 6 F (She is a manager, but **not** Rob's.)

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 1 30))) Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now 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 1.30

1 30)))

1
J Don't forget the chocolates.
R OK... Oh **no**!
J I don't **believe** it. Don't tell me you forgot them?
R I think they're still on my desk.
J **You're** kidding.
2
J Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
S What a **pity**. **Never** mind.
3
J But I also have some good news.
S **Really?** What's that?
4
S So you've got a promotion? **How** fantastic!
H That's great **news**!
5
S Let's go and have dinner.
J What a **great** idea!

- d 1 31))) Focus on the **How + adjective, What + noun** box and go through it with Sts.

Now focus on the **Reacting to what people say** chart and go through it with Sts.

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

1 31)))

See chart in Student's Book on p.13

Now play it again, pausing after each phrase for Sts to listen and repeat with the right intonation.

Then repeat the activity eliciting responses from individual Sts.

- e Put Sts in pairs and tell them to practise the dialogues in c.

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

Make sure Sts swap roles.

- f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How awful! How fantastic!**, **A** on p.104, **B** on p.109.

Go through the instructions with them carefully.

Monitor and help, encouraging Sts to use appropriate intonation.

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

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson.

3 HARRY FINDS OUT MORE ABOUT ROB

- a (1.32))) Focus on the photos and ask Sts what they think they are talking about.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

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.

The evening ends well.

(1.32)))

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

J = Jenny, R = Rob, H = Harry, S = Sally

- H You know, our Jenny has done incredibly well, Rob. She's the first member of our family to study at Harvard. She's a very capable and ambitious young woman.
- J Oh, Dad.
- R No, it's true, Jenny.
- H But what about you, Rob? How do you see your career? Do you see yourself going into management?
- R Me? No. Not really. I'm more of a... a writer.
- H Really? What kind of things do you write?
- R Umm, you know, interviews, reviews... things like that... and I'm doing a lot of work for the online magazine...
- J Rob's a very talented writer, Dad. He's very creative.
- H That's great, but being creative doesn't always pay the bills.
- J You know, my dad's a very keen photographer. He took all of these photos.
- H Oh, Rob won't be interested in those.
- R But I am interested. I mean, I like photography. And I think I recognize some of these people.
- H That's because most of them are of Jenny.
- R But there are some great jazz musicians, too... That's Miles Davis... and isn't that John Coltrane? And that's Wynton Marsalis.
- H You know about Wynton Marsalis?
- R Know about him? I've interviewed him!
- H How incredible! I love that guy. He's a hero of mine.
- R Well, he's a really nice guy. I spent a whole day with him, chatting and watching him rehearse.
- H Really? I want to hear all about it.
- S Have a cookie, Rob.
- H Go ahead, son! Sally makes the best cookies in New York!

- b Focus on the instructions and give Sts time to read questions 1–6. Elicit / explain the meaning of *impressed by*.

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 Harvard
- 2 No, he isn't because he thinks creative people, like writers, sometimes don't earn enough money to pay the bills.
- 3 He likes taking photographs.
- 4 Jenny
- 5 Famous jazz musicians
- 6 That he knows about Wynton Marsalis (Harry's idol), interviewed him, and spent the day with him.

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.

Extra challenge

- In pairs, get Sts to complete the phrases before they listen.
- d (1.33))) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 1.33

(1.33)))

- Harry How do you **see** your career?
- Rob Not **really**. I'm more of a writer.
- Rob Umm, you know, interviews, reviews, **things** like that...
- Rob I **mean**, I like photography.
- Harry That's **because** most of them are of Jenny.
- Harry How **incredible**!
- Rob Well, he's a really nice **guy**.
- Harry Go **ahead**, son!

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 Spend or save?

Lesson plan

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

The lesson begins with a song which has a rather cynical view of how a certain kind of male and female views money. This provides a lead-in to the vocabulary focus which is followed by a pronunciation spot on different pronunciations of the letter *o*. The new lexis is consolidated through reading and listening activities which ask *Are you a spender or a saver?*

In the second half of the lesson, a dialogue where two people are arguing about money provides the context for the grammar revision. Finally, Sts read and talk about the true story about a man who became a successful businessman without being able to read or write.

STUDY LINK

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

Extra photocopiable activities

- **Grammar** present perfect and past simple p.146
- **Communicative** Money, money, money... p.176 (instructions p.165)
- **Vocabulary** Money p.203 (instructions p.196)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Put Sts in pairs and give them three or four minutes to brainstorm some titles of songs which are about money.
- Elicit the songs (and singers) onto the board.

Some suggested titles: *Money* (Pink Floyd), *Money, Money, Money* (Abba), *Material Girl* (Madonna), *Can't Buy Me Love* (The Beatles), *Money Makes the World Go Round* (from *Cabaret*), *Money For Nothing* (Dire Straits), *Bills, Bills, Bills* (Destiny's Child), *Money Honey* (Lady Gaga), etc.

1 VOCABULARY money

- a (1 34))) Books open. Tell Sts they are going to listen to a song about money by an American band called Good Charlotte.

Focus on the task and phrases A–G. Tell Sts not to worry about the meaning of any phrases they don't know as these will be dealt with later.

Play the audio once the whole way through for Sts to complete the gaps. Play again if necessary.

Check answers.

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

(1 34)))

Girls & Boys

Educated, with money
 He's well-dressed
 Not funny
 And not much to say in
 Most conversations
 But he'll foot the bill in
 All situations
 'Cause he pays for everything
 Girls don't like boys, girls like cars and money
 Boys will laugh at girls when they're not funny
 Paper or plastic
 Don't matter
 She'll have it
 Vacations
 And shopping sprees
 These are a few
 Of her favourite things
 She'll get what she wants
 If she's willing to please
 His type of girl
 Always comes with a fee
 Hey, now, there's nothing for free
 Girls don't like boys, girls like cars and money
 Boys will laugh at girls when they're not funny
 And these girls like these boys like these boys like these girls
 The girls with the bodies like boys with Ferraris
 Girls don't like boys, girls like cars and money
 Let's go!
 Eh, eh!

Chorus

All of these boys, yeah get all of these girls
 Losing their souls in a material world (x3)

- b Now tell Sts they are going to listen to the song again and they should read the lyrics at the same time.

Play the audio the whole way through.

Put Sts in pairs and give them time to match phrases A–G with meanings 1–7.

Check answers.

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

- c Do this as a whole class. First, explain / elicit the meaning of the three bullets. You might want to check Sts understand *cynical* (= believing that people only do things to help themselves and not for good or honest reasons) and *offensive* (= extremely unpleasant).

Then ask Sts what they think the song is saying and elicit answers.

- d Tell Sts to go to **Vocabulary Bank Money** on p.154.

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

(1 35))) Now do **b**. Play the audio for Sts to check answers. Make sure Sts are clear about the meaning of all the verbs. Remind Sts of the difference between *lend* and *borrow* with these examples: *Can I borrow your book?* | *Can you lend me your book?*

Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

1 35)))

Money**Verbs**

- 1 My uncle is going to leave me £2,000. I'm going to **inherit** £2,000.
- 2 I put some money aside every week for a holiday. I **save** money every week.
- 3 My brother has promised to give me €50 until next week. He has promised to **lend** me €50.
- 4 I need to ask my mum to give me £20 until Friday. I need to **borrow** £20 from my mum.
- 5 I often spend money on stupid things. I often **waste** money.
- 6 I don't have enough money to buy that car. I **can't afford** to buy that car.
- 7 I usually have to pay the mechanic £100 to service my car. The mechanic **charges** me £100.
- 8 These shoes are quite expensive. They are \$200. They **cost** \$200.
- 9 Jim gave me £100. I haven't paid it back yet. I **owe** Jim £100.
- 10 I want to put money in a bank account. They'll give me 5% interest. I want to **invest** some money.
- 11 I work in a supermarket. They pay me £1,000 a month. I **earn** £1,000 a month.
- 12 I could sell my house for about €200,000. My house **is worth** about €200,000.
- 13 We need to get people to give money to build a new hospital. We want to **raise** money for the new hospital.

Now tell Sts to cover the sentences on the right and see if they can remember the missing verbs.

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

1 36))) Now do **b**. Play the audio for Sts to check answers. Point out the silent *b* in *debt* /det/.

1 36)))

Prepositions

- 1 Would you like to pay **in** cash or **by** credit card?
- 2 I paid **for** the dinner last night. It was my birthday.
- 3 I spent £50 **on** books yesterday.
- 4 My uncle invested all his money **in** property.
- 5 I don't like lending money **to** friends.
- 6 I borrowed a lot of money **from** the bank.
- 7 They charged us €60 **for** a bottle of wine.
- 8 I can only lend you the money if you pay me **back** next week.
- 9 I never get **into** debt. I hate owing people money.

Do **c** and tell Sts to cover the **Preposition** column and see if they can remember them.

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

1 37))) Now do **b**. Play the audio for Sts to check answers. Model and drill the pronunciation of any words you think are difficult for your Sts, e.g. *mortgage* /'mɔ:ɡɪdʒ/ (pointing out the silent *t*). Make sure Sts are clear that *loan* is the general word for money lent by an individual or bank to another person and *mortgage* is specifically money lent by a bank or building society to buy a house or flat.

1 37)))

Nouns

- | | |
|----------|----------------|
| 1 note | 5 tax |
| 2 coin | 6 loan |
| 3 bill | 7 mortgage |
| 4 salary | 8 cash machine |

Now tell Sts to cover the words and see if they can remember what the definitions mean.

Finally, focus on the **Phrasal verbs** box and go through it with Sts. Highlight that *take out* and *pay back* are separable, i.e. you can also put the particles (*out* and *back*) after the noun, e.g. *When can you pay me the money back?*

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 photocopiable activity** at this point or leave it for later as consolidation or revision.

2 PRONUNCIATION the letter *o***Pronunciation notes**

- The letter *o* is quite tricky for Sts as it has several different possible pronunciations. There are some spelling–pronunciation rules you might want to point out / elicit after you have done the exercises and you can also help Sts by highlighting the exceptions.
 - *o* + one consonant + *e* is usually /əʊ/, e.g. *hope*, *alone*, but there are several common words which have the /ʌ/ sound, e.g. *some*, *money*.
 - *o* between two or several consonants is often /ɒ/, e.g. *sorry*, *follow*. There are some exceptions, e.g. *worry*.
 - the letters *ol* and *oa* between consonants are usually /əʊ/, e.g. *old*, *road*.
 - the letters *or* between consonants are usually /ɔ:/, e.g. *airport*, but common exceptions are *work* and *world*, which are /ɜ:/.
- Encourage Sts to use a dictionary to check pronunciation when they are not sure.

- a** Focus on the question and do it as a class, making sure Sts understand the word *rhyme*.

funny rhymes with money

- b** Focus on the activity and elicit the three sounds and words, i.e. *up* /ʌ/, *clock* /ɒ/, and *phone* /əʊ/.

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

Get Sts to compare with a partner.

- c** 1 38))) Play the audio for Sts to listen and check. Check answers.

1 38)))

up /ʌ/	done, money, nothing, some, won, worry
clock /ɒ/	cost, dollar, honest, shopping
phone /əʊ/	clothes, loan, note, owe, sold

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

Then repeat the activity eliciting responses from individual Sts.

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

Extra challenge

- Elicit the answers to **d** before playing the audio.

- e (1 39))) Play the audio for Sts to listen and check.

Check answers.

The letters *or* are normally pronounced /ɔ:/ when they're stressed.

The two words that are different are *worth* and *work*.

(1 39)))

See words in Student's Book on p.15

Play the audio again for Sts to listen and repeat.

Then repeat the activity eliciting responses from individual Sts.

STUDY LINK Sts can practise these sounds on the *iTutor* and on the *English File Intermediate* website.

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

Extra support

- Model and drill each sentence before putting Sts in pairs.

3 READING & SPEAKING

- a Focus on the title of the questionnaire and make sure Sts understand it. Also make sure Sts understand the questions and options, e.g. *I don't have a clue, I have a rough idea, an instalment*, etc.

Give Sts time to read the questions and choose the best answers.

- b Put Sts in pairs and get them to compare their answers and explain why they have chosen each option.

Get some feedback from various pairs.

- c Now tell Sts to go to **Communication Spender or saver?** on p.104.

Tell Sts to find out which description applies to them depending on whether they have answered mainly with 'a', 'b', or 'c' answers. While they read, go round monitoring and helping with any vocabulary problems, e.g. *trust, manage, budget*, etc.

When they have finished, Sts should tell their partner if they agree with what they read.

Get some feedback from the class.

Finally, with a show of hands find out how many Sts are savers and how many are spenders. You could also tell Sts whether you are a saver or a spender and why.

Extra support

- You could write any useful words and phrases from the questionnaire and **Communication** on the board for Sts to copy.

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

4 LISTENING

- a (1 40))) Tell Sts they are going to listen to six people answering the question *Are you a spender or a saver?* They need to listen to find out how many are savers.

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

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, e.g. *kids* = children.

Check the answer.

Two of them are savers.

(1 40)))

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

Speaker 1

I'm a spender, I think. I try to save, but something always seems to come along that I need to buy and I finish up broke. I can get by with very little money for myself when I need to, but I don't seem to be good at holding on to it. Also if my kids ask to borrow some money, I always say yes.

Speaker 2

I would say that I'm a spender. I spend money on things like concerts or on trips because I like having the experience and the memories. I know that I should spend my money on things that last, or save for the future, but I don't want to miss all those good things that are happening right now.

Speaker 3

I consider myself a spender. I don't have much money, but when I do have some there is always something I need or want to spend it on. I love computers and computer games, so I often buy things to make sure my computer's always up to date. I know it's not very sensible, but it's important to me.

Speaker 4

That's difficult to say. I can save money if there's something I really, really want, but usually my money disappears as soon as I get it. I get some money from my parents every week, so I have just enough money to go to the cinema with my friends and to buy something for myself, maybe a book or a DVD or some make-up... I usually end up buying something. But, for example, if I want to go on a trip with my friends, then I can make an effort and save some money for a few weeks.

Speaker 5

Since I was very small, I've always saved about a third of the money I get. I would never think of spending all the money I have. You could say that I'm careful about money. When I want to buy something which is expensive I don't use a credit card, I take the money out of the bank and so I never have to worry about getting into debt.

Speaker 6

I'd say a saver, definitely. I like having some money saved in case I have an emergency. I also think very carefully before I buy something and I always make sure it's the best I can buy for that price. But I wouldn't describe myself as mean. I love buying presents for people, and when I do spend my money, I like to buy nice things, even if they're more expensive.

- b Tell Sts that they are going to listen to the six speakers again and that this time they must match speakers 1–6 with A–F.

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

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

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

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.

5 GRAMMAR present perfect and past simple

- a Focus on the illustration and elicit what the relationship is between the two people (husband / wife or boyfriend / girlfriend).

Focus on the task and tell Sts to read the conversation quickly and answer the question.

They are arguing about money.

- b (1.41))) Tell Sts to complete the conversation with the verbs in the present perfect or the past simple.

Play the audio for Sts to listen and check.

Check answers.

2 've just bought	8 bought
3 did ... cost	9 didn't need
4 were	10 worked
5 Have ... seen	11 needed
6 arrived	12 needed
7 haven't paid	

(1.41)))

D = David, K = Kate

- D I haven't seen those shoes before. Are they new?
 K Yes. I've just bought them. Do you like them?
 D They're OK. How much did they cost?
 K Oh, not much. They were a bargain. Under £100.
 D You mean £99.99. That isn't cheap for a pair of shoes. Anyway, we can't afford to buy new clothes at the moment.
 K Why not?
 D Have you seen this?
 K No. What is it?
 D The phone bill. It arrived this morning. And we haven't paid the electricity bill yet.
 K Well, what about the iPad you bought last week?
 D What about it?
 K You didn't need a new one. The old one worked perfectly well.
 D But I needed the new model.
 K Well, I needed some new shoes.

Extra idea

- Put Sts in pairs and get them to practise reading the dialogue. You could even get a pair to perform in front of the class.

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

Check answers using the examples in the conversation in a to exemplify the rules.

- 1 PS (e.g. *How much did they cost?*)
- 2 PP (e.g. *Have you seen this?*)
- 3 PP (e.g. *I've just bought them.*)

- d (1.42))) (1.43))) (1.44))) 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

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

Past simple

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

Present perfect

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

*In American English the past simple is used here.

- It is also used for very recent past actions (often with *just*). In this context it is often used to give a piece of news or information. *Did you hear? Lina has broken her leg. Guess what! I've found a new job! I'm sleepy. I've just got up.* (No past time expression is used).
- Typical mistakes: *I've been to Paris last year. I already saw that film. Lina has broken her leg this morning.*
- 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 them periodically on the past simple and past participle forms. You could use audio 5.45 to drill the pronunciation of the irregular verbs.

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 ... ever booked
 - 2 have / 've already saved
 - 3 Have ... paid ... yet
 - 4 Have ... ever lent
 - 5 have / 've never used
 - 6 have / 've just won
 - 7 have / 've already spent
 - 8 have / 've just (or already) had

- b
- 1 ✓
 - 2 ✗ **Has** your sister paid you back yet?
 - 3 ✓
 - 4 ✗ When **did** you **buy** that leather jacket?
 - 5 ✗ **They finished** paying back the loan last month.
 - 6 ✓
 - 7 ✓
 - 8 ✗ I'm sure I **didn't borrow** any money from you last week.
 - 9 ✓
 - 10 ✗ **Did** you **see** the Batman film on TV yesterday?

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.

- e This questionnaire practises the contrast between the past simple and present perfect and also provides an opportunity for free-speaking.

Put Sts in pairs and focus on the questionnaire and the example speech bubbles under the questionnaire.

Point out that the *Have you ever...?* questions in the questionnaire are in the present perfect because they are asking about your whole life until now.

However, if the answer is *Yes*, then the follow-up questions, asking for more information, should be in the past simple, because you are now referring to a specific time in the past, e.g. *When did you sell it? What happened?*

Set a time limit. You could either get one student to ask all the questions and then Sts change roles or Sts can take turns to ask each other a question and the same question can be returned using *What about you?*

Stop the activity when the time limit is up or earlier if you think the activity is losing momentum. If there's time, get some whole-class feedback by finding out, e.g. how many people in the class have sold something on the internet and asking individual Sts to talk about their experience. However, don't let this stage go on too long.

Extra support

- You could model the activity first by getting Sts to choose a couple of questions to ask you and eliciting follow-up questions.

6 READING & SPEAKING

- a Focus on the instructions and give Sts a moment to think of two people they know, or have heard of, who are very rich.

Now put Sts in pairs and get them to discuss the two questions, giving as much information as possible.

Get some feedback from the class.

- b Focus on the photo of Jeff Pearce and the title of the article, making sure Sts know the meaning of *secret*.

Now focus on the questions that Sts have to answer when they read the article.

Set Sts a time limit 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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load, e.g. *dyslexia*, *leather*, etc. (but not the highlighted words).

Check answers.

He became rich selling clothes.

His success is surprising because he couldn't read or write.

He learnt how to read and write, and wrote his autobiography with the help of a ghost writer.

- c Focus on the instructions and make sure Sts understand the meaning of *event* (= a thing that happens, especially something important). Tell Sts to read the article again and to number A–K in the order in which they happened.

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

2 G	4 H	6 I	8 A	10 B
3 K	5 C	7 E	9 F	11 J

- d Do this as a whole-class activity.

- e 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.

Finally, ask Sts what new vocabulary they want to remember from the article and write these words and phrases on the board.

- f Tell Sts to complete 1–5 with a highlighted word or phrase from the article.

Check answers.

2 salesman	4 went on sale
3 broke	5 set up a new business

In pairs, Sts answer the questions.

Then get some feedback from the class.

2B Changing lives

Lesson plan

In this lesson Sts revise the present perfect (with *for* and *since*) and they are introduced to the present perfect continuous. The context is provided by the story of a British family whose holiday to Uganda changed their lives and led them to set up a charity to help build a new school for orphan children.

The lesson begins with an interview with Jane Cadwallader, one of the founder members of the charity *Adelante África*. Then sentences from the listening are used to contextualize the grammar presentation. This is followed by a pronunciation focus on sentence stress in present perfect continuous sentences and a speaking activity where Sts put the grammar into practice.

In the second half of the lesson, Sts read and listen to the story of a BBC presenter who kayaked down the Amazon to raise money for charity. Both the lexical and pronunciation focus in this part of the lesson is on using strong adjectives, like *furious* and *exhausted*. The lesson finishes with a writing activity where Sts write an informal email.

STUDY LINK

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

Extra photocopiable activities

- **Grammar** present perfect + *for* / *since*, present perfect continuous p.147
- **Communicative** How long have you...? p.177 (instructions pp.165–166)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Revise the present perfect with *for* and *since* by writing these prompts on the board.
 - 1 HOW LONG / BE A TEACHER?
 - 2 HOW LONG / WORK AT THIS SCHOOL?
 - 3 HOW LONG / LIVE IN THIS TOWN?
 - 4 HOW LONG / KNOW YOUR BEST FRIEND?
- Give the class two minutes in pairs to decide how to make the questions and then get them to ask you. Make sure Sts use the present perfect tense and not the present simple (*How long are you a teacher?*).
- 1 How long have you been a teacher?
2 How long have you worked at this school?
3 How long have you lived in this town?
4 How long have you known your best friend?
- Answer the Sts' questions using *for* and *since* and elicit from the class when you use these words (*for* = period of time, *since* = a point in time).
- Finally, you could get Sts to ask each other questions 3 and 4.

! If a student (who already knows the tense) uses the present perfect continuous to ask question 3, point out to the class that this is another form of the present perfect which they are going to study in this lesson.

1 LISTENING

- a Books open. Focus on the photos and do the questions as an open-class activity.
- b (1 45))) Tell Sts to look at the photos whilst they listen to Jane describing her trip. They should answer the two questions. Emphasize that this is a true story and that the person being interviewed is the real person.

Play the audio once the whole way though. Play again if necessary.

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.

She went to Africa – to Uganda and Rwanda.

After the trip she decided to set up an organization to get money to build a new school.

1 45)))

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

I = interviewer, J = Jane

Part 1

- I Jane, you're a primary school teacher, and a writer. What kind of books do you write?
J Well, I write books for children who are learning English as a foreign language.
I How long have you been a writer?
J Er, let me see, since 1990. So for about 22 years.
I Tell us about the trip that changed your life. Where were you going?
J Well, it was in the summer of 2008, and my family – my husband and I and our three children – decided to have a holiday of a lifetime, and to go to Africa. We went to Uganda and Rwanda, to see the mountain gorillas. It was something we'd always wanted to do. Anyway, about halfway through the trip we were in Uganda, and we were travelling in a lorry when the lorry broke down. So the driver had to find a mechanic to come and help fix it.
I And then what happened?
J Well, as soon as we stopped, lots of children appeared and surrounded us. I could see some long buildings quite near, so I asked the children what they were, and they said in English 'That's our school.' And I was very curious to see what a Ugandan school was like, so I asked them to show it to me.
I What was it like?
J I was shocked when I first saw it. The walls were falling down, the blackboards were broken, and there weren't many desks. But the children were so friendly, and I asked them if they would like to learn a song in English. They said yes, and I started teaching them some songs like *Heads, shoulders, knees, and toes* – a song I've used all over the world to teach children parts of the body. Almost immediately the classroom filled up with children of all ages and they all wanted to learn. I was just amazed by how quickly they learnt the song!

- I Did you meet the teachers?
 J Yes, we did, and the headmaster too. He explained that the school was called St Joseph's, and it was a community school for orphans, very poor children, and refugees. I asked him what the school needed. I thought that he might say, 'We need books, or paper', and then later we could send them to him. But he actually said, 'What we need is a new school.' And I thought yes, of course he's right. These children deserve to have better conditions than this to learn in. So when I got back home, my husband and I, and other people who were with us on the trip, decided to set up an organization to get money to build a new school.

Jane uses the term *headmaster* which is a little old-fashioned, as *head teacher* is more common nowadays.

- c Give Sts a few minutes to go through the items in 1–6 and to compare with a partner to see what they remember.

Then play the audio again for Sts to make notes about why Jane mentions those items.

Check answers.

- 1 She is a primary school teacher and a writer.
- 2 She went to Uganda in 2008 with her family to see the gorillas.
- 3 Lots of children appeared. They wanted to show Jane their school.
- 4 It was in a very bad condition – falling down / blackboards broken / not many desks.
- 5 The children were very friendly. They were all different ages and they all wanted to learn the song (*Heads, shoulders, knees, and toes*). They learnt it very quickly.
- 6 The headmaster told them about the school (St Joseph's – a school for poor children, orphans, and refugees). When Jane asked him what he needed he said they needed a new school.

- d (1 46))) Tell Sts they are now going to listen to **Part 2** of the interview and they need to correct the mistakes in sentences 1–9.

Give Sts time to read the sentences and then play the audio once the whole way through.

(1 46)))

(script in Student's Book on pp.123–124)

Part 2

- I So *Adelante África* was born. Why did you decide to call it that?
 J Well, we wanted a name that gave the idea of Africa moving forward, and my husband is Spanish, and he suggested *Adelante África*, because in Spanish *Adelante* means 'go forward', and *Adelante África* sort of sounded better than 'Go forward, Africa'.
 I How long did it take to raise the money for the new school?
 J Amazingly enough, not long really, only about two years. The school opened on the 14th March 2010 with 75 children. Today it has nearly 500 children.
 I That's great! I understand that since the new school opened you've been working on other projects for these children.
 J Yes. When we opened the school we realized that although the children now had a beautiful new school, they couldn't really make much progress because they were suffering from malnutrition, malaria, things like that. So we've been working to improve their diet and health, and at the moment we're building a house where children who don't have families can live.
 I And are your children involved in *Adelante África* too?
 J Yes, absolutely! They all go out to Uganda at least once a year. My daughter Tessie runs the *Facebook* page, and my other daughter Ana runs a project to help children to go to secondary school, and Georgie, my son, organizes a football tournament there every year.

- I And how do you think you have most changed the children's lives?
 J I think the school has changed the children's lives because it has given them hope. People from outside came and listened to them and cared about them. But it's not only the children whose lives have changed. *Adelante África* has also changed me and my family. We have been very lucky in life... I feel that life has given me a lot. Now I want to give something back. But it's not all giving. I feel that I get more from them than I give! I love being there. I love their smiles and how they have such a strong sense of community, and I love feeling that my family and the other members of *Adelante África* are accepted as part of that community.
 I And, erm, do you have a website?
 J Yes, we do. It's www.adelanteafrica.com. We've had the website for about four years. It was one of the first things we set up. If you'd like to find out more about *Adelante África*, please go there and have a look. There are lots of photos there and even a video my son took of me teaching the children to sing on that very first day. Maybe it will change your life too, who knows?

- e Get Sts to compare with a partner and then play the audio again.

Check answers.

- 1 Jane's husband chose the name.
- 2 The new school opened in 2010.
- 3 The school has nearly 500 children.
- 4 *Adelante África* has also been trying to improve the children's diet and health.
- 5 They are building a house for the children who don't have families.
- 6 All three of Jane's children have been helping.
- 7 The school has changed children's lives because it has given them hope.
- 8 Jane thinks that she gets more than she gives.
- 9 Jane's son took the video of her teaching the children.

Extra support

- If there's time, you could get Sts to listen again with the scripts on pp.123–124, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- f Do this as an open-class activity.

2 GRAMMAR present perfect + *for* / *since*, present perfect continuous

- a Focus on the task and get Sts to match questions 1–3 with answers A–C.

Check answers.

- 1 B 2 C 3 A

- b In pairs, get Sts to answer questions 1 and 2 by referring to the questions and answers in a. You could do this in pairs or as a whole-class activity.

Check answers.

- 1 b: a period of time from the past until now
- 2 present perfect simple: *has been, has had* – i.e. auxiliary *have* + past participle
 present perfect continuous: *has been working* – i.e. auxiliary *have* + *been* + (verb + *-ing*)

- c (1 47))) (1 48))) 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. 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

Present perfect (*How long...?* and *for / since*)

- This use of the present perfect was presented in *English File Pre-intermediate* and should be revision for most Sts. Sts will need reminding that the present simple tense cannot be used here. (NOT *How long do you live in this town?*)
- Remind them how *for* and *since* are used and the different words or phrases which can be used after them, e.g. *for two months, three years, a long time, ages; since October, I was born, last summer, I was a child*, etc.

Present perfect continuous (with *How long...?* and *for / since*)

- For many Sts, including those who used *English File Pre-intermediate*, this will be the first time they have seen the present perfect continuous.
- Point out to Sts that in the same way that there is a simple and continuous form of the present and the past, there are also two forms of the present perfect (simple and continuous).
- The most important difference between the two forms for Sts at this point is that with *How long...?* and *for / since* we normally use the continuous form with action verbs (e.g. *learn, go, play, do, wait*, etc.) and the simple form is used with non-action verbs (e.g. *be, have, know*).
- Some typical mistakes include:
 - getting the form wrong, e.g. (forgetting to include *been*) *How long have you learning English?*
 - depending on their L1, using the present tense instead of the present perfect continuous, e.g. *I am learning English for a long time.*
 - using the continuous form of the present perfect with non-action verbs, e.g. *I've been knowing my best friend for 15 years.*
 - confusing *for* and *since*.

Present perfect continuous (for continuous or repeated recent actions)

- We also use the present perfect continuous to talk about recent continuous actions which have either just stopped or are still continuing, e.g. **A** *You look tired.* **B** *Yes, I've been cleaning the house all afternoon* (= I've just finished).
A *You look tired.* **B** *Yes, I haven't been sleeping well recently* (= I still have problems sleeping at night).

Focus on the exercises and get Sts to do them individually or in pairs. You might want to tell Sts that **a** only focusses on the present perfect.

Check answers, getting Sts to read the full sentences.

a

- 1 We've had our new flat **for** six months.
- 2 Hi Jackie! How are you? I **haven't seen** you for ages!
- 3 How long **have you known** your husband?
- 4 Emily has been a volunteer **for ten years ago**.
- 5 Paul **hasn't eaten** anything since yesterday because he's ill.
- 6 It hasn't rained **for** two months.
- 7 How long **have** your parents been married?
- 8 **They've had** their dog since they got married.
- 9 I haven't had any emails from my brother **since** last Christmas.
- 10 My grandmother **has lived** in the same house all her life.

b

- 1 We've known each other since we were children.
- 2 The children have been playing computer games for two hours.
- 3 Has your sister had that hairstyle for a long time?
- 4 I've loved her since the first day we met.
- 5 My internet connection hasn't been working since yesterday.
- 6 How long have you been waiting?
- 7 I've been a teacher for three years.
- 8 It's been snowing since five o'clock this morning.
- 9 Sam hasn't been studying enough recently.
- 10 Have you been living in London for a long time?

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.

3 PRONUNCIATION sentence stress

Pronunciation notes

- Sts already know, but you may need to remind them, that in English the words which are stressed more strongly in a sentence are the ones which carry the important information, e.g. I've LIVED in the CITY CENTRE for TEN YEARS. These are the words which you hear more clearly when somebody speaks to you and are typically verbs, nouns, adjectives, and adverbs.

The other 'non-information' words (e.g. personal pronouns, articles and little words like *to, of, in, on, as*, etc.) are pronounced less strongly and these words often get shortened when we speak, e.g. *for* becomes /fə/. These words are harder for a non-native speaker to hear. It is this mixture of stressed and unstressed words which gives English its rhythm and Sts need plenty of practice until correct stress and rhythm becomes instinctive.

- a (149)) Tell Sts that they are going to hear a dictation of three present perfect continuous questions and three answers. The first time they listen they should try to write down the stressed words they hear.

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

1 49)))

- 1 **How long** have you been **learning French**?
- 2 I've been **learning French** for **three years**.
- 3 **How long** has it been **raining**?
- 4 It's been **raining** since **lunchtime**.
- 5 **How long** have you been **waiting**?
- 6 I've been **waiting** for **half an hour**.

- b Now tell Sts to look at the stressed words they have written and try to remember or guess what the complete question or sentence is.

Tell Sts they will listen to the audio again and they should try to complete any gaps they have. Play the audio again.

Check answers and write the sentences on the board.

See script 1.49

- c Play the audio again, pausing after each question and sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the large pink rectangles) more strongly and not to stress the other words. Remind Sts that unstressed words are often contracted and are often weak forms, e.g. *been* becomes /bɪn/ and *for* becomes /fə/.

Then repeat the activity eliciting responses from individual Sts.

In pairs, Sts practise saying the sentences.

Finally, get some Sts to say the sentences to the class.

- d 1 50))) Focus on the instructions and example.

Play the audio, pausing after each sentence for Sts to listen and form the question.

1 50)))

- 1 It's snowing. (pause) How long has it been snowing?
- 2 I'm learning Russian. (pause) How long have you been learning Russian?
- 3 Susan has been working in Italy. (pause) How long has Susan been working in Italy?
- 4 John is looking for a job. (pause) How long has John been looking for a job?
- 5 They're living with Mary's parents. (pause) How long have they been living with Mary's parents?
- 6 I'm going to salsa classes. (pause) How long have you been going to salsa classes?
- 7 It's raining. (pause) How long has it been raining?
- 8 Justin is going out with Britney. (pause) How long has Justin been going out with Britney?

Then repeat the activity eliciting the questions from individual Sts.

4 SPEAKING

In this speaking activity, Sts practise using both the present perfect simple and continuous.

- a Focus on the instructions and give Sts time to write true information in as many of the circles as they can (e.g. *Twitter* in the first circle). Go round the class making sure they have completed at least six of the circles.
- b Focus on the instructions. Highlight that with an action verb, e.g. *use*, *play*, etc., they should ask the questions in the present perfect continuous. With non-action verbs, e.g. *be*, *know*, etc., you can't use the

continuous form and the present perfect simple must be used, e.g. *How long have you known your best friend?* NOT *How long have you been knowing...?*

Remind Sts that with the verb *live* you can use either of the present perfect forms.

Extra support

- Go through the circles before you start and elicit whether the verbs are action or non-action and the question that Sts should ask in each case. You could demonstrate the activity yourself by copying a couple of circles on the board (one with an action verb, the other with a non-action verb) and writing something true in them. Then the class could ask you three questions about each one.

Put Sts in pairs. Focus on the speech bubbles. Sts now compare their information and take it in turns to choose one of their partner's circles and ask him / her about the information in it. Remind them that the first question must be *How long...?*

Monitor and help or take part yourself if there are an odd number of Sts.

Bring the activity to a close before it starts to lose momentum. If there's time, get feedback from one person in each pair about an interesting piece of information about their partner.

5 READING & LISTENING

- a Focus on the questions and make sure Sts understand the phrases *to take part in a charity event* and *to raise money for charity*.

Sts could discuss the questions in pairs or you could do it as an open-class activity.

- b Focus on the instructions. Give Sts time to read the introduction and to answer questions 1–4.

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

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 while they are answering the questions or afterwards. You may even want to pre-teach a few words / phrases to lighten the load.

- 1 She ran the 78-mile Ultra Marathon in Namibia. / She ran three consecutive marathons.
- 2 To kayak 3,200 kilometres down the Amazon (from Nauta in Peru to Almeirim in Brazil).
- 3 The river is full of crocodiles. She will be a long way from civilization, so if something happens to her, it will take a long time to get to a hospital.
- 4 She has only been kayaking once before.

- c Focus on the instructions and elicit some ideas, e.g. *the weather was too hot, she was afraid of the crocodiles*, etc. Write all the ideas on the board.

Now give Sts time to read the three phone calls and see if they were right. Tell Sts not to worry about the missing words at this stage.

Check answers.

she only kayaked half a day; she started late; she's been suffering from the heat and humidity; she went the wrong way; she has problems with her hands; she's been suffering from heat exhaustion because she hasn't been drinking enough water.

- d (1 51))) Now tell Sts to read all three phone calls again and to complete the gaps.

Now play the audio for Sts to listen and check.

Deal with any other vocabulary problems and encourage Sts to write down any useful new lexis.

Check answers. Where relevant, elicit from Sts why a particular word is right and what the other words mean.

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 b: behind | 6 c: chocolate |
| 2 c: boiling | 7 b: paddle |
| 3 a: exhausted | 8 a: boring |
| 4 b: up | 9 c: feeling |
| 5 b: wide | 10 a: sick |

(1 51)))

Phone call 1

Everything went wrong. I only managed half a day on Wednesday, the first day, and on Thursday we started late, so I'm already **behind**. I've been suffering from the heat. It's absolutely **boiling** and the humidity is 100% at lunchtime. I went the wrong way and I had to paddle against the current; I was **exhausted**. They asked me, 'Do you want to give **up**?', but I said, no! because I've also been having a wonderful time! There are pink dolphins – pink, not grey – that come close to the boat. I think that if I can do 100 kilometres a day then I can make it.

Phone call 2

I've been on the Amazon for a week now, and I've been paddling for six out of the seven days. The river is incredibly **wide**, and it's very hard to paddle in a straight line. The water is so brown that I can't see my paddle once it goes under the surface. It looks like melted **chocolate**. I start at 5.30 in the morning, and I **paddle** for at least ten hours, from 5.30 a.m. until dark, with only a short break for lunch. My hands have been giving me problems – I have big blisters. I now have them bandaged in white tape. I'm usually on the water for at least ten hours; it's **boring** at times, exciting at others. I listen to music on my iPod. I've been listening to *Don't Stop Me Now* by Queen to inspire me!

Phone call 3

I haven't been **feeling** very well this week. The problem is heat exhaustion. They say it's because I haven't been drinking enough water. I've been travelling 100 kilometres a day, which is my target. But yesterday after 84 kilometres I was feeling **sick** and my head was aching, and I had to stop and rest.

- e (1 52))) Focus on the instructions and elicit some predictions.

Now play the audio once the whole way through.

Check the answer.

Yes, she did.

Extra idea

- Pause the audio after Phone call 5 and ask Sts if they have changed their minds.

(1 52)))

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

Phone call 4

I haven't had any music for the last three days, because my iPod broke, so paddling has been getting more boring. To pass the time I count or I name countries in my head, and sometimes I just look up at the sky. Sometimes the sky is pink with clouds that look like cotton wool, other times it's dark like the smoke from a fire and sometimes it's bright blue. The day that I reached the halfway point in my trip the sky was bright blue. I'm superstitious, so I didn't celebrate – there's still a very long way to go.

Phone call 5

This week the mosquitoes have been driving me mad. They obviously think I'm easy food! They especially like my feet. I wake up in the night when they bite me and I can't stop scratching my feet. But I'm feeling happier now than I've been feeling for weeks. I've seen a lot of amazing wildlife this week. One day I found myself in the middle of a group of dolphins. There were about six pairs jumping out of the water. I've also seen enormous butterflies, iguanas, and vultures, which fly above me in big groups. Yesterday a fish jumped into my kayak. Maybe it means I'm going to be lucky. I am starting to feel a bit sad that this adventure is coming to an end.

The six o'clock news

And finally on the news, BBC presenter Helen Skelton has successfully completed her 3,200-kilometre journey down the Amazon River in a kayak. She set off from Nauta in Peru six weeks ago on a journey which many people said would be impossible. But yesterday she crossed the finish line at Almeirim in Brazil to become the first woman to paddle down the Amazon. Here's Helen: 'It's been hard, but I've had an amazing time. The only thing I've really missed is my dog, Barney. So the first thing I'm going to do will be to pick him up and take him for a nice long walk.'

- f Now tell Sts to look at questions 1–10 for **Phone calls 4 and 5**, and **The 6.00 news**. Give them time to see if they can remember any of the answers.

Play the audio again for Sts to listen and answer the questions. Pause the audio after each section to give Sts time to write. Play again as necessary.

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

- 1 Because her iPod broke.
- 2 She counts or names countries in her head, and sometimes she just looks up at the sky.
- 3 Because she is superstitious.
- 4 mosquitoes
- 5 dolphins, enormous butterflies, iguanas, and vultures
- 6 Because her adventure is coming to an end.
- 7 3,200
- 8 six weeks
- 9 her dog
- 10 Take her dog for a long walk.

Extra support

- If there's time, you could get Sts to listen again with the script on p.124, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- g Focus on the instructions.

Get Sts to answer the questions in pairs. Help them with any new vocabulary they need.

Get some feedback.

Extra support

- Elicit some common adventure sports e.g. *rock climbing, hang-gliding, mountain biking, bungee jumping, canyoning*, etc. and write them on the board. Then put Sts in pairs or small groups to discuss the questions.

6 VOCABULARY & PRONUNCIATION

strong adjectives

- a Focus on the **Strong adjectives** box and go through it with the class.

Give Sts time to read dialogues 1–12, which all contain a strong adjective. From the context or their previous knowledge Sts should be able to write synonyms for each one by writing the normal adjective. Sts could work in pairs or individually and then compare answers when they finish.

- b (1.53)) Play the audio for Sts to listen and check. Make sure Sts are clear what all the adjectives mean. Point out that *amazed* = very surprising, but *amazing* can mean either *very surprising* or *very good*, e.g. *It was an amazing film*.

See **bold** adjectives in script 1.53

(1.53))

- 1 A Was Lisa's father **angry** about the car?
B Yes, he was furious!
- 2 A Is Oliver's flat **small**?
B Yes, it's really tiny – just a bedroom and a sitting room.
- 3 A Are you **afraid** of flying?
B Yes, I'm terrified! I never fly anywhere.
- 4 A Was the food **nice**?
B Yes, it was delicious.
- 5 A Are you very **hungry**?
B I'm starving! I haven't eaten all day.
- 6 A Is your parents' house **big**?
B It's enormous. It has seven bedrooms.
- 7 A Was it **cold** in Moscow?
B It was freezing! Minus 20 degrees.
- 8 A Was Jack's kitchen **dirty**?
B It was filthy. It took us three hours to clean it.
- 9 A Are your parents **happy** about the wedding?
B They're delighted. In fact, they want to pay for everything!
- 10 A Was the film **funny**?
B It was **hilarious**. We laughed the whole way through.
- 11 A Are you **sure** you locked the door?
B I'm positive. I remember turning the key.
- 12 A Were you **surprised** to hear that Ted is getting married?
B I was absolutely amazed! I never thought it would happen.

Now play the audio again pausing after each dialogue for Sts to repeat the questions and responses. Model and drill pronunciation of the adjectives where necessary. Encourage Sts to copy the strong stress on the strong adjectives.

Put Sts in pairs and get them to practise the dialogues. Get some pairs to perform in front of the class.

Extra support

- If you want to give more practice, you could ask the class more questions using a normal adjective and get them to respond with a strong one, e.g. *Is the water cold? Is an elephant big? Was the book good? Was the weather bad? Are you frightened of snakes?*, etc.

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Are you hungry?**, **A** on p.104, **B** on p.109.

Go through the instructions with them carefully and then demonstrate the activity with a **B** student (you take the part of student **A**).

Point out that when a pair has finished the activity they should repeat it, this time trying to respond as quickly as possible and trying to stress the strong adjective strongly.

Extra support

- You could write any useful words and phrases from **Communication** on the board for Sts to copy.

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

- d Put Sts in pairs and get them to interview each other. Tell them to give as much information as possible.

Monitor and help with vocabulary.

Get some feedback from various pairs.

Extra support

- Choose one of the questions and tell Sts what you think, giving as much information as possible.

7 WRITING an informal email

Tell Sts to go to **Writing An informal email** on p.114.

- a Focus on the photo and see if Sts can guess who they are (they are the people from Writing 1 – Kasia and Angela's children, Sally and Mike).

Now focus on the instructions and give Sts time to number the sentences in the order in which they think they are mentioned in the email.

- b Tell Sts to read Kasia's email to check their answers to **a**. Tell them not to worry about the mistakes in the email.

Check answers.

- 1 She apologizes for not writing before.
- 2 She thanks them for her stay...
- 3 She talks about the nice things that happened...
- 4 She talks about what she's been doing recently.
- 5 She promises to send some photos.
- 6 She thanks them again and invites them to stay.

- c Now tell Sts to look at the mistakes underlined in Kasia's email and to correct them.

Check answers.

Grammar: ~~I am~~ I've been, ~~Be~~ Being, ~~for to buy~~ to buy, ~~I send~~ I'll send

Vocabulary: ~~travel~~ trip

Punctuation: ~~english~~ English, ~~dont~~ don't

Spelling: ~~mesages~~ messages

- d Now focus on the **Useful language: informal emails** box and go through it with Sts.

Tell Sts to imagine they have some British friends in the UK, and they stayed with them for a week last month. Now they need to write a thank-you email. Tell Sts to use 1–6 in **a** in the right order as their plan and to use expressions from the **Useful language** box.

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

- e Sts should check their emails for mistakes and then swap them with another student to read.

3A Race across London

Lesson plan

The context for this lesson is an episode of the well-known BBC series about cars and driving, *Top Gear*, in which presenter Jeremy Clarkson and his colleagues organize a race across London using four different methods of transport.

The lesson begins with vocabulary and Sts learn words and phrases connected to transport, focussing particularly on road travel. This is followed by a pronunciation focus where the consonant sounds /f/, /dʒ/, and /tʃ/ are contrasted. Sts then read about three of the participants in the race, who travelled by motorboat, bike, and car, and finally listen to find out how the fourth participant, who was using public transport, fared. The first half ends with Sts discussing what the result of the race would have been if it had been held in their nearest big city, and finally do a roleplay where a local person gives a tourist advice about transport.

In the second half of the lesson, Sts begin by revising what they know about comparatives and superlatives, before going to the Grammar Bank where this knowledge is extended. There is another pronunciation focus on linking in fast speech, followed by oral grammar practice. Sts then listen to an expert talking about dangerous things that people do when driving, and discuss other statements to do with road transport. The lesson ends with a writing focus, where Sts write an article about transport in their town, and with the song *500 Miles*.

STUDY LINK

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

Extra photocopiable activities

- **Grammar** comparatives and superlatives p.148
- **Communicative** Questionnaire p.178 (instructions p.166)
- **Vocabulary** Transport p.204 (instructions p.197)
- **Song** *500 Miles* p.219 (instructions p.215)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Play *Hangman* (see Elementary Teacher's Book p.23) with the phrase PUBLIC TRANSPORT.
- Drill the pronunciation. Then get a show of hands to find out how many of the class regularly use public transport to get to work / school.

1 VOCABULARY & SPEAKING transport

- a Books open. Puts Sts in pairs and get them to think of four different forms of public transport in town and cities in their country.

Get some feedback and write the answers on the board.

Possible answers

taxi, bus, the Underground, tram

- b Tell Sts to go to **Vocabulary Bank Transport** on p.155.

Focus on **1 Public transport and vehicles** and make sure Sts know the meaning of *vehicle*. Model and drill its pronunciation /'vi:əkl/. Then get Sts to do **a** individually or in pairs.

2 2))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

2 2)))

Transport

Public transport and vehicles

6 carriage	8 scooter
2 coach	4 the Underground
7 lorry	9 tram
3 motorway	5 van
1 platform	

Point out that *a bus* is usually a vehicle used within a town or city and *a coach* = an intercity bus.

Do **c** and tell Sts to cover the words and look at the pictures to see if they can remember them.

Now look at **2 On the road**, focus on the **Compound nouns** box and go through it with Sts. You might also want to tell Sts that occasionally compound nouns are hyphenated, e.g. *make-up*, or one word, e.g. *sunglasses*.

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

2 3))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this. Point out that the strong stress falls on the first word in compound nouns, e.g. *seat belt*.

2 3)))

On the road

1 car crash	8 seat belt
2 cycle lane	9 speed camera
3 parking fine	10 speed limit
4 pedestrian zone	11 taxi rank
5 petrol station	12 traffic lights
6 road works	13 traffic jam
7 rush hour	14 zebra crossing

Tell Sts to cover the compound nouns and look at the photos. Can they remember the compound nouns?

3A

Now focus on **3 How long does it take?** and go through the information box with Sts.

Put Sts in pairs and get them to ask and answer the two questions. Then get some feedback.

Extra idea

- With a show of hands you could see who has the shortest / longest trip to work / school.

Finally, focus on the **Phrasal verbs** box and go through it with Sts.

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 **Vocabulary photocopiable activity** at this point or leave it for later as consolidation or revision.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

Pronunciation notes

- These three consonant sounds are often confused by Sts.
 - *sh* is always pronounced /ʃ/, (e.g. *shower, ship*), as is *-tion* (e.g. *station, edition*).
 - *j* is always pronounced /dʒ/.
 - *ch* is usually pronounced /tʃ/, but can also be pronounced /ʃ/ in some words mainly of French origin, e.g. *chef, machine*. It is also sometimes pronounced /k/ in words like, e.g. *chemist's, chorus*, etc.

- a **2.4**) Focus on the sound pictures and elicit the words and sounds: *shower* /ʃ/, *jazz* /dʒ/, and *chess* /tʃ/.

Then play the audio once for Sts just to listen.

2.4

See words in Student's Book on p.24

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

- b Get Sts to look at the list of words and put them in the correct column. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves.
- c **2.5**) Get Sts to compare with a partner, and then play the audio to check answers.

2.5

shower /ʃ/	crash, rush, station
jazz /dʒ/	bridge, journey, traffic jam
chess /tʃ/	adventure, catch, coach

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

Get Sts to practise saying the words.

- d Elicit the sound–spelling rules in **Pronunciation notes** above. Then tell Sts to go to the **Sound Bank** on p.167.

Go through the spelling rules for the three sounds.

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

STUDY LINK Sts can practise these sounds on the *iTutor* and on the *English File Intermediate* website.

- e **2.6**) Focus on the pairs of words and play the audio once the whole way through for Sts just to listen.

2.6

See words in Student's Book on p.24

Play it again, pausing after each pair for Sts to repeat.

- f **2.7**) Now tell Sts that this time they will only hear one of the words in each pair. They must circle the one they hear.

Play the audio once the whole way through.

Check answers.

See words in script 2.7

2.7

1 jeep	3 joke	5 shoes
2 chain	4 chip	6 watch

- g **2.8**) Tell Sts they are going to hear five sentences and they need to write them down.

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

2.8

- 1 Do you like chips?
- 2 I'm going to wash it.
- 3 You choose.
- 4 Don't joke about it.
- 5 Is it cheap?

Now play the audio again, pausing after each sentence to give Sts time to write. Repeat if necessary.

Check answers and write the sentences on the board.

See script 2.8

3 READING & LISTENING

- a Focus on the photos and ask Sts if they know the TV programme *Top Gear*. If they do, ask them what they think of it. If they don't, tell them that it is a British TV show about cars and that the presenters do funny and daring things.

Now focus on the instructions and make sure Sts understand *race*. Point out the **Glossary** to Sts and go through it.

Get Sts to read the introduction and to answer questions 1–4.

Check answers.

! When you check the answer to 1, focus on the map so that Sts can see the places mentioned. Point out that it is part of the Underground map, and that the distances and positions of the river and the Underground stations are approximate.

- 1 They go from Kew Bridge, in the south-west of London, to the check-in desk at London City Airport, in the east.
- 2 A bike, a car, a motorboat, and public transport

Elicit Sts' opinions for 3 and 4. You could write their suggestions on the board.

- b** Now set a time limit for Sts to read the three paragraphs and to see if they want to change their predictions to questions 3 and 4 in **a**.

When they have finished reading, they should tell another student what they think.

Find out if anyone has changed their predictions.

- c** Focus on the instructions and get Sts to read about the three journeys again and to answer questions 1–7.

Set a time limit and when Sts finish, get them to compare their answers with a partner.

Check answers.

1 Ja 2 Je 3 R 4 Ja 5 R 6 Je 7 Je

- d** Focus on the highlighted verbs and verb 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 text.

- e** (2.9))) Focus on the instructions and the map, and ask Sts how The Stig is going to travel. Give them time to look at the map carefully.

Play the audio once the whole way through for Sts to listen and mark his route on the map. Play again if necessary.

Check the answer, eliciting what public transport he took.

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 took a bus from Kew Bridge to Acton town. Then he took the Underground (District line) from Acton Town to Monument. Then at Monument he changed onto the Docklands Light Railway, which he took to London City Airport.

(2.9)))

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

N = narrator, **T** = Tube announcer

N The Stig was using public transport, for the first time in his life! He saw a big red thing coming towards him. A bus! He got on it, and used his Oyster card to pay. Ten minutes later he got off, and got the Tube at Acton Town to take the District line to Monument. 18 stops!

T The train approaching is a District line train to West Ham. Please mind the gap between the train and the platform.

N The Stig noticed that everyone was reading a newspaper, so he picked up a free one that was on a seat and started reading.

T The next station is Monument. Change here for the Central line and the Docklands Light Railway.

N He got off the Tube and ran to the platform for the Docklands Light Railway. After a few minutes a train arrived. Now it was just ten stops and he would be there!

- f** Focus on the instructions and make sure Sts understand *warning*.

Play the audio again and pause after the warning. Elicit the answer and check Sts understand the word *gap*.

Please mind the gap between the train and the platform.

Now play the rest of the audio and pause after the second Tube announcement. Elicit that on the Tube the stations are announced before you arrive and you are also told what lines you can change to at each station.

The next station is Monument. Change here for...

Ask Sts if they have similar announcements in their country.

- g** (2.10))) Elicit the four presenters' names and modes of transport used. Write them on the board:

JEREMY – MOTORBOAT, RICHARD – BIKE, JAMES – CAR, THE STIG – PUBLIC TRANSPORT.

Tell Sts to number them in the order in which they now think they arrive at the final destination.

Get Sts to compare with a partner.

Now focus Sts' attention on the two questions and tell them to listen to what happened.

! Play the audio once the whole way through. Audio 2.10 has not been included on the *iTutor* and the script is not in the Listening section of the Student's Book so that it works successfully as a guessing activity in class.

(2.10)))

Jeremy Clarkson, who had travelled in the boat, ran into London City airport and ran straight to the check-in desk. The man at the check-in desk said, 'Unfortunately, a gentleman on a bike has checked in already.' Jeremy couldn't believe it! He looked at Richard Hammond, who was standing nearby laughing.

They waited for the other two to arrive. They needed public transport to come last. *Top Gear*, after all, is a programme about cars.

A few minutes later came The Stig. He was third.

And 15 minutes later, James, who had come by car, arrived at the airport. Disaster! Public transport had beaten the car!

First, elicit the order in which everyone arrived.

- 1 Richard (bike)
- 2 Jeremy (boat)
- 3 The Stig (public transport)
- 4 James (car)

With a show of hands find out how many Sts had guessed correctly.

Then, elicit why Jeremy Clarkson was annoyed.

Because *Top Gear* is a car programme and the car came last.

- h** If the Sts all come from the same city / town, elicit the modes of transport available in their city / town and ask them which one would win in a similar competition.

If the Sts come from different cities / towns, put them in pairs or small groups and get them to do the activity.

Get some feedback.

- i** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist – can you help me?**, **A** on p.104, **B** on p.109.

Focus on the instructions and set the scene. The **As**, who are foreign tourists wanting to use public transport in the town, should ask the **Bs**, who live in the town, their five questions.

Monitor and help.

3A

Make sure Sts swap roles. Now the **Bs**, who are foreign tourists wanting to use a hired car in the town, should ask the **As**, who live in the town, their five questions.

Monitor and help.

Get some feedback from the class on some of the information given by the **Bs** and then by the **As**.

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

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

4 GRAMMAR comparatives and superlatives

- 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. Make sure Sts explain why the \times sentences are wrong, as well as give the right answer.

- \times the quickest way
- ✓
- \times as fast as
- ✓
- \times as many trains as
- \times the most exciting journey
- ✓
- \times more carefully than

- b (2.11)) (2.12)) (2.13)) 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.

Additional grammar notes

- Sts will almost certainly have been taught the basic rules regarding comparative and superlative forms of adjectives and adverbs, so this grammar focus should be mainly revision and consolidation. Sts may still mix up comparative and superlative forms and make mistakes with the rules for forming comparatives and superlatives.
- Some typical mistakes include:
 - mixing up comparative and superlative forms (*This is the older building in the town.*)
 - confusing *as* and *than* (*The train isn't as cheap than the bus.*)
 - omitting the definite article (*He's best player in the team.*)
 - confusing adjectives and adverbs (*You drive more quick than me.*)

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 | easier than | 6 The furthest |
| 2 | more powerful than | 7 older than |
| 3 | the most relaxing | 8 the hottest |
| 4 | more slowly than | 9 the best |
| 5 | The worst | |

- | | | |
|---|------|--------|
| b | | |
| 1 | as | 6 most |
| 2 | the | 7 as |
| 3 | than | 8 more |
| 4 | ever | 9 as |
| 5 | him | 10 in |

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.

5 PRONUNCIATION linking

- a (2.14)) Focus on the **Linking** box and go through it with Sts.

Now tell Sts to listen to and read the five sentences at the same time. Play the audio once the whole way through.

(2.14))
See sentences in Student's Book on p.26

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

You could then get individual Sts to say the sentences.

- b Put Sts in pairs. Focus on the task and demonstrate what Sts have to do.

First, Sts have to choose one of the things, make a superlative sentence using the given adjective, and give a reason. Then they must compare the other two remaining things, as in the example.

Extra challenge

- Get pairs to compare with another pair to see if they agree and get them to defend their choices.

Get some feedback from the class.

6 LISTENING

- a Focus on the instructions and check that Sts understand all the vocabulary, e.g. *a simulator*, *setting or adjusting a satnav*, and *doing your hair*.

Give Sts a few minutes to read the text and answer the questions with a partner.

Get some class feedback.

Extra idea

- Get a show of hands for each one and write the top three on the board.

- b (2.15)) Focus on the task and play the audio for Sts to number the activities 1–7. To add suspense, you could pause the audio just before the expert says which thing is the most dangerous, second most dangerous, etc. and elicit from the class what they think is going to be next.

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 Sending or receiving text messages
- 2 Setting or adjusting a satnav
- 3 Doing your hair or putting on make-up
- 4 Talking on a mobile (not 'hands free') and Eating or drinking
- 6 Listening to your favourite music
- 7 Listening to music you don't know

2 15)))

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

T = TV host, E = expert

- T And on tonight's programme we talk to Tom Dixon, who is an expert on road safety. Tom, new technology like satnav has meant new distractions for drivers, hasn't it?
- E That's right, Nicky, but it isn't just technology that's the problem. Car drivers do a lot of other things while they're driving which are dangerous and which can cause accidents. Remember, driver distraction is the number one cause of road accidents.
- T Now I know you've been doing a lot of tests with simulators. According to your tests, what's the most dangerous thing to do when you're driving?
- E The tests we did in a simulator showed that the most dangerous thing to do while you're driving is to send or receive a text message. This is incredibly dangerous and it is of course illegal. In fact, research done by the police shows that this is more dangerous than drinking and driving.
- T Why is that?
- E Well, the reason is obvious – many people use two hands to text, one to hold the phone and the other to type. Which means that they don't have their hands on the wheel, and they are looking at the phone, not at the road. Even for people who can text with one hand, it is still extremely dangerous. In the tests we did in the simulator two of the drivers crashed while texting.
- T And which is the next most dangerous?
- E The next most dangerous thing is to set or adjust your satnav. This is extremely hazardous too because although you can do it with one hand, you still have to take your eyes off the road for a few seconds.
- T And number three?
- E Number three was putting on make-up or doing your hair. In fact, this is something that people often do, especially women of course, when they stop at traffic lights, but if they haven't finished when the lights change, they often carry on when they start driving again. It's that fatal combination of just having one hand on the steering wheel, and looking in the mirror, not at the road.
- T And number four?
- E In fourth place, there are two activities which are equally dangerous. One of them is making a phone call on a mobile. Our research showed that when people talk on the phone they drive more slowly (which can be just as dangerous as driving fast), but their control of the car gets worse, because they are concentrating on the phone call and not on what's happening on the road. But the other thing, which is just as dangerous as talking on your mobile, is eating and drinking. In fact, if you do this, you double your chance of having an accident, because eating and drinking always involves taking at least one hand off the steering wheel. And the worrying thing here is that people don't think of this as a dangerous activity at all and it isn't even illegal.
- T And in fifth, well actually sixth place, it must be listening to music, but which one?
- E Well, it's listening to music you know.
- T Oh, that's interesting.
- E We found in our tests that when drivers were listening to music they knew and liked, they drove either faster or slower depending on whether the music was fast or slow.

- T So fast music made drivers drive faster?
- E Exactly. And a study in Canada also found that if the music was very loud, then drivers' reaction time was 20% slower. If you are listening to very loud music, you're twice as likely to go through a red light.
- T So the safest of all of the things in the list is to listen to music we don't know.
- E Exactly. If we don't know the music, then it doesn't distract us. In this part of the tests all drivers drove safely.

Find out if anyone guessed the top three correctly. Then find out if the class agree with the expert's top three.

- c Now Sts listen for more detail. Tell Sts they need to find out why each activity is dangerous and get more information.

Play the audio again, pausing where necessary to give Sts time to write the answers.

Get Sts to discuss what they heard with their partner and play the audio again if necessary.

Check answers.

- 1 Sending or receiving text messages: many people use two hands and look at the phone, not the road.
- 2 Setting or adjusting a satnav: you use one hand and you take your eyes off the road.
- 3 Doing your hair or putting on make-up: you use one hand and you look in the mirror, not at the road.
- 4 Talking on a mobile (not 'hands free'): your control of the car gets worse because you concentrate on the phone call and not on the road.
Eating or drinking: you double your chances of having an accident, because you only have one hand on the wheel.
- 6 Listening to your favourite music: if the music is fast, people drive fast. If the music is slow, they drive slowly. If the music is loud, your reaction time is reduced.
- 7 Listening to music you don't know: it is much less distracting and safer than listening to music you know.

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.

7 SPEAKING

- a Focus on the statements and go through them with Sts. Give Sts time to decide if they agree or disagree with them and to think of their reasons.
- b Focus on the **Agreeing and disagreeing** box and go through it with Sts.

Put Sts in small groups of three or four. Appoint a group secretary, whose job it is to read out the sentence and then invite opinions from the other Sts as well as giving his / her own opinion. The secretary should also note down how many people agreed or disagreed with each statement.

Monitor and help, encouraging Sts to use the expressions in the box.

Get feedback to find out if there was a general consensus of agreement or disagreement on each statement.

8 WRITING an article for a magazine

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

- a** Focus on the instructions and questions.

Put Sts in pairs or small groups and get them to discuss the questions.

Get some feedback from the class.

- b** Tell Sts to read the article to check their answers to **a** and then tell them to answer 1–3.

Check answers. Elicit the meaning of *mayor*, and model and drill its pronunciation /meɪə/.

the most expensive: black taxi

the healthiest: cycling

the best if you want to see London: (double-decker) bus

the safest to use late at night: taxi

- 1 For the Underground and buses
 - 2 Because they are named after Boris Johnson, the mayor of London.
 - 3 A mini-cab is a normal car which works for a company, and which you have to phone. It is much cheaper than a black taxi.
- c** Now tell Sts to read the article again and to complete the gaps with prepositions from the list.

Check answers.

- | | |
|-----------|-----------------|
| 2 on | 6 on the top of |
| 3 off | 7 with |
| 4 next to | 8 in |
| 5 on | 9 at |

- d** Focus on the **Useful language: transport in your town** box and go through it with Sts.

Now tell Sts they are going to write a similar article about public transport in their (nearest) town / city for foreign Sts.

Tell Sts to plan the headings they are going to use and what they are going to say about each form of transport. Remind them to use the **Useful language** box and the **Vocabulary Bank Transport** on p.155.

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.

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

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

9 (2 16))) **SONG** 500 Miles 🎵

This song was originally made famous by the Scottish band The Proclaimers in 2000. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopyable activity on p.219.

(2 16)))

500 Miles

When I wake up, well I know I'm gonna be,
I'm gonna be the man who wakes up next to you.

When I go out, yeah I know I'm gonna be,
I'm gonna be the man who goes along with you.

If I get drunk, well I know I'm gonna be,
I'm gonna be the man who gets drunk next to you.

And if I haver, yeah I know I'm gonna be,
I'm gonna be the man who's havering to you.

Chorus

But I would walk five hundred miles
And I would walk five hundred more
Just to be the man who walked a thousand miles
To fall down at your door

When I'm working, yes I know I'm gonna be,
I'm gonna be the man who's working hard for you.

And when the money comes in for the work I do,
I'll pass almost every penny on to you.

When I come home (when I come home),

Oh I know I'm gonna be,

I'm gonna be the man who comes back home to you.

And if I grow old, well I know I'm gonna be,
I'm gonna be the man who's growing old with you.

Chorus

Da da da da, etc.

When I'm lonely, well I know I'm gonna be,
I'm gonna be the man who's lonely without you.
And when I'm dreaming, well I know I'm gonna dream,
I'm gonna dream about the time when I'm with you.

When I go out (when I go out), well I know I'm gonna be,
I'm gonna be the man who goes along with you.

And when I come home (when I come home),

Yes, I know I'm gonna be,

I'm gonna be the man who comes back home with you,

I'm gonna be the man who's coming home with you.

Chorus

Da da da da, etc.

Repeat chorus

3B Stereotypes – or are they?

Lesson plan

This lesson challenges common stereotypes about men and women. It begins with a split reading: one article about whether women really talk more than men, and another about what men and women talk about, which Sts read and then tell each other about. This leads to a grammar focus on articles: when (and when not) to use an article, and which article to use. This is followed by a pronunciation focus on the schwa in unstressed syllables and words, and on the two pronunciations of *the*. The first half of the lesson ends with a speaking activity to see if Sts can prove the stereotypes wrong.

In the second half of the lesson, Sts read and listen about a new book called *Commando Dad*, which challenges the idea that women are better than men at looking after young children. This is followed by a speaking activity on stereotypes, with a special focus on generalizing. The lesson ends with a vocabulary focus on verbs and adjectives with dependent prepositions.

STUDY LINK

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

Extra photocopiable activities

- **Grammar** articles p.149
- **Communicative** Generally speaking p.179 (instructions p.166)
- **Vocabulary** Dependent prepositions p.205 (instructions p.197)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the following sentences on the board:

WHERE ARE MY SOCKS? I CAN'T SEE THEM ANYWHERE.

YOU JUST RELAX. I'LL ORGANIZE THE SUMMER HOLIDAYS THIS YEAR.

WE NEED TO TALK.

THAT WASN'T A GOAL! HE WAS DEFINITELY OFFSIDE.

- Then ask Sts who they think would probably say each sentence – a man to a woman or a woman to a man? Get them to try to say why.

1 READING & SPEAKING

- a Books open. Put Sts in pairs and get them to discuss the questions, giving as much information as possible.

Get some feedback from various pairs. You could write some of their conclusions on the board and also say if you agree or not with Sts.

- b Focus on the definition of *stereotype* and go through it with the class. Model and drill the pronunciation.

Put Sts in pairs, **A** and **B**. Make sure Sts understand the four questions.

Now tell the **As** to read *Men talk just as much as women* and the **Bs** *A gossip with the girls?*

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load, e.g. *a recorder, trivial*, etc. (but not the highlighted words).

- c Now tell Sts to tell their partner what they found out in the article, using questions 1–4 as a guide for how to give the information.

Then check answers to 1–4 for both articles.

Men talk just as much as women

- 1 That women talk more than men.
- 2 At the University of Arizona.
- 3 They fitted hundreds of students with recorders.
- 4 That men speak only slightly fewer words a day than women.

A gossip with the girls?

- 1 That women often talk about trivial things.
- 2 At University College London.
- 3 A professor interviewed over 1,000 women.
- 4 That women's conversations are not trivial at all, that they have a wide variety of conversation topics, and that they move quickly from one subject to another.

- d Tell Sts to now read both articles and then to complete 2–10 (1 has been done for them) with a highlighted word or phrase from either article.

Check answers.

- | | |
|------------|----------------------|
| 2 reduce | 7 according to |
| 3 tend to | 8 range from |
| 4 slightly | 9 almost |
| 5 whereas | 10 been sceptical of |
| 6 claim | |

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

- e Focus on the question and the three options. Make sure Sts understand *credible*. Model and drill its pronunciation.

Give Sts time to choose one piece of research for each option.

Put Sts in pairs or small groups and get them to share their ideas, giving their reasons.

Get some feedback.

Extra idea

- Write the idiom at the end of the first article on the board: **SILENCE IS GOLDEN**. Ask Sts what they think it means (It is often best not to say anything). Then ask Sts if they have a similar idiom in their L1 and whether they agree with it or not.

2 GRAMMAR

articles: *a / an, the*, no article

- a Focus on sentences 1–4 and tell Sts to complete the gaps with *a, an*, or – (no article at all).

Get them to compare with a partner and then check answers. Don't give any grammar explanations at the moment as these will be given later.

- A man with **a** dog walks into **a** bar. **The** man says to **the** barman, 'Can I have **a** beer and **a** whisky for my dog...'
- 'I've just read **an** article on **the** internet about how eating - strawberries makes you look younger...'
- 'I'm sure there's something wrong between us because we never go out to - dinner or to **the** cinema any more.'
- 'Did you watch **the** match - last night? I can't believe that **the** referee didn't see that it was **a** penalty...'

- b Now focus on the question and give Sts a few minutes to discuss it with a partner, or do this as a whole-class activity.

Check answers.

- 1 Man 2 Woman 3 Woman 4 Man

- c (2 17))) (2 18))) (2 19))) 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. Highlight that the articles are not stressed. Then go through the rules with the class.

Additional grammar notes

- Sts have learnt rules for using articles before, but here the main ones are brought together. Most nationalities will have some problems using articles correctly, but especially those who don't have articles in their language.
- In this lesson the basic rules are covered. Other more specific uses, e.g. with geographical names, are introduced in *English File Upper-intermediate*.
- Some typical mistakes include:
 - omitting the article, e.g. *I saw old man with dog.*
 - the incorrect use of the definite article when generalizing, e.g. *The men usually love the football.*

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

Check answers, getting Sts to read the full sentences.

- a
- a nurse, The hospital
 - a horrible day, the car
 - love stories, war films
 - the theatre, once a month
 - dinner, next Friday
 - a chef, the best cook
 - the windows, home
 - dogs, the dogs
 - school, last week
 - happiness, success

- b
- | | | |
|---------------|-----------------|---------------|
| 1 the, a, - | 4 the, the, the | 7 a, a, - |
| 2 the, a, the | 5 -, -, the | 8 a, the, - |
| 3 a, the, - | 6 -, -, the | 9 the, the, - |

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.

3 PRONUNCIATION

/ə/, sentence stress, /ðə/ or /ði:/?

Pronunciation notes

- /ə/ is the most common sound in English.
- /ə/ can be spelled by any vowel. It always occurs in unstressed syllables, or unstressed words, e.g. articles and prepositions.
- You may want to give Sts some simple rules, e.g. that:
 - er at the end of a word is always pronounced /ə/, e.g. *teacher, better*, etc.
 - tion is always pronounced /ʃən/.

- a (2 20))) Elicit the sound and picture word: /ə/ *computer*. Play the audio once for Sts just to listen.

(2 20)))

See words in Student's Book on p.29

Now play the audio for Sts to listen and repeat.

- b (2 21))) Now focus on the instructions and the sentences.

Play the audio once for Sts just to listen.

(2 21)))

See sentences in Student's Book on p.29

Play the audio again for Sts to listen and repeat.

Then repeat the activity eliciting the sentences from individual Sts.

- c (2 22))) Focus on the instructions and the phrases in the list. Demonstrate clearly the two different pronunciations of *the*, /ðə/ and /ði:/.

Play the audio once for Sts to listen and underline the five phrases where *the* is pronounced /ði:/.

Check answers.

- 1 the end 3 the internet 5 the Earth
2 the other day 4 the answer

2 22)))

See phrases in Student's Book on p.29

Next ask Sts why *the* is pronounced differently in those five phrases and elicit that it is because the words start with a vowel sound.

Play the audio again for Sts to listen and repeat the phrases.

STUDY LINK Sts can practise this sound on the *iTutor* and on the *English File Intermediate* website.

4 SPEAKING

This speaking task is meant to be a light-hearted response to the article, but will also provide practice of not using the definite article *the* when you generalize.

Focus on the task. Either put Sts in groups of three or pairs. If you have a more or less equal number of men and women in your class, put them in mixed groups. They could each try all three topics, or simply choose one each.

If your class is mainly one gender, simply get them to try to talk about one of their three topics for two minutes.

Monitor and correct, especially if Sts use the article incorrectly when speaking in general.

Get feedback to find out which topic men or women found most difficult to talk about.

5 READING & LISTENING

- a Ask these questions to the whole class and elicit answers, or if you prefer, put Sts in pairs to discuss the questions.
- b Focus on the instructions and give Sts a few minutes, in pairs, to write down as many things as they can.

Check answers.

some nappies, wet wipes, a first-aid kit, bibs, a dummy, a baby food jar, a baby bottle, a baby spoon, a changing mat, an adult's car / house keys, a powdered milk tin, a flannel, a jar of nappy cream, a small packet of tissues, a thermometer

- c Tell Sts they are going to read the beginning of an article about a book written by Neil Sinclair. Point out the **Glossary** to Sts and go through it.

Give Sts time to read the beginning of the article and answer the two questions.

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

- 1 Because when his first child was born, he had absolutely no idea how to look after him, and he wanted to help other men in this situation.
- 2 It is written like a military training manual, with very precise instructions and it includes diagrams.

Extra idea

- You could begin by focussing on the title of the book and eliciting from Sts what they think it might be about.

Extra support

- Ask Sts more questions about the article, e.g. *At what precise moment did Neil realize he didn't know what to do? What did Neil and his wife decide when Neil left the army? What kind of book does he compare Commando Dad to? For what age children is it written?*

Finally, deal with any other new vocabulary in the article. You may want to focus on the expressions *a basic training manual, with military precision, etc.*

- d 2 23))) Tell Sts they are now going to listen to two men talking about the book. Give them time to read sentences 1–8.

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 play the audio again if necessary.

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 T	7 F
2 T	4 F	6 T	8 F

2 23)))

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

A = Miranda's father, B = Stephen's father

- A Excuse me, is this seat free?
 B Yes, sure. Sit down. Ah he's lovely. Is he yours?
 A Yes, yes. He's a she actually. Miranda.
 B Three months?
 A Three and a half. How about yours?
 B Stephen. He's four months. Did you have a bad night?
 A Yes, Miranda was crying all night. You know, that noise gets to you. It drives me mad.
 B Do you know what you need? These.
 A What are they? Earplugs?
 B Yes. Earplugs! When the baby starts crying, you just put these in. You can still hear the crying, but the noise isn't so bad and it's not so stressful.
 A That's a great idea! Who told you to do that?
 B It's all in this book I've read. You should get it.
 A Yeah? What's it called?
 B It's called *Commando Dad*. It was written by an ex-soldier. He was a commando in the army and it's especially for men with babies or small children. It's brilliant.
 A Really? So what's so good about it?
 B Well, it's like a military manual. It tells you exactly what to do with a baby in any situation. It makes everything easier. There's a website too that you can go to – *commandodad.com*. It has lots of advice about looking after babies and small kids, and I really like the forums where men can write in with their problems, or their experiences.
 A What sort of things does it help you with?
 B All sorts of things. How to change nappies – he has a really good system – how to dress the baby, how to get the baby to sleep, the best way to feed the baby, how to know if the baby is ill. It's really useful and it's quite funny too, I mean he uses sort of military language, so, for example, he calls the baby a 'BT' which means a baby trooper, and the baby's bedroom is base camp, and taking the baby for a walk is manoeuvres, and taking the nappies to the rubbish is called bomb disposal.
 A What else does it say?
 B Well, it's got all sorts of stuff about...

- A And what does he think about men looking after children? Does he think we do it well?
 B He thinks that men are just as good as women at looking after children in almost everything.
 A Almost everything?
 B Yeah, he says the one time when women are better than men is when the kids are ill. Women sort of understand better what to do. They have an instinct... Oh. Now it's my turn. Right, I know exactly what that cry means. It means he's hungry.
 A Wow! What was that book called?

- 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 the whole way through.

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

- 1 Miranda is **younger** than Stephen. She is three and a half months old and he is four months old.
- 3 Stephen's father recommends **earplugs**.
- 4 Stephen's father **has** read *Commando Dad*.
- 7 'Base Camp' means the **baby's bedroom**.
- 8 The author of *Commando Dad* thinks that women are only better than men when the baby is **ill**.

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.

- f Do this as an open-class activity.

6 SPEAKING

- a (2 24))) Focus on the instructions and the paragraph. Tell Sts that a woman is discussing the first statement in *Men & Women: stereotypes or true?* in **b**. Give Sts time to read the paragraph and encourage them to guess what the missing words might be.

Now play the audio once the whole way through. Play it again and give Sts time to complete the gaps.

Get Sts to compare with a partner and then either check answers or play the audio again.

Check answers. Point out that the highlighted expressions are useful for when you are talking in general.

See words in **bold** in script 2.24

(2 24)))

Generally **speaking**, I think women worry more about their appearance than men. They **tend** to spend hours choosing what to wear, doing their hair, and putting on make-up. Women are also **usually** better at making themselves look more attractive. But I think that in **general**, men are more worried than women about their body image. They feel more insecure about their hair, for instance, especially when they're going bald.

Now ask Sts if they agree or disagree with what the woman said, and elicit opinions.

- b Focus on the instructions and on the nine other statements and make sure Sts understand them.

Then put Sts in groups of three or four and get them to discuss each statement (starting with the second one, as Sts will have already discussed the first one in **a**).

Monitor and check, correcting any misuse of articles and encouraging Sts to use the highlighted expressions for generalizing from **a**.

Get quick feedback from a different group for each topic. Tell Sts if you agree or not and why.

7 VOCABULARY

collocation: verbs / adjectives + prepositions

- a Focus on the instructions and remind Sts that they have to remember which prepositions to use after certain verbs and adjectives, e.g. you talk *to* a person *about* a subject.

Get Sts to cover the ten sentences in *Men & Women: stereotypes or true?* and complete 1–3, and then check answers.

1 about 2 at 3 in

- b Tell Sts to go to **Vocabulary Bank Dependent prepositions** on p.156.

Focus on **1 After verbs** and get Sts to do **a** individually or in pairs. Remind them to write the prepositions in the column on the right, not in the sentence.

(2 25))) Now do **b**. Play the audio for Sts to check answers.

(2 25)))

Dependent prepositions

After verbs

- 1 He apologized **to** the policeman **for** driving fast.
- 2 We're arriving **in** Milan on Sunday.
- 3 We're arriving **at** Malpensa airport at 3.45.
- 4 Who does this book belong **to**?
- 5 I never argue **with** my husband **about** money.
- 6 Could you ask the waiter **for** the bill?
- 7 Do you believe **in** ghosts?
- 8 I can't choose **between** these two bags.
- 9 We might go out. It depends **on** the weather.
- 10 I dreamt **about** my childhood last night.
- 11 Don't laugh **at** me! I'm doing my best!
- 12 I'm really looking forward **to** the party.
- 13 If I pay **for** the meal, can you get the drinks?
- 14 This music reminds me **of** our honeymoon in Italy.
- 15 I don't spend a lot of money **on** clothes.

Extra support

- You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Do **c** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Now focus on **2 After adjectives** and get Sts to do **a** individually or in pairs.

(2 26))) Now do **b**. Play the audio for Sts to check answers. Some people say *fed up of sth* in informal British English, but this is not considered correct in standard English.

2.26)))

After adjectives

- 1 My brother is afraid **of** bats.
- 2 She's really angry **with** her boyfriend **about** last night.
- 3 I've never been good **at** sport.
- 4 Eat your vegetables. They're good **for** you.
- 5 I'm very close **to** my elder sister.
- 6 This exercise isn't very different **from** the last one.
- 7 We're really excited **about** going to Brazil.
- 8 I'm fed up **with** listening to you complaining.
- 9 Krakow is famous **for** its main square.
- 10 My sister is very interested **in** astrology.
- 11 I'm very fond **of** my little nephew. He's adorable.
- 12 She's very keen **on** cycling. She does about 50 kilometres every weekend.
- 13 I don't like people who aren't kind **to** animals.
- 14 She used to be married **to** a pop star.
- 15 I'm really pleased **with** my new motorbike.
- 16 My dad was very proud **of** learning to ski.
- 17 Why are you always rude **to** waiters and shop assistants?
- 18 Rachel is worried **about** losing her job.
- 19 I'm tired **of** walking. Let's stop and have a rest.

Extra support

- You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Do **c** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Finally, focus on the **Gerunds after prepositions** box and go through it with Sts.

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.

- c** Focus on the **When are prepositions stressed?** box and go through it with Sts.

Tell Sts to complete questions 1–8 with a preposition.

- d** 2.27))) Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the questions.

See words in **bold** in script 2.27

2.27)))

- 1 When you're with friends of the same sex, what do you usually talk **about**?
- 2 Are there any sports or games that you're good **at**?
- 3 Is there anything you're really looking forward **to**?
- 4 Who in your family are you closest **to**?
- 5 What kind of films are you keen **on**?
- 6 Are there any animals or insects that you're afraid **of**?
- 7 What's your town famous **for**?
- 8 Are there any superstitions that you believe **in**?

Then play the audio again for Sts to repeat the questions, making sure they say the strong form of the prepositions.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback from various pairs.

Extra support

- Get Sts to choose a few questions to ask you first.

PRACTICAL ENGLISH

Episode 2 A difficult celebrity

Lesson plan

In this lesson the functional focus is on learning more ways of expressing opinions and agreeing and disagreeing with other people's opinions.

In the first scene, Rob interviews Kerri, a British singer who is visiting New York. Then in the second scene Don, the new boss, Jenny, and Rob take Kerri out to lunch. During the lunch Kerri is critical of what she considers the 'fake friendliness' of people in New York, and compares New York unfavourably to London. Don strongly disagrees; however, Rob sides with Kerri. In the final scene Kerri has to eat her words, as a genuinely friendly taxi driver comes to the restaurant to bring her her phone, which she had left in the cab.

STUDY LINK

- **Workbook** A difficult celebrity
- **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 what Sts can remember about Episode 1. Ask *Who's Harry?*, *What does he think of Rob?*, *Where did Rob and Jenny go in the last episode?*, etc.
- Alternatively, you could play the last scene of Episode 1.

1 VIDEO ROB'S INTERVIEW

- a (2 28))) Books open. Focus on the photo and ask Sts to guess who the woman is.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check answers.

She is happy to talk about her new album, but not about what happened with the band or her private life.

(2 28)))

(script in Student's Book on pp.124-125)

R = Rob, K = Kerri, J = Jenny, D = Don

K (singing) You work hard, but your money's all spent
 Haven't got enough to pay the rent
 You know it's not right and it makes no sense
 To go chasing, chasing those dollars and cents
 Chasing, chasing those dollars and cents

R That was great, Kerri.

K Thanks.

R Kerri, you used to be in a band, now you play solo. Why did you change?

- K What happened with the band is private. I've already said I don't want to talk about it in interviews. All I'll say is that I have a lot more freedom this way. I can play – and say – what I want.
- R Did your relationship with the band's lead guitarist affect the break up?
- K No comment. I never talk about my private life.
- R Your dad was in a famous punk band and your mum's a classical pianist. Have they influenced your music?
- K Of course they have – what do you think? Isn't everyone influenced by their parents?
- R When did you start playing?
- K I started playing the guitar when I was about four.
- R Four? That's pretty young.
- K Yeah, the guitar was nearly as big as me!
- R I think that your new album is your best yet. It's a lot quieter and more experimental than your earlier albums.
- K Thank you! I think it's my best work.
- R So, what have you been doing recently?
- K Well, I've been writing and recording some new songs. And I've played at some of the summer festivals in the UK.
- K And what are you doing while you're in the States?
- K I'm going to play at some clubs here in New York, then I'm doing some small gigs in other places. I just want to get to know the country and the people. It's all very new to me.
- ***
- J Good job, Rob. She isn't the easiest person to interview.
- R She's OK. And this video clip will work great online.
- ***
- D Well, thank you for coming in today, Kerri. Now I suggest we have some lunch. Rob, could you call a taxi?
- R Er, sure.

- b Now focus on sentences 1–8. Go through them with Sts and make sure they understand them.

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 ones that are 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 (The song is about **money**.)
- 2 F (She **used to play** in a band, she now plays **solo**.)
- 3 T
- 4 F (Her father was in a band and her mother is a pianist.)
- 5 F (She started playing the guitar when she was about **four**.)
- 6 T
- 7 T
- 8 F (She is going to play **at some clubs** in New York.)

Extra support

- If there's time, you could get Sts to listen again with the script on pp.124-125, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 VIDEO GIVING OPINIONS

- a (2 29))) Focus on the photos and ask Sts *Who are the people?* (Don and Kerri), *Where are they?* (At a restaurant).

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check the answer.

They disagree about which city is better, New York or London.

(2 29)))

(script in Student's Book on p.125)

D = Don, K = Kerri, J = Jenny, R = Rob, W = waitress

- D So when will you be coming back to New York, Kerri?
 K Oh, I don't know...
 W Hi guys, is everything OK?
 D Yes, it's delicious, thank you.
 W That's great!
 K New York waiters never leave you alone! I really don't like all this 'Hi guys! Is everything OK?' stuff.
 D What? You mean waiters aren't friendly in London?
 R Oh, they're very friendly!
 K Yes, they're friendly, but not too friendly. They don't bother you all the time.
 W Can I get you anything else? More drinks, maybe?
 D No, thanks. We're fine.
 W Fantastic.
 K See what I mean? Personally, I think people in London are a lot more easy-going. London's just not as hectic as New York.
 D Sure, we all like peace and quiet. But in my opinion, New York is possibly... well, no, is definitely the greatest city in the world. Don't you agree?
 K To be honest, I definitely prefer London.
 D Come on, Rob. You've lived in both. What do you think?
 R Erm, well, I have to say, London's very special. It's more relaxed, it's got great parks and you can cycle everywhere. It's dangerous to cycle in New York!
 D Why would you cycle when you can drive a car?
 K You can't be serious.
 D OK, I agree, London has its own peculiar charm. But if you ask me, nothing compares with a city like New York. The whole world is here!
 K But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
 J I don't think that's right, Kerri. New Yorkers are very friendly...
 K Oh sure, they can sound friendly with all that 'Have a nice day' stuff. But I always think it's a little bit... fake.
 D You've got to be kidding me!
 R I'm sorry. I'll just have to take this... Hello?... Yes... You're who?... The taxi driver?... What did she leave?... Her cell phone... right. OK. Yes, we're still at the restaurant. See you in about five minutes.

- b Focus on the instructions and give Sts time to read questions 1–3.

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.

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: The waiters in New York never leave the customer alone. London waiters are friendly, but not too friendly. They don't bother you.
 b: The people in New York are less easy-going.
- Rob agrees. Don and Jenny disagree. Don thinks New York is the greatest city in the world and Jenny thinks New Yorkers are very friendly.
- The taxi driver phones Rob about Jenny or Kerri's phone.

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 (2 30))) Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now 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 2.30

(2 30)))

- 1
 K **Personally**, I think people in London are a lot more easy-going. London's just not as hectic as New York.
 D Sure, we all like peace and quiet. But in my **opinion**, New York is possibly... well, no, is definitely the greatest city in the world. Don't you **agree**?
 K To be **honest**, I definitely prefer London.
 D Come on, Rob. You've lived in both. What do you **think**?
 2
 D OK, I **agree**, London has its own peculiar charm. But if you **ask** me, nothing compares with a city like New York. The whole world is here!
 K But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
 J I don't think that's **right**, Kerri. New Yorkers are very friendly.
 K Oh **sure**, they can sound friendly with all that 'Have a nice day' stuff.

- d (2 31))) Tell Sts to focus on the highlighted phrases in the extracts. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the DVD or audio, pausing for Sts to listen and repeat.

(2 31)))

See highlighted phrases in Student's Book on p.33

Then repeat the activity eliciting responses from individual Sts.

- e Put Sts in pairs and tell them to practise the dialogues in c.

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


Make sure Sts swap roles.

- f Focus on the instructions and the four statements. Give Sts a few minutes to think about ideas for each statement.

Now put Sts in small groups of four and ask them to discuss each statement in turn.

Get some feedback from various groups.

3 A SURPRISE FOR KERRI

- a  Focus on the photos and the question.

Before playing the DVD or audio, focus on the **British and American English** box and go through it with the class.

Play the DVD or audio once the whole way through and then check the answer.

Kerri is surprised because the taxi driver returned to the restaurant to give her back her phone, which she had left in the taxi.

2 32)))

(script in Student's Book on p.125)

D = Don, K = Kerri, J = Jenny, R = Rob, W = waitress, T = taxi driver

K Thank you for a nice lunch, Don.
 D You're welcome.
 W Thanks for coming, guys! Have a nice day.
 D See? Nice, friendly service.
 K Maybe. But I think she saw the big tip you left on the table!

 J Did you mean what you said in the restaurant, Rob?
 R Did I mean what?
 J About missing London.
 R Sure, I miss it, Jenny.
 J Really?
 R But hey, not that much! It's just that moving to a new place is always difficult.
 J But you don't regret coming here, do you?
 R No... no... not at all.
 J It's just that... you seemed homesick in there. For the parks, the cycling...
 R Well, there are some things I miss but... Oh, hang on a minute. Look over there. Our taxi's come back.

 T Excuse me, Ma'am.
 K Who me? What is it?
 T I believe this is your cell phone. You left it in my cab.
 K What?... Oh, wow... thank you!
 T Have a nice day!
 K That was so kind of him!
 D See? New Yorkers are really friendly people.

- b Focus on sentences 1–3 and give Sts time to read them.

Now play the DVD or audio again, so Sts can listen a second time and complete the sentences.

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 left a big tip.
- 2 misses London.
- 3 kind.


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 could be.

Extra challenge

- In pairs, get Sts to complete the phrases before they listen.

- d  Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 2.33

2 33)))

Jenny Did you **mean** what you said in the restaurant, Rob?
 Jenny It's **just** that... you seemed homesick in there.
 Rob Oh, **hang** on a minute.
 Rob Our taxi's come **back**.
 Kerri That was so **kind** of him!

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.125.

- 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 Failure and success

Lesson plan

The grammatical focus of this lesson is for Sts to learn how to use *be able to* in the tenses / forms where *can* / *can't* cannot be used. The main context is failure and success, and the new grammar is presented through a magazine article about three people who have tried unsuccessfully to learn something. This is followed by a pronunciation focus on sentence stress in sentences with *can* / *could* / *be able to*, and then the new language is put into practice in Speaking where Sts talk about things they have tried to learn to do or would like to be able to do.

In the second half of the lesson, there is a vocabulary focus on adjectives which have both *-ed* and *-ing* forms, e.g. *disappointed* / *disappointing*. Sts then read about a young British student who was in the news because of his talent for learning foreign languages (he can speak 11). This is followed by a short grammar spot on the use of reflexive pronouns. Finally, Sts listen to some advanced students who each give a tip for improving one's English. Sts then discuss how useful they think the tips are.

STUDY LINK

- Workbook 4A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** *can, could, be able to* p.150
- **Communicative** Language learning p.180 (instructions p.166)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board:

NOUN: **SUCCESS** OPPOSITE NOUN: _____

ADJ: _____

VERB: _____ OPPOSITE VERB: _____

- Put Sts in pairs. First, elicit the meaning of *success* (= something you wanted or planned to do and which you have done well), that it's a noun, and that the stress is on the second syllable. Then get Sts to try to complete the chart. Check answers and drill pronunciation.

Adj: successful
Verb: succeed
Opposite noun: failure
Opposite verb: fail

- Make sure Sts understand the meaning of all the words and model and drill pronunciation.

1 GRAMMAR *can, could, be able to*

- a Books open. Focus on the instructions and get Sts, in pairs or as a whole class, to say what they think this well-known saying means.

Elicit answers. (It means that you shouldn't give up too easily, but should keep trying.) You could tell Sts that the origin of this saying is from the 1800s and it was originally used to encourage American schoolchildren to do their homework.

- b Focus on the instructions and make sure Sts understand all the different ways of continuing the saying.

Now give Sts time to look at all the new versions of the saying and to choose the one they like best.

Get Sts to compare their choice with a partner's.

Get some feedback. You could see with a show of hands if one ending is more popular than the others.

- c Focus on the definition of *be able to* and elicit that it is similar in meaning to *can*. Tell Sts that now they are going to see how *be able to* is used and to compare it with *can*.
- d Focus on the task and on A–G. Set a time limit for Sts to read about the three people and to complete the gaps with the missing phrases. Tell them to read each text first before they try to complete it.

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

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

Extra support

- You could do the first text with the whole class.

- e Tell Sts to read the article again and answer the questions.

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

- 1 Bea suffered from claustrophobia. Sean dances like a robot. Joaquin found Japanese too difficult.
- 2 Bea and Joaquin have given up. Sean still tries to dance salsa if nobody is watching.

Now find out if any Sts have ever tried to learn something and given up. Make sure they explain why.

- f Focus on the instructions. Then take each phrase and elicit the answer.

A and C are in the past simple.
B is a gerund.
D is a future tense.
E and G are conditional sentences.
F is in the present perfect.
Can can be used in the present or the past (= *could*).

- g (2.34)) (2.35)) Tell Sts to go to **Grammar Bank 4A** on p.138. 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.

Extra idea

- In a monolingual class you could get Sts to translate the example sentences and compare the forms / verbs they would use in their LI.

Additional grammar notes

- Sts should all be perfectly familiar with the verb *can* for ability and possibility (or permission). *Can / can't* is a modal verb, which has a past and conditional structure (*could / couldn't*), but has no present perfect or past perfect forms nor does it have an infinitive or *-ing* form. In these situations *be able to* must be used.
- ! For the future you can often use *can* or *will be able to*, e.g. *I can't go to the meeting tomorrow / I won't be able to go to the meeting tomorrow.*
- Some typical mistakes include:
 - trying to use *can* where *be able to* should be used, e.g. *I want to can speak English well. / I won't can come to your party on Saturday.*
 - leaving out *to*, e.g. *I won't be able help you.*
- ! There is a very small difference between *could* and *was able to*. In a ⊕ past simple sentence, if we want to refer to something that someone succeeded in doing, something difficult on a specific occasion, we use *be able to* (or *managed to*), e.g. *Although the space was very small, he was able to (or managed to) park there.* In this context it is not possible to use *could*. With a strong class you may want to point this out.

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

Check answers, getting Sts to read the full sentences.

- | | |
|---------------------------------|-------------------------|
| a | |
| 1 haven't been able to | 6 not being able to |
| 2 being able to / to be able to | 7 were able to |
| 3 will / 'll be able to | 8 won't be able to |
| 4 Will ... be able to | 9 Have ... been able to |
| 5 to be able to | 10 isn't able to |
| b | |
| 1 ✓ | 6 ✓ |
| 2 be able to | 7 ✓ |
| 3 been able to | 8 be able to |
| 4 being able to | 9 been able to |
| 5 be able to | 10 ✓ |

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.

- h Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Guess the sentence, A** on p.105, **B** on p.109.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

SORRY. I WON'T BE ABLE TO SEE YOU TONIGHT.

Don't show the piece of paper to the Sts yet. Then write on the board:

SORRY. I WON'T _____ YOU TONIGHT.

Tell Sts that what's missing is a form of *be able to* + a verb. Tell them that they must guess the exact sentence that you have written on a piece of paper. Elicit ideas. If they are wrong, say 'Try again', until someone guesses the right answer. Then show them your piece of paper with the sentence on it and complete the sentence on the board with *be able to see*.

Tell Sts to look at instruction **a**. Give them a few minutes to think of the correct form of *be able to* + a verb to complete their sentences in a logical way. Emphasize that their partner has the same sentences already completed and the aim is to try and complete the sentences in the same way. Monitor and help while they are doing this. Emphasize that Sts should write their ideas next to the sentence and tell them not to show their sentences to their partner.

Now tell Sts to look at instruction **b**. Tell **A** to read out his / her first sentence for **B** to tell him / her if he / she has guessed the sentence correctly. If not, he / she has to guess again. If the sentence is correct, he / she writes the missing words in the gap.

When they finish, Sts **B** read his / her sentences to Sts **A**, etc.

Extra support

- You could write any useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson 4A.

2 PRONUNCIATION sentence stress

Pronunciation notes

- If necessary, remind Sts about sentence stress in English (See **Pronunciation notes in Lesson 2B** on p.36).

- a (2.36)) Here Sts practise stress and rhythm in sentences with *be able to*. Play the audio once the whole way through for Sts just to listen.

(2.36))

See sentences in Student's Book on p.35

Now play it again pausing after each sentence for Sts to listen and repeat.

Then repeat the activity getting individual Sts to say the sentences.

- b (2.37))) Go through the instructions. Explain (or show on the board) that they will first hear an example sentence, e.g. *I'd love to be able to ski*. Then they will hear a verb or verb phrase (e.g. *Ride a horse*). Sts then have to make a new sentence using that verb / verb phrase, i.e. *I'd love to be able to ride a horse*. At the same time they should try to copy the rhythm of the original sentence.

When Sts are clear what they have to do, play the audio and get the whole class to respond.

(2.37)))

- 1 I'd love to be able to ski. Ride a horse (*pause*) I'd love to be able to ride a horse.
- 2 We won't be able to come. Park (*pause*) We won't be able to park.
- 3 I've never been able to dance. Speak French (*pause*) I've never been able to speak French.
- 4 She hates not being able to drive. Cook (*pause*) She hates not being able to cook.
- 5 Will you be able to find it? Afford it (*pause*) Will you be able to afford it?
- 6 He'd love to be able to snowboard. Windsurf (*pause*) He'd love to be able to windsurf.
- 7 I love being able to understand everyone. Speak to everyone (*pause*) I love being able to speak to everyone.
- 8 They haven't been able to finish. Come (*pause*) They haven't been able to come.

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

3 SPEAKING

- a Focus on the instructions and on the things 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 two or three of the topics they have chosen.

- b Put Sts in pairs and give them time to tell each other about each of the things they chose in **a**. Encourage them to ask each other for more information and to give as much detail as possible. If there is an odd number of Sts in the class, you can take part yourself or have one group of three. Monitor and correct any misuse of *can* / *could* / *be able to*.

Get some feedback afterwards to find how many people, for example, have learnt to do something after a lot of effort, etc.

Extra support

- Demonstrate the activity by choosing one of the topics and telling the Sts about your experience.

4 VOCABULARY -ed / -ing adjectives

- a Focus on the photo and on the two sentences and elicit answers. Elicit / explain / translate the meaning of the two adjectives in each case.

- 1 The film was **boring**.
- 2 The audience were **bored**.

Point out that:

- the *-ing* adjective is used for a person or thing who causes the feeling.
- the *-ed* adjective is used for the person who has the feeling. In other words, a *boring* person makes us feel *bored*.

- b Focus on the instructions and go through the **-ed and -ing adjectives** box with Sts.

Give Sts a couple of minutes to choose the right adjective endings for 1–10.

- c (2.38))) Play the audio for Sts to listen and check answers. Make sure Sts know what the correct adjective means. Give Sts practice in pronouncing the adjectives making sure they stress them on the right syllable. You could play the audio again pausing after each question and getting Sts to repeat just the adjective.

(2.38)))

- 1 What do you think is the most **exciting** sport to watch?
- 2 What's the most **amazing** scenery you've ever seen?
- 3 What music do you listen to if you feel **depressed**?
- 4 Have you ever been **disappointed** by a birthday present?
- 5 Which do you find more **tiring**, speaking English or listening to English?
- 6 What's the most **embarrassing** thing that's ever happened to you?
- 7 Are you **frightened** of heights?
- 8 Do you feel very **tired** in the morning?
- 9 Who's the most **boring** person you know?
- 10 Do you ever get **frustrated** by technology?

Remind Sts that *amazing* / *amazed* are strong adjectives (See the Student's Book **Lesson 2B Vocabulary p.21**). This means that you cannot use *very* with these words. *Amazing* can mean either *very surprised* or *very good*.

Now play the audio again and get Sts to underline the stressed syllable in the adjectives.

Check answers.

See underlining in script 2.38

- d Focus on the questions in **b** and get Sts to ask you a couple of questions first. Make sure they ask for more information.

Put Sts in pairs and get them to ask and answer the questions. Monitor and correct any mistakes with word stress.

Get some feedback from the class for each question.

Extra idea

- Get feedback with a show of hands for number 5. You could also ask Sts why they find one more tiring than the other.

5 READING & SPEAKING

- a Do this as an open-class activity or put Sts in pairs. If you know someone yourself, tell Sts about him / her.
- b (2.39))) Focus on the photo and the instructions.

Put Sts in pairs and give them time to look at the word *hello* written in 11 languages and to decide which language each one is.

Play the audio for Sts to listen and check.

See script 2.39

2 39)))

- | | |
|----------------------------|----------------------------|
| 1 Afrikaans, <i>Hallo</i> | 7 Greek, <i>Yassou</i> |
| 2 German, <i>Guten Tag</i> | 8 Catalan, <i>Bon dia</i> |
| 3 French, <i>Bonjour</i> | 9 Spanish, <i>Hola</i> |
| 4 Hebrew, <i>Shalom</i> | 10 Dutch, <i>Goedendag</i> |
| 5 Russian, <i>Privet</i> | 11 Italian, <i>Ciao</i> |
| 6 English, <i>Hello</i> | |

- c Now tell Sts to read the article and answer questions 1–7. Point out the **Glossary**.

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load (but not the highlighted ones).

- 1 English, Greek, and French
- 2 German and Russian
- 3 Greek
- 4 Arabic
- 5 Japanese
- 6 Dutch
- 7 Russian

- 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 text.

Now put Sts in pairs and get them to answer the questions.

Get some feedback from the class. You could tell the Sts if you would like to be able to speak other languages and why.

- e Focus on the **Reflexive pronouns** box and go through it with Sts. Highlight that reflexive pronouns are made by adding *self* (or *selves* in the plural) to the possessive adjective (*my*, *your*, etc.). The exceptions are *himself* and *themselves* where *self* / *selves* are added to the object pronouns *him* and *them*.

! You may want to teach Sts the expression *by* + reflexive pronoun = alone, e.g. *I cooked it by myself*.

Now focus on the exercise and give Sts time to do it individually or in pairs.

Check answers.

- | | | |
|-----------|------------|-----------|
| 1 myself | 3 itself | 5 herself |
| 2 himself | 4 yourself | |

6 LISTENING & SPEAKING

- a (2 40))) Focus on the instructions and make sure Sts understand the word *tip* (= a useful piece of advice).

Play the audio once the whole way through for Sts to listen and complete each gap. Play the audio again as necessary.

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.

Tip 1 Change the language to English on all the **gadgets** you have, for example on your **phone**, or **laptop**, or **tablet**.

Tip 2 Do things that you **like doing**, but in English.

Tip 3 Try to find an English-speaking **boyfriend** or **girlfriend**.

Tip 4 Get a **vocabulary learning** app for your phone.

Tip 5 Book yourself a **holiday** in an **English-speaking country**.

Tip 6 Listen to as many **songs** as possible in English, and then **learn to sing** them.

2 40)))

(script in Student's Book on p.125)

1

One very easy thing you can do is just change the language to English on all the gadgets you have, for example on your phone, or laptop, or tablet. That way you're reading English every day and without really noticing you just learn a whole lot of vocabulary, for example the things you see on your screen like 'Are you sure you want to shut down now?', things like that.

2

My tip is do things that you like doing, but in English. So for example if you like reading, then read in English, if you like the cinema, watch films in English with subtitles, if you like computer games, play them in English. But don't do things you don't enjoy in your language, I mean if you don't like reading in your language, you'll enjoy it even less in English, and so you probably won't learn anything.

3

What really helped me to improve my English was having an Australian boyfriend. He didn't speak any Hungarian – well, not many foreigners do – so we spoke English all the time, and my English improved really quickly. We broke up when he went back to Australia, but by then I could speak pretty fluently. We didn't exactly finish as friends, but I'll always be grateful to him for the English I learnt. So my tip is try to find an English-speaking boyfriend or girlfriend.

4

I've always thought that learning vocabulary is very important, so I bought a vocabulary flashcard app for my phone. I write down all the new words and phrases I want to remember in Polish and in English, and then when I get a quiet moment I test myself. It really helps me remember new vocabulary. So that's my tip. Get a vocabulary learning app for your phone.

5

I think one of the big problems when you're learning something new is motivation, something to make you carry on and not give up. So my tip is to book yourself a holiday in an English-speaking country or a country where people speak very good English, like Holland, as a little reward for yourself and so you can actually practise your English. It's really motivating when you go somewhere and find that people understand you and you can communicate! Last year I went to Amsterdam for a weekend and I had a great time and I spoke a lot of English.

6

If you love music, which I do, my tip is to listen to as many songs as possible in English and then learn to sing them. It's so easy nowadays with *YouTube*. First, I download the lyrics and try to understand them. Then I sing along with the singer and try to copy the way he or she sings – this is fantastic for your pronunciation. Then once I can do it well, I go back to *YouTube* and get a karaoke version of the song, and then I sing it. It's fun and your English will really improve as a result.

- b Tell Sts to listen again and this time to write down as many details as possible about each tip.

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

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

Tip 1 Change the language to English on all the gadgets you have. That way you're reading English every day and you just learn a lot of vocabulary, especially technology vocabulary.

Tip 2 Do things that you like doing, but in English. If you don't like reading in your language, you'll enjoy it even less in English, and so you probably won't learn anything.

Tip 3 Try to find an English-speaking boyfriend or girlfriend. If you speak English all the time with him / her, your English will improve really quickly.

Tip 4 Get a vocabulary learning app for your phone. Write down all the new words and phrases you want to remember in your language and in English, and then when you get a quiet moment test yourself.

Tip 5 Book yourself a holiday in an English-speaking country or a country where people speak very good English. You can practise your English. It's really motivating when you go somewhere and find that people understand you and you can communicate!

Tip 6 Listen to as many songs as possible in English and then learn to sing them. It's easy nowadays with *YouTube*. Download the lyrics and try to understand them. Then sing along with the singer and try to copy the way he or she sings – this is fantastic for your pronunciation. Then, go back to *YouTube* and get a karaoke version of the song, and then sing it. It's fun and your English will really improve.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.125, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- c Put Sts in pairs or small groups and get them to discuss the questions.

Extra idea

- For the question *Which do you think is the best tip?* get a show of hands for each one and see which is the most popular.

Get some feedback from the class. If Sts use apps, websites, etc., which they recommend, write them on the board for all Sts to make a note of. Get Sts who use them to say why they are useful.

4B Modern manners?

Lesson plan

The main topic of this lesson is on manners in today's world – how people should behave in a variety of common situations.

In the first half of the lesson the focus is on mobile phone etiquette. The lesson begins with a vocabulary focus on words and phrases related to mobile phones and then Sts speak about their own phones and phone experiences. A short reading text extracted from *Debrett's Guide to Mobile Phone Etiquette* provides the context for Sts to practise common ways of expressing obligation using *must, have to, and should*. Sts will have met these verbs separately, but will probably not have contrasted them before. In Pronunciation and Speaking Sts first work on silent letters in, for example *should* and *mustn't*, and later practise linking in phrases with modals of obligation. Then they put the new grammar into practice in a speaking activity about phone manners.

In the second half of the lesson, Sts read a newspaper article about an email written by a boy's mother to his fiancée criticizing her lack of manners. The email went viral on the internet causing the family great embarrassment. In Listening the focus is on how different nationalities can have a different idea of what are good and bad manners. This leads into an extended speaking activity where Sts discuss 'modern manners' and their relative importance in different situations. The lesson finishes with a song, *You Can't Hurry Love*.

STUDY LINK

- Workbook 4B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** modals of obligation: *must, have to, should* p.151
- **Communicative** Tell us about... p.181 (instructions pp.166–167)
- **Song** *You Can't Hurry Love* p.220 (instructions p.215)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Do a quick survey to find how many Sts in the class are carrying a mobile phone. Then find out which make is the most popular. Take the opportunity to make sure everybody's mobile is switched off!

1 VOCABULARY & SPEAKING

phone language

- a (2/41))) Books open. Focus on the instructions and sentences A–G. Give Sts time to go through them in pairs and say what they think the bold words and phrases mean. Clarify the meaning of any words or phrases they don't know.

Now play the audio, pausing after the first sound effect, and elicit that the sounds they are hearing are different ringtones, so the answer is D.

Now continue playing the audio to the end and give Sts time to compare answers. Play again if necessary.

Check answers. You might like to tell Sts that *She's texting a friend* is the same as *She's sending a text to a friend*.

Extra support

- Alternatively, you could pause the audio after each sound effect and let Sts, in pairs, choose the right sentence.

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

2 41)))

- 1 several different ringtones
- 2 **Woman** Goodbye. (*hangs up*.)
- 3 engaged tone
- 4 **Jack** Please leave a message after the tone.
Sandra Hi Jack, it's Sandra. I was just calling to confirm that meeting.
- 5 dialling tone and ringtone
- 6 **Man** Hello?
James Oh, hi. It's James. I phoned half an hour ago, but Ann wasn't in. Is she there now?
- 7 texting

Get Sts to close their books and play the audio again. Pause after each sound effect and get the class (or individual Sts) to say the sentence.

- b In pairs, Sts look at the words in the list and tell each other what they mean.

Elicit answers.

Skype: a telephone system that works by direct communication between users' computers on the internet
a screensaver: a computer program that replaces a screen display on a computer with another, moving, display after a particular length of time, to stop the screen from being damaged

silent / vibrate mode: the mode on a mobile that makes it move from side to side very quickly and with small movements

quiet zones: are places where you aren't allowed to use a mobile, e.g. in certain train carriages

instant messaging: a system on the internet that allows people to exchange written messages with each other very quickly

- c Focus on the questionnaire and go through the questions with Sts.

In pairs, Sts interview each other and ask for more information.

Extra idea

- If you have a mobile, get Sts to ask you the questions first.

2 GRAMMAR

modals of obligation: *must, have to, should*

- a Focus on the title of the article. Elicit / explain the meaning of *etiquette*, and model and drill pronunciation.

Now read the introduction together to make sure Sts understand what Debrett's is and what it produces.

Tell Sts to read the extract and then, in pairs, they should discuss questions 1–4.

Get some feedback.

- b Get Sts to read the text again and then match the highlighted phrases with A–D.

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

You should change it = D
 You must not use your phone = B
 You don't have to shout = A
 You have to keep your phone on = C
 You must take a call = C

Deal with any other new vocabulary.

- c (2 42))) (2 43))) (2 44))) (2 45))) 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.

Extra idea

- In a monolingual class if you know your Sts' L1, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

Additional grammar notes

Obligation and necessity: *have to* and *must*

- have to* / *must* and *should* / *shouldn't* were taught separately in *English File Pre-intermediate*. In this lesson they are revised and contrasted in more detail.
- Some typical mistakes include:
 - saying *must to*, e.g. *I must to be on time tomorrow*.
 - confusing *mustn't* (prohibition) and *don't have to* (not necessary / not obligatory).
 - using *must* (not *had to*) in the past tense, e.g. *I must study last night*.

Advice or opinions: *should* / *shouldn't*

- The important point to emphasize here is that *should* isn't as strong as *have to* / *must* and it is normally used to express a personal opinion or give advice.

Compare:

- You should talk to your teacher about the problem.*
(= I think it's a good idea)
- You must talk to your teacher about the problem.*
(= I think it's very important you do this)

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 to | 6 had to |
| 2 Did ... have to | 7 won't have to |
| 3 has to | 8 have to |
| 4 Have ... had to | 9 Does ... have to |
| 5 not having to | 10 didn't have to |
- b
- | | |
|-----------|-----------------|
| 1 ✓ | 4 mustn't |
| 2 mustn't | 5 ✓ |
| 3 ✓ | 6 don't have to |

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 photocopiable activity at this point or leave it for later as consolidation or revision.

3 PRONUNCIATION & SPEAKING

silent consonants, linking

Pronunciation notes

- Silent consonants are a feature of English. Sts will be aware of some or most of these, but probably not all of them. Sometimes Sts may have been pronouncing, for example, the *l* in *calm*, since they learnt the word without realizing that it is a silent consonant (even though they don't perhaps pronounce the *l* in *half* or *walk*).
- Here Sts also practise linking and sentence rhythm again. If you want to remind them when linking occurs, refer them back to the information box on linking in the Student's Book **Lesson 3A, 5 Pronunciation** on p.26.

- a In pairs, Sts look at the words in the list and decide which consonant (or consonants) is silent in each one.
- b (2 46))) Play the audio for Sts to listen and check.

Check answers (the silent consonants are marked in green in the key), and write them on the board.

should, ought, **mustn't**, talk, **wrong**, listen, half, dishonest, knowledge, design, **whole**, rhythm, doubt, foreign, calm, island

(2 46)))

See words in Student's Book on p.39

Extra challenge

- You could elicit other words from the class which have silent consonants (in **bold** here), e.g. *thumb*, *castle*, *sword*, *science*, ***knee***, *answer*, *sign*, ***climb***, *scissors*, *exhausted*, etc.

- c (2.47)) Focus on the sentences and point out how the words are linked.

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

(2.47))

See sentences in Student's Book on p.39

Point out that:

- *must* can have either a strong or weak pronunciation. It normally has a weak pronunciation unless we want to give special emphasis. Compare:
 - 1 I must go to the bank this morning. (= It is something I need to do this morning.) – weak stress on *must*.
 - 2 I must go to the bank this morning. (= It is very important I do this.) – strong stress on *must* to emphasize the importance.
- in ⊕ sentences *should* is not usually stressed and is pronounced /ʃəd/.
- the weak form of *to* in *have to* /tə/.
- the negative forms *mustn't*, *don't have*, and *shouldn't* are always stressed.

Remind Sts of the silent *l* in *should* /ʃʊd/ and the silent *t* in *mustn't* /'mʌsnt/.

Play the audio, pausing after each sentence for Sts to listen and repeat, copying the rhythm and linking the words where necessary.

Then repeat the activity getting individual Sts to repeat the phrases.

- d Focus on the instructions and the definition of *manners* and go through it with Sts.

Now focus on the phrases and make sure Sts understand them.

For phrase 1 elicit from the class *You have to switch off your phone in a theatre.* (rule)

Sts continue in pairs making sentences with *should* / *shouldn't*, *must* / *mustn't*, or *have to*.

Possible answers for the UK (answers may vary in different countries)

You shouldn't talk loudly on a mobile phone in public. (good manners)

You mustn't send text messages when you are driving. (law)

You shouldn't reply to a message on your phone... (manners)

You shouldn't play noisy games on a phone in public. (manners or rule depending on the public place)

You mustn't use your phone at a petrol station. (law)

You shouldn't video people... without their permission. (manners)

You should set your phone to silent mode on a train. (manners or rule depending on the train)

You shouldn't send or receive texts in the cinema. (rule or manners)

You have to / must turn off your phone on a plane... (law)

4 READING

- a Focus on the instructions. Then put Sts in pairs and get them to discuss the situation.

Elicit some answers and write them on the board. Try to get at least four or five.

Possible answers

not bring a present, use your mobile at the dinner table, not say *please* or *thank you*, use bad language, say that you don't like the food, etc.

- b Focus on the instructions and give Sts time to read the article to see if their ideas from **a** are there.

Check answers, by eliciting what Heidi did wrong.

She told Mrs Bourne food that she liked and disliked; she said she didn't have enough food; she started eating before everyone else; she helped herself to more food before Mrs Bourne had offered her more; she stayed in bed late; and she didn't send a handwritten card after the visit.

Now tell Sts to focus on the title and elicit / explain the meaning of *from hell* (i.e. the worst possible kind of mother-in-law or daughter-in-law).

Ask Sts if they think this is a true story and then tell them it is.

- c Focus on the **should have** box and go through it with Sts. This is normally considered more advanced grammar, but it is pointed out here as it occurs several times in the article and comments. Sts should not have too many problems deducing the meaning.

Tell Sts to match 1–7 with words and phrases in the article.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation where necessary.

1 a fiancé	3 criticize	5 a guest	7 forwarded
2 nasty	4 lack	6 a host	

Remind Sts that *fiancé* is a word that has been imported into English from the French and point out that a *fiancée* is a woman to whom you are going to be married. Highlight the silent *u* in *guest*. Deal with any other vocabulary problems and encourage Sts to write down any useful new lexis from the article.

- d Ask Sts what Heidi did when she received the email from Mrs Bourne and elicit that she forwarded it to some of her friends. Then ask Sts what happened and elicit that the friends also forwarded it to other people.

Finally, tell Sts that they are going to read some comments that were posted on the internet by various people. Focus on the instructions and make sure Sts understand the expression *to support somebody* (i.e. took her side in the argument). Model and drill the pronunciation of *support* /sə'pɔ:t/.

Give Sts time to read the comments.

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

1 H	2 H	3 C	4 H	5 H/C	6 H	7 C
-----	-----	-----	-----	-------	-----	-----

- e Tell Sts to get a piece of paper and to write a comment of their own, either supporting Heidi or Mrs Bourne. They should write at least 25 words.

When they have finished, get them to swap pieces of paper with their partner. Did they both support the same person?

With a show of hands find out how many people support Heidi. Ask Sts what they think Heidi should do now.

- f Tell Sts to go to **Communication** *The big day* on p.105.

In pairs, Sts read about what happened at Heidi and Freddie's wedding and then tell each other what they think.

Get some feedback from the class.

Finally, ask Sts which words and phrases they want to try and remember from both the article and posted comments.

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson 4B.

5 LISTENING

- a (2 48))) Ask Sts if they think good manners are the same everywhere in the world and elicit some ideas.

Tell Sts they are going to listen to Miranda, an English woman married to a Russian, talking about manners. Focus on the questions and make sure Sts understand them.

Now play the audio once the whole way through. Play again if necessary.

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 have a different idea of what manners are. Miranda finds it rude when Alexander doesn't use *please* and *thank you* and doesn't smile. He thinks it is unnecessary and ridiculous.

When Alexander speaks Russian, he does not have to add *please* and *thank you*, but when he speaks in English, he has to use *please* and *thank you*, and he has to smile.

(2 48)))

(script in Student's Book on p.125)

I always thought that good manners were always good manners, wherever you were in the world. But that was until I married Alexander. We met in Russia, when I was a student there, and I always remember when I first met him. He came to my flat one afternoon, and as soon as he came in he said to me, in Russian, *Nalei mnye chai* – which means 'Pour me some tea'. Well, I got quite angry and I said, 'Pour it yourself.' I couldn't believe that he hadn't used a *Could you...?* or a *please*. To me it sounded really rude. But Alexander explained that in Russian it was fine – you don't have to add any polite words.

Some months later I took Alexander home to meet my parents in the UK. But before we went I had to give him an intensive course in *pleases* and *thank yous*. He thought they were completely unnecessary. I also told him how important it was to smile all the time.

Poor Alexander – he complained that when he was in England he felt really stupid, 'like the village idiot', he said, because in Russia if you smile all the time people think that you are mad. And in fact, this is exactly what my husband's friends thought of me the first time I went to Russia because I smiled at everyone, and translated every *please* and *thank you* from English into Russian!

Another thing that Alexander just couldn't understand was why people said things like, 'Would you mind passing me the salt, please?' He said, 'It's only the salt, for goodness sake! What do you say in English if you want a real favour?' He was also amazed when we went to a dinner party in England, and some of the food was... well, it wasn't very nice but everybody – including me – said, 'Mmm... this is delicious'. In Russia, people are much more direct. The first time Alexander's mother came to our house for dinner in Moscow, she told me that my soup needed more salt and pepper, that it didn't really taste of anything. I was really annoyed, and later, after she left, Alexander and I argued about it. Alexander just couldn't see my point. He said, 'Do you prefer your dinner guests to lie?' Actually you know, I think I do. I'd prefer them to say 'That was lovely' even if they didn't mean it.

Anyway at home we now have an agreement. If we're speaking Russian, he can say 'Pour me some tea', and not say 'thank you' when I give it to him. But when we're speaking English, he has to add a *please*, a *thank you*, and... a smile.

- b Focus on sentences 1–7. Go through them with Sts and make sure they understand them.

Now play the audio again the whole way through, and get Sts to mark the sentences T (true) or F (false). Remind them to correct the false ones.

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

- F (In Russian you don't have to add any polite words.)
- T
- T
- F (Alexander's friends thought Miranda was mad.)
- T
- F (Miranda thinks the Russians are too direct.)
- T

! If you are teaching in Russia (or have Russian Sts in the class), ask them if they agree with Alexander or not.

Extra support

- If there's time, you could play the audio again while Sts read the script on p.125, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- c Put Sts in pairs, small groups, or do this as an open-class activity to find out if people in your Sts' country behave more like the Russians or more like the British.

6 SPEAKING

Divide Sts into groups of three or four and focus on the instructions and the example speech bubbles.

Then focus attention on the section **When you are invited to somebody's house**. Elicit opinions from the whole class, encouraging Sts to use *I think people should...*, *I don't think people should...*, *I don't think it's necessary to...*, *You have to...*

Get Sts to talk about each thing in the other two sections of the questionnaire in their groups.

If there's time, get some feedback from various groups to see if Sts agree with each other.

7 (2:49)) **SONG** *You Can't Hurry Love* 🎵

This song was originally made famous by the American singing group The Supremes in 1966. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.220.

(2:49))

You Can't Hurry Love

I need love, love
To ease my mind
I need to find, find someone to call mine
But mama said,

Chorus

'You can't hurry love
No, you just have to wait'
She said, 'Love don't come easy
It's a game of give and take.'

You can't hurry love
No, you just have to wait
You've got to trust, give it time
No matter how long it takes
But how many heartaches
Must I stand
Before I find a love
To let me live again?
Right now the only thing
That keeps me hanging on
When I feel my strength, yeah
Is almost gone

I remember mama said,

Chorus

How long must I wait
How much more can I take
Before loneliness will cause my heart
Heart to break?
No, I can't bear to live my life alone
I grow impatient for a love to call my own
But when I feel that I, I can't go on
These precious words keep me hanging on
I remember mama said,

Chorus

You can't hurry love
No, you just have to wait
She said, 'Trust, give it time
No matter how long it takes'
No love, love don't come easy
But I keep on waiting
Anticipating for that soft voice
To talk to me at night
For some tender arms
To hold me tight
I keep waiting
I keep on waiting
But it ain't easy
It ain't easy
But mama said,
You can't hurry love
No, you just have to wait
She said, 'Trust, give it time
No matter how long it takes'

Chorus

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

VOCABULARY

- a
- 1 in
 - 2 for
 - 3 on
 - 4 at
 - 5 of
- b
- 1 limit
 - 2 belt
 - 3 lanes
 - 4 rush
 - 5 rank
- c
- 1 stuck
 - 2 van
 - 3 platform
 - 4 set
 - 5 take
- d
- 1 boring
 - 2 frightening
 - 3 excited
 - 4 disappointed
 - 5 depressing
- e
- 1 leave
 - 2 engaged
 - 3 hung
 - 4 screensaver
 - 5 ringtones

PRONUNCIATION

- a
- | | | |
|-----------|-----------|---------|
| 1 want | 3 machine | 5 argue |
| 2 the end | 4 gossip | |
- b
- | | | |
|------------------------|----------------------|-----------------------|
| 1 <u>m</u> otorway | 3 <u>p</u> edestrian | 5 <u>e</u> mbarrasing |
| 2 <u>d</u> isappointed | 4 <u>v</u> ibrate | |

CAN YOU UNDERSTAND THIS TEXT?

- a It was a classical concert. Someone's mobile phone rang.
- b
- 1 It rang during the fourth movement. It was a marimba riff.
 - 2 No.
 - 3 a) The audience members were horrified. A lot of people stood up. They wanted the man with the phone to leave.
b) They applauded him.
 - 4 No.
 - 5 No, he started a bit before the place where he had stopped the performance.
 - 6 Yes.

CAN YOU UNDERSTAND THESE PEOPLE?

2 50)))

- 1 c 2 b 3 c 4 a 5 c

2 50)))

Christopher

I = interviewer, C = Christopher

- I How do you get to work?
C I take the subway every day. I take two trains. I live in Brooklyn. I take a train from Brooklyn to Washington Square. And then I switch to a train that takes me to midtown Manhattan.
I How long does it take?
C It takes about 30 to 40 minutes.
I What do you think is the best way to get around New York?
C I think subways are an excellent way to get around New York. They serve all five boroughs and they're open 24 hours a day, so they're very convenient and they don't get stuck in traffic.

Maria

I = interviewer, M = Maria

- I Do you think women are better than men with young children, or do you think that's just a stereotype?
M I think women are, they have a, they're more natural with young children, they have a natural ability with them, they're better at sort of knowing what they need, and perhaps knowing if they need hugs or food or things like that, and perhaps their manner is better with young children. I think men can do it, but perhaps it takes a bit more practice.

Harry

I = interviewer, H = Harry

- I Some new research says that men talk just as much as women. Do you think that's true?
H I definitely think that's true. I would say that I know men who talk more than women talk, especially in my family it's the men who do most of the talking, especially repeating the same story time and time again.
I Do you think men and women talk about different things?
H Yes, I think they do talk about different things. I think they have different interests, and so they will try and control the conversation to topics that interest them rather than everyone else.

Sean

I = interviewer, S = Sean

- I Is there anything you've tried to learn, but failed?
S I'm having real problems with yoga, to be honest. I've been going to lessons for about three years now, and I'm still not making much progress, and I still can't touch my toes.
I Have you stopped trying?
S No, I'm still trying.

Liz

I = interviewer, L = Liz

- I Is there anything that people do with their phones that really annoys you?
L I personally get quite annoyed by the fact that nowadays most people seem to have to have their phones out with them all the time, including in social situations like when you're in the pub or at someone's house for dinner, and people seem to think it's fine to just mess around on their phones. Not necessarily make phone calls, but just kind of play with their phones, check Facebook on their phones. I don't know, it seems to become quite standard behaviour now – that's what people do.

5A Sporting superstitions

Lesson plan

The topic of this lesson is sport. The lesson begins with a vocabulary focus on words and phrases connected with sport and then a pronunciation focus on two vowel sounds, which Sts often have problems with, /ɔ:/ and /ɜ:/. Sts then have a speaking activity about sport, which caters for both Sts who like and do sport, and those that do not. This is followed by a reading about the superstitions that many sportspeople have.

The angle in the second half of the lesson is cheating in sport. Sts listen to an interview with a football referee, and then the grammar, narrative tenses (past simple, past continuous, and past perfect), is presented through stories about famous cheats. Sts then practise telling anecdotes, and the lesson ends with a writing focus on stories, and the song *We Are the Champions*.

STUDY LINK

- Workbook 5A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopyable activities

- **Grammar** past tenses p.152
- **Communicative** What a cheat! p.182 (instructions p.167)
- **Vocabulary** Sport p.206 (instructions p.197)
- **Song** *We Are the Champions* p.221 (instructions pp.215-216)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board the names of the three most popular sports in your Sts' country, and drill the pronunciation. Then get a show of hands to find out a) how many people in the class like watching these sports and b) how many do these sports.
- Then ask Sts if they think the class statistics are typical of their country as a whole.

1 VOCABULARY sport

a Books open. Focus on the quiz.

Put Sts in small groups of three or four and set a time limit for them to answer the questions.

Check answers, getting Sts to spell the names of the sports and checking pronunciation.

Extra challenge

- You could also elicit / teach the names of the equipment shown in the photos (see answers in brackets in the key).

- 1 badminton (a shuttlecock)
- 2 rugby (a rugby ball)
- 3 hockey (a hockey stick and puck)
- 4 ice-skating (ice-skating boots)
- 5 cycling (a cycle helmet)
- 6 skateboarding (a skateboard)
- 7 gymnastics (a ribbon and ball)
- 8 baseball (a glove and ball)
- 9 table tennis or ping-pong (a bat and ball)
- 10 judo / karate / tae kwon do (a black belt)

b Tell Sts to go to **Vocabulary Bank Sport** on p.157.

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

3 2))) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

3 2)))

Sport

People and places

- | | |
|--------------------|--------------------------|
| 3 captain | 9 spectators / the crowd |
| 7 coach | 4 team |
| 1 fans | 8 stadium |
| 5 players | 6 sports hall / arena |
| 2 referee / umpire | |

Point out that the *coach* is the non-playing person in charge of a sports team. He / she is in charge of training, tactics, and team selection.

Now tell Sts to cover the words and look at the pictures to see if they can remember the lexis.

Sts do c individually or in pairs.

3 3))) Now do d. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

3 3)))

- 1 tennis court / basketball court
- 2 football pitch / rugby pitch / hockey pitch
- 3 swimming pool / diving pool
- 4 athletics track
- 5 Formula 1 circuit / motorcycling circuit
- 6 golf course
- 7 ski slope

Point out that you usually use both words to describe the place where you do a sport, e.g. *tennis court*, *football pitch*.

Now put Sts in pairs and get them to test each other. Make sure Sts swap roles.

Focus on **2 Verbs** and go through the **win and beat** box with Sts.

Make sure Sts know the meaning of the verbs and then get them to do **a** and **b** individually or in pairs. Highlight that in **b** Sts should write the verbs in the **Verb** column, not in the shaded gaps in the sentence. By doing this they can later use the sentences to test their memory.

3 4) Now do **c**. Play the audio for Sts to check answers to **a** and **b**. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

3 4)

Verbs

a

beat, beat, beaten
win, won, won
lose, lost, lost
draw, drew, drawn

b

1 Milan **beat** Chelsea 3–nil.
2 Milan **won** the match 3–nil.
3 The Chicago Bulls **lost** 78–91 to the Boston Celtics.
4 Spain **drew** with Brazil 2–all.

Sts do **d** individually or in pairs. Remind them to write in the **Verb** column.

3 5) Now do **e**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

3 5)

1 Professional sportspeople have to **train** every day.
2 Don't play tennis on a wet court. You might **get injured**.
3 A footballer has to try to **kick** the ball into the goal.
4 I've started going to the gym because I want to **get fit**.
5 Our new striker is going to **score** a lot of goals.
6 Would you like to **go** swimming this afternoon?
7 My brothers **do** yoga and tai-chi.
8 In basketball, players **throw** the ball to each other.

Get Sts to cover the **Verb** columns in **b** and **d** to test themselves.

Finally, go through the **Phrasal verbs** box with Sts.

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 /ɔ:/ and /ɜ:/

Pronunciation notes

- Here the focus is on two long sounds which are often mispronounced especially because of the sometimes irregular relationship between sound and spelling. The biggest problem is *-or* which is sometimes /ɔ:/ and sometimes /ɜ:/, and the *-ought* / *-aught* endings which are usually /ɔ:/.

a Focus on the sound pictures and elicit the words and sounds: *horse* /ɔ:/ and *bird* /ɜ:/.

Give Sts a few minutes to put the words in the right column. Warn them to be careful with the *-or* words which may go in one or other of the columns.

b **3 6**) Play the audio for Sts to listen and check.

Check answers.

See words in script 3.6

3 6)

horse /ɔ:/ ball, caught, court, draw, fought, score, sport,
warm up
bird /ɜ:/ hurt, serve, shirt, world, worse, work out

Highlight that *caught* and *court* are pronounced exactly the same although they have a different spelling and that *fought* and *caught* share the same vowel sound.

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

c Tell Sts to go to the **Sound Bank** on p.166. Go through the different spellings. Emphasize that *-or* is usually pronounced /ɔ:/, but that after the letter *w* it is often pronounced /ɜ:/, e.g. *world, work, word, and worse* / *worst*.

Tell Sts to go back to the main lesson **5A**.

STUDY LINK Sts can practise these sounds on the *iTutor* and on the *English File Intermediate* website.

d **3 7**) Tell Sts they are going to hear six sentences and they must write them down.

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

3 7)

1 I got hurt when I caught the ball.
2 Her serve's worse than the other girl's.
3 It was a draw; the score was four-all.
4 It's the worst sport in the world.
5 We warmed up on the court.
6 They wore red shirts and white shorts.

Then play it again, pausing after each sentence to give Sts time to write it down. Repeat if necessary.

Check answers by writing the sentences on the board.

See sentences in script 3.7

If necessary, play the audio for Sts to listen and repeat.

3 SPEAKING

This topic-based speaking activity takes into account the fact that not all Sts are interested in sport!

Focus on the instructions and the flow chart. Point out the two alternative 'routes', and the last three questions for all Sts to discuss whichever route they took.

Extra support

- Get Sts to interview you with the first few questions. Elicit possible follow-up questions.

Monitor while Sts interview each other. Correct any pronunciation errors with the vocabulary they have just learnt and help them with any new vocabulary they need. Make a note of any common mistakes and have a correction spot at the end of the activity.

Get some feedback from a few individual Sts.

Extra support

- You could do the last three questions as an open-class activity.

4 READING

- a Elicit / explain the meaning of *superstitious*. Model and drill its pronunciation. Do the questions as an open-class activity.

Extra idea

- Now focus on the title of the article. Elicit the meaning of *bounce* and then ask Sts how they think the sentence might continue (*I'll win the point / game, etc.*)

- b Now focus on the instructions and phrases A–F. Make sure Sts understand the word *ritual* and *confined to*. Before Sts start, point out the **Glossary**.

Now explain that A–F are the first sentences from paragraphs 1–6. They tell you what each paragraph is about and are known as topic sentences. Tell Sts that in order to match the topic sentences with their paragraphs, they must read each paragraph carefully to understand what it is about.

Give Sts time to read the article and complete the gaps.

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load, e.g. *fate, a lucky charm, etc.*

2 B 3 E 4 A 5 C 6 D

Deal with any new vocabulary.

- c Tell Sts to read the article again and to answer the question.

Check the answer.

All of them.

- d Tell Sts to look at the article and choose five words or phrases that they would like to remember. They should underline these words and phrases and write them in a notebook.

- e Focus on the photos and elicit anything Sts know about the sportspeople. If they don't know anything, tell them not to worry as they will find out later.

In pairs, get Sts to discuss what the sportspeople's superstitions might be.

Elicit a few ideas, but do not tell Sts if they are right.

- f Put Sts in pairs, **A** and **B**, and tell Sts to go to **Communication Other sporting superstitions**, **A** on p.106, **B** on p.110.

Tell the **As** to read about Tiger Woods and Kolo Touré, and the **Bs** read about Laurent Blanc and Alexander Wurz.

When they have finished reading, Sts should cover the text or close their books and tell their partner about the sportspeople's superstitions.

Get four Sts to tell the class about each sports player.

In their pairs, Sts decide which superstition is the strangest and which is the most impractical.

Get some feedback.

Extra support

- You could write any new and useful words and phrases from the article and **Communication on the board** for Sts to copy.

Tell Sts to go back to the main lesson **5A**.

- g Do this as an open-class activity, and elicit Sts' own superstitions. If you have or used to have any, tell Sts about them.

5 LISTENING

- a Do these as open-class questions and elicit some opinions on referees in general.
- b (3 8))) Focus on the photo and the instructions. Give Sts a few minutes to read the questions and the three options and make sure they understand them.

Then play the audio once the whole way through.

Play the audio again, pausing after the referee's answers to the first two questions, and then after each of his other answers (see *** in the audioscript).

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 c 2 b 3 b 4 a 5 a

(3 8)))

(script in Student's Book on pp.125–126)

I = interviewer, JA = Juan Antonio

Part 1

I What made you want to become a referee?

JA My father was a referee, but that didn't influence me – in fact, the opposite because I saw all the problems that he had as a referee. But as a child I was always attracted by the idea of being a referee and at school I used to referee all kinds of sports, basketball, handball, volleyball, and of course football. I was invited to join the Referees' Federation when I was only 14 years old.

I Were you good at sport yourself?

JA Yes. I was a very good handball player. People often think that referees become referees because they are frustrated sportsmen, but this is just not true in most cases in my experience.

I What was the most exciting match you ever refereed?

JA It's difficult to choose one match as the most exciting. I remember some of the Real Madrid–Barcelona matches, for example the first one I ever refereed. The atmosphere was incredible in the stadium. But really it's impossible to pick just one – there have been so many.

I What was the worst experience you ever had as a referee?

JA The worst? Well, that was something that happened very early in my career. I was only 16 and I was refereeing a match in a town in Spain and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

- I Do you think that there's more cheating in football than in the past?
 JA Yes, I think so.
 I Why?
 JA I think it's because there's so much money in football today that it has become much more important to win. Also football is much faster than it used to be so it's much more difficult for referees to detect cheating.

- ***
 I How do footballers cheat?
 JA Oh, there are many ways, but for me the worst thing in football today is what we call 'simulation'. Simulation is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest.

- c **3.9)))** Now tell Sts they are going to hear **Part 2** of the interview. Give them time to quickly read sentences 1–6. Make sure Sts know that they must complete the gaps with one to three words.

Play the audio once the whole way through. Then play it again, pausing after each answer is given.

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

Check answers.

- | | |
|-----------------------|---------------------|
| 1 the right decisions | 4 the exceptions |
| 2 fast | 5 with the ball |
| 3 the rules | 6 typical superstar |

3.9)))

(script in Student's Book on p.126)

Part 2

- I What's the most difficult thing about being a referee?
 JA The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. You must remember that everything is happening at 100 kilometres an hour. Also important decisions often depend on the referee's *interpretation* of the rules. Things aren't black and white. And of course making decisions would be much easier if players didn't cheat.
 I Do you think that the idea of fair play doesn't exist any more?
 JA Not at all. I think fair play does exist – the players who cheat are the exceptions.
 I Finally, who do you think is the best player in the world at the moment?
 JA I think most people agree that the best footballer today is Leo Messi.
 I Why do you think he is so good?
 JA It's hard to say what makes him so special, but a study was done on him which showed that Messi can run faster with the ball than many footballers can do without the ball. Apart from his great ability, what I also like about him is that he isn't the typical superstar footballer. You can see that he enjoys playing football and he behaves in public and in his personal life in a very normal way. That's unusual when you think how famous he is. And what's more he doesn't cheat – he doesn't need to!

Extra support

- If there's time, you could play the audio again while Sts read the scripts on pp.125–126, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- d Either get Sts to answer in pairs, or do the questions as an open-class activity. Encourage Sts to give reasons to justify what they say.

6 GRAMMAR past tenses: simple, continuous, perfect

- a Do these as an open-class activity and elicit sports where cheating is common and different ways of cheating.
 b Focus on the instructions and the question. Elicit the meaning of *take a short cut*.

Give Sts time to read the article and answer the question.

Get Sts to compare with a partner and then check the answer.

In the Boston Marathon she jumped out of the crowd during the last half mile. In the New York Marathon she took the subway.

Extra support

- You could read each text aloud, eliciting or translating / explaining any new words, and ask a few more comprehension questions to check understanding, e.g. *Which marathon was Rosie Ruiz running in? Did she win?, etc.*

- c Focus on the highlighted verbs. Get Sts to answer the questions individually or in pairs.

Check answers.

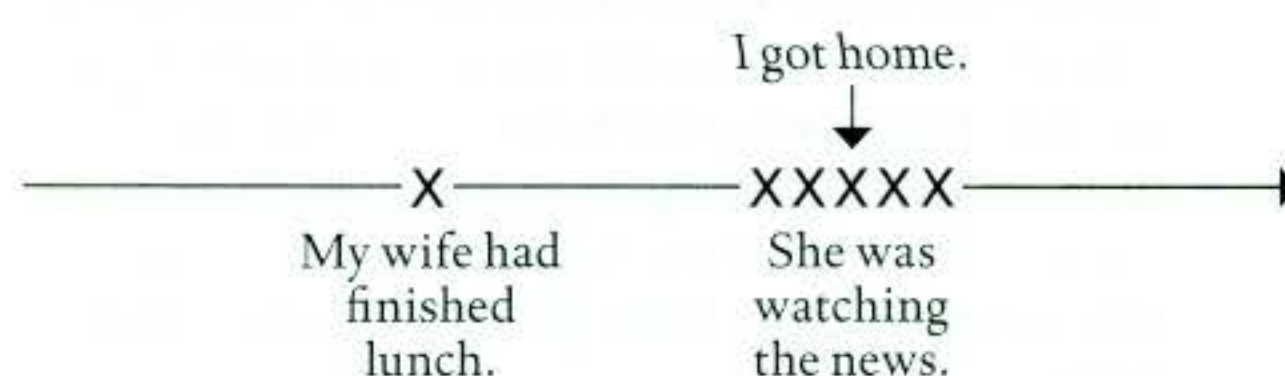
- | |
|---|
| 1 was, finished |
| 2 had happened, had also cheated, had taken |
| 3 wasn't sweating |

- d **3.10))) 3.11))) 3.12))) 3.13)))** 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.

Additional grammar notes

- In *English File Pre-intermediate* Sts learnt the past simple, the past continuous, and the past perfect in separate lessons, so this will be the first time Sts see the three tenses together.
- Highlight that these three tenses are the ones that we normally use to tell a story / anecdote in the past. Most verbs tend to be in the past simple, when we are describing consecutive actions (First... then..., etc.), but we often use the past simple in conjunction with either the past continuous and past perfect or both, e.g. *I got home late and my wife had already finished her lunch and was watching the news on TV.*

You may want to draw a timeline on the board to show Sts how the three tenses work together:



5A

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 had trained | 6 was playing |
| 2 was cycling | 7 had stopped |
| 3 cleaned | 8 hadn't lost |
| 4 started | 9 was raining |
| 5 hadn't scored | |

- b
- 1 happened, were driving
 - 2 cheered, blew
 - 3 didn't recognize, had changed
 - 4 stopped, wasn't wearing
 - 5 weren't listening, was talking
 - 6 couldn't, hadn't snowed
 - 7 weren't able to, hadn't booked
 - 8 got, had taken off / took off

Tell Sts to go back to the main lesson 5A.

Extra 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.

- e Focus on the photo, the task, and text, and ask Sts if they know what happened.

Then tell them to read the text once the whole way through, and then to go back and complete each gap with the verb in brackets in the right tense.

Give Sts time to complete the gaps.

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

- | | |
|----------------|--------------|
| 2 were playing | 7 had scored |
| 3 was | 8 said |
| 4 scored | 9 scored |
| 5 protested | 10 won |
| 6 gave | |

7 SPEAKING

- a Focus on the instructions and make sure Sts understand what an anecdote is (an informal true story about something that happened to you).

Give Sts time to choose which two topics they are going to talk about and to plan the stories. Encourage them to think about the vocabulary they are going to need, especially verbs.

Monitor and help Sts with their planning and with any specific vocabulary.

Extra idea

- Tell Sts that one anecdote should be true and the other invented. A then tells both his / her anecdotes one after the other and B must decide which one is true. They then swap roles. You could model the activity first by telling them two anecdotes of your own. Pause from time to time and encourage Sts to ask you questions. Then get Sts to guess which one is true.

- b Focus on the **Starting an anecdote** box and go through it with Sts.

Put Sts in pairs (or threes). A should start by telling his / her first anecdote and B should ask questions. B then tells his / her first anecdote.

Monitor while Sts are telling their anecdotes, but don't correct too much as the aim here is to encourage fluency, and Sts are unlikely to use all the tenses perfectly.

Extra idea

- Tell Sts to look back at the language for reacting to what people say in **Practical English Episode 1** on Student's Book p.13. Encourage them to use this language when they listen to the anecdotes.

If Sts are enjoying the activity (and you have time), you could get them to change partners and tell their stories again.

8 WRITING telling a story

Tell Sts to go to **Writing Telling a story** on p.116.

- a Focus on the instructions and give Sts time to read the story and answer the questions.

Check answers.

They got lost because her husband followed the instructions given by the satnav, which sent them in the wrong direction.
They left their dog under the table in the café on the motorway.

- b Focus on the instructions and the connecting words or phrases in the list.

Give Sts time to read the story again and complete each gap.

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

- | | |
|--------------|--------------|
| 2 when | 6 because |
| 3 instead of | 7 as soon as |
| 4 but | 8 although |
| 5 So | |

- c Focus on the **Useful language: getting lost** box and go through it with Sts.

Now tell Sts they are going to write about a journey when they got lost. If Sts can't think of a journey, they can invent one.

Focus on the plan and go through it with Sts.

Sts should write three paragraphs as in the model, and use the **Useful language** box 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.

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

Tell Sts to go back to the main lesson 5A.

9 3 14))) **SONG** *We Are the Champions* 🎵

This song was originally made famous by the British rock group Queen in 1977. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.221.

3 14)))

We Are the Champions

I've paid my dues
Time after time
I've done my sentence
Committed no crime
And bad mistakes
I've made a few
I've had my share of sand kicked in my face
But I've come through
(And we can go on and on and on and on)

Chorus

We are the champions, my friend
And we'll keep on fighting till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions of the world

I've taken my bows
And my curtain calls
You brought me fame and fortune and everything that goes
with it
I thank you all
But it's been no bed of roses
No pleasure cruise
I consider it a challenge before the whole human race
That I'd never lose
(And we can go on and on and on and on)

Chorus (x2)

5B Love at Exit 19

Lesson plan

Different kinds of relationships provide the main theme for this lesson. It begins with a newspaper article about a couple who met in an unusual place. Sts then listen to four more people talking about where they met their partners, and extracts from the listening provide a lead-in to the grammar, which revises and consolidates the use of *used to* for past habits and states, and contrasts it with the way we express present habits. The pronunciation focus is on linking in fast speech, with a special focus on the pronunciation of *used to*, and this is followed by a controlled oral grammar practice stage.

The angle of the second half of the lesson is social networks. It begins with a vocabulary focus on words and phrases related to relationships and is followed by a pronunciation focus on the different ways the letter *s* can be pronounced. Sts then listen to a radio programme where people talk about friendships on *Facebook*, and the lesson ends with a speaking activity where Sts discuss various aspects of friendship.

STUDY LINK

- Workbook 5B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** *usually and used to* p.153
- **Communicative** How did they change our world? p.183 (instructions pp.167–168)
- **Vocabulary** Relationships p.207 (instructions p.197)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the following sentences on the board:
 I _____ MY BEST FRIEND AT PRIMARY SCHOOL.
 WE'VE _____ EACH OTHER FOR ABOUT 15 YEARS NOW.
- Now ask Sts what words they think are missing (*met* and *known*). Then ask Sts to explain what the difference is between the verbs *meet* and *know*.

1 READING

- a Books open. Focus on the task and make sure Sts know what a partner is (a husband / boyfriend or wife / girlfriend).

Get Sts to number phrases A–E in order according to how likely people are to meet friends and partners that way.

Get Sts to compare with a partner, and then elicit answers from the class.

- b (3.15))) Tell Sts they are going to read and listen to an article about how Sonya Baker and Michael Fazio met. Focus on the **Glossary** and go through it with Sts.

Sts must read and listen at the same time to find the answer to the question. Play the audio once the whole way through.

Get Sts to compare with a partner and then check the answer.

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 while they are answering the questions or afterwards. You may even want to pre-teach a few words / phrases to lighten the load (but not the highlighted ones).

Because Michael changed his working hours from daytime to night-time.

(3.15)))

See the article in the Student's Book on p.48

- c Now tell Sts to read the article again and to number events A–J in the order in which they happened. Point out that the first one (G) has been done for them.

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

2 A	4 F	6 E	8 D	10 J
3 H	5 B	7 I	9 C	

- d Focus on the instructions, and set a time limit for Sts to re-read the article, guess the meaning of the highlighted words and phrases, and then match them with definitions 1–10.

Get Sts to compare with a partner and then check answers. Model and drill the pronunciation of any tricky words, e.g. *courage* /'kʌrɪdʒ/.

1 shifts	6 likely
2 a commuter	7 a candle
3 cute	8 exchange a few words
4 it turned out	9 their eyes met
5 runs	10 found the courage

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

2 GRAMMAR *usually and used to*

- a Focus on the instructions and give Sts time to think about how a couple they know met.

Put Sts in pairs and get them to share their stories.

Get some feedback and if you know a couple who met in unusual circumstances, tell the class.

- b (3.16))) Focus on the instructions and on places A–E in 1a.

Extra support

- Write A–E on the board for easier reference.

Play the audio once, pausing after each speaker for Sts to write the correct letter.

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

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 B 2 A 3 E 4 D

3 16)))

1 We met when I was studying at Oxford. I was acting in a French play by Jean Anouilh called *Antigone*. I was actually studying French – the language and literature – and I was in a college drama group, and they gave me a small part in the play. I think they gave it to me because my French was good, but not because I was especially good at acting. Anyway Antoine, my husband, he is French and he had always like acting although he was actually studying politics, well he had the part of King Créon, one of the important roles. There was this scene where we were acting together, and I suppose it all started there...

2 I had a job in Krakow in Poland teaching English. Melissa was one of the other teachers at the school. As soon as I saw her, I knew I wanted to get to know her better, but she didn't seem very interested. One night I went to a bar where I often used to go with students, and she was there with some friends. She was very upset because she thought she'd lost her purse, and she had quite a lot of money in it. Suddenly I saw the purse under a chair in the corner, and I think that was the first time Melissa really noticed me. She bought me a drink, and as they say, the rest is history. I had intended to try to learn Polish when I was there, but I didn't learn much because I spent all my time with Melissa! But we called our first daughter Kasia, which is a Polish name, in honour of the country where we met.

3 Pete and I were both single and we used to go to bars and clubs together on Saturday night, but then he started going out with a girl, who he had met at work. After a few weeks he said to me, 'Why don't you come out with us on Saturday? My girlfriend is going to bring one of her friends.' To be honest, I wasn't all that enthusiastic about the idea – I'd never been on a blind date before, and I just couldn't imagine it would be a success. On the evening of the date I was feeling very pessimistic and I nearly cancelled. Pete and I had arranged to meet the girls in a bar. We got to the bar early and I remember my friend saying, 'Here they are now.' I looked towards the door and I thought 'Well, I really hope the girl on the right is my date.' Fortunately, she was. The evening went really well, and two years later we got married. Pete and his girlfriend got married too and we're still good friends – we usually meet for dinner about once a month.

4 I was born in Egypt to an Italian father and French mother, but we came to live in London in the early 60s when I was 20. I got a job in a bank, but I didn't have many friends. In those days it used to be quite difficult to meet people if you were a foreigner. One evening I went to a dance at a restaurant and I saw this gorgeous 18-year-old girl get up from her table and start dancing. I thought I had nothing to lose, and I wrote her a note saying that I was standing by the window and if she would agree to come out with me, could she please smile at me. I then left the note on her chair. When the music stopped she went back to her chair, read the note, and smiled at me. That was how it all started. When we decided to get married at first her mother was totally against the idea – mainly because I was a foreigner and also I was 11 years older than Lesley. But little by little she got to like me, and in the end she treated me like a son.

- c Now tell Sts they will listen again and they must write down more details about how the people met.

Play the audio and pause it after the first speaker. Get Sts to compare their notes with a partner and then elicit as many details as possible.

Repeat for the other three speakers.

See script 3.16

Find out with a show of hands which meeting Sts found the most romantic.

- d Focus on the task and the two questions. Do this as an open-class activity and elicit answers.

- 1 We use *used to* to talk about past habits or states, i.e. things that were true over a period of time in the past (e.g. when you were a child), but are often not true any more.
 - didn't use to*, e.g. *I didn't use to have short hair. I didn't use to do any exercise.*
 - Did (you) use to*, e.g. *Did you use to have short hair? Did you use to do any exercise?*
- 2 We usually go to bars and clubs together on Saturday night.
 - It is usually quite difficult to meet people.

- e 3 17))) 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

- *Used to* is a grammar point which was presented in *English File Pre-intermediate* and is revised and consolidated here. This is a 'late assimilation' structure as Sts can express more or less the same idea by using the past tense + a time expression. Compare: *I used to go to that primary school* and *I went to that primary school (when I was a child)*. In that sense *used to* is a sophisticated structure and its correct use helps to give the impression of having a good level of English. In this lesson *used to* is contrasted with the use of the present simple with *usually* to talk about present habits.
- Sts may have problems with this structure as their language may either use a tense which doesn't exist in English for past habits, or may have a verb which can be used both for present and past habits, unlike *used to* which can only be used in the past.
- Emphasize the way we often don't repeat the main verb, but just use the auxiliary verb with *any more* / *any longer* when we contrast the past and present habits, e.g. *I used to like cartoons, but I don't any more.*

Some typical mistakes include:

- using *use to* instead of *usually* for present habits and states, e.g. *I use to go to bed about 11.00.*
- making mistakes of spelling such as *We didn't used to wear a uniform at my school.*

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

Check answers, getting Sts to read the full sentences.

- a
- | | |
|-----------------------|------------------------|
| 1 used to have | 6 didn't use to be |
| 2 didn't use to spend | 7 Did ... use to argue |
| 3 Did ... use to wear | 8 didn't use to like |
| 4 used to go out | 9 used to get on |
| 5 did ... use to work | 10 didn't use to speak |

- b
- | | |
|------------------------|---------------------------|
| 1 x split up | 6 x don't usually go |
| 2 ✓ | 7 x did your parents meet |
| 3 ✓ | 8 x used to work |
| 4 x didn't use to like | 9 ✓ |
| 5 ✓ | |

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.

3 PRONUNCIATION & SPEAKING linking

Pronunciation notes

- You might want to remind Sts when words are linked in English. To do this, ask Sts to refer back to **Lesson 3A, 5 Pronunciation** on Student's Book p.26.

- a **3 18**) Focus on the *used to* box and go through it with Sts. Then focus on the instructions.

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

3 18

See sentences in Student's Book on p.49

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

Then repeat the activity eliciting the sentences from individual Sts.

Extra support

- You could get Sts to listen and repeat after the audio and then practise in pairs.
- b Focus on the task and give Sts a few minutes to choose their three topics and plan what they are going to say.

Put Sts in pairs, **A** and **B**. Tell the **As** to start talking about their first topic, giving as much information as they can. The **Bs** can ask for more information too.

Then the **Bs** tell the **As** about their first topic, etc.

Extra support

- Choose one of the topics yourself and tell Sts a little about it. This way you both demonstrate what you want them to do and give Sts extra listening practice.

As Sts are talking, move round monitoring and helping, and correcting any mistakes with *used to*.

Get some feedback.

4 VOCABULARY relationships

- a Either put Sts in pairs and get them to discuss 1–3 or do it as an open-class activity. You could leave out 1 if you did the **Optional lead-in**.

Check answers.

- to meet sb = to see sb for the first time
to know sb = you have met before
- a colleague = a person that you work with
a friend = a person you know well and like, and who is not usually a member of your family
- to argue with sb = to speak angrily to sb because you disagree with them
to discuss sth with sb = to talk about sth with sb, especially in order to decide sth

- b Tell Sts to go to **Vocabulary Bank Relationships** on p.158.

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

3 19) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this. Remind Sts that *fiancé(e)* is a word 'borrowed' from French, which explains the pronunciation, and why it has an accent.

3 19

Relationships

People

- | | | |
|-------------|-------------|----------------|
| 1 couple | 4 flatmate | 7 close friend |
| 2 partner | 5 colleague | 8 classmate |
| 3 fiancé(e) | 6 ex | |

Now tell Sts to cover the definitions, look at the words, and see if they can remember what they mean.

Extra idea

- You might also want to teach *workmate* as an alternative to *colleague*.

Now focus on **2 Verbs and verb phrases** and get Sts to do **a** individually or in pairs. Remind Sts to change the verb to the past simple.

Extra support

- Elicit the past tense of all the verbs first.

3 20) Now do **b**. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

3 20

Verbs and verb phrases

- I **met** Mark when I was studying at York University.
- We **got to know** each other quickly because we went to the same classes.
- We soon **became friends**, and we discovered that we **had** a lot **in common**. For example, we both liked art and music.
- We **went out together** in our second term and we fell in love.
- We **were together** for two years, but we argued a lot and in our last term at university we **broke up**.
- After we left university, we **lost touch** because I moved to London and he stayed in York.
- Five years later we **got in touch** again on *Facebook*. We were both still single, and Mark had moved to London too.
- This time we **got on** better than before, maybe because we were older.
- After two months Mark **proposed** and I accepted.
- We **got married** last summer. A lot of our old university friends came to the wedding!

For **c** tell Sts to look at the pictures and see if they can remember the story.

Finally, focus on the **Colloquial language** and the **Phrasal verbs** box and go through it with Sts.

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 photocopiable activity at this point or leave it for later as consolidation or revision.

- c** Focus on the task and give Sts a couple of minutes to think about a close friend and how they will answer the questions.

Put Sts in pairs and they take turns to interview each other about their close friend. While they are doing this, go round monitoring and helping if necessary.

Get some feedback from individual Sts.

5 PRONUNCIATION the letter s

Pronunciation notes

- Many learners of English tend to always pronounce the letter *s* as the unvoiced sound /s/ as in *bus*. In fact, *s* in the middle or at the end of a word is often pronounced /z/, e.g. *music, jobs*, and *-se* is very often pronounced /z/, e.g. *lose, revise*, etc. At the beginning of a word *s* is almost always /s/ with the exceptions of *sugar* and *sure*, where the *s* is pronounced /ʃ/. Double *s* is also always pronounced /s/.

- a** (3 21))) Focus on the task and elicit the four picture words (*snake, zebra, shower, and television*).

Now play the audio, pausing after each word for Sts to write them in the correct column.

Get them to compare with a partner.

(3 21)))

See words in Student's Book on p.50

- b** (3 22))) Play the audio for Sts to listen and check.

Check answers.

See script 3.22 – *close* (adj) is pronounced with /s/ and *close* (verb) with /z/

(3 22)))

snake /s/	close, conversation, discuss, practise, school, somebody, sport, summer, used to, various
zebra /z/	busy, close, eyes, friends, lose, music, raise
shower /ʃ/	sugar, sure
television /z/	decision, pleasure, unusual, usually

- c** Put Sts in pairs and get them to answer 1–3.

Check answers.

- 1 At the beginning of a word the letter *s* is usually pronounced /s/. The exceptions are *sugar* and *sure*.
- 2 At the end of a word *s* or *es* can be pronounced /s/ or /z/.
- 3 In *-sion*, the letter *s* is pronounced /z/.

STUDY LINK Sts can practise these sounds on the *iTutor* and on the *English File Intermediate* website.

6 LISTENING

- a** Put Sts in pairs and get them to discuss the three statements.

Elicit some answers, but do not tell Sts if they're right.

Extra idea

- You could get Sts to vote for each one saying whether it is true or false with a show of hands.

- b** (3 23))) Focus on the task and tell Sts that the programme is about *Facebook*. They must listen for the answers to 1–3 in **a**.

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.

1 F 2 F 3 T

Extra challenge

- Ask Sts to explain why the three sentences are false.

(3 23)))

(script in Student's Book on p.126)

P = presenter, M = Martha

P Hello and welcome to *Forum*, the programme that asks you what you think about current topics. Today Martha Park will be talking about the social networking site *Facebook*, how we use it, how much we like it – or dislike it. So get ready to call us or text us and tell us what you think. The number as always is 5674318. Martha.

M Hello. Since *Facebook* was first launched in 2004, a lot of research has been done to find out what kind of people use it, what they use it for, and what effect it has on their lives. According to a recent study by consumer research specialist Intersperience, the average 22-year-old in Britain has over 1,000 online friends. In fact, 22 seems to be the age at which the number of friends peaks. It also appears that women have slightly more online friends than men. And another study from an American university shows that people who spend a lot of time on *Facebook* reading other people's posts tend to feel more dissatisfied with their own lives, because they feel that everyone else is having a better time than they are.

So, over to you. Do you use *Facebook*? How do you feel about it? Can you really have 1,000 friends? Are social networking sites making us unhappy? Phone in and share your experiences...

- c** (3 24))) Focus on the task.

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

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

The most positive person is George.
The most negative person is Beth.

3 24)))

(script in Student's Book on p.126)

P = presenter, M = Martha, G = George, B = Beth, C = Caitlin, N = Ned**P** And our first caller is George. Go ahead, George.**G** Hi. Er yeah, I use *Facebook* a lot, every day really. I think it's a great way to er organize your social life and keep in touch with your friends. I have loads of friends...**M** How many friends do you have, George?**G** At the moment I have 1,042.**M** And how many of them do you know personally?**G** About half, maybe?**M** And what do you use *Facebook* for?**G** For me it's a good way to get in touch with my friends without having to use the phone all the time. When I'm having a busy week at university, I can change my status, so I can let my friends know I can't go out. That's much easier than wasting time telling people 'Sorry, I'm too busy to meet up.' It's just easier and quicker than using the phone.**P** Thanks, George. We have another caller. It's Beth. Hello, Beth.**B** Hi. Er I don't use *Facebook* or any other social networking site.**M** Why's that, Beth?**B** Two reasons really. First, I don't spend much time online anyway. I do a lot of sport – I'm in a hockey team, so I meet my teammates almost every day, and we don't need to communicate on *Facebook*.**M** And the other reason?**B** I just don't really like the whole idea of social networking sites. I mean, why would I want to tell the whole world everything that I am doing? I don't want to share my personal information with the world, and become friends with people I don't even know. And I don't want to read what other people had for breakfast or lunch or dinner, or what they're planning to do this weekend.**P** Thanks for that, Beth. Our next caller is Caitlin. It's your turn, Caitlin.**M** Hi, Caitlin.**C** Hi, Martha.**M** And do you use *Facebook*, Caitlin?**C** I use it from time to time, but not very much. I only really use it to keep up with friends who have moved abroad or live too far away for us to meet regularly. For example, one of my best friends recently moved to Canada and we often chat on *Facebook*. But I never add 'friends' who are people I hardly know. I just can't understand those people who collect hundreds or even thousands of *Facebook* friends! I think it's just competition, people who want to make out that they are more popular than everybody else.**M** So you think the *Facebook* world is a bit unreal?**C** Absolutely. I think people write things and post photos of themselves just to show everyone they know what a fantastic time they're having and what exciting lives they lead. But they're probably just sitting at home in front of the computer all the time.**P** Thanks for that, Caitlin. We've just got time for one more caller before the news and it's Ned. Hi, Ned. You'll have to be quick.**M** Hi, Ned.**N** Hi. When I started off with *Facebook* I thought it was great, and I used it to communicate with close friends and with family, and I got back in touch old friends from school. It was good because all the people I was friends with on *Facebook* were people I knew, and I was interested in what they were doing. But then I started adding friends, people I hardly knew who were friends of friends, people like that – in the end I had more than a 1,000 – and it just became too much. It was just too many people leaving updates, writing messages on my wall. So last month I decided to delete most of them. It took me about half an hour to delete and in the end the only people I left were actual, real-life friends and family, and old school friends. I got it down to 99. It was really liberating.**P** Thanks, Ned, and we'll be back after the news, so keep those calls coming...

- d** Tell Sts they are going to listen to the audio again and they must answer questions 1–8 with the speakers' initials.

Give Sts time to read the questions.

Play the audio again, pausing after each speaker. Play again if necessary.

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

1 B 2 N 3 G 4 C 5 C 6 N 7 G 8 B

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** Put Sts in pairs and get them to discuss the two questions.

Get some feedback from the class.

7 SPEAKING

- a** Focus on the task and go through sentences A–F.

Give Sts time to tick or cross each sentence according to their own opinions. Tell them to think about their reasons. They can write notes if they want.

- b** Focus on the **Giving examples** box and go through it with Sts.

Put Sts in groups and tell them to discuss each sentence in turn giving their opinion.

Get some feedback from the whole class.

PRACTICAL ENGLISH

Episode 3 Old friends

Lesson plan

In this third Practical English lesson Sts learn some key phrases for asking for permission to do something and asking other people to do something for you.

In the first scene Jenny meets Monica, an old friend, in the street and they have a coffee together. Monica tells Jenny she is going to get married and Jenny tells Monica about Rob. In the next scene Rob arrives and joins them, but Monica has to leave. Rob then tells Jenny that an old friend of his, Paul, is coming to stay and asks Jenny if she could meet him at the airport, as he has to work late. Jenny agrees. In the third scene Jenny brings Paul to Rob's flat. She is tired because she had to wait at the airport for a long time, and the traffic was terrible, and she leaves Rob and Paul to have a night out together.

STUDY LINK

- **Workbook** Old friends
- **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 them *Who are Kerri and Don? What did they disagree about? What did Jenny and Rob think? What happened in the end?*, etc.
- Alternatively, you could play the last scene of Episode 2.

1 JENNY HAS COFFEE WITH A FRIEND

- a (3 25))) Books open. Focus on the photos and elicit what is happening.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check answers.

She has got engaged. / She and her boyfriend are getting married.

(3 25)))

(script in Student's Book on p.126)

J = Jenny, M = Monica

- J Monica!
M Jenny!
J Wow! How are you? You look great!
M Thanks, Jenny! You look really good, too.
J Hey, why don't we get some coffee?
M I'd love to, but I'm on the way to meet... oh, come on. Five minutes!

J So, how is everything?
M Oh great. Things couldn't be better actually. Scott and I... we're getting married!
J You're what? Congratulations!
M Thank you!
J When did you get engaged?
M Only a few days ago. I'm glad I saw you actually. I was going to call you. We've only told family so far.
J I can't believe it. Monica the wife! And to think you used to go clubbing every night!
M Well, that was a few years ago! All I want to do now is stay in and read wedding magazines.
J And how are the plans coming along?
M I haven't done anything yet. My mom and Scott's mom want to organize the whole thing themselves!
J That's what mothers are for!
M True. But what about you? You look fantastic.
J Well, I guess I'm kind of happy, too.
M Uh huh. What's his name?
J Rob.
M You've been keeping him very quiet! Is it serious?
J Umm, it's kind of, you know...
M So it is!
J It's still early. We haven't been together for long. He only moved here from London a few months ago...
M What? He's British? And you think you can persuade him to stay in New York? That won't be easy!
J I think he likes it here. You know how guys are, you never know what they're thinking.
M When can I meet him?
J Umm... that's him now.

- 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 Monica's fiancé / Monica's future husband
- 2 a few days ago
- 3 family
- 4 She used to go clubbing; now she stays in and reads wedding magazines.
- 5 The two mothers want to organize the wedding.
- 6 That they haven't been together for long.
- 7 She thinks it will be hard for Jenny to persuade him to stay in New York.

Extra support

- If there's time, you could get Sts to listen again with the script on p.126, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 PERMISSION AND REQUESTS

- a **3 26**) Focus on the photos and ask Sts some questions, e.g. *Where is Rob? Who is he talking to?*, etc.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check the answer.

He asks Jenny to meet his friend, Paul, at the airport and to take him back to his flat.

3 26)

(script in Student's Book on pp.126–127)

J = Jenny, M = Monica, R = Rob, W = waiter

- R Do you mind if I join you?
 M Of course not. Come on, sit down.
 R Thank you.
 M I have to leave in a minute anyway.
 R Could I have a large latte, please?
 W Of course.
 J Rob, this is Monica.
 M Nice to meet you, Rob.
 R You too, Monica. You know, Jenny talks about you a lot. And I've seen college photos of you two together. At Jenny's parents' house.
 J Of course you have. My dad's photos.
 R You've hardly changed at all.
 M What a nice man! I can see why you like him, Jenny. The perfect English gentleman.
 W Your latte.
 R Oh, thanks. Can you pass the sugar?
 J Sure.
 M Sorry guys, but I have to go.
 R You're sure I haven't interrupted anything?
 M Not at all. It's just that I have to meet someone. But let's get together very soon.
 J We will!
 M Bye, Rob. Nice meeting you.
 R Bye.
 J Bye. Talk soon!
 R She seems like a happy person.
 J She is, especially right now – she's getting married.
 R That's fantastic news!
 J Yeah, it is. I guess we're at that age now, when most of our friends are settling down and getting married.
 R Yeah... Oh, speaking of friends, I want to ask you a favour. Is it OK if we change our plans a bit this week?
 J Er... sure. What's up?
 R I've just had a call from an old friend of mine, Paul. I haven't seen him since we were at university and he's travelling around the States at the moment. Anyway, he's arriving in New York this evening and er... I've invited him to stay for the week.
 J Cool! It'll be fun to meet one of your old friends! What's he like?
 R Oh, Paul's a laugh. He used to be a bit wild, but that was a long time ago. He's probably changed completely.
 J Well, I'm looking forward to meeting him.
 R Just one other thing. Could you do me a big favour? I have to work late this evening, so... would you mind meeting him at the airport?
 J Not at all. I'd like to meet him.
 R And do you think you could take him to my flat? I'll give you the keys.
 J No problem, Rob.
 R Thanks so much, Jenny. You're a real star.

- b Focus on sentences 1–8. 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.

- 1 F (He orders a **large latte**.)
- 2 F (He says she **hasn't changed**.)
- 3 T
- 4 F (She needs **to meet someone**.)
- 5 F (She says that most of their friends are **getting married**.)
- 6 F (He is going to stay for a **week**.)
- 7 F (He used to be a **bit wild**.)
- 8 T

Extra support

- If there's time, you could get Sts to listen again with the script on pp.126–127, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- c **3 27**) Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now 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 3.27

3 27)

Asking permission

- 1
R Do you **mind** if I join you?
M Of **course** not. Come on, sit down.
- 2
R Is it **OK** if we change our plans a bit this week?
J Er... sure.

Requests: asking someone to do something

- 1
R **Can** you pass the sugar?
J **Sure**.
- 2
R Could you do me a big **favour**? I have to work late this evening, so... would you mind **meeting** him at the airport?
J **Not** at all. I'd like to meet him.
- 3
R And do you think you **could** take him to my flat? I'll give you the keys.
J No **problem**, Rob.

- d Tell Sts to focus on the highlighted phrases and answer the questions.

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

- 1 Of course not. Not at all.
- 2 *Could you...?* and *Would you mind...?*

- e **3 28**) Tell Sts to focus on the highlighted phrases in the extracts. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the DVD or audio, pausing for Sts to listen and repeat.

3 28)

See highlighted phrases in Student's Book on p.53

Then repeat the activity eliciting responses from individual Sts.

- f Put Sts in pairs and tell them to practise the dialogues in c.

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

Make sure Sts swap roles.

- g Tell Sts to go to **Communication** *Could you do me a favour?* on p.105.

Go through the instructions with them carefully.

Monitor and help.

When they have finished, get feedback. Who got the most people to help them?

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson.

3 PAUL ARRIVES

- a **3 29**) Focus on the photos and elicit what is happening.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check answers.

Rob is delighted to see him. Jenny seems tired and not very enthusiastic.

3 29)

(script in Student's Book on p.127)

P = Paul, R = Rob, J = Jenny

- P** Hey man!
R Paul!
P It's great to see you, mate.
R You too, Paul. It's been years. You haven't changed at all.
P Just got better looking!
R How come you're so late?
J Paul's flight from LA was delayed. And then the traffic coming back was just awful.
P But that gave us time to get to know each other.
J Yeah. Paul told me all about his travels. Every detail.
P And look at this. Your own New York flat. How cool is that?
R It's good. Really good. But – do you want something to eat? I got some things on my way home.
P Stay in? It's my first night in the Big Apple! Let's go out and have a pizza or something.
R I thought you'd be tired after the flight.
P No way, man! I'm ready for action.
R Great! I'll get my jacket...
J Rob, I think I'll go home if you don't mind. I, uh, I'm exhausted.
R Oh, OK, then.
P So it's a boys' night out!
R Just like the old days!
P And after the pizza we can go on somewhere else. Rob, we've got a lot to talk about!

- b Focus on the instructions and on sentences 1–6. Give Sts time to read them.

Now play the DVD or audio again the whole way through and get Sts to circle the right answer.

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

- hasn't changed much
- late
- talked a lot about himself
- eating in
- full of energy
- doesn't feel like

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 could be.

Extra challenge

- In pairs, get Sts to complete the phrases before they listen.

- d **3 30**) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 3.30

3 30)

- Paul** Hey **man**!
Paul It's great to see you, **mate**.
Rob How **come** you're so late?
Paul No **way**, man!
Jenny Rob, I think I'll go home if you don't **mind**.
Rob Just like the old **days**!
Paul Rob, we've got a lot to talk **about**!

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 Shot on location

Lesson plan

The topic of this lesson is the cinema. The lesson begins with a reading text about locations in the UK and USA where famous films and TV series have been shot. This provides the context for revision and extension of the passive forms which are then focussed on in Pronunciation.

In the second half of the lesson, cinema vocabulary is presented and then put into practice in a questionnaire where Sts talk about their own cinema preferences and experiences. Then Sts listen to the true story of a young student who, by chance (and because of her excellent English), got to work for a world-famous film director. Finally, in Writing, Sts write a review of a film.

STUDY LINK

- Workbook 6A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** passive *be* + past participle p.154
- **Communicative** Give me an answer p.184 (instructions p.168)
- **Vocabulary** Cinema p.208 (instructions p.198)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Put Sts in pairs or threes.
- Write on the board the names of some films you think your Sts will know which are set in a different country from where your Sts are studying.
- Then teach Sts the question *Where is the film set?* (= *In which country does the action take place?*).
- Set a time limit, e.g. three minutes. Tell each pair or group to write down the country in which each film is set.

Some possible films to give them an idea (but try to include some recent films known to your Sts): *Lost in Translation* (Japan), *The Mask of Zorro* (Mexico), the Harry Potter films (England), *Braveheart* (Scotland), the *Spider-Man* films (USA), *The Girl with the Dragon Tattoo* (Sweden), *The Descendants* (Hawaii).

1 READING

- a Books open. Tell Sts to look at the title of the lesson *Shot on location* and elicit its meaning (= filmed in a real place, not in a studio).

Now focus on the photos and the question. Elicit answers from the class, but do not tell them if they are right yet.

- b Tell Sts to read the article and find out which films or TV series have been filmed at the places shown in the photos, and to complete each gap with the correct past participle of the verbs from the list. Point out that there is a **Glossary**.

Check answers and elicit the infinitives of each verb (e.g. *own, base*, etc.). Model and drill pronunciation, making sure Sts know the meaning of all the verbs.

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 while they are answering the questions or afterwards. You may even want to pre-teach a few words / phrases to lighten the load, e.g. (text A) *aristocratic, servant*, etc.

Highclere Castle: *Downton Abbey*, a TV drama

Cortlandt Alley: Films: *Crocodile Dundee, Men in Black 3*;
 TV series: *Blue Bloods, Boardwalk Empire, NYPD Blue, Law & Order*

Christ Church College: The Harry Potter films

- 2 transformed (transform)
- 3 based (base)
- 4 used (use)
- 5 photographed (photograph)
- 6 inhabited (inhabit)
- 7 designed (design)
- 8 inspired (inspire)
- 9 welcomed (welcome)

- c Focus on the questions and make sure Sts understand all the lexis.

Set a time limit for Sts to read the article again and answer the questions.

Get Sts to compare with a partner and then check answers. Tell Sts that the photo next to c shows the inside of the dining hall in Christ Church College.

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 A | 5 B | 7 C |
| 2 A | 4 C | 6 A | 8 C |

Extra support

- You could now go through the whole article, dealing with any vocabulary problems.
- d Do this as an open-class activity. Ask which of the films and TV series mentioned they have seen and what they thought of them.

Then, with a show of hands, find out which of the three places they would most like to visit and elicit reasons.

2 GRAMMAR passive (all tenses)

- a Focus on the instructions. Ask Sts which is the first example of a passive in the *Highclere Castle* text (*has been owned*). Ask Sts what kind of passive it is and elicit that it is the present perfect passive. Then, give Sts a few minutes to underline more examples of the passive.

Check answers by eliciting and writing the sentences (or parts of sentences) on the board.

Present passive: ...the castle is used as a hospital... / These scenes are based on a real-life event.

Past passive: ...the castle was transformed into *Downton Abbey*... / Both the interior and exterior scenes were shot in and around the castle itself.

Present perfect passive: ...it has been sold all over the world.

Past perfect passive: ...soldiers who had been wounded...

Passive infinitive: ...to be looked after in the castle.

Then focus on the two questions which look at how the passive is formed.

the passive = *be* + past participle
be changes

Extra challenge

- You could get Sts to underline more examples of the passive in the other two texts.

- b (3.31))) Tell Sts to go to **Grammar Bank 6A** on p.142. 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

- If your Sts previously used *English File Pre-intermediate*, they will already have had an introduction to the passive although only in the present and past tenses.
- The form of the passive (*be* + participle) is quite straightforward and the easiest way to approach this grammar point is to emphasize that there are two ways of saying the same thing (active and passive), but with a different emphasis or focus.
- Depending on your Sts' L1, it may be worth pointing out that we often use the passive in sentences like *These cars are made in Korea. Rice is grown in this area*, where some languages use an impersonal subject. Some contrasting with their L1 may help Sts to see when to use the passive.
- Some typical mistakes include:
 - using the active instead of the passive, e.g. *The tickets sell at a newsagent's*.
 - problems of form, e.g. leaving out the verb *be* or not using the participle correctly.
 - Sts thinking they always have to use *by (somebody)* when they make a passive sentence.

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

Check answers, getting Sts to read the full sentences.

- a
- are being made
 - inspired
 - hasn't been inhabited
 - is set
 - will be shot
 - aren't recording
 - wasn't being used
 - has transformed
 - hadn't owned
 - was taken

- b
- are subtitled
 - was written by García Márquez
 - is being repaired
 - hasn't been released yet
 - won't be finished until the spring
 - have to be collected from the box office
 - hadn't been told about the changes in the script
 - was directed by James Cameron
 - has already been recorded
 - was being interviewed about the film

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.

3 PRONUNCIATION sentence stress

Pronunciation notes

- Remind Sts that information words are the ones which are usually stressed. These are the words which you hear more clearly when somebody speaks to you. The unstressed words are heard much less clearly or sometimes hardly at all. (See **Pronunciation Notes, Lesson 2B, 3 Pronunciation** on p.36)

- a (3.32))) Focus on the task and tell Sts that they are going to hear six passive sentences which they have to try to write down. The first time they listen they only need to write the stressed words.

Play the audio for Sts just to hear the first sentence and focus on the example.

- (3.32)))
- The film is based on a famous book.
 - The house was built in the 16th century.
 - The castle has been visited by thousands of tourists.
 - The hall couldn't be used for filming.
 - Where is it being filmed?
 - Who was it written by?

Then play the audio the whole way through for Sts just to listen.

Now play it again, pausing after each sentence for Sts to listen and write the stressed words.

Check answers.

See words underlined in script 3.32

6A

- b** Give Sts some time to see if they can remember any of the unstressed words.

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

Play the audio again for Sts to check their answers.

Check answers by writing the correct sentences on the board.

See sentences in script 3.32

Finally, play the audio again pausing for Sts to repeat and copy the rhythm.

4 VOCABULARY cinema

- a** Focus on the task and answer the question as an open-class activity.

- 1 took place / the action happened in
- 2 To make these scenes they used details and facts from a real-life situation.
- 3 were filmed

- b** Tell Sts to go to **Vocabulary Bank Cinema** on p.159.

Focus on **1 Kinds of film** and get Sts to do **a** individually, in pairs, or in small groups.

3 33))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

3 33)))

Cinema

Kinds of film

- | | |
|----------------------|--------------------------|
| 5 an action film | 2 a musical |
| 3 an animation | 10 a rom-com |
| 12 a comedy | 9 a science fiction film |
| 1 a drama | 7 a thriller |
| 11 a historical film | 4 a war film |
| 6 a horror film | 8 a western |

Do **c** and elicit answers from the class, making sure Sts pronounce the film types correctly.

Possible answers

an action film: *The Bourne Legacy, Taken*

an animation: *Ice Age, Brave, ParaNorman, Up*

a comedy: *Ted, Untouchable*

a drama: *End of Watch, People Like Us, Lawless*

a historical film: *Lincoln, J. Edgar, The King's Speech*

a horror film: *Resident Evil, The Woman in Black, Sinister*

a musical: *Les Misérables, Grease, Chicago*

a rom-com: *Ruby Sparks, Bridesmaids*

a science fiction film: *Prometheus, The Hunger Games*

a thriller: *Red Lights, The Cabin in the Woods*

a war film: *War Horse, 300, Battleship*

a western: *Cowboys & Aliens, True Grit*

Now do **d** as an open-class activity. First, check Sts know the meaning of the adjectives. Then model and drill their pronunciation. You might want to tell Sts that nowadays a lot of people simply say *a sci-fi (film)* instead of *science fiction film*.

- funny:** an animation, a comedy, a musical
violent: an action film, a historical film, a horror film, a thriller, a war film, a western
exciting: an action film, a horror film, a science fiction film, a thriller, a war film, a western
scary: an action film, a horror film, a thriller
moving: a drama, a historical film, a war film

Do **e** as an open-class activity or put Sts in pairs.

Finally, focus on the **film and movie** box and go through it with the Sts.

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

3 34))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

3 34)))

People and things

- | | |
|--------------|-------------------|
| 1 cast | 7 sequel |
| 2 star | 8 special effects |
| 3 soundtrack | 9 script |
| 4 plot | 10 extra |
| 5 scene | 11 subtitles |
| 6 audience | 12 review |

Then tell Sts to cover the definitions and look at the words to see if they can remember the meanings.

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

3 35))) Now do **b**. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

3 35)))

Verbs and phrases

- 1B** It was directed by Tate Taylor. He was the director.
2D It was dubbed into other languages. The voices of foreign actors were used.
3C Viola Davis played the part of Aibileen Clark. This was her role in the film.
4A The film is set in Mississippi in the USA during the 1960s. It was situated in that place at that time.
5E It is based on the novel of the same name by Kathryn Stockett. It was an adaptation of the book.
6F It was shot on location in Greenwood, Mississippi. It was filmed in the real place, not in a studio.

Focus on the **be on** box and go through it with the Sts.

Now tell Sts to cover sentences 1–6 and look at A–F to see if they can remember the verbs and phrases.

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.**
- c** Put Sts in pairs and get them to discuss the difference between the pair of words in 1–4.
 Check answers.

- 1 a plot = the series of events that form the story of a film
a script = a written text of a film
- 2 a horror film = a type of film that is designed to frighten people
a thriller = a film with an exciting story, especially one about crime
- 3 a musical = a film in which part or all of the story is told using songs and often dancing
a soundtrack = some of the music, and sometimes some speech, from a film or musical, that is on CD, the internet, etc. for people to buy
- 4 the main cast = the most important people who act in a film
the extras = people who are employed to play a very small part in a film, usually as part of a crowd

5 SPEAKING

- a Focus on the cinema interview and quickly go through the questions.

Give Sts time to think about what they are going to say.

- b Put Sts in pairs and tell them to take turns to interview each other to find out if they have similar tastes. Emphasize that they should give and ask for as much information as they can.

Get some feedback.

Extra idea

- If there's time, you could get the class to interview you.

6 SPEAKING & LISTENING

- a Focus on the instructions. You could do this as an open-class activity or put Sts in pairs. Don't worry if Sts don't know all of these films.

Elicit what kind of film each one is and what all the films have in common (They were made by Steven Spielberg).

War Horse: drama, war

Indiana Jones and the Temple of Doom: action

E.T. the Extra-Terrestrial: drama, science fiction

Minority Report: action, thriller, science fiction

Catch Me If You Can: drama, comedy

- b Focus Sts' attention on the photos and the task. Get Sts to quickly discuss the questions in pairs.

Elicit some ideas, but do not tell Sts if they are right yet.

- c (3 36))) This interview is with a Polish woman, Dagmara, who became Steven Spielberg's interpreter when he was making the film *Schindler's List*. The film is based on the true story of Emil Schindler, a Pole who saved the lives of many Jews during the Second World War by employing them in his factory. The film stars Liam Neeson and Ben Kingsley and won nine Oscars in 1993.

Play the first part of the interview for Sts to listen and check answers to 1 and 2 in b.

Check answers. You could tell Sts that the music they heard at the beginning of the audio is from the soundtrack of the film *Schindler's List*.

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 They are on a film set in Poland.
- 2 The film is *Schindler's List*.

3 36)))

(script in Student's Book on p.127)

I = interviewer, D = Dagmara

- I So, tell me, how did you get involved in the film, Dagmara?
- D Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time studying English. And the film company set up their production office here three months before they started shooting the film and I got a job there as a production assistant, preparing and translating documents and the script.
- I But how did you get the job as Steven Spielberg's interpreter?
- D Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited too. When I arrived at the party the Polish producer of the film came up to me and said, 'The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech.'
- I How did you feel about that?
- D I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple glasses of champagne to give myself courage. I must have done a pretty good job though, because soon afterwards Spielberg came up to me to say thank you and then he said, 'I'd like you to be my interpreter for the whole film.' I was so stunned I had to pinch myself to believe that this was happening to me.

- d Tell Sts they are now going to listen to the first part of the interview again and they must mark the sentences T (true) or F (false). Give them time to read 1–5.

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

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

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 (She was a **student**.)
- 2 T
- 3 F (The party was for **all the actors and the film crew**.)
- 4 F (The interpreter **couldn't come**.)
- 5 T

- e (3 37))) Now tell Sts they are now going to listen to the second part of the interview. They need to listen to check their answers to questions 3 and 4 in b.

Play the audio once the whole way through.

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

- 3 She is playing an extra in a party scene.
- 4 Yes, he was demanding, but very nice.

3 37)))

(script in Student's Book on p.127)

- I So, what exactly did you have to do?
- D I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.
- I So was it a difficult job?
- D Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right and Spielberg started shouting at me because he was stressed. Eventually we got it right and then he apologized, and I cried a little, because I was also very stressed – and after that it was all right again.
- I So, was Spielberg difficult to work with?
- D Not at all. I mean he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.
- I Did you ever get to be an extra?
- D Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my 'acting career'. I still have the photos of me looking like a girl from the 40s, though!
- I Have you ever worked with Spielberg again?
- D Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so in the end I decided not to go.
- I Do you regret it?
- D Not at all. I had my moment, and it was unforgettable, but that was it!

- f Focus on the task and go through the headings under which Sts have to take notes. Tell them just to listen and to make notes after they have heard the audio.

Play the audio once the whole way through.

Elicit answers and write them on the board.

The worst thing about the job

When they had to shoot a scene many times, she would think it was her fault – maybe she hadn't translated correctly.

One especially difficult scene

In one scene with lots of actors they had to repeat it so many times that Spielberg got stressed and shouted at her. Later he apologized.

What it was like to work with Spielberg

He was demanding, but he treated her well – like a daughter, e.g. he made sure she was warm enough. It was hard work, but she enjoyed it.

Being an extra

She was going to be an extra in two party scenes, but one didn't make it to the final cut of the film, and then before the other scene she hurt her ankle just before filming, so she couldn't be in it.

What happened after the film was finished

She interpreted for Spielberg again at the premiere in Poland. He also invited her to work for him in Hollywood, but she didn't go.

Extra support

- If there's time, you could play the audio again while Sts read the scripts on p.127, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- g Finally, do the questions as an open-class activity. You could also ask Sts which director they would like to interpret for.

7 WRITING a film review

Tell Sts to go to **Writing A film review** on p.117.

- a Focus on the film title and with a show of hands find out how many Sts have seen it. Do not ask Sts any questions about it or their opinions as they will be doing this later.

Then elicit / explain the meaning of *classic* in the title (= sth that is accepted as being of very high quality and one of the best of its kind).

Now tell Sts to read the film review and complete the gaps with the words in the list.

Check answers.

2 directed	6 recommend
3 stars	7 action
4 set	8 soundtrack
5 location	9 sequels

- b Tell Sts to read the review again, paying particular attention to layout. They must number the paragraphs 1–4 in the order in which they appear.

Check answers.

Paragraph 1	The name of the film, the director, the stars, and any prizes it won
Paragraph 2	Where and when it is set Where it was filmed
Paragraph 3	The plot
Paragraph 4	Why you recommend the film

- c Do this as a whole-class activity.

Check the answer.

the present simple

- d In pairs, get Sts to answer the questions.

Get some feedback. If possible, ask at least one student who has seen the film and another who hasn't.

- e Focus on the **Useful language: describing a film** box and go through it with Sts.

Now tell Sts they are going to write a similar film review for a film they would recommend people to buy on DVD or see at the cinema. They should write four paragraphs as in the model, and use the **Useful language** box and **Vocabulary Bank Cinema** on p.159 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.

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

6B Judging by appearances

Lesson plan

The overall topic of this lesson is the image that people choose to give of themselves to the world and how we tend to judge people at first sight according to their appearance.

The lesson begins with a reading text about how people choose their profile photos on social networking sites according to the image they wish to project to their friends and family. This is followed by vocabulary which focusses on the body, and verbs related to parts of the body like *touch* and *point*. Pronunciation looks at diphthongs (combinations of two vowel sounds) and the first half of the lesson finishes with a song *I Got Life*.

In the second half of the lesson, the grammar of modals of deduction is presented through the context of making deductions about people based only on their physical appearance. This topic is further developed in Listening and Reading where Sts listen and read about two situations where an erroneous deduction was made through judging someone purely by their appearance. The lesson finishes with a short related speaking activity.

STUDY LINK

- Workbook 6B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** modals of deduction: *might / may, can't, must* p.155
- **Communicative** Who do you think they are? p.185 (instructions p.168)
- **Vocabulary** The body p.209 (instructions p.198)
- **Song** *I Got Life* p.222 (instructions p.216)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Revise the difference between *look* and *look like* by asking Sts to complete these sentences with the correct form of either verb:
 - 1 DO YOU _____ YOUR MOTHER OR YOUR FATHER?
 - 2 YOU _____ VERY TIRED. ARE YOU OK?
 - 3 YOUR GRANDMOTHER _____ VERY YOUNG FOR HER AGE. SHE DOESN'T _____ 70!
 - 4 JACK _____ A RUGBY PLAYER – HE'S ENORMOUS.
 - 5 WHAT _____ MARK'S WIFE _____?
SHE'S QUITE TALL WITH VERY LONG, DARK HAIR.
 - 1 look like
 - 2 look
 - 3 looks, look
 - 4 looks like
 - 5 does... look like
- Ask Sts if they can remember the grammatical difference between *look* and *look like* (*look* is followed by an adjective and *look like* by a noun).

1 READING & SPEAKING

- a Books open. Focus on the questions and make sure Sts understand them, especially *profile photo*. Put Sts in pairs and get them to answer the three questions.
Get some feedback.
- b Focus on the instructions and the four photos, and elicit Sts' opinions as to why the people have chosen these photos.
- c Focus on the title of the article and read the beginning of the article on p.58 to the class as they follow it.
Focus on the task and headings A–F, and give Sts time to read the rest of the article and complete the gaps with the headings.
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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load, e.g. *visual, logo, a celebrity, etc.* (but not the highlighted ones).

2 F 3 E 5 B 6 A 10 D 12 C

Now ask Sts which of the 12 categories they think the four profile photos they looked at in **b** belong to and elicit ideas.

Annabel 6 Martin 5 Sean 4 Sarah 3

- d Focus on the highlighted phrases. Get Sts, in pairs, to read the article again and guess their meaning.
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 ask Sts what words or phrases they want to try and remember from this article.
- e Focus on the questions and make sure Sts understand them. Put Sts in pairs and get them to answer the four questions.
Get some feedback and find out if any Sts want to change their profile picture now and why.

2 VOCABULARY the body

- a (3 38))) This exercise revises the basic language of physical appearance, which Sts learnt in *English File* Pre-intermediate.
Focus on the four pictures. Explain that two women witnessed a robbery and Sts are going to hear them describing the man they saw to the police.

Before listening, get Sts in pairs to describe the four men.

Play the audio once the whole way through, and let Sts discuss who they think the thief is and why. Play the audio again as necessary.

Check answers and get Sts to tell you why they are sure that the person they say is the thief.

The thief is 3.

3 38)))

P = policeman, W1 = woman 1, W2 = woman 2

P OK, ladies, now can you describe the man you saw in the bank?

W1 Well, he was, er quite tall, you know, he had very long legs. And quite skinny, you know thin.

W2 Yes. Very narrow shoulders. And he had a beard and a little moustache.

W1 No, he didn't. He had a moustache, but not a beard. It's just that I think he hadn't shaved.

W2 No, it was a beard, I'm sure.

W1 And anyway, Doris, you weren't wearing your glasses, so you can't have seen him very well.

W2 I could see perfectly well.

P Ladies, ladies, please. So, no moustache then.

W1 He had a moustache, but he didn't have a beard.

P And what about his hair?

W2 Dark.

W1 Yes, short, dark hair.

P Straight?

W1 No, curly, I'd say. Wouldn't you say, Doris?

W2 Yes, very curly.

P So, dark, curly, hair?

W1 Yes. That's what we said. Are you deaf or something?

P What about his eyes? Did you notice what colour they were?

W2 Brown eyes. Nothing special. And quite small. But he had a big nose.

W1 Yes, a very big nose.

P And what time was it when you saw this man...?

b Tell Sts to go to **Vocabulary Bank The body** on p.160.

Focus on **1 Parts of the body** and get Sts to do a individually or in pairs.

3 39))) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this. Highlight the irregular pronunciations of *stomach* /'stʌmək/ and *tongue* /tʌŋ/, and the silent *k* in *knees*.

3 39)))

The body

Parts of the body

6 arms	17 legs
8 back	20 lips
16 ears	1 mouth
13 eyes	4 neck
9 face	18 nose
7 feet	12 shoulders
14 fingers	10 stomach
5 hands	11 teeth
2 head	3 toes
19 knees	15 tongue

Focus on the **Possessive pronouns with parts of the body** box and go through it with Sts.

Focus on **c** and get Sts to cover the words and test themselves or a partner.

Now focus on **2 Verbs related to the body** and get Sts to do a individually or in pairs. Remind them to put the verb in the right form.

Elicit which three verbs are irregular in the past.

bite – bit, smell – smelt, throw – threw

3 40))) Now do b. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. Point out the silent *t* in *whistle*.

3 40)))

Verbs related to the body

- 1 Don't be frightened of the dog. He won't **bite**.
- 2 Jason **kicked** the ball too hard and it went over the wall into the next garden.
- 3 Don't **throw** stones – you might hit somebody.
- 4 Mmm! Something **smells** delicious! Are you making a cake?
- 5 The stranger **stared** at me for a long time, but he didn't say anything.
- 6 Can you **taste** the rice? I'm not sure if it's cooked yet.
- 7 Some builders **whistled** when the girl walked past.
- 8 Don't **touch** the oven door! It's really hot.
- 9 The audience **clapped** when I finished singing.
- 10 The teacher suddenly **pointed** at me and said, 'What's the answer?' I hadn't even heard the question.
- 11 In Russia if you **smile** at strangers, people think you're mad!
- 12 Everybody **nodded** in agreement when I explained my idea.

Now elicit which parts of the body you use for each verb.

bite: teeth

clap: hands

kick: feet

nod: head

point: finger

smell: nose

smile: mouth / lips

stare: eyes

taste: mouth / tongue

throw: arms

touch: hands

whistle: lips

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 photocopiable activity at this point or leave it for later as consolidation or revision.**

3 PRONUNCIATION diphthongs

Pronunciation notes

- With diphthongs the tongue glides from one short vowel sound to another, making one longer sound. The most common problem for Sts is that they may not make the sound long enough or may pronounce it as just one sound.

a 3 41))) Focus on the **Diphthongs** box and go through it with Sts.

Now play the audio for Sts just to listen to the six words and sounds.

3 41)))

- 1 bike /aɪ/
- 2 train /eɪ/
- 3 phone /əʊ/
- 4 owl /aʊ/
- 5 chair /eə/
- 6 ear /ɪə/

Then play the audio again, pausing for Sts to repeat.

Then repeat the activity eliciting responses from individual Sts.

- b In pairs or individually, Sts put the words in the list in the correct columns in a. This exercise recycles words from **Vocabulary Bank The body** which have diphthongs.
- c 3 42))) Play the audio for Sts to listen and check.

Check answers.

3 42)))

- | | |
|--------------|------------------------------|
| 1 bike /aɪ/ | bite, eyes, smile |
| 2 train /eɪ/ | face, taste |
| 3 phone /əʊ/ | nose, shoulders, throw, toes |
| 4 owl /aʊ/ | mouth |
| 5 chair /eə/ | hair, stare |
| 6 ear /ɪə/ | beard |

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

Extra challenge

- Write these extra body words on the board: **ELBOW, NAIL, THIGH, THROAT, WAIST**. Check Sts know what they are.
- Now get Sts to put them in the right columns:

- | | |
|--------------|---------------|
| 1 bike /aɪ/ | thigh |
| 2 train /eɪ/ | waist, nail |
| 3 phone /əʊ/ | elbow, throat |

Focus on the six phrases and elicit / explain what a *Roman nose* is (= a nose that curves out at the top).

In pairs, Sts now practise saying the phrases.

Get individual Sts to say them.

Extra support

- Read each phrase first and get Sts to repeat after you. Then put Sts in pairs and get them to practise saying them.
- d Put Sts in pairs and get them to do the quiz.

Put two pairs together and get them to compare answers.

Check answers.

- 1 You wear a ring on your fingers / thumb; you wear gloves on your hands; you wear socks on your feet; you wear a cap on your head.
- 2 Ballet dancers stand on their toes.
- 3 Footballers often injure their legs / feet / toes.
- 4 Women put make-up on their face, lips, and eyes.
- 5 People brush their hair and teeth.
- 6 People carry a rucksack on their back or shoulders.

Extra idea

- Do d as a competition. The first pair to finish with all correct answers wins. Or set a time limit and when it is up, get pairs to exchange answer sheets. The pair with the most correct answers wins.

4 3 43))) SONG *I Got Life* 🎵

This song was made famous by the American singer Nina Simone in 1968. For copyright reasons this is a cover version. If you want to do the song in class, use the photocopiable activity on p.222.

3 43)))

I Got Life

I ain't got no home, ain't got no shoes
I ain't got no money, ain't got no class
Ain't got no skirts, ain't got no sweater
Ain't got no perfume, ain't got no beer
Ain't got no man

Ain't got no mother, ain't got no culture
Ain't got no friends, ain't got no schooling
Ain't got no love, ain't got no name
Ain't got no ticket, ain't got no token
Ain't got no god

What have I got?
Why am I alive anyway?
Yeah, what have I got
Nobody can take away?

I've got my hair, got my head
I've got my brains, got my ears
I've got my eyes, got my nose
I've got my mouth, I got my smile

I've got my tongue, got my chin
I've got my neck, got my lips
I've got my heart, got my soul
I've got my back, I got myself

I've got my arms, got my hands
I've got my fingers, got my legs
I've got my feet, got my toes
I've got my liver, got my blood

I've got life, I've got my freedom
I've got life

I've got life

And I'm gonna keep it

I've got life

And nobody's gonna take it away

I've got life

5 GRAMMAR modals of deduction

- a Ask Sts if they think it is true that we often judge other people, particularly when we first meet them, by their appearance, i.e. by the way they look.

Focus on the nine sentences. Elicit / explain that *He / she may / might / could* = it's possible that he / she ... and that *He / she must be* = it's very probable or certain. Also make sure Sts understand the lexis, e.g. *Scandinavian, dyed, and retired*.

Now focus on the photos and tell Sts they have two minutes to match three sentences with each person.

- b When time is up, get Sts to compare with a partner and tell them to give reasons.

Now elicit some opinions from the class.

- c Tell Sts to go to **Communication Judging by appearances** on p.106 to check their guesses.

Sts read the information and then, in pairs, tell each other what they think, e.g. whether they are surprised.

Get some feedback from the class.

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson 6B.

6B

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

Check answers.

1 may, could 2 must 3 can't

- e (3 44))) (3 45))) (3 46))) Tell Sts to go to **Grammar Bank 6B** on p.143. 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 are already familiar with these modal verbs in other contexts, e.g. *may* / *might* to express a possibility (e.g. *I might go*), *must* for obligation (e.g. *You must wear a seat belt*), and *can't* for permission (e.g. *You can't take photos in the museum*). Here the same modal verbs are used in a different way to speculate and make deductions.
- Although these verbs are often used with *be* in the presentation, they can be used with any verb, e.g. *She must have a lot of money*.
- The most common mistakes include:
 - using *mustn't* instead of *can't* for something that's impossible, e.g. *It mustn't be true*.
 - using *can* instead of *might* / *may* for a possibility, e.g. *I think he's speaking Spanish, so he can be Spanish or South American*.

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

Check answers to a and c, getting Sts to read the full sentences.

a
1 I 4 C 7 F
2 J 5 H 8 E
3 A 6 B 9 G

c
1 must 6 must
2 might not 7 might not
3 must 8 can't
4 can't 9 might
5 might 10 can't

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.

6 LISTENING & READING

- a Focus on the instructions and the adjectives in the list. Tell Sts, in pairs, they must talk about the man in the photo using the adjectives and *might* / *may* / *could* (not) *be* and *must be*, or *can't be*.

After a few minutes, elicit sentences from each pair. If they use *can't be* or *must be*, encourage them to say why, e.g. *He can't be Italian. He isn't dressed very well. Do not say if Sts are right or wrong in their deductions at this point.*

- b (3 47))) Focus on the instructions and then give Sts time to read the five questions.

Now play the audio once the whole way through.

Get Sts to compare answers with a partner.

Play the audio again if necessary and then check answers.

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, e.g. *a bench*, *a mess*, *a tramp*, etc.

- 1 They were in Hampstead Heath, a big park in North London.
- 2 They were sitting on a bench.
- 3 He looked a real mess – he had very long white hair and he was wearing a jacket with a hole in it and old-looking shoes. He looked like a tramp.
- 4 She wanted to give the old man some money.
- 5 She told her friend not to give the man any money.

(3 47)))

(script in Student's Book on p.127)

A few years ago I was with an Italian friend of mine called Adriana in London, and we went for a walk in Hampstead Heath, which is a big park in North London. It was a nice day, and the park was full of people, parents with children, people walking their dogs... Anyway, we sat down on a bench to have a rest. While we were sitting there we saw an old man walking towards us. He was walking very slowly, and he looked a real mess – he had long white hair and he was wearing a jacket with a hole in it and old-looking shoes. And my friend said, 'Oh, look at that poor man. He must be a tramp. He looks like he hasn't had a good meal for some time. Shall I give him some money?' She started to look in her bag for some money, but I looked at him again and just said, 'Don't!' She couldn't understand why I didn't want her to give the old man some money and she thought I was being very mean and unfriendly.

- c (3 48))) Focus on the question and elicit some ideas. Do not tell Sts if they are right.

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

Check the answer. You might want to tell Sts that Michael Foot was a Member of Parliament from 1945–1955 and then again from 1960–1992. He was leader of the Labour Party from 1980–1983.

The speaker stopped Adriana because the man wasn't a tramp. He was an ex-politician called Michael Foot.

(3 48)))

(script in Student's Book on p.127)

When the old man had gone past I said, 'Adriana, that man isn't a tramp. He's Michael Foot, an ex-politician. He used to be the leader of the Labour Party and he's a very brilliant and intelligent man. And he definitely isn't homeless – he lives in one of the most expensive parts of London and he certainly doesn't need any money! He just doesn't believe in dressing very smartly. Even when he was a politician he used to look a bit of a mess.' Adriana was really surprised. She said that in Italy no politician or ex-politician would ever look like that. But I told her that in Britain you can't always judge people by their appearance because a lot of people, even rich people, don't worry too much about the way they dress.

Extra support

- If there's time, you could play the audio again while Sts read the scripts on p.127, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- d Tell Sts that Susan Boyle is a Scottish singer who came to international public attention when she appeared on the TV programme *Britain's Got Talent* in 2009 and who has become a successful singer. When she first appeared she was laughed at for looking old-fashioned and since then she has considerably changed her appearance.

Do this as an open-class activity.

Do not tell Sts if they are right.

- e Focus on the title of the article and elicit what it means.

Now tell Sts to read the article and decide which statement 1–3 is the best summary.

Check the answer.

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load, e.g. *to stereotype sb*, *dominant*, etc.

The best summary is 2.

- f Tell Sts to read the article again and to mark sentences 1–6 T (true) or F (false). You could ask them to underline the part of the article that gave them the answer.

Check answers.

- 1 F (Nobody thought for a minute that she had a chance of doing well on the show, or could ever become a star.)
- 2 T (Journalists started talking about how wrong it is to stereotype people.)
- 3 T This was vitally important.
- 4 F (In the past people needed to judge whether a person was dangerous or not.)
- 5 F (It often gives us generally accurate information.)
- 6 T (She has started to change her appearance.)

- g Focus on the instructions and tell Sts to read the article again and find words or phrases for the five definitions.

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

- 1 went viral
- 2 judge a book by its cover
- 3 vitally important
- 4 socio-economic level
- 5 underdogs

Extra idea

- If you are teaching a monolingual class, you could elicit from Sts the equivalent idiom to *Don't judge a book by its cover* in their L1.

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

- h In pairs, Sts discuss the questions.

Get some feedback.

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

VOCABULARY

- a 1 lips / mouth
2 eyes
3 nose
4 hands
5 teeth
- b 1 beat
2 court
3 get injured
4 scored
5 go
- c 1 close
2 common
3 touch
4 got
5 fiancé
- d 1 soundtrack
2 subtitles
3 special effects
4 star
5 scene
- e 1 out
2 off
3 up
4 out
5 on

PRONUNCIATION

- | | | |
|-------------|--------------|-------------|
| a 1 couple | 3 eyes | 5 war |
| 2 taste | 4 ears | |
| b 1 referee | 3 spectators | 5 colleague |
| 2 review | 4 director | |

CAN YOU UNDERSTAND THIS TEXT?

- b 1 b 2 a 3 c

CAN YOU UNDERSTAND THESE PEOPLE?

3 49)))

- 1 b 2 a 3 c 4 b 5 c

3 49)))

Maria

I = interviewer, M = Maria

I Do you prefer doing sport or watching it?

M That's quite a difficult question, I think maybe, I like both, but maybe I prefer watching sport because I can watch a wide variety then.

I What sport do you do?

M Oh, I go running - 5K, 10K, that's the most I'll do.

I What sports do you most like watching?

M I most like watching Formula 1 and athletics.

I Why?

M Formula 1, I don't know, I got into it because my dad used to watch it and so I watched it at the same time and now I just, I keep up with it and I'm interested in the people that do it, and things like that, so yeah. And the athletics because I run, so there's a connection there.

Adrian

I = interviewer, A = Adrian

I Do you know anyone who has gone out with someone they met on the internet?

A Yes, I do. I know of a couple of people.

I How did it work out?

A One person, an old friend of mine, it didn't work out that well because the person I think looked better on the internet than they did in real life. And the second person, they went on and got married, so I think it can work well.

Ryder

I = interviewer, R = Ryder

I Have you ever cheated in an exam?

R Yes, many.

I How did you cheat?

R Oh, I've used all different types of techniques. Sometimes I've written things on my palm, other times I've just put a book on my lap, sometimes I've put answers on my cell phone, but it was only for subjects that I really didn't like and I knew that would never have anything to do with my career, so I didn't feel bad about cheating on a maths test.

I Were you caught?

R I don't think I've ever been caught, no. I'm really good at it.

Helen

I = interviewer, H = Helen

I What's your favourite film of all time?

H My favourite film is *Dirty Dancing*.

I How many times have you seen it?

H Probably about 25.

I Why do you like it so much?

H Because it has romance, it has dancing, which I like, and it has nice, good-looking men.

Liz

I = interviewer, L = Liz

I Do you have a profile photo?

L I do, yes.

I What is it?

L It is a picture of me wearing a silly hat at a hat party.

I Why did you choose it?

L Just because it was quite funny, and I look quite strange in it, but I think it's probably a bit more exciting to have that than just a standard pose.

7A

Extraordinary school for boys

Lesson plan

This lesson is about education and provides two different angles on the topic. The lesson begins with a vocabulary focus which revises and extends Sts' knowledge of vocabulary related to education. This is followed by a pronunciation focus on the letter *u*, and a speaking activity where Sts talk about their own education. Sts then read and listen to the account of a televised educational experiment where a well-known TV personality, who is a choirmaster and educator, went into a primary school for a term and attempted to improve the literacy level of the boys. Sts then have a debate on various topic related to education.

In the second half of the lesson, the grammar, first conditional sentences and future time clauses, *when, until, etc.*, is presented through the context of exams. Sts then read and discuss an article about a book called *Battle Hymn of the Tiger Mother*, which describes a controversial way of educating girls.

STUDY LINK

- Workbook 7A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** first conditional and future time clauses p.156
- **Communicative** Finish the sentences p.186 (instructions p.168)
- **Vocabulary** Education p.210 (instructions pp.198-199)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Put Sts in pairs. Write SCHOOL SUBJECTS on the board and give pairs three or four minutes to think of as many subjects as they can, e.g. *history, geography, etc.*
- When time is up, write Sts' ideas onto the board and drill the pronunciation.

1 VOCABULARY education

- a Books open. Focus on the eight questions and give Sts one minute to answer them individually or in pairs.

Check answers.

- | | |
|-------------------|-----------------------|
| 1 six | 5 Albert Einstein |
| 2 Brasília | 6 22½ (or 22.5) |
| 3 Charles Dickens | 7 six |
| 4 1,024 | 8 hydrogen and oxygen |

Find out which pair got the most correct answers.

- b (4.2))) Now give Sts a bit more time to match questions 1-8 with the school subjects by writing the correct number in each box.

Then play the audio for Sts to listen and check.

Model and drill pronunciation, especially *geography* /'dʒiɒgrəfi/ and *literature* /'lɪtrətʃə/.

See script 4.2

4.2)))

- | | |
|--------------------------|-------------|
| 1 history | 5 physics |
| 2 geography | 6 maths |
| 3 literature | 7 biology |
| 4 information technology | 8 chemistry |

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

Focus on **1 The school system in the UK and the US** and get Sts to do a individually or in pairs.

(4.3))) Now do b. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

- | | |
|-------------|-------------|
| 2 nursery | 7 religious |
| 3 secondary | 8 pupils |
| 4 state | 9 head |
| 5 private | 10 terms |
| 6 boarding | 11 graduate |

Elicit / explain *priests or nuns* (= men or women who belong to a religious order) and the phrase *has a degree* (= has finished university and passed all the exams).

4.3)))

Education

The school system in the UK and the US In the UK

Children start primary school when they are five. Before that, many children go to nursery school, e.g. between the ages of two and four, but this is not compulsory. From 11 to 18, children go to secondary school. The majority of schools in the UK (about 90%) are state schools, which means that they are paid for by the government, and education is free. The other 10% are private schools, where parents have to pay. A few of these are boarding schools, where children study, eat, and sleep. There are also some religious schools, where the teachers may be priests or nuns. Schoolchildren are usually called pupils (not 'students', which only refers to people who are at university), and the person who is in charge of a school is called the head teacher. The school year is divided into three terms.

If you want to go to university, you have to take exams in your last year, and if your results are good enough, you get a place. A person who has finished university and has a degree is called a graduate.

Sts now do c individually or in pairs.

(4.4))) Now do d. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

- | | |
|----------------|-----------------|
| 2 high | 5 twelfth grade |
| 3 grades | 6 semesters |
| 4 kindergarten | 7 college |

4.4)))

In the US

The school system is divided into three levels, elementary school, middle school (sometimes called junior high school), and high school. In almost all schools at these levels, children are divided by age groups into grades. The youngest children begin with kindergarten (followed by first grade) and continue until twelfth grade, the final year of high school. The school year is divided into two semesters. Higher education is often called college in the US.

For **e**, put Sts in pairs and tell them to cover the two texts. Sts then tell each other about the school system in both countries.

Extra idea

- Get the class to tell you about the school system in their country.

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

4.5))) Now do **b**. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

4.5)))

Verbs

- 1 Discipline is very strict in our school. If children **behave** badly, for example if they **cheat** in an exam, they will probably **be punished** and might even **be expelled**.
- 2 Marc has to **take (do)** an important English exam next week. He hopes he'll **pass**, but he hasn't had much time to **revise**, so he's worried that he might **fail**.

Now get Sts to cover the texts and look at the pictures, and try to remember as much information from the texts as possible.

Finally, focus on the **educate or bring up?** and **learn or study?** box and go through it with Sts.

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.

2 PRONUNCIATION & SPEAKING

the letter *u*

Pronunciation notes

- The letter *u* has several different pronunciations, but between consonants it is usually (but not always) /ʌ/, e.g. *sun*, *luck*, *summer* or /ju:/, e.g. *music*, *tune*, *student*.
- Sts often don't realize that there is a kind of 'hidden sound' – /j/ – in words like *music* and tend to pronounce them /mu:zɪk/ or /stu:dənt/.
- Students are also reminded here about the rule governing the use of the indefinite article *a* or *an* before words beginning with *u*. If the *u* is pronounced /ʌ/ (i.e. a vowel sound), then *an* is used, e.g. *an umbrella*, *an uncle*, but if *u* is pronounced /ju:/ (i.e. a consonant sound) then *a* is used, e.g. *a uniform*, *a university*, *a useful book*.

- a** Focus on the **letter u** box and go through it with Sts.

Focus on the task and make sure Sts are clear how the four sounds are pronounced. Give Sts a few moments to put the words in the right column.

- b** 4.6))) Play the audio once the whole way through for Sts to listen and check.

Check answers.

4.6)))

boot /u:/	rude, rules, true
up /ʌ/	lunch, nun, result, study, subject
bull /ʊ/	full, put
/ju:/	education, music, pupil, student, university

You may want to point out here that the /ʊ/ pronunciation is the least common.

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

Give Sts time to practise saying the words.

Finally, focus on the question about the article *a* | *an* before words beginning with *u* and elicit answers (see **Pronunciation notes**).

We use *a* when *u* at the beginning of a word is pronounced /ju:/ and *an* when it is pronounced /ʌ/.

STUDY LINK Sts can practise these sounds on the *iTutor* and on the *English File Intermediate* website.

- c** 4.7))) Focus on the task and tell Sts that they are going to hear four sentences which they have to try to write down.

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

4.7)))

- 1 What subject did you study at university?
- 2 Do pupils at your school wear a uniform?
- 3 Most students have lunch in the canteen.
- 4 I usually get good results in my music exams.

Then play it again, pausing after each sentence to give Sts time to write.

Check answers and write the correct sentences on the board.

See script 4.7

Extra support

- Play the audio again pausing for Sts to repeat and copy the rhythm. Put Sts in pairs and get them to practise saying the sentences.
- d** Education vocabulary is now put into practice in a free-speaking activity. Sts interview their partner asking the questions in the questionnaire.

Focus on the question prompts. Remind Sts that if they are currently at secondary school, they should use the present tense (i.e. add *do* or *is* | *are* to the prompts). If they are no longer at school, they should use the past tense (i.e. add *did* or *was* | *were* to the prompts).

Extra support

- Elicit the questions in the questionnaire before you start the activity, by getting Sts to ask you the questions.

Sts take turns to interview each other. Remind the student who is interviewing to react to the interviewee's answers and ask for more information where possible (*Really? / That's interesting, etc. / Why didn't you like it?, etc.*).

Get some whole class feedback at the end by finding out, e.g. how many people like / liked / don't / didn't like their secondary school and what their best / worst subjects are / were.

3 LISTENING

- a Focus on the photos and elicit from Sts what they can see. Now focus on the title of the text and make sure Sts understand the adjective *extraordinary*.

Tell Sts to read the text to find out what the Extraordinary School for Boys is.

Deal with any new vocabulary, e.g. *choirmaster*, *accomplished*, *challenge*, *mixed*, *behind*. Then ask a few questions to check comprehension, e.g. *Who is Gareth Malone? What TV programme made him famous? What was it about? What's his new programme called? What did he try to do in the programme?*

Then find out from the class if they think boys are usually behind girls in reading and writing in schools in their country. You could teach the opposite of *be behind* (*be ahead*).

- b (4.8))) Tell Sts they are going to listen to **Part 1** of a radio programme about Gareth's experiment. They must listen and then answer questions 1–3.

Play the audio once the whole way through.

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

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 eight weeks
- 2 His aim was to improve the boys' reading age by six months.
- 3 i to make the work feel like play.
ii competition.
iii to allow the boys to take risks.

Extra challenge

- For question 3 get Sts to also explain why he believed those three things were important.
 - i Because if he can do that, the boys will learn.
 - ii Because learning to lose and to fail and to come back from that will help the boys later in life.
 - iii Because doing things which are a bit scary is very motivating if you manage to do them.

(4.8)))

(script in Student's Book on p.127)

Part 1

Gareth had only eight weeks for the experiment, during which time he would be teaching three days a week. His aim was to try to improve the boys' reading age by six months. On the other two days the boys would have normal lessons with the girls.

His plan was based on his own experience of being a learner, and from talking to educational experts. He had three main principles:

First, that it was essential to make the work feel like play.

'If I can do that, the boys will learn,' said Gareth.

The second principle was competition. Gareth says, 'Boys absolutely love competition! It has gone out of fashion in British schools, but I think it's really important. Boys have to learn to lose and to fail and to come back from that. If you've never done that until you fail your A levels, or until you go for your first job interview and don't get the job, then you've got a problem.'

The third thing Gareth thought was important was to allow boys to take risks – all kinds of risk. Not just physical risks like climbing trees, but doing things like acting in front of other people. Doing things which are a bit scary, but which are very motivating if you manage to do them.

Extra support

- Play the audio in sections, pausing after each principle is explained and playing again if necessary. Elicit the answers from the whole class.

- c (4.9))) Sts now listen to **Part 2** of the radio programme and complete the chart.

Play the audio once the whole way through.

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

Check answers.

- 1 The boys spent a lot of time outside and did physical education every day before normal lessons began.
- 2 Gareth tried to involve the boys' parents as much as possible in their education.

- 1 A **school debating** competition
- 2 A **reading** 'World Cup'
- 3 A **play**

(4.9)))

(script in Student's Book on pp.127–128)

Part 2

When Gareth started, he made some changes to the way the children were learning. The boys spent a lot of time outside, and they did PE (physical education) every day before normal lessons began. They even made their own outdoor classroom. Gareth also tried to involve the boys' parents as much as possible in their education and he visited them at their homes on several occasions.

Gareth set up three major activities for the boys to help improve their language skills. The first activity was a school debating competition against the girls. The topic that the children had to debate was 'Computer games should be banned.'

When they started to prepare for the debate, the boys weren't very enthusiastic, but soon they started to get more involved. In the end the girls won the debate, but the boys had learnt to argue and make points, to express themselves better. They were disappointed not to have won, but they wanted to do it again.

Next Gareth organized a Reading 'World Cup', where the boys had to read in teams. Some of the boys couldn't read very well, but they all got very excited about the World Cup, and became much more enthusiastic readers! There was a prize for the winners, and this really motivated the boys.

Finally, the boys (working with the girls) had to write their own play and perform it at the local theatre. The play they wrote was about Romans and aliens. All the children, boys and girls, worked really hard and although some of them felt very nervous before they performed the play, it was a great success and the boys especially were thrilled. Gareth said afterwards, 'It was a risk, and it was scary – but it was good scary.'

- d Tell Sts to listen again and find out how successful each activity was.

Play the audio once the whole way through.

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

The school debating competition: the boys lost, but they wanted to do it again.
The reading 'World Cup': this really motivated the boys.
The play: it was a great success.

- e **4 10**))) Tell Sts they are now going to hear how well Gareth did in the experiment. Ask, with a show of hands, if Sts think the boys' reading improved.

Play the audio once the whole way through.

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

All of the boys' reading had improved by six months and some of them had advanced the equivalent of two years.

4 10)))

(script in Student's Book on p.128)

Part 3

The boys had a great time with Gareth as their teacher. But at the end of the eight weeks, had their reading really improved? In the last week of the term, they had to do their national reading exams. The exams were independently marked, and when the results were announced the boys had made great progress – all of them had improved by six months and some of them had advanced the equivalent of two years in just eight weeks!

Extra support

- If there's time, you could play the audio again while Sts read the scripts on pp.127–128, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- f Do these as open-class questions.

4 SPEAKING

- a Put Sts in small groups (three or four). Go through the instructions and the discussion topics in the list, making sure Sts understand them.

Give Sts time in their groups to each choose a different topic from the list.

Focus on the **Debating a topic: organizing your ideas** box and go through it with Sts.

Then give them time (e.g. five minutes) to think of at least three reasons why they agree or disagree with the sentence they have chosen and to prepare what they are going to say. Help Sts with any vocabulary they may need.

- b Sts in each group now take turns to say whether they agree or disagree with the sentence they have chosen in a and why. The other Sts should listen and at the end say if they agree or disagree with the student who introduced the topic, and why. Finally, each group votes on whether they agree or disagree.

Get feedback to find out who argued which topic in each group and if they managed to convince the others in their group. If there's time, you could have a brief open-class discussion on each topic.

5 GRAMMAR first conditional and future time clauses + *when, until, etc.*

- a Focus on the questions and make sure Sts understand them. Then get Sts, in pairs, to answer the questions.

Get some feedback from the class and tell them how you feel or felt about exams.

- b **4 11**))) **4 12**))) Tell Sts they are going to listen to two interviews with people who have just taken important exams. Highlight that in the interviews the speakers use several examples of time clauses with *if, when, as soon as, etc.*

First, focus on the **Exams** box and go through it with Sts.

Now tell Sts that they are going to listen to Olivia first. Focus on the questions and play audio 4.11 once the whole way through for Sts to listen.

Play the audio again for Sts to answer questions 1–5 about Olivia, pausing if necessary after each answer is given.

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

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.

Olivia

- 1 She is sure she has passed, but she is worried about her grades.
- 2 She gets her results tomorrow by post.
- 3 She doesn't want to plan any celebrations until she gets the results.
- 4 She wants to study medicine at Cambridge University.
- 5 She will do another year at school and take the exams again.

4 11)))

J = journalist, O = Olivia

- J What subjects did you take?
O Physics, chemistry, maths, and biology.
J Do you think you've passed?
O I'm sure I've passed, but I'm worried about what grades I'll get.
J Why?
O Because I want to study medicine at university – at Cambridge, and they won't give me a place unless I get at least three As.
J Do you think you'll get them?
O I don't know. I think I did OK, but I'm a bit worried about maths.
J When will you get your results?
O Tomorrow, by post. I'm really nervous – and so are my parents! When the post comes, I'll take the letter upstairs and open it on my own.
J And how will you celebrate if you pass?
O I don't want to plan any celebrations until I get the results.
J What will you do if you don't get the grades you need?
O I don't want to think about it. If I don't get into Cambridge, my parents will kill me. No, I'm joking. I suppose I'll do another year at school and take the exams again.
J Well, good luck!
O Thanks.

Extra challenge

- You could ask Sts a few more questions, e.g. *Which subjects did Olivia take? (physics, chemistry, maths, and biology), What grades does Olivia need to get?, etc.*

4 12))) Now repeat the process for Tomasz with audio 4.12.

Tomasz

- 1 He thinks he has passed and is quite optimistic.
- 2 In two weeks' time in the post.
- 3 He will go out for dinner with his girlfriend.
- 4 He wants to work as an air traffic controller.
- 5 He will carry on studying and take the exam again as soon as he can.

4 12)))

J = journalist, T = Tomasz

- J What exam did you take?
 T I took IELTS. I don't actually know what the letters stand for, but it's an important international English exam.
 J Why did you take it?
 T I want to work as an air traffic controller, and you need a good qualification in English. I need to get at least a 6.5 in the exam.
 J Do you think you'll get it?
 T I think so. I'm quite optimistic. I think I did the exam quite well.
 J When will you get the results?
 T In two weeks' time. They send them by post.
 J How will you celebrate if you pass?
 T I'll go out for dinner with my girlfriend.
 J And what will you do if you don't get a 6.5? Will you carry on studying English?
 T Yes, of course, I need it. I'll carry on studying and I'll take the exam again as soon as I can.
 J Good luck.

Extra challenge

- You could ask Sts a few more questions, e.g. *What exam did Tomasz take? (IELTS / an important international English exam), What mark does Tomasz need? (6.5), etc.*

c 4 13))) Focus on the five sentences from the interviews and elicit who said them (Olivia said sentences 1–4 and Tomasz said sentence 5).

Then play the audio, pausing after each sentence for Sts to complete them.

Check answers.

Extra challenge

- Get Sts to try and complete the sentences before they listen.

- 1 I get at least three As
- 2 the post comes
- 3 I get the results
- 4 my parents will kill me
- 5 I can

4 13)))

- 1 They won't give me a place unless I get at least three As.
- 2 When the post comes, I'll take the letter upstairs and open it.
- 3 I don't want to plan any celebrations until I get the results.
- 4 If I don't get into Cambridge, my parents will kill me.
- 5 I'll take the exam again as soon as I can.

Elicit / explain the meaning of *unless* (= if not) and *as soon as* (= the moment when).

Then ask Sts what forms the verbs are after the bold words (present simple) and if the verbs refer to the present or to the future (the future).

d 4 14))) Tell Sts they will now find out what grades Olivia got and what mark Tomasz got. They must listen for the results and also find out what they are going to do.

Play the audio once the whole way through.

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

Olivia got an A in chemistry and biology, but only a B in physics and a C in maths. She is going to see if she can get a place at another university. If she can't, she'll probably retake her A levels again next year.

Tomasz got a 7. He's going to celebrate by going to his favourite restaurant with his girlfriend.

4 14)))

J = journalist, O = Olivia, T = Tomasz

- J Olivia, I can see from your face that the results, er, weren't exactly what you wanted – am I right?
 O Yeah. I got an A in chemistry and biology, but only a B in physics and a C in maths. Not nearly good enough.
 J So what are you going to do now?
 O Well, first I'll see if I can get a place at another university. But I don't think that I'll be able to, so... I'll probably retake my A levels again next year.
 J Were your parents angry?
 O No, my mum and dad have been really nice – they know how disappointed I am.
 ...
 J Well Tomasz, how did you do?
 T I got a 7. I'm really really pleased. It's even better than I expected.
 J So have you booked the restaurant?
 T Yes – well, my girlfriend has! We're going to my favourite place and I'm really looking forward to it.

e 4 15))) 4 16))) 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 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 be familiar with basic first conditional type sentences (*if* + present, future (*will*)) from their Pre-intermediate course. Here they also learn to use *unless* (instead of *if...not*) in conditional sentences and that other future time clauses (i.e. beginning with *when*, *as soon as*, *unless*, etc.) work in the same way as *if*-clauses, i.e. they are followed by a present tense although they actually refer to the future. This may be new for your Sts.
- Emphasize that in the other (main) clause the verb form is usually *will* + infinitive, but it can also be an imperative or *going to*.
- A typical mistake is: using a future form after *when*, *unless*, etc., e.g. *I'll call you when I'll arrive*.

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 will get | 6 don't know |
| 2 won't mark | 7 shouts |
| 3 are / 're | 8 will finish |
| 4 doesn't improve | 9 won't go out |
| 5 hurry | 10 need |
- b
- | | |
|----------|--------------|
| 1 until | 6 as soon as |
| 2 before | 7 until |
| 3 when | 8 when |
| 4 after | 9 unless |
| 5 unless | 10 before |

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 Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

- f Put Sts in pairs and focus on the questions. Tell Sts that they should make true sentences beginning with the phrases in the question, e.g. *As soon as I get home I'll...*, *If I don't pass my English exam, I'll...*, etc.

Give Sts a few minutes to think about their sentences. Then they should ask each other the questions and answer with full sentences.

Get some feedback.

- g Put Sts in groups of three or four, calling each team **A** or **B**. An **A** team will work with a **B** team in this activity. Tell Sts to go to **Communication Three in a row** on p.106.

Go through the instructions. Tell teams **A** that they are the crosses (X) and teams **B** the noughts (0). Ask Sts if they know the game *Noughts and Crosses* and explain that this is what they are going to play.

As they are playing, walk around monitoring and helping with any queries.

Find out which teams won and elicit some example sentences.

Tell Sts to go back to the main lesson 7A.

6 READING & SPEAKING

- a Focus on the article and photo, and on the title and subheading. Ask Sts how they would feel if their mother or father asked them if they wanted to practise for five hours or six.

Then ask them what kind of mother they think Amy Chua is and elicit ideas.

Now get Sts to read the article once to find out what a 'tiger mother' is.

Get Sts to compare with a partner and then check the answer.

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load, e.g. *a hug, compulsory, etc.* (but not the highlighted ones).

A 'tiger mother' is a very strict mother, who makes her children study very hard and doesn't really allow them any free time. She wants her children to be the best in everything.

- b Focus on the task. Set Sts a time limit to read the article again, e.g. five minutes, and to put phrases A–H in the correct places.

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

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

- c Focus on the highlighted words and phrases. Get Sts, in pairs, to work out 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 text.

- d Focus on the responses. You may want to explain that nowadays with online newspapers readers are encouraged to respond to articles and leave their opinions.

Put Sts in pairs and get them to read the responses and then say which, if any, they agree with. Alternatively, ask the whole class.

If Sts did this in pairs, get some feedback.

- e Focus on the **make and let** box and go through it with Sts.

Then focus on the questions and put Sts in pairs or small groups to discuss them.

Get some feedback.

Extra idea

- If some of your Sts have children, ask them if they are as strict as Amy Chua.

7B Ideal home

Lesson plan

The topic of this lesson is people's homes. In the first half of the lesson the grammar, the second conditional, is presented through a blog post where young people who are living with their parents say whether they would like to leave and live independently or not. This is followed by a pronunciation focus on sentence stress and rhythm, and oral practice of the second conditional. There is then a vocabulary focus on lexis related to houses and where people live.

In the second half of the lesson Sts read and listen to an audio guide about Tchaikovsky's house, and focus on some more house-related vocabulary. They then listen to some architecture students describing their ideal house and describe their own dream houses. The lesson ends with writing, where Sts write a description of their house or flat for a house rental website, and with the song *If I Could Build My Whole World Around You*.

STUDY LINK

- Workbook 7B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** first and second conditionals p.157
- **Communicative** If you had to choose... p.187 (instructions p.169)
- **Vocabulary** Houses p.211 (instructions p.199)
- **Song** *If I Could Build My Whole World Around You* p.223 (instructions p.216)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the following on the board:

YOUNG SINGLE PEOPLE BETWEEN 20 AND 34 WHO LIVE WITH THEIR PARENTS IN THE UK:

MEN	WOMEN
_____ %	_____ %

- Ask Sts to guess what the statistics were for 2012. Elicit ideas, and then tell them that they were 32% of men and 16% of women (source www.guardian.co.uk/money/2012/may/29/3m-young-adults-live-parents).
- Then ask Sts if they think the statistics would be the same in their country. Elicit other places where young people live, e.g. in a shared flat with friends, in a hall of residence, etc.

1 GRAMMAR second conditional

- a Books open. Focus on the photos and the instructions, and put Sts in pairs. Encourage them to describe how they think the people are feeling as well as what they can see in the photos.

Get some feedback from the class.

- b Focus on the title of the article and the task.

Now give Sts some time to read the article to find out how many of the people would like to leave home.

Check the answer.

Three of them would like to leave home.

- c Focus on the four questions and make sure Sts understand *a conflict* and *to decorate*.

Give Sts time to read the article again.

Check answers.

- | | |
|----------|------------|
| 1 Carlos | 3 Marco |
| 2 Andrea | 4 Vivienne |

Extra idea

- Depending on the age of your class, you could ask Sts how many of them live with their parents and whether they agree with any of the writers.

- d Tell Sts to look at the highlighted phrases in the article. In pairs or individually, Sts answer questions 1–3.

Check answers.

- 1 the past simple
- 2 the conditional form (*would* + infinitive)
- 3 a: a situation they are imagining

- e (4/17))) 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.

Additional grammar notes

- Sts who previously used *English File Pre-intermediate* or a course of a similar level will have already been introduced to second conditional sentences (*if* + past, conditional (*would* / *wouldn't* + infinitive)). Here they both revise it and contrast it with the first conditional.
- What is also introduced here is the use of the conditional tense without *if* in sentences like *I would never buy a flat next to a pub or restaurant*. This use should not be too problematic as Sts may well have a conditional form of the verb in their L1, and they have also already met this use of the conditional in the phrase *I would like...*

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

Check answers, getting Sts to read the full sentences. In exercise **b** ask Sts after each sentence if it is a first or second conditional.

- a
- 1 Nick wouldn't have to commute every day if he worked from home.
 - 2 If they didn't have such a noisy dog, they'd get on better with their neighbours.
 - 3 I wouldn't buy that bike if I were you – it's too expensive.
 - 4 We'd sell our house if somebody offered us enough money.
 - 5 If my mother-in-law lived with us, we'd get divorced.
 - 6 Would you share a flat with me if I paid half the rent?
 - 7 If my sister tidied her room more often, it wouldn't be such a mess.
 - 8 You wouldn't treat me like this if you really loved me.
 - 9 If we painted the kitchen white, it would look bigger.
 - 10 Would you think about camping if you couldn't afford to stay in a hotel?

- b
- | | |
|-----------------------|---------------------------|
| 1 would get up (2nd) | 6 sell (1st) |
| 2 will ... live (1st) | 7 won't get (1st) |
| 3 will / 'll do (1st) | 8 would ... be (2nd) |
| 4 lose (1st) | 9 doesn't find (1st) |
| 5 didn't have (2nd) | 10 wouldn't stay up (2nd) |

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.

2 PRONUNCIATION & SPEAKING

sentence stress

Pronunciation notes

- Sts continue work on sentence stress and are given more practice in pronouncing more strongly the words in a sentence which convey important information (e.g. nouns, verbs, adjectives and adverbs).
- Other, shorter words (e.g. articles and pronouns) should be pronounced less strongly. Getting this balance right will help Sts pronounce English with the correct rhythm.

See **Pronunciation Notes** in **Lesson 2B** on p.36.

- a **4 18**)>) Tell Sts they are going to work on sentence stress. Play the audio once the whole way through for Sts just to listen.

4 18)>)

See sentences in Student's Book on p.69

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

Then repeat the activity eliciting responses from individual Sts.

Extra support

- In pairs, Sts practise saying the sentences.

- b Put Sts in pairs, **A** and **B**, and tell Sts to go to **Communication Guess the sentence, A** on p.107, **B** on p.111.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

IF I HAD A JOB, I'D RENT MY OWN FLAT.

Don't show the piece of paper to the Sts yet. Then write on the board:

IF I HAD A JOB, I _____ MY OWN FLAT. (+)

Tell Sts that they must guess the exact sentence that you have written on a piece of paper. Elicit ideas. If they are wrong, say *Try again*, until someone guesses the right answer. Then show them your piece of paper with the sentence on it and complete the sentence on the board with *'d rent*.

Tell Sts to look at instruction **a**. Give them a few minutes to complete their sentences in a logical way. Emphasize that their partner has the same sentences already completed and the aim is to try and complete the sentences in the same way. Monitor and help while they are doing this. Emphasize that Sts should write their ideas next to the sentence and tell Sts not to show their sentences to their partner.

Now tell Sts to look at instruction **b**. Tell **A** to read out his / her first sentence for **B** to tell him / her if he / she has guessed the sentence correctly. If not, he / she has to guess again. If the sentence is correct, he / she writes the missing words in the gap.

When they finish, Sts **B** read their sentences to Sts **A**, etc.

Extra support

- You could write any useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson **7B**.

- c Focus on the task and give Sts time to choose their three sentences and complete them. Go round making sure that Sts are writing correct sentences.
- d Focus on the speech bubbles. Put Sts in pairs, **A** and **B**. **A** tells **B** his / her first sentence. **B** should ask for more information. Then **B** says his / her first sentence, etc.

Monitor and encourage them to get the right sentence rhythm.

Get some feedback from the class. Find out if any Sts had the same endings as their partner.

3 VOCABULARY houses

- a Put Sts in pairs and get them to write down five things / pieces of furniture, etc. for each room. Elicit answers and write them on the board in columns.
- b Tell Sts to go to **Vocabulary Bank Houses** on p.162.

Focus on **1 Where people live** and get Sts to do **a** individually or in pairs. Make sure they write in the **Preposition** column and not in the sentences.

4 19))) Now do **b**. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

4 19)))

Houses

Where people live

- 1 I live **in** the country, surrounded by fields.
- 2 I live **on** the outskirts of Oxford, about 5 miles from the centre.
- 3 I live **in** a village.
- 4 I live in Aldeburgh, a small town **on** the east coast.
- 5 I live **on** the second floor of a large block of flats.
- 6 I live **in** Croydon, a suburb of London about 10 miles from the city centre.

Focus on the **suburbs or outskirts?** box and go through it with Sts.

Do **c** and tell Sts to cover the **Preposition** column. Can they remember sentences 1–6 with the prepositions?

Sts do **d** in pairs.

Now focus on **2 Parts of a house or block of flats** and get Sts to do **a** individually or in pairs.

4 20))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

4 20)))

Parts of a house or block of flats

A flat

- 2 balcony
- 5 basement
- 3 entrance
- 4 ground floor
- 1 top floor

A house

- 1 chimney
- 7 gate
- 5 path
- 2 roof
- 4 steps
- 3 terrace / patio
- 6 wall

Finally, tell Sts to cover the words, look at the pictures, and see if they can remember the words.

Now focus on **3 Describing a house or flat** and get Sts to do **a** individually or in pairs.

4 21))) Now do **b**. Play the audio for Sts to check answers. Focus on the highlighted words and give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

4 21)))

Describing a house or flat

- 2 I live in a cottage in the country. It's old and made of stone, and the rooms have very low ceilings. There's an open fire in the living room and it's very cosy in the winter.
- 1 I live in a modern flat in the city centre. It's spacious and very light, with wooden floors and big windows.

Focus on the **chimney or fireplace?** and **roof or ceiling?** box and go through it with Sts.

Do **c** and tell Sts to cover the descriptions and look at the photos. They can test themselves or a partner by describing the rooms.

Tell Sts to go back to the main lesson **7B**.

Extra 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 discuss the difference between the words.

Check answers.

- 1 the outskirts = the area around a town or city which is the furthest from the centre
the suburbs = a residential area outside the centre of a large city
- 2 a village = a very small town located in a country area
a town = a place where people live and work, which is larger than a village, but smaller than a city
- 3 a roof = the structure that covers the whole house
a ceiling = the top inside surface of a room
- 4 a balcony = a platform that is built on the upstairs outside wall of a building, with a wall or rail around it.
a terrace = a flat, hard area, especially outside a house, where you can sit, eat and enjoy the sun
- 5 a chimney = a structure through which smoke is carried up away from a fire, etc. and through the roof of a building
a fireplace = an open space for a fire in the wall of a room
- 6 the ground floor = the floor of a building that is at the same level as the ground outside
the first floor = the level of a building above the ground level. However, in American English the first floor = the ground floor.
- 7 wood = noun; the hard material that the trunk and branches of a tree are made of; this material when it is used to build or make things with, or as a fuel
wooden = adjective; made of wood

4 READING

a Ask the question to the whole class and elicit answers. Be ready to answer the question yourself if Sts are slow to volunteer anything.

Tchaikovsky was from Russia and was a composer of classical music.

You might want to tell Sts that Pyotr Illyich Tchaikovsky was born in 1840 and died in 1893.

b Focus on the task and the photos. Elicit answers to the question, but do not tell Sts if they are right or not yet.

c 4 22))) Now tell Sts to listen and read at the same time to find out which photos show a–c.

Play the audio once the whole way through.

Check answers. You could tell Sts that the music they heard at the beginning and end of the audio is Tchaikovsky's *6th Symphony* (the *Pathétique*).

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 (but not the highlighted words).

a = his bedroom (photo 3)

b = the sitting room and study (photo 2)

c = the garden (photo 1)

4 22)))

See text in Student's Book on p.71

d Now tell Sts to just read the guide again.

Then put Sts in pairs, **A** and **B**, and tell them to cover the text. **A** tells **B** why 1–3 are mentioned and **B** tells **A** why 4–6 are mentioned in connection with Tchaikovsky's house.

Check answers.

- 1 Maidanovo: the village where Tchaikovsky rented a small house after leaving Moscow; it was too full of tourists and visitors and this is why he later moved to the house in Klin.
- 2 The *Pathétique* symphony: he wrote it in the house in Klin.
- 3 Alexei: he was Tchaikovsky's servant and lived on the ground floor of the house.
- 4 Lilies of the valley: Tchaikovsky's brother planted thousands of lilies in the garden after Tchaikovsky's death as Tchaikovsky adored flowers, particularly lilies of the valley.
- 5 Doroshenko: he was an anarchist who lived in Tchaikovsky's house after the Bolshevik Revolution. People say he shot at a painting in one of the bedrooms.
- 6 The International Tchaikovsky Competition: the winner goes to Klin, plays on Tchaikovsky's piano, and plants a tree in his garden.

e Focus on the highlighted words. Tell Sts to first try to work out what they mean from the context and then to match them with definitions 1–8.

Check answers, and model and drill the pronunciation.

- | | |
|---------------|-------------|
| 1 tidy | 5 turn into |
| 2 remain | 6 plain |
| 3 overlooking | 7 property |
| 4 hanging | 8 bookcase |

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

f In pairs, small groups, or as an open-class activity, Sts answer the questions.

Get some feedback.

5 LISTENING & SPEAKING

a (4 23))) Focus on the task and make sure Sts understand the four options.

Play the audio for Sts to match the four speakers with their 'dream house' by writing numbers 1–4 in the appropriate box.

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.

- 3 the most hi-tech
- 4 the most luxurious
- 1 the most eco-friendly
- 2 the most romantic

(4 23)))

(script in Student's Book on p.128)

1

My dream house would be in one of our national parks like Yellowstone or Redwood. It would be totally green – I'd have solar panels and wind turbines, and I'd collect rainwater. The house would be made of wood and would be heated by wood fires. I would try to live off the land as much as possible and I'd plant vegetables and fruit, and maybe have chickens. It would all be organic, with no pesticides or anything like that.

2

My dream house would be in Paris. It'd be on the top floor of an old apartment building and I'd have a view of the Eiffel Tower or Notre Dame. It would be full of furniture that I'd found in antiques markets, places like that, and amazing paintings, one of which would turn out to be an undiscovered Picasso or Matisse. There would be a beautiful old dining table and chairs for candlelit dinners... then all I'd need would be the right person to share it with.

3

My dream house would be a flat in SoHo in New York. It wouldn't be too big, it'd just have a couple of bedrooms, and a huge living room with a home cinema. It would be very modern and incredibly practical, with things like automatic temperature control, a kitchen with all the latest gadgets – if possible, a stove that would produce amazing meals on its own – I'm a lazy kind of guy.

4

If I had to choose where to live, I'd choose Hawaii. So my dream house would be made of glass with the most amazing view of the beach from every room in the house, and it'd have indoor and outdoor pools, and maybe a tennis court – I'm quite sporty. It would also have a big indoor aquarium. There's something so peaceful about looking at fish. And fabulous bathrooms of course.

b Now Sts listen for more detail. Make sure the two categories are clear.

Play the audio again, pausing after each speaker to give Sts time to note down the information.

Check answers.

Speaker 1

Location: in a national park like Yellowstone or Redwood
Special features: solar panels, wind turbines, rainwater collected. House made of wood and heated by wood fires. Land with vegetables and fruits, chickens – all organic.

Speaker 2

Location: Paris
Special features: the top floor of an old apartment building with a view of the Eiffel Tower or Notre Dame in Paris. Full of furniture from antiques markets and amazing paintings. A beautiful old dining table and chairs.

Speaker 3

Location: SoHo in New York
Special features: not too big a flat – a couple of bedrooms, and a very big living room with a home cinema. Very modern and incredibly practical, with e.g. automatic temperature control, a kitchen with all the latest gadgets.

Speaker 4

Location: Hawaii
Special features: made of glass with amazing view of the beach from every room, indoor and outdoor pools, a tennis court, a big indoor aquarium, fabulous bathrooms

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.

- c (4 24))) Tell Sts they are going to hear four sentences and they must decide why the speakers use *would* in each one.

Play the audio once the whole way through.

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

Check answers.

The speakers use *would* + infinitive because they are talking about something hypothetical / imaginary, i.e. their dream houses.

(4 24)))

- 1 It would be totally green.
- 2 There would be a beautiful old dining table.
- 3 It wouldn't be too big.
- 4 It'd have indoor and outdoor pools.

- d Focus on the speaking task and give Sts a few minutes to think about what they are going to say. Go round the class helping Sts with any vocabulary they might need which isn't in **Vocabulary Bank Houses** on p.162.
- e Put Sts into small groups of three to five. They take turns to describe their dream house in as much detail as possible. They must also say which of the other houses they like best.

When the activity has finished, you could get feedback from each group to find out which house was the most popular.

6 WRITING describing a house or flat

Tell Sts to go to **Writing Describing a house or flat** on p.118.

- a Focus on the instructions. Tell Sts to read the two posts and decide which one they would choose for a two-week holiday. You might want to elicit / teach what a villa is (a house in the country, especially in southern Europe).

In pairs, Sts tell each other which one they have chosen and why.

Get some feedback from various pairs. You could have a show of hands for each place to see if there is a favourite.

- b Focus on the instructions and make sure the task is clear.

Give Sts time to read about the flat in Budapest.

Check answers, making sure Sts can remember what the adjectives mean.

cosy, large, spacious, modern, well-equipped, spectacular, big, ideal, large, wooden, lively, central, main, ideal, beautiful, no-smoking

- c Sts now read about the Turkish villa and improve the ad with the adjectives in the list.

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

Possible answers

Our house is **spacious**.

It has ... a **beautiful / lovely / luxurious / superb** kitchen

There is a **beautiful / lovely / spacious** terrace

There are **amazing / breathtaking / magnificent / superb** views

There is a **superb / lovely / beautiful** garden

The house is near several **amazing / magnificent / superb / lovely** beaches

- d Focus on the **Useful language: describing location** box and go through it with Sts.

Now tell Sts they are going to write a description of their house or flat for the website. If Sts don't want to write about their own house or flat, they can invent a description.

Focus on the plan and go through it with Sts.

Sts should write four paragraphs as in the model, and use the **Useful language** box and **Vocabulary Bank Houses** 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.

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

Tell Sts to go back to the main lesson 7B.

7 (4 25))) SONG *If I Could Build My Whole World Around You* 🎵

This song was originally made famous by American singers Marvin Gaye and Tammi Terrell in 1967. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.223.

(4 25)))

If I Could Build My Whole World Around You

Oh, if I could build my whole world around you, darling
 First I'd put heaven by your side
 Pretty flowers would grow wherever you walked, honey
 And over your head would be the bluest sky
 And I'd take every drop of rain
 And wash all your troubles away
 I'd have the whole world wrapped up in you, darling
 And that would be all right, oh yes, it would

If I could build my whole world around you
 I'd make your eyes the morning sun
 I'd put so much love where there is sorrow
 I'd put joy where there's never been love
 And I'd give my love to you

For you to keep for the rest of your life
 Oh, and happiness would surely be ours
 And that would be all right, oh yes, it would

Doo doo doo doo doo, doo doo doo doo
 Doo doo doo doo doo, doo doo doo doo

Oh, if I could build my whole world around you
 I'd give you the greatest gift any woman could possess
 And I'd step into this world you've created
 And give you true love and tenderness
 And there'd be something new with every tomorrow
 To make this world better as days go by

If I could build my whole world around you
 If I could build my whole world around you
 And that would be all right, oh, yeah
 (repeat to fade)

PRACTICAL ENGLISH

Episode 4 Boys' night out

Lesson plan

In the fourth episode the main functional focus is on expressions for making and responding to suggestions.

In the first scene, Rob and Paul are in a bar playing pool and reminiscing about old times. Paul thinks that Rob has changed a lot and is becoming very 'American', which he puts down to Jenny. In the next scene, Jenny joins them for a meal and they then decide what they are going to do. They can't agree and in the end Paul and Rob decide to go to a gig Kerri (from Episode 2) is doing, and Jenny, rather upset, calls Monica and goes round to see her. The last scene takes places in the office. Jenny is at work and ready for a meeting with Don, but Rob phones in saying that he doesn't feel well and isn't going to make it.

STUDY LINK

- **Workbook** Boys' night out
- **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, e.g. ask them *Who is Monica? What is her big news? Whose friend is Paul? What do Rob and Paul do at the end of the episode?*, etc.
- Alternatively, you could play the last scene of Episode 3.

1 ROB AND PAUL CATCH UP

- a **4 26**))) Books open. Tell Sts that this is the following day to the previous episode, after work. Focus on the photos and elicit what Sts think is happening. Elicit / teach *pool* (the game they are playing).

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check the answer.

He clearly doesn't like her, and implies that she is bossy / controlling.

4 26)))

(script in Student's Book on p.128)

P = Paul, R = Rob

- P** Bad luck, mate.
R Nice shot.
P I've had years of practice.
R You used to play pool a lot at university.
P You did, too.
R Yeah. I don't really have the time anymore.
P Or anybody to play with?... So what do you do in your free time?
R The magazine keeps me pretty busy. And when I'm free, I'm usually with Jenny...
P Tch. Your turn. Don't blow it.
R What is it?
P I was just thinking about you.
R What about me?
P Do you remember the great times we had at uni? You had such crazy hair – the last time I saw you it was blond!
R Don't remind me.
P Those were the days. But look at you now with your girlfriend and your nine-to-five job. If you don't come back to London soon, you'll become an all-American boy!
R Come off it.
P It's true! I mean, just look at that shirt.
R What's wrong with my shirt?
P You look like a businessman! Did you buy it?
R Me? No. It was... it was a present from Jenny.
P I thought so.
R What does that mean?
P Well, it's Jenny's taste.
R Yes, and I really like it.
P Jenny seems to know what she wants – and she probably gets it.
R That's one of the things I like about her... Terrible.
P You said it.
R Sorry, Paul. We've got to go.
P Oh come on, Rob. We haven't even finished the game.
R Another time. Jenny's waiting for us.
P Jenny. Right.

- b Focus on sentences 1–6. 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.

- 1 T
- 2 F (He **doesn't** have time. / His job keeps him busy.)
- 3 T
- 4 T
- 5 F (Jenny gave Rob the shirt he's wearing.)
- 6 T

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 MAKING SUGGESTIONS

- a **4 27** Focus on the photos and elicit what Sts think is happening.

Now either tell Sts to close their books and write the questions on the board, or get Sts to focus on the three questions and cover the rest of the page.

Before playing the DVD or audio, elicit / teach a *gig* (= a performance by musicians playing popular music or jazz in front of an audience).

Play the DVD or audio once the whole way through and then check answers.

Paul and Rob decide to go and see Kerri playing in a gig. Jenny says she has a busy day the next day. She ends up going to Monica's house.

4 27

(script in Student's Book on p.128)

P = Paul, R = Rob, J = Jenny, M = Monica

- P Oh, yeah. That was good. So! What shall we do now?
 R What do you want to do?
 P Well... I haven't been on a dance floor for weeks now. I've got to move my body. Let's go dancing!
 J I'm going running in the morning. Why don't you join me?
 P No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.
 J A club?
 P Don't you feel like dancing?
 J Not on a Wednesday night. How about going to the late show at MOMA?
 P MOMA? What's that?
 J MOMA. It's the Museum of Modern Art. There's a Kandinsky exhibition.
 P That isn't exactly my idea of a great night out.
 J What about staying in and watching a movie on TV?
 P I'm in New York. I can watch TV anywhere.
 J Who's that?
 R It's a text from Kerri. She's doing a gig at the Bowery Ballroom.
 P Kerri who?
 R Kerri Johnson. I interviewed her last week.
 P Kerri Johnson? I've seen her play live. She's cool. Do you like her, Jenny?
 J I have to admit I'm not crazy about her music... or her for that matter.
 P I didn't think so. So shall we go there?
 R Why not? Actually Kerri's staying very near here and she doesn't know New York very well. We could meet her outside and go together.
 P That's a great idea!
 R I'll send her a text.
 J I think I might have an early night. You two can go on your own.
 R Are you sure you don't mind?
 P Of course she doesn't mind!
 J No, Rob, it's fine. I have another busy day tomorrow. You do too, actually.
 R I know, we're meeting Don. I haven't forgotten... Oh, it's Kerri. She's on her way now.
 P What are we waiting for? Let's go!

 M Hello?
 J Hi, Monica - it's not too late to call is it?
 M Jenny! No, why? Are you OK?
 J I need to talk.
 M Can you come over? Why don't you take a cab?
 J OK, thanks.

- b Give Sts a minute to read questions 1–7 and to think who might have made each suggestion.

Now play the DVD or audio again and get Sts to write the correct initial.

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

1 P 2 J 3 P 4 J 5 J 6 R 7 R

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 **4 28** Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now 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 4.28

4 28

- 1
 P What shall we **do** now?
 R What do you want to do?
 P Well... I haven't been on a dance floor for weeks now. I've got to move my body. **Let's** go dancing!
- 2
 J I'm going running in the morning. Why **don't** you join me?
 P No thanks. I'm not very **keen** on running. But I've read about this place called Deep Space, where they play great music. We **could** go there.
- 3
 J **How** about going to the late show at MOMA?
 P MOMA? What's that?
- 4
 J **What** about staying in and watching a movie on TV?
 P I'm in New York. I can watch TV anywhere.
- 5
 P I didn't think so. So **shall** we go there?
 R **Why** not?
- 6
 R We **could** meet her outside and go together.
 P That's a great **idea**!

- d Focus on the **Verb forms** box and go through it with the class.

Now focus on the instructions and make sure Sts understand the word *emphatic*.

Get Sts to compare with a partner and then check the answer.

Let's go dancing.

- e **4 29** Tell Sts to focus on the highlighted phrases in the extracts. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the DVD or audio, pausing for Sts to listen and repeat.

4 29

See highlighted phrases in Student's Book on p.73

Then repeat the activity eliciting responses from individual Sts.

- f Put Sts in pairs and tell them to practise the dialogues in c.

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

Make sure Sts swap roles.

- g Put Sts in small groups and tell them to organize their end-of-term class party using the expressions for making suggestions.

Monitor and help.

Get some feedback from various groups.

3 THE MORNING AFTER THE NIGHT BEFORE

- a **4 30**))) Focus on the photos and ask Sts some questions, e.g. *Where are Rob and Jenny? What's happening?*, etc.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check the answer.

Rob and Jenny have a meeting with Don, but Rob hasn't come in to work because he isn't feeling well.

4 30)))

(script in Student's Book on p.128)

J = Jenny, R = Rob, D = Don

- J Rob?
 R Hi, Jenny.
 J Are you OK? Where are you anyway?
 R I'm at home. I'm feeling terrible. We got back really late last night.
 J Now why doesn't that surprise me? You know, you're not a student anymore.
 J I know. There was a party after the gig - Kerri invited us and of course Paul said yes.
 J And this morning's meeting? In... ten minutes?
 R That's why I'm calling. I'm not going to make it. I'm really sorry.
 J Rob! It's a very important meeting! I'll cover for you this time, but I won't be able to do it again.
 R It **won't** happen again. I promise. Anyway, Paul's leaving.
 J He's leaving?
 R That's right. He's off to Boston this afternoon.
 J Maybe that's a good thing. I mean, it's not that I don't like Paul, but...
 R I know, I know....
 J I have to go. Talk to you later.
 D Jenny, have you seen Rob? I wanted to have a word with him before the meeting and he isn't even here.
 J I know. He just called to say he can't make it.
 D He what?
 J I was with him last night. He wasn't feeling very well. But it's OK, he told me everything I need to know for the meeting.
 D Oh. OK then.
 J You know Rob. He's such a professional.

- b Focus on the instructions and give Sts time to read sentences 1-7. Make sure Sts realize they must use between one and three words only to complete each sentence.

Play the DVD or audio again, pausing if necessary to give Sts time to complete the sentences.

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

- | | |
|---------------------|-------------------|
| 1 terrible | 5 it won't happen |
| 2 a party | 6 is leaving |
| 3 the meeting | 7 a professional |
| 4 important meeting | |

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.

Extra challenge

- In pairs, get Sts to complete the phrases before they listen.

- d **4 31**))) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 4.31

4 31)))

- Jenny Where are you **anyway**?
 Rob That's **why** I'm calling. I'm not going to make it.
 Rob It won't **happen** again.
 Rob He's **off** to Boston this afternoon.
 Jenny I mean, **it's** not that I don't like Paul, but...
 Don I wanted to have a **word** with him before the meeting.
 Jenny He's **such** a professional.

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 Sell and tell

Lesson plan

Shopping and complaining are the main themes for this lesson, which revises and extends Sts' knowledge of reported speech.

The context for the presentation of reported speech at the beginning of the lesson is a website (*Never Liked it Anyway*) where people can sell things they no longer want, e.g. presents, after the break-up of a relationship. Sts then learn vocabulary related to shopping, which they put into practice in a questionnaire.

In the second half of the lesson, Sts read about 'The King of Complainers', a British man who has written more than 5,000 letters of complaint and who gives readers some advice on how to complain successfully. This is followed by a pronunciation spot on the different pronunciations of the letters *ai*. The Vocabulary then focusses on how to make nouns from verbs. In Listening and Speaking Sts listen to some people who have complained about bad service and then talk about their own experiences. Finally, in Writing Sts are shown how to write a letter of complaint.

STUDY LINK

- Workbook 8A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** reported speech: sentences and questions p.158
- **Communicative** Ask and tell p.188 (instructions p.169)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write on the board:

WHO LIKES ...?

SHOPPING FOR CLOTHES

SHOPPING FOR GADGETS

SHOPPING FOR FOOD

- With a show of hands write down how many people in the class like each activity.

- Now write:

WHAT DO YOU PREFER...?

SHOPPING IN SHOPS

SHOPPING ONLINE

- And get another show of hands. Elicit some reasons why.

1 GRAMMAR

reported speech: sentences and questions

- a Books open. Focus on the instructions and the image. Elicit ideas, but do not tell Sts if they are right yet.

- b (4 32))) Tell Sts they are going to listen to part of a radio programme about the website in a. The first time they listen they should just find the answer to a.

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.

You can sell presents which you were given by an ex-partner and you no longer want. You can buy unwanted presents which other people are selling.

4 32)))

(script in Student's Book on p.128)

P = presenter, J = Janice

- P We're talking about great new shopping websites and I think we have time for one more. Janice, can you tell us about it?
- J Well, it's called 'neverlikeditanyway.com.' It's a very clever name for a website as you'll hear. This site was the idea of an American woman called Annabel Acton. She was living in New York with her boyfriend, who was English. He had invited her to travel to London with him at Christmas to meet his family. But five days before Christmas, they broke up. Now, unlike some of us, Annabel didn't want to sit around crying and eating ice cream, she wanted to do something positive.
- P So what gave her the idea for the website?
- J Well, after the break-up Annabel was left with a plane ticket to London that she didn't need. She also had jewellery that she didn't want any more, and she had tickets to a concert that she didn't want to go to without her boyfriend. She also had paintings, which they had bought together, which she didn't want on her wall any more. She didn't want any of these things herself, but she thought someone somewhere would probably like to buy them, and that's what gave her the idea to set up the website.
- P What exactly is it?
- J Well, it's a website where people, who have just broken up with a partner, can sell presents, and other things that they don't want any more maybe because they remind them of their ex; or maybe, as the name suggests because they never liked these things anyway! And the idea - which I think is brilliant - is that they also tell the personal story behind the thing they are selling. Annabel calls it 'sell and tell'!
- P What kind of things do people sell on the website?
- J Oh everything - from something as small as a teddy bear to really expensive things like an engagement ring or a holiday. To give you an idea, today on the site one seller is offering a three-day honeymoon package at a luxury hotel in New York and a woman is selling her ex-boyfriend's car. And they're selling all these things at very good prices. So on 'neverlikeditanyway' you can get a bargain, and also help someone who is going through a break-up.
- P Thanks, Janice, and that's all we've got time for today...

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.
- c Tell Sts to read questions 1-3 and then to listen to the audio again.

Play the audio the whole way through.

Play again if necessary and then check answers.

- 1 She set the website up because she had broken up with her boyfriend and she had a plane ticket she didn't need, and jewellery, concert tickets, and paintings she didn't want any more, but she thought someone somewhere would probably like them.
 - 2 Everything from something as small as a teddy bear to really expensive things like an engagement ring or a holiday.
 - 3 They also tell the personal story behind the things they are selling.
- d** Tell Sts to look at the three objects being sold on the website and to read each story.
- When Sts are ready, put them in pairs and get them to discuss the three questions.
- Get some feedback from the class.
- e** Tell Sts to focus on the four sentences from the website and to decide, in pairs, what the people actually said. Look at the example together.
- Check answers. Sts may say *Who has given it to you?* for question 4, but that is not right as she is asking about a specific moment in the past.
- 2 'I'll come and pick it up.'
 - 3 'Is it new?'
 - 4 'Who gave it to you?'

- f** (4.33)) (4.34)) 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

Reported sentences

- This is a structure which may be new for some Sts and not for others (it was introduced in *English File Pre-intermediate* in File 12). The basic principle of reported speech is quite straightforward – when you report what someone else said you move the tenses / forms 'backwards', i.e. present to past, *will* to *would*, etc. Making the link between a 'reporter' who reports (i.e. tells other people what someone has said) and 'reported speech' may help Sts understand both the grammatical term and concept.
- ! *Must* changes to *had to* BUT *mustn't* stays the same, e.g. 'You *mustn't* touch it.' She said I *mustn't* touch it.
- Point out that *that* after *say* and *tell* is optional.
- You should point out that when direct speech is reported at a later time or in a different place from when it was originally said, some time / place words may change as well, e.g. *tomorrow* may change to *the next day*, *this* to *that*, etc.
- ! In conversation people often do not change the past simple to the past perfect.
- Some typical mistakes include:
 - confusing *tell* and *say*, e.g. *He said me that he was ill.*
 - forgetting to change the tenses, e.g. *The waiter said he will call the manager.*

Reported questions

- These will probably be new to most Sts. The most important things to emphasize are the change in word order and the use of *if* / *whether* in *yes* / *no* questions.
- Some typical mistakes include:
 - forgetting to change the word order in reported questions, e.g. *She asked him what was his name.*
 - using *did* in reported questions in the past, e.g. *They asked me where I did live.*

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

Check answers, getting Sts to read the full sentences.

- a**
- 1 (that) he was selling all his books / (that) he is selling all his books
 - 2 (that) she had booked the flights / (that) she booked the flights
 - 3 (that) my new dress didn't suit me / (that) my new dress doesn't suit me
 - 4 (that) he might not be able to go to the party
 - 5 (that) she wouldn't wear those shoes again
 - 6 (that) she hadn't bought me a present / (that) she didn't buy me a present
 - 7 (that) she had to get a dress for the party
 - 8 (that) he hadn't been to the gym for a long time
 - 9 (that) she had found a bargain in the sales / (that) she found a bargain in the sales
 - 10 (that) he couldn't find anywhere to park / (that) he can't find anywhere to park
- b**
- 1 when I was leaving
 - 2 if / whether he had ever been engaged
 - 3 if / whether he would be home early
 - 4 where I usually bought my clothes
 - 5 if / whether he had worn a suit to the job interview
 - 6 if / whether she ever went to the theatre
 - 7 what time we would arrive
 - 8 how much money she had spent in the sales
 - 9 if / whether he could help her
 - 10 what size I was

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.
- g** (4.35)) Focus on the task. Tell Sts to listen to the four questions and to write them down.

Play the audio, pausing after each question to give Sts time to write them down.

Play the audio again, then check answers and write the questions on the board.

(4.35))

Do you usually go shopping at the weekend?
 What kind of things do you buy?
 Did you go shopping last Saturday?
 What's the next thing you're going to buy?

Now give Sts some time to write their answers to the questions.

- h** Focus on the example and make sure Sts understand the task.

Put Sts in pairs and get them to tell their partner about their survey.

Get one or two Sts to tell the class.

Extra support

- You could get Sts to do this as a written exercise after they have done it orally.

2 VOCABULARY & SPEAKING shopping

- a** Focus on the task and then give Sts time to talk in pairs.

Check answers. Alternatively, you could give Sts a minute or so to discuss them one by one and elicit answers before moving onto the next pair of words.

- 1 the same
- 2 A **chemist's** and a **pharmacy** are the same thing, but **pharmacy** is American English. Both words are now used in the UK.
- 3 An **outlet store** is a store selling the goods of a particular wholesaler or manufacturer more cheaply because it is usually the previous season's stock. A **department store** is a large shop divided into departments, which sell a lot of different things.
- 4 A **shopping centre** is the same as a **shopping mall**, but **mall** is American English.
- 5 A **library** is a place where you can borrow (but not buy) books to read. A **bookshop** is a shop where you can buy books.
- 6 **to put on a shirt** is to wear it. **to try on a shirt** is to see if it fits / suits you before buying it.
- 7 **It fits you** means it is the right size for you. **It suits you** means it looks good on you.
- 8 a **sale** is when something is sold and the **sales** are an occasion when a shop / store sells its goods at a lower price than usual.

- b** In pairs, Sts look at the words in the list and explain their meaning.

Check answers. Model and drill pronunciation.

a bargain = a thing bought for less than the usual price

a discount = an amount of money that is taken off the usual cost of sth

a price tag = a label on sth that shows how much you must pay

a receipt = a piece of paper that shows that goods or services have been paid for

a refund = a sum of money that is paid back to you because you returned goods to a shop

take sth back = to return sth that you have bought to the shop you bought it from (because it doesn't work or is the wrong size)

- c** Focus on the questionnaire and quickly go through the questions with the whole class.

Put Sts in new pairs. **A** (book open) asks **B** (book closed) the questions in the survey. When they change roles, tell **B** to ask the questions in a different order.

Monitor and help Sts with any more vocabulary they need.

When they have finished, get some feedback.

Extra idea

- Get the class to interview you first with some or all of the questions in the questionnaire.

3 READING

- a** Ask these questions to the whole class, making sure Sts know *to complain* and *service*. Elicit some opinions / experiences. Tell Sts what you usually do.
- b** Focus on the article on p.76 and task. Then give Sts time to read it and answer the questions.

Elicit answers. They will vary depending on Sts' opinions.

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 while they are answering the questions or afterwards.
- c** Focus on the task. Sts now read the article again and answer the questions.

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

Clive thinks the best way to complain is to write a polite letter.

- 1 He got some free packs of biscuits.
- 2 He got a Volkswagen Golf GTI (for his friend).
- 3 He got £2,000 (the cost of the holiday).
- 4 His daughters were invited to Heathrow Airport to inspect British Airways' catering facilities.

- d** Focus on the task and the title, *Clive's top tips*, making sure Sts can remember the meaning of *tip*.

Then focus on the **Glossary** and go through it with Sts.

Make sure Sts understand all the lexis in the headings.

Now give Sts a few minutes to insert the headings for each tip.

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

- | | |
|-------------------------------|-------------------------|
| 1 Don't lose your temper | 4 Threaten action |
| 2 Write a letter | 5 Don't be too specific |
| 3 Know who you are writing to | 6 Use flattery |

Extra support

- Go through the article (reading it aloud or getting different Sts to read) paragraph by paragraph with the class making sure Sts understand it. If necessary, use Sts' L1 to clarify.
- e** Focus on the highlighted verbs and verb phrases. Get Sts, in pairs, to work out 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 text.
- f** Get Sts to vote on which two tips they think are the most important and why.
- Finally, ask Sts which useful words and phrases from the article they want to try and remember and write them on the board.

4 PRONUNCIATION the letters ai

Pronunciation notes

- The letters *ai* between consonants are pronounced /eɪ/ when they are stressed, e.g. *main*, *complain*. Remind Sts that this sound is a diphthong. If you want to remind them what a diphthong is, refer them back to the information box on diphthongs in **Lesson 6B, 3 Pronunciation** on p.59.
- *Said* has an irregular pronunciation /sed/.
- The letters *ai* between consonants but unstressed are pronounced /ə/, e.g. *bargain* /'bɑ:gən/.
- ! The word *again* is pronounced by some native speakers as /ə'gen/ and by others /ə'geɪn/.
- The letters *air* between consonants are pronounced /eə/.

- a Focus on the three sound pictures and elicit the words and sounds: *train* /eɪ/, *chair* /eə/, and *computer* /ə/.

Now give Sts some time to put the words in the list in the correct column. Tell them also to underline the stress in the multi-syllable words as this will help them to see when *ai* is /ə/, as it is always an unstressed syllable. Remind them that this kind of activity is easier if they say the words aloud to themselves.

- b (4.36))) Play the audio for Sts to listen and check. Check answers.

(4.36)))

train /eɪ/	complain, email, obtain, paid, painting
chair /eə/	airline, fair, hairdresser, repair
computer /ə/	bargain, certain, mountain

Now elicit the answers to the questions.

- The normal pronunciation of *ai* is:
 - /eɪ/ when stressed
 - /ə/ when unstressed.
- air* is usually pronounced /eə/.
- said* is pronounced /sed/.

Extra support

- Play the audio again for Sts to repeat after each group of words. Then get them to practise individually or in pairs.

- c (4.37))) Tell Sts they are going to hear four sentences and they must write them down.

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

(4.37)))

- I'm going to write an email to the airline to complain.
- She said that she had paid for the repairs.
- You're certain to find a bargain in the sales.
- She did a lovely painting of the mountain.

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

Then, if necessary, play the audio again for Sts to check.

Check answers by writing the sentences on the board.

See sentences in script 4.37

Then get Sts to practise saying the sentences.

5 VOCABULARY making nouns from verbs

- a Focus on the instructions and three nouns from the article. Elicit the verbs from the class.

complain argue compensate

- b Tell Sts to go to **Vocabulary Bank Word building** on p.163.

Focus on **1 Making nouns from verbs** and get Sts to do **a** individually or in pairs. Before Sts start, check they know the meaning of all the verbs.

(4.38))) Now do **b**. Play the audio for Sts to check answers and to underline the stressed syllables.

Elicit the answers onto the board.

(4.38)))

Word building

Making nouns from verbs

- compensation, demonstration, explanation
- achievement, agreement, argument, attachment, payment
- choice, complaint, delivery, loss, response, sale, success

Play the audio again, pausing for Sts to repeat.

Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

For **c** put Sts in pairs, **A** and **B**. Make sure they swap roles.

For **d** Sts complete each question with a noun from **a**. Tell Sts to be careful with singular and plural nouns.

(4.39))) Now do **e**. Play the audio for Sts to check answers.

(4.39)))

- Have you ever opened an **attachment** on an email that contained a virus?
- Do you often have **arguments** with your family? What about?
- Do you prefer reading grammar **explanations** in your own language, or do you think it's better to read them in English?
- Have you ever made a **complaint** to a company and got **compensation**?
- Do you think that there's too much **choice** when you're shopping, for example for a new phone?
- Have you ever been on a **demonstration**? What were you protesting about?

Put Sts in pairs and get them to interview each other.

Get some feedback.

Tell Sts they will be doing **Part 2** in a later lesson (9A) and tell them to go back to the main lesson **8A**.

! The Vocabulary photocopiable activity for *Word building* includes part 2, so should be done in 9A.

6 LISTENING & SPEAKING

- a (4.40))) Focus on the instructions and make sure Sts know what a consumer programme is.

Play the audio once the whole way through.

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 The man complained that the taxi driver overcharged him.
- 2 The woman complained about the price of the Wi-fi in her hotel room.
- 3 The woman complained that her food was cold.

4 40)))

(script in Student's Book on p.129)

- 1 I was in Sydney airport, in Australia, and I got a taxi to take me to the hotel. A few minutes after he'd left the airport, the taxi driver said that his meter was broken, but that he would charge me 50 dollars, which was what he said the journey normally cost. It was my first time in Sydney and of course I didn't have a clue what the normal fare was, so I just said OK. But later when I was checking in to the hotel I asked the receptionist what the normal taxi fare was from the airport, and she said about 35 dollars. I was really annoyed and I sent an email to the taxi company, but I never got a reply.
- 2 I was travelling in the UK. It was a work trip and I knew that I was going to have to answer a lot of emails during that time, so I booked a hotel in Liverpool where they advertised Wi-fi in all the bedrooms. When I arrived it turned out the hotel charged 16 pounds for 24 hours Wi-fi, which is about the same as I pay for a month's internet at home! I complained to the man at reception, but all he said was that I could use the Wi-fi in the lobby, which was free. I wasn't very happy about it. Hotels used to make a lot of money out of customers by charging a ridiculous amount for phone calls. Now that everybody uses their mobile to make phone calls some hotels now charge a ridiculous amount for Wi-fi.
- 3 I was in an Italian restaurant in New York recently and I ordered *manicotti*, which is a kind of pasta a bit like cannelloni, and it's filled with cheese and served with tomato sauce. Well, when it arrived, the tomato sauce was really hot, but the pasta and the filling were cold, it was like they were still frozen. Anyway, I called the waitress and she said that it couldn't be cold. So I said, 'Sorry, it is cold. Do you want to try it?' So she took it back to the kitchen, and later the manager came out and apologized, and when I finally got the dish, it was good, hot all the way through. But I'd had to wait a long time for it. But later the manager came out again and offered me a free dessert. So I had a very good tiramisu for free.

- b Now give Sts time to quickly read questions 1 and 2.

Then play the audio and pause after the first story (the taxi). Give Sts time to answer the questions in pairs. Then play this story again if necessary.

Check answers and ask a few more comprehension questions, e.g. *Where was the speaker?*, etc.

The taxi

- 1 He complained to the taxi company.
- 2 Nothing.

Now repeat the process for the other two stories.

The hotel

- 1 She complained to the receptionist.
- 2 He said that the woman could use the Wi-fi in the lobby as it was free.

The restaurant

- 1 She complained to the waitress.
- 2 The waitress took it back to the kitchen and gave the woman a new hot dish. She also told the manager, who apologized and later gave the woman a free dessert.

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.

- c Put Sts in pairs and focus on the task. Get Sts to discuss questions 1 and 2 for a few minutes.

Then get feedback from the class.

Extra idea

- Get Sts to ask you the questions first and tell them about any experiences you have had.
- d Put Sts in pairs, **A** and **B**, preferably face-to-face. Tell them to go to **Communication I want to speak to the manager**, **A** on p.107, **B** on p.111.

Go through the instructions for the first roleplay and remind Sts that here student **A** is the customer and **B** is the shop assistant. Tell **As** to start by saying *Excuse me, I bought...*

When they have finished role-playing the first situation, tell them to read the instructions for the second situation. This time **A** is the restaurant manager and **B** is the customer. **B** starts *Good evening. Are you the manager?*

Get feedback to see whether different customers achieved their objectives or not.

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson **8A**.

7 WRITING a letter of complaint

Tell Sts to go to **Writing A letter of complaint** on p.119.

- a Focus on the task and tell Sts to read the letter and then answer the five questions. Tell them not to worry about the gaps.

Check answers.

- 1 Sandra Adams, the Head of Department of John Leavis Customer Service.
- 2 A coffee machine. He ordered it two weeks ago and it still hasn't arrived, but payment has been taken from his credit card.
- 3 The customer service line.
- 4 The person he spoke to was rude and could not give him any information.
- 5 In the last paragraph. He says that he has bought a lot of things from John Leavis in the past and has always been very happy.

- b Tell Sts to read the letter again and to complete the gaps with a word or phrase from the list.

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

- | | | | |
|-------------|-------------|-------------|-----------|
| 2 reference | 4 delivered | 6 unhelpful | 8 forward |
| 3 in stock | 5 However | 7 service | 9 Yours |

- c Focus on the **Useful language: a formal letter (or email)** box and go through it with Sts.

Now tell Sts they are going to write a similar letter or email of complaint for something they bought online. They should follow the model and 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.

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

8B What's the right job for you?

Lesson plan

The topic of this lesson is work. In the first half of the lesson, Sts learn words and phrases related to work and these are recycled and practised orally in Pronunciation and Speaking. The grammar focus is on when Sts have to use a gerund (or *-ing* form) or an infinitive and the context is a questionnaire which helps people to see what kind of job would most suit their personality. The grammar is practised in a Communication activity.

In the second half of the lesson, Sts read about a British TV programme called *Dragons' Den* in which contestants try to convince a panel of business people to invest in a product or service which they want to commercialize. In Listening they hear about two products which were presented on *Dragons' Den* and how successful they were. In Speaking Sts take part in a roleplay where they present a new product to the class as if they were appearing on the programme. In Writing Sts learn how to write a covering email to send with their CV to apply for a job. The lesson finishes with a song, *Piano Man*.

STUDY LINK

- Workbook 8B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** gerunds and infinitives p.159
- **Communicative** Predict the story pp.189–190 (instructions p.169)
- **Vocabulary** Work p.212 (instructions p.199)
- **Song** *Piano Man* p.224 (instructions p.216)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- **Jobs quiz.** Put Sts in pairs or small groups. Then read out the following quiz questions or write them on the board.

CAN YOU NAME...?

- TWO JOBS WHICH PEOPLE DO IN A RESTAURANT
- TWO JOBS CONNECTED WITH TRANSPORT
- TWO JOBS THAT PEOPLE DO AT HOME
- TWO JOBS WHERE YOU SPEND A LOT OF TIME OUTSIDE
- TWO JOBS IN ENTERTAINMENT

- Check answers, making sure Sts can spell and pronounce the words correctly.

Possible answers

waiter, chef, etc.
 taxi driver, pilot, bus driver, etc.
 housewife, writer, etc.
 police officer, farmer, footballer, etc.
 actor, singer, musician, etc.

1 VOCABULARY work

- a Books open. Focus on the pictures and sentences. Give Sts, in pairs, a couple of minutes to match the sentences and pictures.
- b (4 41))) Play the audio for Sts to listen and check. Model and drill pronunciation of the bold words and phrases.

2 I 3 G 4 D 5 C 6 F 7 H 8 A 9 B

Point out that:

- *set up* = start (a business)
- *sacked* can be used with either *be* or *get*. If you are *sacked*, you lose your job.
- we use *apply for* when you send a letter or a completed form to a company to ask for a job (usually in response to an advertisement).
- CV stands for Curriculum Vitae (but we always use the abbreviated form) and means a document which shows your qualifications, experience, and interests.
- *overtime* = extra hours that you work over and above your normal working hours

(4 41)))

- E 1 Clare worked for a marketing company.
 I 2 She had to work very hard and do overtime.
 G 3 She had a good salary, but she didn't like her boss.
 D 4 They had an argument, and Clare was sacked.
 C 5 She was unemployed, and had to look for a job.
 F 6 She applied for a lot of jobs, and sent in CVs.
 H 7 She had some interviews, but didn't get the jobs.
 A 8 She decided to set up an online business selling birthday cakes.
 B 9 Her business is doing very well. Clare is a success!

Now get Sts to cover the sentences and look at the pictures. Then get them to retell the story in pairs from memory, A testing B, and then swapping.

Then elicit the story from the class by asking individual Sts.

Extra support

- Before Sts work in pairs, you could elicit from the whole class the sentence for each picture.

- c Now tell Sts to go to **Vocabulary Bank Work** on p.164.

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

- (4 42))) Now do b. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. Point out the silent *g* in *resign*.

4 42)))

Work

Verb phrases

- Dan has to **do** a lot of overtime. He has to work extra hours.
- Matt **got promoted** last week. He was given a more important job.
- Most nurses have to **work** shifts. Sometimes they work during the day and sometimes at night.
- A man in our department **was sacked** yesterday. The boss told him to leave.
- Colin **was made** redundant. He lost his job because the company didn't need him any more.
- The minister is going to **resign**. He has decided to leave his job.
- Lilian is going to **retire** next month. She's 65, and she's going to stop working.
- Angela has **set up** a business to sell clothes online. She had the idea and has started doing it.
- Everyone in the office has to **do** a training course. They need to learn how to use the new software.
- She **applied for** a job. She replied to an advert and sent in her CV.

Now get Sts to cover the sentences on the left and look at the second sentence on the right. Can they remember the verb or verb phrase used in each one?

Now focus on **2 Saying what you do** and get Sts to do **a** and **b** individually or in pairs.

4 43))) Now do **c**. Play the audio for Sts to check answers. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. Highlight the silent syllable in *temporary*.

4 43)))

Saying what you do

a

- I'm **unemployed**.
- He's **self-employed**.
- She's **well-qualified**.
- It's a **temporary** job.
- It's a **part-time** job.

b

- I work **in** a multinational company.
- I'm **in** charge of the Marketing Department.
- I'm responsible **for** customer loans.
- I'm **at** school.
- I'm **in** my third year.

Now focus on **3 Word building**. In pairs or individually, give Sts time to do **a** and **b**.

4 44))) Now do **c**. Play the audio for Sts to check answers.

Elicit the answers onto the board.

4 44)))

Word building

a

- promote, **promotion**
- apply, **application**
- retire, **retirement**
- employ, **employment**
- qualify, **qualification**
- resign, **resignation**

b

- science, **scientist**
- law, **lawyer**
- music, **musician**
- pharmacy, **pharmacist**
- farm, **farmer**
- translate, **translator**

Either get Sts to underline the stressed syllable in the new words before playing the audio again or play the audio again, pausing after each word for Sts to underline the stressed syllable.

Elicit which syllables are stressed and underline them on the board.

See script 4.44

Now play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

For **d**, get Sts to cover the nouns and look at 1–6 in **a** and **b**. They can test each other or themselves on the nouns.

Now write the four endings *-er*, *-or*, *-ian*, and *-ist* on the board. Put Sts in pairs and get them to think of two more jobs for each ending.

Elicit answers onto the board.

Possible answers

-er	-or	-ian	-ist
hairdresser	actor	electrician	pianist
banker	director	optician	receptionist

Extra idea

- If most of your Sts work, get them to tell you what they do.

Finally, focus on the **job or work?** box and go through it with Sts.

Tell Sts to go back to the main lesson **8B**.

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

- Focus on the words and phonetics and ask Sts if they can remember how the phonetics show them where the stress falls (the syllable after the apostrophe (') is the one which is stressed). Get them to underline the stressed syllable in each word.
- 4 45))) Play the audio, pausing after each word to check answers. You could also ask Sts to tell you how each word is pronounced just before you play it.

4 45)))

- | | |
|---------------------|-------------------------|
| 1 <u>apply</u> | 6 <u>permanent</u> |
| 2 <u>salary</u> | 7 <u>qualifications</u> |
| 3 <u>redundant</u> | 8 <u>resign</u> |
| 4 <u>experience</u> | 9 <u>retire</u> |
| 5 <u>overtime</u> | 10 <u>temporary</u> |

Now give Sts a few minutes to practise saying the words. You could get them to practise saying them correctly by looking only at the phonetics and / or by repeating after the audio.

- Focus on the questions and give Sts a few minutes to read them and think whether they have a family member or friend who fits any of the categories. They should try and think of someone for as many of the questions as possible.

Put Sts in pairs and get them to tell their partner about anyone they know who fits one of the questions. Encourage them to give, and ask for, as many details as they can.

Get some feedback.

Extra support

- To help Sts with the task, tell them about real people you know for two or three of the questions.

- d Focus on the instructions and give Sts time to think about their answers.

Extra support

- Elicit the seven questions from the class and write them on the board, e.g. **WHAT DOES HE / SHE DO?**

- e Put Sts in pairs and focus on the instructions and example speech bubbles.

A should start by asking B the seven questions.

Make sure Sts swap roles.

Get some feedback by asking one or two Sts who their partner told them about.

3 GRAMMAR gerunds and infinitives

- a Focus on the instructions and the questionnaire. Quickly go through the questionnaire with Sts and make sure they understand all the vocabulary, e.g. *instincts, improvise, etc.*

Get Sts to complete it individually or in pairs.

Check answers. They should be able to do this reasonably well from what they already know and by instinct. If Sts ask for a reason why a particular verb has to be in the gerund or infinitive, tell them that they will see all the rules when they go to the **Grammar Bank** later in the lesson.

- | | |
|---------------|------------------|
| 2 helping | 10 to follow |
| 3 not earning | 11 to be |
| 4 listening | 12 improvising |
| 5 making | 13 Doing |
| 6 Taking | 14 solving |
| 7 to work | 15 to understand |
| 8 managing | 16 to calculate |
| 9 expressing | |

- b Now tell Sts to read individually each sentence in the questionnaire carefully and tick the sentences that they strongly agree with.

When they have finished, get them to compare their answers with a partner, explaining why they have ticked certain statements.

- c Focus on the instructions and tell Sts to go to **Communication** *The right job for you* on p.107.

Get Sts to read the 'answer' paragraph corresponding to the section where they have most ticks. Some Sts may have an equal number of ticks in two sections in which case they should read both answer sections.

Get feedback from some Sts to find out what kind of job, according to the questionnaire, would suit them and if this is the kind of job that they would actually like to do.

Tell Sts to go back to the main lesson **8B**.

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

- d Now focus on the rules and give Sts a few minutes to complete them individually or in pairs.

Check answers.

- | | |
|-------------------|--------------|
| 1 the gerund | 4 the gerund |
| 2 to + infinitive | 5 the gerund |
| 3 to + infinitive | |

- e (4 46))) (4 47))) (4 48))) 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

- Sts who used *English File* Pre-intermediate have learnt rules for using gerunds (or *-ing* forms) and the infinitive with *to* before, but separately. In this lesson they are brought together.

- Sts will see in this lesson that there are three common verb forms in English: *to go* (infinitive with *to*), *go* (infinitive without *to*), and *going* (gerund or *-ing* form).

! *Like* is listed as a verb which takes the gerund. Sts may hear or see it used with the infinitive with *to* especially in International English and they will be understood using either form. However, in British English there is a subtle difference in meaning which you may want to point out to your Sts. Compare:

I like getting up early in the morning = I enjoy it.

I like to get up early in the morning = I think it is a good idea to do this (but I don't necessarily enjoy doing it).

- Verbs which can take either the gerund or infinitive, but with a different meaning, will be focussed on in more detail in the next level of *English File*.
- Emphasize the importance of learning which verb form to use after a particular verb or construction and give Sts plenty of practice. In time they will develop an instinctive feel for whether a gerund or infinitive is required.

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

Check answers, getting Sts to read the full sentences.

- | | |
|--------------|-------------|
| a | |
| 1 to spend | 6 working |
| 2 Applying | 7 solving |
| 3 not to say | 8 not going |
| 4 to start | 9 modelling |
| 5 not to ask | 10 to learn |

- | | |
|----------------|---------------|
| b | |
| 1 to retire | 6 leave |
| 2 commuting | 7 wear |
| 3 not to worry | 8 not to make |
| 4 to lock | 9 doing |
| 5 not to buy | |

Tell Sts to go back to the main lesson **8B**.

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.

- f Focus on the instructions. Then give Sts a few moments to choose five topics and to write a couple of words and think about what they are going to say. Demonstrate the activity by talking about a couple of the topics yourself.
- g Put Sts in groups of three or four and get them to tell the other people in the group what they have written. The others should listen and ask for more information when possible. Monitor to check that Sts are using the correct forms of the verbs.

Make sure Sts swap roles.

Get feedback from a few different groups.

4 READING

- a Focus on the instructions and on the four questions. Give Sts time to read the first paragraph and to answer the questions. Get Sts to compare with a partner and then check answers to 1–3. Elicit answers to 4 and find out if Sts like the programme.

- 1 They are very successful business people.
- 2 The room where they meet the contestants.
- 3 The contestants make a presentation to the 'Dragons', who then ask them questions and decide whether or not to invest in the contestants' business.

Deal with any vocabulary problems (but not the highlighted phrases).

- b Sts now look at the photos, read about three products that were presented on the show, and answer the six questions.

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load (but not the highlighted words).

1 C 2 A 3 A 4 C 5 B 6 C

- c In pairs, Sts tell each which product they would or wouldn't be interested in buying and why. Get feedback. With a show of hands, you could find out if one product is more popular than another.
- d Focus on the highlighted words and phrases. Get Sts, in pairs, to work out 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 text.

- e Focus on the **Words with different meanings** box and go through it with Sts.

Now put Sts in pairs and get them to discuss the difference between the sentences in 1–4.

Check answers.

- 1 to run (a business) = to be in charge of (a business)
to run (a marathon) = to move using your legs, going faster than when you walk
- 2 to be fired = to lose your job
to fire = to shoot a bullet from a gun
- 3 a market for sth = demand (a number of people who want to buy something)
a market = the open area or building where people sell vegetables, etc.
- 4 a company = a business organization that makes money by producing or selling goods or services
good company = pleasant to be with

Finally, ask Sts which words and phrases they want to try and remember from the article. Tell Sts to make a note of them.

5 LISTENING

- a (4 49))) Focus on the photos of two more products from *Dragons' Den*. Elicit from Sts why they think each product is special, but do not tell them yet if they are right. You could write their ideas on the board.

Play the audio once the whole way through for Sts to listen and find out the answer.

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, e.g. *compress, pocket, tap, etc.*

The aquatina bottle can be flattened and put in your pocket, so you can take it with you and fill it with water whenever you want.

The frozen dessert is a healthy alternative to ice cream and doesn't contain any sugar, milk, or gluten, or anything that could be a problem for people with allergies.

(4 49)))

(script in Student's Book on p.129)

Guy Jeremiah presented aquatina. He argued that bottled water is bad for the planet, because each person throws away at least 85 empty plastic bottles a year. His invention is a bottle that you can compress and keep in your pocket. Then you take it out of your pocket and fill it up when you are somewhere that has drinking water, for example a gym, a school, or your workplace, or even a café, which can give you tap water. He tried to convince the Dragons by showing that in the UK more and more people are asking for tap water in bars and restaurants, and are not buying bottled mineral water. He also had the idea of a phone app which could tell people where the nearest place is where they can fill up their bottle.

Kirsty Henshaw's idea was for a frozen dessert, which is a healthy alternative to ice cream. These desserts are low-fat, low in calories, and don't contain any sugar, milk, or gluten, or anything that could be a problem for people with allergies. The desserts come in different flavours, chocolate, strawberry, and vanilla. Kirsty came up with the idea because her son is allergic to milk, and in the summer he got very sad when all the other children were eating ice creams and he couldn't have one. Kirsty's products are currently sold in a few health food shops, but she would like to increase production and sell her desserts in big supermarkets. The desserts are called Kirsty's freedom.

- b** Focus on the instructions and then play the audio again the whole way through.

Get Sts to vote with a show of hands for **a** (the Dragons invested in both products), **b** (they didn't invest in either), or **c** (they invested in one of the products). For **c**, get Sts to vote again with a show of hands for the product they think the Dragons invested in.

- c** (4 50))) Now tell Sts to listen to what happened.

Play the audio the whole way through. Then play again if necessary.

Check answers.

The Dragons invested in Kirsty's desserts. They thought people can use any empty water bottle and refill it, you don't need to buy one specially, and they couldn't believe that it would ever make any money. They thought that there was definitely a market for Kirsty's product.

(4 50)))

(script in Student's Book on p.129)

The Dragons asked Guy a lot of questions, for example they asked him how much he was going to sell the bottle for (which was £4.99) and how much it cost him to make. Guy explained that at the moment it was costing him a pound to make each bottle, but that if he could make them in bigger quantities it would only cost 50p. The Dragons also asked how many he had sold so far, to which he answered 340.

In the end, they decided that they weren't interested. Their main reason was that they thought that you could always use any empty water bottle and refill it, you don't need to buy one specially, so they couldn't believe that it would ever make any money.

The Dragons were impressed by Kirsty's presentation, and they immediately asked to try the dessert. They liked it, although one of them thought it didn't really taste like ice cream, more like frozen yoghurt. Kirsty explained that her dessert wasn't supposed to taste like ice cream, and that was why she had called it a frozen dessert. They also asked her how much fat there was in it, and she said less than 3%. In the end, to Kirsty's delight, they decided to invest £65,000 in Kirsty's business, because they thought that there was definitely a market for her product.

And since then?

Kirsty's frozen desserts are now sold in two of the biggest UK supermarket chains, Waitrose and Sainsbury's. She also has a website with recipes, interviews, and all sorts of information about nutrition.

Although the Dragons didn't invest in it, Guy's aquatina is also doing well. It has its own website, and it's on sale in several UK shops and online.

Extra support

- If there's time, you could play the audio again while Sts read the scripts 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.

6 SPEAKING

- a** Focus on the instructions and on the products and make sure Sts understand what they are. Put Sts in pairs and explain that they have to imagine they are about to appear in front of the Dragons in the Den. They should look at the questions and think of their answers for their chosen products. Tell Sts that they will have three minutes to present their product (or give Sts longer if you think they need it).

Give Sts time to prepare their presentations. Monitor and help with any vocabulary.

- b** Focus on the **Presenting a product** box and go through it with Sts.

In pairs, Sts present their product to the class.

- c** Focus on the instructions and get Sts to invest in the products with a show of hands.

7 WRITING a covering email with your CV

In this writing lesson Sts practise writing a formal 'covering' email, i.e. the email you send with your CV to a company or organization in response to a job advertisement. The layout and style apply both to emails and letters.

Tell Sts to go to **Writing A covering email with your CV** on p.120.

- a** Focus on the job advertisement and make sure Sts understand all the lexis.

In pairs, Sts tell each other which area they could apply for a job in and why.

Get some feedback. You could have a show of hands for each to see if one is more popular than the others.

- b** Focus on the task and explain / elicit what a covering email (or letter) is (= an email / letter you send when you also attach / enclose something else, e.g. a CV or a form, where you explain what you are sending and why). Get Sts to tell you what a CV is. Remind Sts that the email is formal and that they should circle the expression that they think is more formal from each pair.

Get Sts to compare with a partner and then check answers. You might want to point out that *enclose* in 4 would be the correct verb if Ricardo were sending a letter, not an email. You could also remind Sts that they should always use *Yours faithfully* when they don't know the name of the person they are writing to.

- 1 I am writing
- 2 I have been working
- 3 I speak English fluently
- 4 I attach
- 5 I look forward to hearing from you.
- 6 Yours faithfully,

- c** Tell Sts they are going to apply for one of the jobs in the next Olympics, so they need to write a covering email.

Sts should use Ricardo's email as their model to help them and the **Useful language** box on p.119. If Sts have not had any work experience, tell them to invent the details.

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

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

Tell Sts to go back to the main lesson **8B**.

8 4 51))) SONG *Piano Man* 🎵

This song was originally made famous by American singer Billy Joel 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.224.

4 51)))

Piano Man

It's nine o'clock on a Saturday
 The regular crowd shuffles in
 There's an old man sitting next to me
 Making love to his tonic and gin
 He says, 'Son, can you play me a memory?
 I'm not really sure how it goes
 But it's sad and it's sweet and I knew it complete
 When I wore a younger man's clothes'
 La la la di di da, la la di di da dum

Chorus

Sing us a song, you're the piano man
 Sing us a song tonight
 Well, we're all in the mood for a melody
 And you've got us feeling alright

Now John at the bar is a friend of mine
 He gets me my drinks for free
 And he's quick with a joke for the out-of-town folk
 But there's someplace that he'd rather be
 He says, 'Bill, I believe this is killing me'
 As the smile ran away from his face
 'Well, I'm sure that I could be a movie star
 If I could get out of this place'

Oh, la la la di di da, la la di di da dum

Now Paul is a real estate novelist
 Who never had time for a wife
 And he's talking with Davy who's still in the Navy
 And probably will be for life
 And the waitress is practising politics
 As the businessmen talk to their phones
 Yes, they're sharing a drink they call loneliness
 But it's better than drinking alone

Chorus

It's a pretty good crowd for a Saturday,
 And the manager gives me a smile
 'Cause he knows that it's me they've been coming to see
 To forget about life for a while.

And the piano, it sounds like a carnival
 And the microphone smells like a beer
 And they sit at the bar and put bread in my jar
 And say, 'Man, what are you doing here?'

Oh, la la la da di da la la da di da dum

Chorus

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

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

VOCABULARY

- a
- 1 terms
 - 2 nursery
 - 3 secondary
 - 4 behave
 - 5 boarding
- b
- 1 on
 - 2 ceiling
 - 3 gate
 - 4 on
 - 5 fireplace
- c
- 1 choice
 - 2 agreement
 - 3 success
 - 4 complaint
 - 5 demonstration
 - 6 retirement
 - 7 qualifications
 - 8 translator
 - 9 scientists
 - 10 explanation
- d
- 1 overtime
 - 2 shifts
 - 3 temporary
 - 4 set
 - 5 self-employed

PRONUNCIATION

- a
- | | | |
|----------|-----------|-----------|
| 1 pupil | 3 village | 5 educate |
| 2 wooden | 4 said | |
- b
- | | | |
|----------------------|--------------------|-----------------------|
| 1 <u>secondary</u> | 3 <u>del</u> ivery | 5 <u>ach</u> ievement |
| 2 <u>un</u> employed | 4 <u>ap</u> ply | |

CAN YOU UNDERSTAND THIS TEXT?

- a Possible answer: It is better to do a job that **you love** than a job which you **hate**, but which **pays better**.
- b 1 DS 2 T 3 F 4 DS 5 DS 6 T

CAN YOU UNDERSTAND THESE PEOPLE?

4 52)))

- 1 b 2 a 3 a 4 b 5 c

4 52)))

Lizzie

I = interviewer, L = Lizzie

I Do you think children learn better in mixed schools or single-sex schools?

L Interesting one. I went to a mixed primary school and a single-sex secondary school. In terms of learning I think I probably was better off in a single-sex school.

I Why?

L Lack of distraction.

Ian

I = interviewer, Ia = Ian

I Do you prefer buying in shops or online?

Ia It depends what it is. If I know what I want and I can find it on the internet, then the convenience is great, so I like that. But if I don't know what I want, and certainly if it's like clothes which I want to try on, then I'd prefer actually going to a shop.

Simon

I = interviewer, S = Simon

I Have you ever sold anything online?

S Yes, I have sold on eBay.

I What was it?

S I sold a couple of things – I sold a computer scanner and a camera.

I Did you get what you wanted for it?

S Yes, I think so, I set a fairly, what I thought was a fairly realistic price for them, and I got what I expected.

Joe

I = interviewer, J = Joe

I If you could change one thing about your flat, what would it be?

J Right now we don't have any artwork up on the walls, so I would definitely want to get some more pictures or maybe a couple of paintings to put up.

I Why would you change it?

J The walls are just really bare, so it doesn't feel very inviting when people come over, it just looks very, very plain.

Simone

I = interviewer, Si = Simone

I What's more important to you about a job, having a good salary or doing something you really enjoy?

Si Definitely doing something I really enjoy.

I Why?

Si Doing the course I study at university, I could become a banker, but I don't want to because I don't think I'd enjoy that even though I'd earn lots of money, so I want to do something I enjoy.

9A Lucky encounters

Lesson plan

This lesson presents the third conditional in the context of two different aspects of luck. The lesson begins with reading and speaking activities based on three true stories about occasions in which a lucky meeting with a stranger changed people's lives. Extracts from the stories provide an introduction to the grammar, which is then further practised in pronunciation, which focusses on the stress patterns in third conditionals.

The second half of the lesson opens with a speaking activity where Sts discuss various quotes about luck and how lucky or unlucky they consider themselves to be. They then read and listen to a review of a book by Malcolm Gladwell called *Outliers*, in which the author explains why certain people are successful, concluding that luck is an important factor. There is then a vocabulary focus on adjective and adverb formation, and this is consolidated through a writing game. The lesson ends with the song *Karma*.

STUDY LINK

- Workbook 9A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** third conditional p.160
- **Communicative** Third conditional game p.191 (instructions pp.169–170)
- **Vocabulary** Word building p.213 (instructions p.199)
- **Song** *Karma* p.225 (instructions p.217)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Draw a horseshoe on the board with the open part at the top and ask Sts what it is. Tell them that in Britain and the USA people believe that if you find a horseshoe, it will bring you good luck, and people often hang them up on the wall. Ask if a horseshoe also means good luck in your Sts' country.
- Then put Sts in pairs and ask them to think of things which in their country are considered either good luck or bad luck.
- Get feedback and write them in two columns GOOD LUCK / BAD LUCK on the board. Then ask Sts if they really believe in this.

1 READING & SPEAKING

- a Books open. Focus on the questions and go through them. Put Sts in pairs and get them to discuss the four situations.
- Get some feedback.
- b Focus on the instructions and set a time limit for Sts time to read *The ticket inspector*. You might want to tell Sts that Bernard Hare was born in 1958 in Leeds, in the north of England, into a mining family.

Then put Sts in pairs and tell them to discuss what they think happened next.

Elicit some ideas, but do not tell Sts if they are right yet.

- c (5.2)) Now tell Sts they are going to listen to the end of the story. Play the audio once the whole way through.

! Audio 5.2 has not been included on the *iTutor* and the script is not in the Listening section of the Student's Book so that Sts find out together in class what happens in the end.

Elicit what happened.

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, e.g. *connection*, *desperate*, *hitchhike*, etc.

The ticket inspector radioed Peterborough station and told them to make the train to Leeds wait for Bernard.

(5.2))

The ticket inspector touched my arm. 'Listen,' he said 'when we get to Peterborough station, run as fast as you can to platform 1. The Leeds train will be there.' I looked at him, without really understanding what he had said. 'What do you mean?' I said. 'Is the train late or something?' 'No, it's not late,' the ticket inspector said. 'I've just radioed Peterborough station. The train is going to wait for you. As soon as you get on, it'll leave. The passengers will complain, but let's not worry about that. You'll get home, and that's the main thing.' And he walked away.

I suddenly realized what an amazing thing he had done. I got up and went after him. I wanted to give him everything I had, all the money in my wallet – but I knew he would be offended. I grabbed his arm. 'I... er... just wanted to...', but I couldn't continue.

'It's OK,' he said. 'No problem.' 'I wish I had a way to thank you,' I said. 'I really appreciate what you've done.' 'No problem,' he said again. 'Listen, if you want to thank me, the next time you see someone in trouble, help them. That will pay me back. And tell them to do the same to someone else. It'll make the world a better place.'

When the train stopped, I rushed to platform 1 and sure enough the Leeds train was there waiting, and a few hours later I was with my mum in hospital.

Even now, years later, whenever I think of her, I remember the Good Ticket Inspector on that late-night train to Peterborough. It changed me from a young man who was nearly a criminal into a decent human being. I've been trying to pay him back ever since then.

- d Now tell Sts to read the three questions and play the audio again.

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

- 1 He had to run to platform 1.
- 2 He was very happy and wished he had a way to thank the ticket inspector.
- 3 He asked Bernard to help the next person he sees who is in trouble and then to tell them to do the same to someone else.

9A

e Put Sts in pairs, **A** and **B**, and focus on the instructions. The **As** read *The students* and the **Bs** read *The angel*. Make sure Sts know what an angel is. Model and drill its pronunciation.

f Focus on the three prompts and tell Sts to now tell their partner about their story using the prompts to help them. You could write the three prompts on the board and ask Sts to close their books.

Sts tell their partner about their story.

g In pairs, get Sts to answer the questions. Check Sts understand the meaning of the adjective *moving* (= causing you to have deep feelings of sadness or sympathy).

Extra support

- Do these as open-class questions.

Get some feedback if Sts answered the questions in pairs.

h In pairs, small groups, or as a whole-class activity. Sts answer the questions.

Get some feedback.

2 GRAMMAR third conditional

a Focus on the instructions and get Sts to match the sentence halves.

Check answers.

1 C 2 A 3 B

b Focus on the questions and the two sentences. Then either get Sts to answer the questions in pairs or elicit the answers from the class.

Check answers.

1 describes how the situation might have been different.
2 describes what really happened.

c **5.3**) 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

- If Sts have a similar structure in their own language, they may not have too many problems with the concept of the third conditional, but most Sts will have problems with the 'mechanics' of the structure, i.e. remembering which verb form goes in each part of the sentence and also in understanding and producing contracted forms.
- Some typical mistakes include:
 - using *would have* in the *if*-clause, e.g. *If I would have known, I would have done something about it.*
 - using the past perfect in both clauses, e.g. *If I had known, I had done something about it.*

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

Check answers, getting Sts to read the full sentences.

a
1 I 4 E 7 B
2 F 5 A 8 G
3 H 6 J 9 C

c
1 hadn't taken, would have missed
2 wouldn't have won, hadn't given
3 would have enjoyed, had come
4 hadn't bought, would have been
5 would have forgotten, hadn't reminded
6 had arrived, wouldn't have caught
7 hadn't lent, wouldn't have been able
8 would have hurt, had fallen
9 wouldn't have found, hadn't seen
10 had known, would have applied

Tell Sts to go back to the main lesson **9A**.

Extra 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

Pronunciation notes

- The main focus here is on getting Sts to say third conditional sentences with good rhythm, by stressing the information words. You may also want to highlight the weak form of *would have* (/wədəv/) and the contraction of *had* in these kinds of sentences. These forms are commonly used by native speakers, but at this level it is more important for Sts to be able to understand them rather than produce them themselves.

a **5.4**) Focus on the instructions and give Sts a moment to read the sentences.

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

5.4)
See sentences in Student's Book on p.85

Now play the audio again, pausing after each sentence for Sts to repeat.

Then repeat the activity eliciting the sentences from individual Sts.

b **5.5**) Focus on the task and tell Sts that they are going to hear five more third conditional sentences which they have to try to write down.

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

Now play the audio again, pausing after each sentence to give Sts time to write. Repeat if necessary.

5.5)
1 It would have been much quicker if we'd taken a taxi.
2 She wouldn't have found out if you hadn't told her.
3 The tickets would have been cheaper if we'd booked them earlier.
4 If you hadn't done your homework so quickly, you wouldn't have made so many mistakes.
5 I would have lent you some money if you'd asked me.

Check answers and write the correct sentences on the board.

Extra idea

- Play the audio again pausing for Sts to repeat and copy the rhythm. Put Sts in pairs and get them to practise saying the sentences.

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Guess the conditional**, **A** on p.108, **B** on p.111.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

IF I HAD KNOWN IT WAS YOUR BIRTHDAY, I WOULD HAVE BOUGHT YOU A PRESENT.

Don't show the sentence to your Sts.

Then write on the board:

IF I HAD KNOWN IT WAS YOUR BIRTHDAY,
I _____ YOU A PRESENT (+).

Tell Sts that you have this sentence completed on a piece of paper and they have to try to guess what it is.

Elicit possible completions with a positive (+) verb phrase (e.g. *would have got / would have given*). Say *Try again* if they say a different phrase from the one you have written, until someone says *I would have bought you a present*. Then say *That's right*.

Now go through the instructions. Emphasize that Sts should write their ideas next to the sentence, but not in the gap, and only complete the gap when their partner says *That's right*.

Sts continue in pairs. Monitor and help.

Extra support

- You could write any useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson 9A.

4 SPEAKING

- a Focus on the instructions and help Sts with new vocabulary like the expression *a stroke of luck*.

Then give Sts a few minutes to think about their answers to the four questions.

- b Put Sts in groups of three or four and get them to discuss their answers, giving as much information as possible.

Get feedback from the class for each question if possible.

Extra support

- You could discuss what the quotes mean and whether Sts think they are true or not with the whole class, and then get Sts to answer 2–4 with a partner.

5 READING & LISTENING

- a Do this in pairs or as a whole-class activity. Make sure Sts know what *talent* means.

With a show of hands find out what Sts think is behind success.

- b Tell Sts that they are going to read an article on success.

Now set a time limit for Sts to read the article and answer questions 1–3.

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load, e.g. *elite*, *come to light*, etc.

- 1 Talent, luck and practice.
- 2 Because they will probably be bigger, stronger, and more coordinated than other sports players in their school year, and will be chosen for sports teams.
- 3 It is a theory that says that in order to get to the very top you need to put in 10,000 hours of practice.

- c **5 6)))** Focus on the instructions and the task. Elicit some information from the class about The Beatles and Bill Gates.

Play the audio once the whole way through.

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.

Luck and hard work / practice.

5 6)))

(script in Student's Book on p.129)

Apart from the hockey players, he also gives the examples of The Beatles, the most famous rock band of all time, and Bill Gates, the founder of Microsoft. The Beatles were really lucky to be invited to play in Hamburg in 1960. The club owner who invited them normally only invited bands from London, but on one trip to the UK he met an entrepreneur from Liverpool who told him that there were some really good bands in that city. When The Beatles arrived in Hamburg, they had to work incredibly hard. They had to play for up to eight hours a night in the club seven nights a week. As John Lennon said later, 'We got better and we got more confidence. We couldn't help it, with all the experience we got from playing all night long in the club.' By 1964, when they became really successful, The Beatles had been to Hamburg four times, and had already performed live an estimated 1,200 times, far more than many bands today perform in their entire careers.

Bill Gates's huge stroke of good luck came in 1968, when the high school he was at decided to spend some money they'd been given on a computer. This computer was kept in a little room that then became the computer club. In 1968, most universities didn't have a computer club, let alone schools. From that time on Gates spent most of his time in the computer room, as he and his friends taught themselves how to use it. 'It was my obsession,' Gates says of those early high-school years. 'I skipped athletics. I went up there at night. We were programming at weekends. It would be a rare week that we wouldn't get 20 or 30 hours in.' So Gates was unbelievably lucky to have access to a computer, but of course he also put in all those hours of practice too.

Talent, Gladwell concludes, is obviously important, but there are many talented people out there. What makes just a few of them special is that they are lucky, and that they put in far more hours of practice than the rest.

- d Before playing the audio again, give Sts time to read questions 1–8.

Play the first part of the audio about The Beatles and then give Sts time to answer questions 1–4. If necessary, play that section again.

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

Repeat for the second part about Bill Gates.

- 1 They played in Hamburg / Germany between 1960 and 1964.
- 2 London
- 3 They had to play for up to eight hours a night seven nights a week.
- 4 They had performed live about 1,200 times.
- 5 In 1968.
- 6 Because in those days most universities, let alone schools didn't have a computer.
- 7 They spent time at the computer club programming.
- 8 Between 20 and 30 hours.

! The noun *computer program* is spelt the same in both British and American English. The verb is *to program*, but in British English we double the *m* in the continuous form and the participle (*programming*, *programmed*).

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.

- e In pairs, Sts discuss the two questions.
Get some feedback from various pairs.

Extra support

- You could do question 1 with the whole class and then elicit answers to 2 from any Sts who feel that there is something they are good at.

6 VOCABULARY

making adjectives and adverbs

- a Focus on the sentence from the article, and elicit that *lucky* is an adjective and *luck* is a noun.

! The phrase *be lucky* may be a problem for some Sts who express the same concept in their L1 as *have luck*.

Now focus on questions 1–3 and get Sts either in pairs or individually to answer them.

Check answers.

- 1 unlucky
- 2 luckily
- 3 unluckily

- b Tell Sts to go to **Vocabulary Bank Word building** on p.163.

Focus on **2 Making adjectives and adverbs** and get Sts to do **a** in pairs.

5 7))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

5 7)))

Word building

Making adjectives and adverbs

luck	lucky, unlucky, luckily, unluckily
fortune	fortunate, unfortunate, fortunately, unfortunately
comfort	comfortable, uncomfortable, comfortably, uncomfortably
patience	patient, impatient, patiently, impatiently
care	careful, careless, carefully, carelessly

Point out that:

- *-y* and *-able* are both typical adjective endings.
- *un-* and *im-* are common prefixes to make an adjective negative, but adjectives formed with the suffix *-ful*, e.g. *careful*, normally (but not always) make the opposite adjective with *-less*, e.g. *useful*, *useless*.
- the suffix *-ful* = *full of or with*, *-less* = *without*.
- sometimes there are spelling changes, e.g. the final *e* is dropped before an *-ly* suffix in, e.g. *comfortably*, *possibly*, etc. With adjectives ending in consonant + *y*, the *y* changes to *i* before adding the suffix, e.g. *lucky*–*luckily*, *healthy*–*healthily*, etc.

Extra support

- Get Sts to underline the stressed syllable in all the words in the chart.

For **c**, get Sts to complete each gap with the adjective or adverb made from the noun in bold. Tell them to be careful as some are positive and some negative.

5 8))) Now do **d**. Play the audio for Sts to listen and check answers.

5 8)))

- 1 The beach was beautiful, but **unfortunately** it rained almost every day.
- 2 My new shoes are very **comfortable**. I wore them for the first time yesterday and they didn't hurt at all.
- 3 He did the exam quickly and **carelessly**, and so he made lots of mistakes.
- 4 We were really **unlucky**. We missed the flight by just five minutes.
- 5 Jack is a very **impatient** driver! He can't stand being behind someone who is driving slowly.
- 6 It was a bad accident, but **luckily** nobody was seriously hurt.
- 7 It was raining, but fans waited **patiently** in the queue to buy tickets for tomorrow's concert.
- 8 The roads will be very icy tonight, so drive **carefully**.
- 9 The temperature dropped to minus 10 degrees, but **fortunately** we were all wearing warm coats and jackets.
- 10 The bed in the hotel was incredibly **uncomfortable**. I hardly slept at all.

Tell Sts to go back to the main lesson 9A.

Extra 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.

7 WRITING

- a Tell Sts they are going to play *The sentence game* and read the rules together as a class. Make sure everything is clear. You could demonstrate the activity by writing on the board FRIEND (7 WORDS) and then PEOPLE IN MY COUNTRY ARE VERY FRIENDLY.
- b Put Sts in teams of three or four and give them five minutes to write five sentences. If they need more time, just extend the limit.

- c When the time is up, get each team to read out their sentences. The teams with five correct sentences are the winners.

Extra support

- You could write each team's sentences on the board and get the other teams to say if they are correct or not.

8 (5.9)) SONG *Karma* 🎵

This song was originally made famous by American singer Alicia Keys in 2004. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.225.

(5.9))

Karma

Come on
Come on
Come on

Weren't you the one who said
That you don't want me anymore
And how you need your space
And give the keys back to your door
And how I cried and tried
And tried to make you stay with me
But still you said your love was gone
And that I had to leave

Chorus

(Now you) talking 'bout a family
(Now you) saying I complete your dream
(Now you) saying I'm your everything
You're confusing me, what you say to me
Don't play with me, don't play with me, 'cause...
What goes around, comes around
What goes up, must come down
Now who's crying, desiring to come back to me?
What goes around, comes around
What goes up, must come down
Now who's crying, desiring, to come back?
I remember when I was sitting home alone
Waiting for you 'til three o'clock in the morn

And when you came home
You'd always have some sorry excuse
Half explaining to me
Like I'm just some kind of a fool
I sacrificed the things I want
Just to do things for you
But when it's time to do for me
You never come through

Chorus

Night after night knowing something going on
Wasn't long before I be g-g-g-gone
Lord knows it wasn't easy, believe me
Never thought you'd be the one that would deceive me
And never knew what you supposed to do
No need to approach me fool, 'cause I'm over you
What goes around, comes around
What goes up, must come down
Now who's crying, desiring to come back to me
What goes around, comes around
What goes up, must come down
It's called karma baby and it goes around
(Repeat to fade)

9B Too much information!

Lesson plan

This lesson revises and extends Sts' knowledge of quantifiers, e.g. *a lot* | *plenty of*, *too much*, *not enough*, etc. through the topic of information overload. First, the grammar is presented through sentences related to the internet and electronic devices. There is then a pronunciation focus on the frequently problematic combinations *-ough* and *-augh*. Sts then read and discuss an article about information overload, i.e. how nowadays we are bombarded with far more information than we need.

The vocabulary focus is on electronic devices and their accessories, and phrasal verbs associated with these devices. This is followed with more pronunciation practice on linking words. The main topic of this second half is a radio show about a book called *The Winter of Our Disconnect*, which describes the experiment that a journalist did where she and her family had to live without the internet and screen-based devices for six months. The lesson ends with a writing focus where Sts write a magazine article analysing the advantages and disadvantages of smartphones.

STUDY LINK

- Workbook 9B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar quantifiers p.161
- Communicative Lifestyle survey p.192 (instructions p.170)
- Vocabulary Phrasal verbs p.214 (instructions p.199)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Tell Sts to imagine they have just boarded a plane and are in their seats. Ask them to think of all the announcements they will hear between this moment and take-off.
- Try to elicit *Please turn off all electronic devices*, and write it on the board. Elicit / explain that *electronic devices* are gadgets like phones, iPads or other tablets, laptops, etc.

1 GRAMMAR quantifiers

- a Books open. Focus on the instructions and the illustration. If you didn't do the **Optional lead-in**, elicit the meaning of *devices*. Model and drill the pronunciation of *device* /dɪ'vaɪs/ and the plural *devices* /dɪ'vaɪsɪz/.

Elicit what Sts can see in the picture, e.g. a mobile (phone), a laptop, a tablet (iPad), a smartphone (iPhone), an iPod, and a webcam.

Now get Sts to answer the questions in pairs.

Get feedback from the class.

- b Focus on the task and get Sts to circle the correct phrase in 1–6.

Get Sts to compare with a partner and then check answers. Drill the pronunciation where necessary, e.g. *enough* /ɪ'nʌf/.

- | | |
|----------------|---------------|
| 1 a lot of | 4 a few, none |
| 2 enough money | 5 big enough |
| 3 too much | 6 too |

- c **5 10**))) **5 11**))) **5 12**))) **5 13**))) 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

Quantifiers

- Sts should have seen most or all of these forms previously, but here they are brought together.

large quantities

- *Lots of* is a colloquial equivalent of *a lot of*. Be careful Sts don't say *a lots of*. You may also want to teach *loads of*, another colloquial equivalent.
- Some nationalities confuse *plenty of* and *full of* because of L1 interference.

small quantities

- *A little* and *very little* are quite different in meaning (the second is more negative). The same applies to a *few* and *very few*.

more or less than you need or want

- Some typical mistakes include:
 - using *too much* + an adjective, e.g. *I'm too much busy*.
 - the position of *enough*, e.g. *I'm not enough tall to open the cupboard*.
 - mispronouncing *enough*.

zero quantity

- You may want to point out that *no* is an adjective and must be used with a noun, e.g. *I have no time, no brothers and sisters*, etc. *None* is a pronoun, so it is used on its own, e.g. *Is there any milk? No, I'm afraid there's none left*.

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

Check answers, getting Sts to read the full sentences.

- a
- | | |
|------------|--------------|
| 1 a few | 6 a lot |
| 2 much | 7 too |
| 3 ✓ | 8 ✓ |
| 4 very few | 9 old enough |
| 5 ✓ | 10 ✓ |

- b
- 1 A lot
 - 2 ✓
 - 3 I don't use any social networks
 - 4 too loud / much too loud
 - 5 ✓
 - 6 isn't fast enough
 - 7 too many phone calls
 - 8 None
 - 9 only a few websites
 - 10 ✓

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.

- 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.

Get some feedback.

2 PRONUNCIATION *ough* and *augh*

Pronunciation notes

- The aim of these exercises is to help Sts remember the pronunciation of a group of high frequency words which all contain *-ough* / *-augh* – a combination of letters which has a rather anarchic spelling / pronunciation relationship.

- a Focus on the *ough* and *augh* box and go through it with Sts.

Then focus on the six columns and elicit the sound word for each.

Now get Sts to put the words in the right column. They could do this in pairs. Encourage them to say the words out loud and to use their instinct to help them decide.

- b (5 14))) Play the audio once for Sts to listen and check.

Check answers.

(5 14)))

up /ʌ/	enough, tough
horse /ɔː/	bought, brought, caught, daughter, thought
phone /əʊ/	although
car /ɑː/	laugh
boot /uː/	through
clock /ɒ/	cough

Then ask Sts *Which is the most common sound?*

/ɔː/ is the most common sound.

Point out to Sts that this is true especially when there is a *t* after *-ough* or *-augh*. This includes the past simple / past participle forms (*bought, brought, caught, taught, and thought*).

Now ask Sts *Which four words finish with the sound /ʌ/?*

enough, tough, laugh, cough

Emphasize that this is a small group of very common (but slightly irregular) words and it is worthwhile for Sts to memorize their pronunciation.

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

- c (5 15))) Focus on the sentences, which all contain the target sounds. Play the audio the whole way through for Sts just to listen.

(5 15)))

See sentences in Student's Book on p.88

Give Sts time to practise saying them in pairs.

Finally, elicit the sentences from individual Sts.

Extra support

- Play the audio first, pausing for Sts to repeat. Then let Sts practise saying them again.

STUDY LINK Sts can practise these sounds on the *iTutor* and on the *English File Intermediate* website.

3 READING & SPEAKING

- a Focus on the article and the question. Give Sts time to read the first paragraph.

Get Sts to compare with a partner and then check the answer.

'Information overload' means getting too much information.

- b Focus on the task and give Sts time to read the three multiple-choice questions. Then set a time limit for them to read the article and choose the right answers.

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 while they are answering the questions or afterwards. You may even want to pre-teach / check a few words / phrases to lighten the load, e.g. *obscure, irritation, etc.* (but not the highlighted words).

1 b 2 c 3 b

- c Focus on the highlighted words and phrases related to the internet and technology. Get Sts, in pairs, to read the article again and work out their meaning.

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

Deal with any other new vocabulary.

- d In pairs, Sts discuss the questions. Monitor and help, correcting any mistakes with quantifiers.

Get some feedback from the class.

4 VOCABULARY & PRONUNCIATION

electronic devices, phrasal verbs, linking

- a Focus on the instructions and the words in the list.

Give Sts time, individually or in pairs, to match the words and pictures.

- b **5.16**) Play the audio once for Sts to listen and check.

5.16)

- | | |
|--------------------|------------------|
| 1 a switch | 7 a mouse |
| 2 a plug | 8 a speaker |
| 3 headphones | 9 a memory stick |
| 4 a remote control | 10 an adaptor |
| 5 a screen | 11 a USB cable |
| 6 a keyboard | 12 a socket |

Then play it again, pausing after each word for Sts to listen and repeat.

Now put Sts in pairs and tell them to test each other by covering the words and looking at the pictures.

- c Tell Sts that all the sentences refer to electronic devices and the verbs or phrases we commonly use to talk about them.

Now give Sts time to match 1–7 and A–G according to their meaning.

Get Sts to compare with a partner.

- d **5.17**) Play the audio once for Sts to listen and check.

Check answers.

See **bold** in script 5.17

5.17)

- 1C** I changed the heating from 20° to 18°. I turned it down.
2F I disconnected my iPod from the computer. I unplugged it.
3D I made the volume on the TV louder. I turned it up.
4A I pressed the 'off' button on the TV. I switched it off.
5G I programmed the alarm on my phone. I set it for 7.30.
6E I put my phone charger into a socket. I plugged it in.
7B I pressed the 'on' button on my laptop. I switched it on.

Focus on the **Separable phrasal verbs** box and go through it with Sts.

- e **5.18**) Play the audio for Sts to listen and notice how the words are linked.

Then play it again, pausing after each sentence for Sts to repeat.

5.18)

- | | |
|----------------------|----------------------|
| A I switched it off. | E I plugged it in. |
| B I switched it on. | F I unplugged it. |
| C I turned it down. | G I set it for 7.30. |
| D I turned it up. | |

Now get individual Sts to say the sentences.

Finally, tell Sts to cover sentences A–G, look at 1–7, and say A–G from memory.

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.

- f Quickly go through questions 1–6, making sure Sts understand them.

Put Sts in pairs and get them to ask and answer the questions. Encourage them to give reasons for their answers.

Get some feedback.

5 LISTENING & SPEAKING

- a Focus on the task. Make sure Sts understand the book review information and highlight the note on the title of the book.

Get Sts to answer the questions in pairs or do it as a whole class. Do not tell Sts if they are right yet.

- b **5.19**) Focus on the instructions and give Sts time to read the six questions.

Play the audio once the whole way through. Play it again, pausing if necessary after each answer is given 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.

- Because the whole family, especially the children, were always plugged into a device, e.g. their laptops, their iPods, etc. and weren't relating to the other people in the family.
- No, it was the whole family.
- 'Digital immigrants' are people who did not grow up with digital technology (anyone born before 1980). 'Digital natives' are people who were born after computers and the internet already existed.
- At home they had to switch off any electrical gadgets with a screen (smartphones, TVs, laptops or computers, gameboxes and iPods).
- They were allowed to use technology at school or at friends' houses, or in internet cafés, and they were allowed to use landline phones.
- She told them she was going to write a book about the experiment and that they would share in any profits that she made from the book.

5.19)

(script in Student's Book on p.129)

P = presenter, J = Jenny, A = Andrew, N = Nick, S = Sally

Part 1

- P** And now it's time for our book of the week, which is *The Winter of our Disconnect* by Susan Maushart. Jenny, to start with, it's a good title, isn't it?
J Yes, brilliant. And it was a fascinating experiment and a good read.
P Tell us about it.
J Well, Susan Maushart is a journalist, who's bringing up three teenage children. She decided to do the experiment after reaching a point where she felt that the whole family, especially her children, were all living in their own little worlds, with headphones on, plugged into their laptops or their iPods or their smartphones, and that they weren't relating to the other people in the family.

- A** So it wasn't just her children who were permanently plugged into an electrical device?
- J** Well, she admits that she herself was quite addicted to her phone and to her iPod and her laptop and that she was constantly reading news sites and googling information, but it was really her children who were totally dependent on new technology. In the book she makes the interesting distinction between 'digital immigrants' and 'digital natives'.
- N** What does that mean?
- J** She describes herself as a digital immigrant, that's to say someone who didn't grow up with digital technology, which is really anyone who was born before 1980. Her children are digital natives, which means that they were born after computers and the internet were already part of life.
- N** Well, that's me then.
- J** Yes, well, the main difference, she says, is that digital immigrants use the technology, to find information or to listen to music, but digital natives live and breathe the technology. So for them living without it is like living without water, without electricity... in the dark ages.
- N** What were the rules of the experiment?
- J** The family had to live for six months without using any electrical gadgets in the house with a screen. So no smartphones, no TVs, no laptops or computers, no video consoles and no iPods. They were allowed to use technology at school or at friends' houses, or in internet cafés, and they were allowed to use landline phones. But everything else was switched off for the whole six months.
- S** Six months? How on earth did she get the children to agree?
- J** She bribed them. She told them she was going to write a book about the experiment and that they would share in any profits that she made from the book!
- S** Oh that was very clever of her...

- c** **5 20**))) Focus on the question and tell Sts to listen for the answer.

Play the audio once the whole way through.

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

Check the answer.

In general, the experiment was positive because Susan's family talked more to each other, they did more activities alone and together, they slept better, and the children's school work improved.

5 20)))

(script in Student's Book on pp.129-130)

Part 2

- P** So what were the results? Was it a positive experience?
- J** At the end of the book Susan says that it was a positive experience in every way. At first, of course, the kids complained bitterly, they kept saying they were bored. But then they started to talk to each other again, to go and sit in each other's rooms and chat. They got interested in cooking and reading, they went to the cinema together. They played CDs on the CD player and they actually sat and listened to the music instead of just having music on their headphones all the time as background music. And Susan's 15-year-old son started playing the saxophone again. He had stopped playing a few years before, but then he started having lessons again and even started giving concerts... Oh and the children said that they slept better!
- S** Oh, well that's good, yeah. What about the children's schoolwork? I mean nowadays we sort of assume that everyone needs the internet to do research for homework and so on.

- J** In fact, the children's school reports showed that they all improved. When they needed the internet they used the computers at school or at university (the eldest daughter was at university), or they went to friends' houses. But when they did their homework, they did it better than before because they weren't multitasking – they weren't doing homework and listening to music and sending messages all at the same time. So they concentrated better, and their schoolwork improved.
- A** What about Susan, the mother? Did she find it difficult to live without modern technology?
- J** What she found most difficult was writing her weekly article for the newspaper because she had to do it by hand, and not on her laptop. She says that at the beginning her hand used to really ache, she just wasn't used to writing by hand any more. But that was just a small problem.
- N** Any other negatives?
- J** Well, of course the phone bill for their landline was enormous!
- N** Has the experiment had a lasting effect?
- J** Susan says that it has. She thinks that they all get on much better as a family, her son is still playing the saxophone and he sold his video console. They've all realized that we live in a digital world, but that we need to disconnect from time to time and to re-connect to the people around us. So they have new rules in the house, like no TVs in bedrooms and no TV in the kitchen where they eat. And no wasted hours on the internet.
- S** Sounds great. That would be a good rule for me too!

- d** Give Sts time to read the beginning of six sentences, which they have to complete.

Play the audio again, pausing if necessary after each answer is given to give Sts time to write.

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

Check answers.

Possible answers

- 1 they were bored.
- 2 talk to each other again.
- 3 play the saxophone again.
- 4 write her weekly article for the newspaper.
- 5 the phone bill for their landline was enormous.
- 6 no TVs in bedrooms or in the kitchen and no wasted hours on the internet.

- e** **5 21**))) Focus on the instructions and the chart and tell Sts they will hear each of the people on the programme saying what they would miss the most if they had to do the experiment.

Play the audio once the whole way through.

Get Sts to compare with a partner. Then play the audio again, pausing after each person, and check answers.

- | | |
|---------------|---|
| Sally | the internet |
| Andrew | a computer or laptop |
| Jenny | nothing |
| Nick | his phone (he wouldn't do the experiment) |

5 21)))

(script in Student's Book on p.130)

Part 3

- P** OK, so imagine you all did the experiment. What would you miss the most? Sally?
- S** Well, I already live without the internet many weekends because we have a house in the country in the middle of nowhere where there's no internet coverage. So I know that what I would miss most is being able to google information, like the phone number of a restaurant, or what time a film starts. Or even, dare I say it, the football results. I don't have a TV, so I wouldn't miss that, but I would miss not having the internet.

- P Andrew?
 A Well, I simply couldn't live without a computer or laptop because I work from home, so I don't have an office to go to, and I absolutely need the internet too. I couldn't do the experiment – I just wouldn't be prepared to go to an internet café all day to work. Susan, the journalist who did the experiment, only had to write one column a week, but I work from home eight hours a day.
 P Jenny.
 J I think I could do it, I think I could easily live without any of these electrical gadgets at home. I mean I have my office, so I could use the internet there. I don't use an iPod, I still prefer to listen to CDs...
 N You old dinosaur!
 J Yes, yes I know, and I don't watch much TV. I am quite attached to my Blackberry, but I wouldn't mind using a normal phone for six months. I don't think there's anything I'd miss too much.
 P And finally Nick, our only digital native.
 N Well, I'm sorry, but I just wouldn't be prepared to even try the experiment, not even for a week let alone six months. I wouldn't be prepared to live without my phone. I use it for everything, phoning, music, the internet. So, no I wouldn't do it.
 P Not even if you were offered money?
 N It would have to be a huge amount of money. No, I'm definitely not going to do it!

Extra support

- If there's time, you could play the audio again while Sts read the scripts on pp.129–130, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- f Focus on the **Useful language** box and go through it with Sts.

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

Get some feedback. For question 3, you could see if there is one device that the majority of the class would miss the most.

6 WRITING a magazine article – advantages and disadvantages

Tell Sts to go to **Writing A magazine article – advantages and disadvantages** on p.120.

- a Focus on the instructions and give Sts time to read the article and correct the mistakes.

Get Sts to compare with a partner and then check answers. Elicit the answers onto the board.

- | | |
|-------------|-----------------|
| 1 has | 6 programmes |
| 2 talking | 7 documentaries |
| 3 fitter | 8 what's |
| 4 different | 9 although |
| 5 their | 10 off |

Extra challenge

- Before Sts read the article, write on the board **ADVANTAGES AND DISADVANTAGES OF LIVING WITHOUT A TV**. Put Sts in pairs or small groups and tell them to think of three advantages and three disadvantages. Then get them to read the article to see if their ideas are there.

- b Focus on the instructions and the task.

Give Sts time to read the article again.

Now get them to cover it and, in pairs, answer the three questions.

Check answers.

- 1 Families spend more time talking to each other. They spend more time doing more creative things like reading or painting. They spend more time outdoors, and are usually fitter.
- 2 Children who don't have a TV may feel different from their school friends, and often won't know what they are talking about. People who live without a TV may know less about what's happening in the world.
- 3 The writer is for having a TV.

- c Now tell Sts they are going to write a similar article about smartphones.

Put Sts in pairs and give them time to write a list of three advantages and three disadvantages for living without a smartphone.

- d Individually Sts now number their advantages and disadvantages from 1 to 3 with 1 being the most important advantage and disadvantage.

Focus on the **Useful language: writing about advantages and disadvantages** box and go through it with Sts.

- e Write the title of the article on the board:
 SMARTPHONES – A GREAT INVENTION?

Go through the introduction with Sts and tell them to write three more paragraphs as in the model, and to use the **Useful language** box 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 article, e.g. 15–20 minutes.

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

PRACTICAL ENGLISH

Episode 5 Unexpected events

Lesson plan

In this final episode Sts learn how to ask questions in an indirect way, e.g. beginning with *Could you tell me...?* or *Do you know...?*

In the first scene Jenny arrives at Rob's flat and is surprised to find Paul still there, as Rob had said he was leaving. Paul then tells Jenny that Rob is planning to go back to the UK. Jenny is upset and leaves just as Rob arrives. Rob is furious with Paul for telling Jenny something that simply isn't true, and makes it clear to Paul how serious he is about Jenny. In the next scene Rob attempts to explain and put things right, but Jenny is not convinced that he is serious about their relationship. However, in the final scene Rob does his best to prove that he is.

STUDY LINK

- **Workbook** Unexpected events
- **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)

- Elicit from the class what happened in the previous episode. Ask some questions, e.g. *Where did Rob and Paul go? Where did Jenny go? Why didn't she go with them?*
- Alternatively, you could play the last scene of Episode 4.

1 JENNY GETS A SURPRISE

- a **5 22**) Books open. Focus on the photos and ask Sts *Where is Jenny in the first photo?* (Outside Rob's apartment building), *What do you think Rob is saying?*, etc.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check the answer.

Jenny is upset and Rob is furious.

5 22

(script in Student's Book on p.130)

P = Paul, J = Jenny, R = Rob

P Yeah?

J Hi there. It's me. Should I come up?

J Paul!

P That's right.

J Er... hi.

P Hi... Are you OK?

J Yes, fine. Thanks. It's just that I erm...

P What?

J I wasn't expecting to see you.

- P Really? Well, as you can see, I'm still here. It seems Rob just can't live without me. Yeah, he's going to miss me when I'm gone. But not for long. We'll meet up again when he goes back to London.
- J Goes back...?
- P Yeah, he told me last night that he was planning to leave New York pretty soon.
- J He what?
- R Hi, Jenny. Do you want some breakfast? I've got bagels.
- J No, thank you, Rob. Why don't you two enjoy them?
- R What's wrong?
- P No idea. I just said you were planning to leave New York soon and she...
- R You what? I didn't say that!
- P You didn't have to. This New York life isn't you, Rob, and you know it.
- R No, I don't! I like New York and Jenny's here.
- P Oh come on! What's the big deal? It's not like you want to marry her.
- R Well...
- P What? You do?
- R Look, Paul. I'm serious about New York and I'm serious about Jenny. And I want you to leave. Today.
- P You're joking, mate.
- R No, I'm not. I'll even buy the ticket.

- b Focus on sentences 1–6. 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.

- 1 T
- 2 F (Paul tells Jenny that Rob is planning **to go back to London.**)
- 3 F (Rob arrives with **bagels** for breakfast.)
- 4 T
- 5 T
- 6 F (Rob says he will **buy Paul's ticket** to Boston.)

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.

2 INDIRECT QUESTIONS

- a **5 23**) Focus on the photo and the instructions and make sure Sts understand the question.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through and then check the answer.

No, they don't.

5 23)))

(script in Student's Book on p.130)

R = Rob, J = Jenny, D = Don

- R Hi, Jenny.
 J Rob.
 R Paul told me what he said to you and it's not true. I'm not planning to leave New York.
 J Oh really? Could you tell me why Paul is still in your apartment?
 R Well, he couldn't get a ticket to Boston...
 J But you told me he was going a few days ago. Or was that another lie?
 R No, of course it wasn't! He couldn't get a ticket. The buses to Boston were all full.
 J So do you know if he's got one now?
 R I bought it! He's leaving this evening. But that isn't really the issue here, is it? You have to believe me – I don't want to leave New York!
 J How can I believe you? I know you're missing London because you said the same thing to Kerri at the restaurant. Look Rob, I'd like to know what you really want.
 R What do you mean?
 J When you and Paul were together, it was like you were a different person.
 R You know what Paul's like. What was I meant to do? But that isn't the kind of life I want any more. I'm not like that.
 J I know you're not, but I wonder if you really want to be here. I wonder if...
 R Jenny, what is it?
 J Forget it.
 R Jenny... what are you worrying about?
 J I don't know if this is going to work out.
 R You're not serious.
 J I'm just not sure if we want the same things any more.
 R That's crazy...
 D Jenny – oh, good morning, Rob.
 R Don.
 D I need a word. Can you tell me what you decided at the last meeting?
 J Right away, Don. Rob was just leaving.

- b Give Sts time to read questions 1–5.

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 Paul couldn't get a ticket to Boston because all the buses were full.
- 2 Rob bought Paul's ticket to Boston.
- 3 Because he told Kerri that he misses London.
- 4 He behaved like a different person.
- 5 That she doesn't know if it is going to work out.

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 5 24))) Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now 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 5.24

5 24)))

- 1
 J Could you **tell** me why Paul is still in your apartment?
 R Well, he couldn't get a ticket to Boston...
 2
 J Do you **know** if he's got one now?
 R I bought it! He's leaving this evening.
 3
 J Look Rob, I'd **like** to know what you really want.
 R What do you mean?
 4
 J I **wonder** if you really want to be here. I wonder if...
 R Jenny, what is it?
 5
 D I need a word. **Can** you tell me what you decided at the last meeting?
 J Right away, Don. Rob was just leaving.

- d 5 25))) Tell Sts to focus on the highlighted phrases in the extracts. 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 25)))

See highlighted phrases in Student's Book on p.92

Then repeat the activity eliciting responses from individual Sts.

- e Put Sts in pairs and tell them to practise the dialogues in c.

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

Make sure Sts swap roles.

- f Focus on the **Indirect questions** box and go through it with the class.

Now focus on the instructions and give Sts time to complete indirect questions 1–5.

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

- 1 where the station is
- 2 what he said
- 3 if / whether she likes me
- 4 if / whether your brother is coming tonight
- 5 what time the shop closes

- g Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Asking politely for information**, **A** on p.106, **B** on p.110.

Go through the instructions with them carefully. Tell Sts to focus on instruction **a** and give them some time to write the indirect questions. When they are ready, tell the **As** they are the tourists and they should turn to the **Bs** and start by saying *Excuse me*.

Monitor and help.

Make sure they swap roles.

When they have finished, get feedback.

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson.

3 ROB GETS SERIOUS

- a **5 26**))) Focus on the photos and ask Sts some questions, e.g. *What's happening?*, *How do they look?*, etc.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Elicit Sts' predictions.

Play the DVD or audio once the whole way through, and then check the answer.

Sts' own answers

5 26)))

(script in Student's Book on p.130)

R = Rob, J = Jenny

- R** But what can I do, Jenny? What can I say to convince you I'm serious?
J I don't know, Rob.
R Wait! What Paul said just isn't true.
J It isn't just what Paul said. It's obvious you want to go back.
R Of course I miss London, but I love my life here. What proof do you want of my commitment to New York, to you, to everything?
J I don't know.
R There must be something I can do.
J Look, we're going to see my parents later. I don't want us to be late.
R We won't be late. And I won't forget the chocolates this time either.
J Well, that's a start, I guess.
R But Jenny – we need to talk about this.
J We don't have time to discuss it now.
R Jenny!
J What is it?
R What if I proposed to you?
J 'Proposed'?
R That's right. Proposed.
J Like, 'Will you marry me?'
R Exactly.
J On one knee?
R I can do that... So what would you say?
J Rob, stop it. It's embarrassing.
R Tell me.
J Are you for real?
R Yes, I am actually. What about you?
J Yes!

- b Focus on the instructions and give Sts time to read sentences 1–6. Make sure Sts realize they must use between two and four words only to complete each sentence.

Play the DVD or audio again, pausing if necessary to give Sts time to complete the sentences.

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 is serious
- 2 go back to London
- 3 life in New York
- 4 Jenny's parents
- 5 the chocolates
- 6 marry him

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 could be.

Extra challenge

- In pairs, get Sts to complete the phrases before they listen.
- d **5 27**))) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 5.27

5 27)))

- Jenny** It's **obvious** you want to go back.
Rob Of **course** I miss London, but I love my life here.
Rob And I won't forget the chocolates this time **either**.
Jenny Well, that's a start, I **guess**.
Rob **What** if I proposed to you?
Jenny Rob, **stop** it. It's embarrassing.

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 Modern icons

Lesson plan

The theme of this lesson is modern icons, both people and objects. The first half of the lesson focusses on Steve Jobs, the co-founder of Apple, the computer company. This context is used to revise and extend Sts' knowledge of relative clauses. The new grammar (non-defining clauses) is consolidated in a writing activity about Mark Zuckerberg, the creator of *Facebook*.

The second half of the lesson focusses on great British design icons such as the London Tube map. Sts listen to information about several of these icons and how they were invented. They then talk about iconic people and objects they admire. The lexical and pronunciation focus is on compound nouns and is followed by a vocabulary race revising compounds nouns that have been learnt earlier in the book. The lesson finishes with a song, *Greatest Love of All*.

STUDY LINK

- Workbook 10A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** relative clauses p.162
- **Communicative** Relative clauses quiz p.193 (instructions p.170)
- **Song** *Greatest Love of All* p.226 (instructions p.217)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write **APPLE INC.** on the board and ask Sts to tell you what products (apart from computers) they are famous for. Write these on the board, e.g. iPhone, iPod, iPad, iTunes, etc.
- Find out how many Sts in the class own an Apple product.
- Then ask Sts if they can name the man who co-founded Apple and who is considered to be the 'father of the digital revolution', and elicit Steve Jobs.

1 READING

- a Books open. Focus on the quiz and put Sts in pairs to answer the questions. Set them a time limit.
- b **5 28**) Put two pairs together and get them to compare their answers.

Now play the audio for Sts to listen and check their answers.

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

5 28

- 1 Steve Jobs was born in San Francisco in 1955.
- 2 He dropped out of Reed College in Oregon after just six months.
- 3 His first job was with Atari, the video game company.
- 4 The Apple Macintosh was the first successful computer to use a mouse.
- 5 He co-founded Pixar in 1986, the company that produced *Toy Story*.
- 6 He died of cancer of the pancreas in 2011.
- 7 He was only 56 years old when he died.

- c Get Sts to cover paragraphs 1–5 and to focus on the photos. Tell Sts to try and guess what the connection is between the photos and Steve Jobs. Elicit ideas from Sts (e.g. *I think ...*, etc.), but do not tell them if they are right or wrong yet.
- d Now get Sts to read paragraphs 1–5 to find out the connection between the photos and Steve Jobs.

Check answers.

- 1 It was the first commercially successful computer made by Apple.
- 2 He founded Apple computers (now Apple Inc) with Steve Jobs.
- 3 She's Steve Jobs's sister.
- 4 It's the area in the US where Steve Jobs grew up.
- 5 It's the logo which was designed as a tribute to Steve Jobs when he died.

Deal with any vocabulary problems.

2 GRAMMAR relative clauses

- a Tell Sts to cover the text and look at sentences 1–5 (which are all taken from the text). They should complete the gaps with a relative pronoun from the list.

Check answers.

- | | | |
|--------------|---------|---------|
| 1 which | 3 which | 5 which |
| 2 who, whose | 4 where | |

- b Now tell Sts, in pairs, to answer questions 1 and 2.

Check answers. For question 2, point out to Sts that the relative clause can be left out as it gives extra information and that this extra information is between commas.

- 1 phrase 3
- 2 sentence 5

Tell Sts that they will learn the rules in the **Grammar Bank** for when they can leave out the relative pronoun.

- c **5 29**) **5 30**) 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

- Sts who used *English File* Pre-intermediate have already had an introduction to defining relative clauses, but not to non-defining ones. Highlight that while defining clauses give important information which can't be left out (e.g. *Steve Jobs is the man who co-founded Apple Inc.*), non-defining clauses give extra information which can be left out and the sentence will still make grammatical sense (e.g. *Steve Jobs, who was born in 1955, is the man who co-founded Apple Inc.*). Non-defining clauses appear between commas in written English.
- Although *that* is a common alternative to *who* / *which* in defining relative clauses, it cannot be used in non-defining clauses. For this reason, it may be advisable to train your Sts to always use *who* / *which* in both kinds of clauses to avoid error.
- *Whom* is also sometimes used as a relative pronoun instead of *who* to refer to the object of the verb in the relative clause, or after prepositions, e.g. *She's the woman whom I met yesterday. He's the man to whom I spoke yesterday.* It is much less common and more formal than *who*. You may wish to point out its use to Sts.
- Some typical mistakes include:
 - confusing *who* and *which*, e.g. *She's a friend which lives near her.*
 - using a personal pronoun, e.g. *He is the man who he works with my father.*
 - using *that* in non-defining relative clauses, e.g. *This film, that won an Oscar in 1999, will be shown on TV tonight for the first time.*

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 who | 5 whose | 9 where |
| 2 where | 6 which | 10 who |
| 3 which | 7 which | 11 who |
| 4 who | 8 whose | 12 where |

b
The following sentences should be ticked: 3, 4, 6, and 11.
The following relative pronouns should be circled: 3 *which*, 6 *which*, 11 *who*

- c
- Beijing, which is one of the world's biggest cities, hosted the 2008 Olympic Games.
 - Michael Jackson's *Thriller*, which was released in 1982, was one of the best-selling albums of the 80s.
 - Sally and Joe, who got married last year, are expecting their first baby.

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 photocopyable activity at this point or leave it for later as consolidation or revision.

- Now get Sts to cover the text and look only at the photos. Ask them if they can remember what the connection was between each photo and Steve Jobs. Encourage Sts to try to use a relative clause in their answers, e.g. *It's the area where Steve Jobs grew up. It's the computer which was made by Apple in 1990.*

Extra idea

- Put Sts in pairs, **A** and **B**. **A** (text covered) tells **B** what he / she can remember for 1, 2, and 3. **B** (text uncovered) helps. Then they swap roles for 4 and 5.

Extra idea

- You could now ask the class what they think of Steve Jobs, if they have (or have ever had) any Apple devices, e.g. an iPad, iPhone, etc. and what they think of them.

3 WRITING a biography

- Tell Sts to go to **Writing A biography** on p.121.

Focus on **a** and find out if Sts know who Mark Zuckerberg is.

Now focus on the first paragraph of the text, sentence A in the chart, and the example under the chart.

Tell Sts to read the text carefully and rewrite it using the extra information in sentences B–F.

Check answers.

In his teens he began to write software programs as a hobby. After school he went to Harvard, **where he studied computer science and sociology**. While he was there he created a website called *Facemash*, **which allowed students to share photos**. It was shut down by the university, but it inspired him to create *Facebook*, **which he launched from his room in 2004**.

He left Harvard and moved to California with Dustin Moskovitz, **who had been his roommate**. Together they made *Facebook* an international success.

In 2012 Zuckerberg married Priscilla Chan, **who he had dated for nine years**.

Tell Sts to do **b** and cover phrases A–F and read the text to see if they can remember the extra information.

Now focus on **c** and tell Sts they are going to write a biography. They should write four paragraphs as in the model and try to use relative clauses.

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

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

Tell Sts to go back to the main lesson 10A.

- Put Sts in pairs, **A** and **B**, preferably face-to-face. Tell Sts to go to **Communication Relatives quiz**, **A** on p.108, **B** on p.112.

Go through their instructions and make sure Sts understand what they have to do. You could demonstrate the activity by doing number 1 (for **A** and **B**) with the whole class, before getting them to write their questions.

Monitor to make sure Sts are writing sensible questions.

Sts then take it in turns to ask their questions to their partner.

Extra challenge

- Encourage Sts to make their clues a bit cryptic, so that they are more difficult to get, e.g. if the word was *generous*, instead of defining it as *a person who likes giving presents*, they could define it as, e.g. *a person who is always the first to take out his wallet in a restaurant when the waiter brings the bill*.

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson 10A.

4 LISTENING

- a Focus on the instructions and elicit some opinions / ideas from the class. Do not tell Sts if they are right or not.
- b (5 31))) Focus on the task and explain / elicit the meaning of *icon* (= a famous person or thing that people see as a symbol of a particular idea, way of life, etc.). Explain that Sts are going to listen to an exhibition audio guide and they must complete sentences 1–4.

Play the audio once the whole way through for Sts to listen. Play the audio again, pausing if necessary after each icon, and give Sts time to discuss with a partner how to complete the relevant sentence.

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.
- Harry Beck was the man who **designed the London Tube map**.
 - Julia Barfield and David Marks are the couple who **designed the London Eye**.
 - Allen Lane was the man who **founded** (started) **Penguin Books**.
 - Peter Blake is the man who **designed the Sgt Pepper's Lonely Hearts Club Band album cover**.

(5 31)))

(script in Student's Book on pp.130–131)

The London Tube map

By the 1930s, the London Underground had become very large. This made it difficult to show the new lines and the new stations on a traditional kind of map, and passengers complained that the existing map was confusing. In 1931, a designer, called Harry Beck, was asked to design a map, which was easier to read. His map, which was based on an electrical circuit, represented each line in a different colour. This map, which is still used today by thousands of people, both Londoners and tourists, is perhaps one of the most practical design icons ever.

However, the London Tube map doesn't represent distances correctly. People sometimes think if a place is one stop away, then it must very near, but in fact there's a big difference in distance between different stations. So for example, Covent Garden station is only 260 metres from Leicester Square, whereas the distance between Marble Arch and Bond Street (which looks the same distance on the map) is over a kilometre.

The London Eye

The London Eye has become an iconic London landmark since it was opened in 2000 to celebrate the new millennium. It is a symbol of modern Britain, and it has been called London's Eiffel Tower.

However, when it was originally designed, by husband-and-wife team Julia Barfield and David Marks, people thought it would only be used during the year 2000, the Millennium year, or perhaps just for a few years more. Nobody expected it to be so successful. Today it is one of the UK's most popular tourist attractions and is visited by over 3.5 million people a year. The wheel has 32 capsules, which each carry up to 25 people, and they give visitors views of up to 40 kilometres from the top.

Penguin Books

Penguin Books was founded by a publisher called Allen Lane in 1935. He was at a bookstall on a railway platform looking for something to read, but he could only find magazines. He decided that people needed to be able to buy books that were good quality fiction, but cheap, and not just in traditional book shops, but also on railway stations and in chain stores.

Lane wanted a dignified, but amusing symbol for the new books. His secretary suggested a penguin, and an employee was sent to London Zoo to make drawings of penguins. The first Penguin paperbacks appeared in the summer of 1935. They included the works of Agatha Christie and the American writer Ernest Hemingway. The classic cover was invented in 1946. The books were colour-coded – orange for fiction, blue for biography, and green for crime. The way people thought about books had changed forever – the paperback revolution had begun. The cover designs have changed a lot over the years, but the original 1946 cover, which is considered a design icon, was recently brought back and is also used on mugs, notebooks, and other items.

Sgt Pepper's Lonely Hearts Club Band album cover

Sgt Pepper's Lonely Hearts Club Band album was The Beatles' eighth studio album and it was released in June 1967. It includes songs like *Lucy in the Sky with Diamonds*, and *A Day in the Life*, and it became one of the best-selling albums of all time.

The iconic album cover was designed by the English Pop artist Peter Blake. It shows the band posing in front of a collage of some of their favourite celebrities. The celebrities include the actors Marlon Brando, James Dean, and Marilyn Monroe, the writer Oscar Wilde, the psychiatrist Sigmund Freud, the singer Bob Dylan, and the comedians Laurel and Hardy. Peter Blake later complained that he was only paid £200 for what became one of the most famous album covers ever.

- c Give Sts time to read questions 1–8.

Now play the audio again the whole way through.

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

Check answers.

- | | |
|---------------------------|---------------------------|
| 1 B (the London Eye) | 5 D (the album cover) |
| 2 A (the London Tube map) | 6 C (Penguin Books) |
| 3 C (Penguin Books) | 7 B (the London Eye) |
| 4 C (Penguin Books) | 8 A (the London Tube map) |

Extra challenge

- Put Sts in pairs and get them to see if they can answer any of the questions before you play the audio again.

Extra support

- If there's time, you could play the audio again while Sts read the script on pp.130–131, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- d In pairs, small groups, or as a class, discuss the questions.

Get some feedback from the class.

5 SPEAKING

- a This is a free-speaking activity which gives Sts a chance to talk about their own icons.

Give Sts time to write a name of a person, thing, or place in as many of the seven categories as possible and give them a few minutes to prepare to talk about them (who they are, what they have done, and why they admire them, why they like the landmark / object, etc.). Monitor and help Sts with any vocabulary they may need.

- b Put Sts into small groups of ideally three Sts (or if this is impractical, in pairs).

Sts take it in turns to talk about one of the categories they have chosen (i.e. each student talks about one category, then the next student speaks about the same one or another, etc.).

Get some feedback.

Extra idea

- Begin by telling Sts about a couple of categories that you have chosen and explain why.

6 VOCABULARY & PRONUNCIATION

compound nouns, word stress

Pronunciation notes

- Compound noun phrases, e.g. *bus stop*, have more stress on the first word, e.g. *bus stop*. Depending on their L1, some Sts may tend to stress the second word, i.e. *bus stop*. This rule applies whether the compound noun is one word, e.g. *sunglasses*, or two, e.g. *traffic jam*.

- a Focus on the **Compound nouns** box and go through it with Sts.

Now focus on the two columns and tell Sts to match a noun from **A** with one from **B** to form a compound noun.

Get Sts to compare with a partner.

- b **5 32**) Play the audio once for Sts to listen and check.

Check answers, getting Sts to tell you if the compound nouns are one word or two.

The three written as one word are *sunglasses*, *bookcase*, and *classmate*.

5 32

football pitch
speed camera
sunglasses
town hall
bookcase
classmate
profile picture

- c Tell Sts that questions 1–12 are from Files 1–10 and that each one has a compound noun as an answer. They have three minutes, in pairs, to answer as many as possible.

When time is up, check answers.

- | | |
|-------------------|-------------------------|
| 1 a cash machine | 7 a sports hall / arena |
| 2 a boarding pass | 8 a ringtone |
| 3 a parking fine | 9 science fiction |
| 4 a seat belt | 10 a state school |
| 5 a traffic jam | 11 the ground floor |
| 6 a tennis court | 12 a memory stick |

The pair with the most correct answers wins.

Extra idea

- Get Sts to write their names on a piece of paper and then the answers to the questions. When time is up, collect all the pieces of paper and redistribute them. Sts correct each other's answers.

7 **5 33**) SONG *Greatest Love of All* 🎵

This song was originally made famous by American singer Whitney Houston in 1986. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.226.

5 33

Greatest Love of All

I believe the children are our future
Teach them well and let them lead the way
Show them all the beauty they possess inside
Give them a sense of pride to make it easier
Let the children's laughter remind us how we used to be
Everybody's searching for a hero
People need someone to look up to
I never found anyone who fulfilled my needs
A lonely place to be
And so I learned to depend on me

Chorus

I decided long ago, never to walk in anyone's shadows
If I fail, if I succeed
At least I'll live as I believe
No matter what they take from me
They can't take away my dignity
Because the greatest love of all
Is happening to me
I found the greatest love of all
Inside of me
The greatest love of all
Is easy to achieve
Learning to love yourself
It is the greatest love of all

I believe the children are our future
Teach them well and let them lead the way
Show them all the beauty they possess inside
Give them a sense of pride to make it easier
Let the children's laughter remind us how we used to be

Chorus

And if, by chance, that special place
That you've been dreaming of
Leads you to a lonely place
Find your strength in love

Ask Sts which word is usually stressed more in compound nouns.

The strong stress normally falls on the first word.

Put Sts in pairs and get them to practise saying the words, paying particular attention to stress.

10B Two murder mysteries

Lesson plan

The topic of this lesson is murder mysteries; first, the true story of Jack the Ripper and a crime writer's theory as to who he was, and then a well-known short story by Graham Greene.

The lesson begins with a vocabulary focus on words and phrases related to crime. Then Sts activate the new vocabulary by completing the gaps in an article about Jack the Ripper and a new theory as to his identity. In Listening Sts listen to an expert on Jack the Ripper giving his opinion about a new theory. Grammar focusses on question tags, which are further practised in Pronunciation and Speaking.

In the second half of the lesson, Sts read and are questioned on the first part of the Graham Greene short story *The Case for the Defence* and then listen and answer questions on the second part.

If you would like to end the last lesson without the book, there is a Communicative revision photocopiable activity on p.195 (instructions p.170).

STUDY LINK

- Workbook 10B
- iTutor
- iChecker on iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** question tags p.163
- **Communicative** Memory game: question tags p.194 (instructions p.170)
Revision p.195 (instructions p.170)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the word **MURDER** on the board and elicit what it means and how it's pronounced /'mɜːdə/. Then give Sts, in pairs, three minutes to brainstorm ten words connected with murder.
- Write their suggestions on the board.

Possible words

murderer, kill, victim, detective, knife, gun, police, police station, body, blood, suspect, crime, witness, etc.

- Finally, ask Sts if they can think of a famous British murderer from the past. Give clues if necessary to elicit Jack the Ripper.

1 VOCABULARY crime

- a Books open. If you didn't do the **Optional lead-in**, then do this as a class.

Elicit answers to the questions. You could write down anything they know about Jack the Ripper on the board, but don't say whether any of the information is right. Tell Sts that they will find out later.

- b Tell Sts to read definitions 1–9 and then to match them with words in the list.

Get Sts to compare with a partner.

- c (5.34))) Play the audio for Sts to listen and check.

Check answers. Model and drill any tricky words for your Sts. You can use the audio to do this.

(5.34)))

1 detectives	6 evidence
2 witnesses	7 suspects
3 victims	8 solve
4 murderer	9 prove
5 murder	

Extra idea

- Play the audio again and get Sts to underline the stressed syllable in each word. See script 5.34 for answers.

In pairs, Sts practise saying the words.

- d Tell Sts they are now going to read about Jack the Ripper. They need to complete each gap with a word from **b**.

Give Sts time to do the task and get them to compare with a partner, and then check answers.

2 murderer	5 detectives	8 suspects
3 victims	6 evidence	9 solve
4 witnesses	7 prove	

- e Focus on the instructions and the questions, making sure Sts understand all the lexis.

Now set a time limit for Sts to read the article again and answer the questions.

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

- 1 In London in the autumn of 1888.
- 2 seven
- 3 three months
- 4 A doctor, a businessman, a painter, and a member of the royal family.
- 5 She's a crime writer.
- 6 By analysing DNA samples.

Extra idea

- Alternatively, you could read the article paragraph by paragraph together with the class, asking Sts to guess the meaning of new words as you go and explaining / translating the meaning of any that they can't guess.

2 LISTENING

- a (5.35))) Focus on the four photos of the suspects and the task.

Then play the audio once all the way through.

Get Sts to compare their answers with a partner and play the audio again, pausing after each person if necessary.

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.

Prince Albert, Queen Victoria's **grandson**
James Maybrick, a cotton merchant
Walter Sickert, an **artist**
Carl Feigenbaum, a **sailor**

5 35)))

(script in Student's Book on p.131)

I = interviewer, M = Inspector Morton

- I Good morning and thank you for coming, Mr Morton – or should it be Inspector Morton? You were a detective with Scotland Yard, weren't you?
- M Yes, that's right. For 25 years. I retired last year.
- I People today are still fascinated by the identity of Jack the Ripper, around 125 years after the crimes were committed. It's incredible, isn't it?
- M Well, it's not really that surprising. People are always interested in unsolved murders – and Jack the Ripper has become a sort of cult horror figure.
- I Who are the main suspects?
- M Well, there are a lot of them. But probably the best known are Prince Albert, Queen Victoria's grandson, the artist Walter Sickert, and a Liverpool cotton merchant called James Maybrick. And recently we've heard about another possible suspect, a German sailor called Carl Feigenbaum.

- b 5 36))) Focus on the instructions and give Sts time to read sentences 1–10 first. Make sure they understand *confess* and *serial killer*.

Then play the audio once the whole way through. Tell Sts they need to mark the sentences T (true) or F (false). Tell them not to try to correct the F ones at this stage.

Extra support

- Before doing c, check answers.

5 36)))

(script in Student's Book on p.131)

- I Patricia Cornwell in her book *Jack the Ripper – case closed* said that she had identified the murderer and that she was convinced that Jack the Ripper was in fact Walter Sickert, the painter. What evidence did she put forward to support this claim?
- M Well, she mainly used DNA analysis. She actually bought a painting by Sickert at great expense and she cut it up to get the DNA from it – people in the art world were furious.
- I I can imagine.
- M And then she compared the DNA from the painting with DNA taken from the letters that Jack the Ripper sent to the police. Patricia Cornwell says that she's 99% certain that Walter Sickert was Jack the Ripper.
- I But you don't think she's right, do you?
- M No, I don't. I don't think her scientific evidence is completely reliable and there's a lot of evidence which says that Sickert was in France not London when some of the women were killed.
- I What about James Maybrick? Do you think he was the murderer?
- M Well, somebody found a diary which is supposed to be his, where he admits to being Jack the Ripper. But nobody has been able to prove that the diary is genuine and, personally, I don't think he was the murderer.
- I And Prince Albert, the Queen's grandson?
- M This for me is the most ridiculous theory. I can't seriously believe that a member of the royal family could be a serial murderer. In any case, Prince Albert was in Scotland when at least two of the murders were committed.

I There's been another recent theory, hasn't there? That Jack the Ripper was German.

M Yes. This is a new theory, based on new research by a Jack the Ripper expert called Trevor Marriott, who's in fact another retired detective, like me. He believes that Carl Feigenbaum, a German sailor, was responsible for some if not all the five murders. Feigenbaum was executed in the electric chair in New York in 1894 for the brutal murder of a woman, and after his death his lawyer said that he was convinced that his client was Jack the Ripper. Marriott has discovered that Feigenbaum was a member of the crew of a ship that was in London at the time of the murders. So it's perfectly possible that he could have been the Ripper.

I Do we know what he looked like?

M Well, there are no photos of Feigenbaum, but Marriott has made a computer image of him based on descriptions from when he was in prison.

I So, who do you think the murderer was?

M I can't tell you because I don't know.

I So you don't think we'll ever solve the mystery?

M No, I wouldn't say that. I think one day the mystery will be solved. Some new evidence will appear and we'll be able to say that the case of Jack the Ripper is finally closed. But at the moment it's still a mystery, and people like a good mystery.

- c Now play the audio again, so Sts can find out why the F ones are false.

Get Sts to compare with a partner, explaining why they think they are false.

Check answers, getting Sts to say why the F sentences are false.

- 1 T
- 2 F (She took DNA from **a painting**.)
- 3 T
- 4 T
- 5 F (There is **a diary** which some people thought Maybrick wrote confessing to the crimes.)
- 6 F (He thinks **it's a ridiculous theory**.)
- 7 F (He was executed in **New York**.)
- 8 T
- 9 F (He **doesn't know**.)
- 10 F (He says **it will be solved**, but he **doesn't know when**.)

Extra support

- If there's time, you could play the audio again while Sts read the scripts on p.131, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- d Do this as an open-class activity.

3 GRAMMAR question tags

- a Focus on the instructions and questions 1–4. Give Sts time to complete them.

- b 5 37))) Play the audio for Sts to listen and check.

Check answers.

- | | |
|---------------|----------------|
| 1 weren't you | 3 do you |
| 2 isn't it | 4 hasn't there |

Extra challenge

- You could elicit ideas first for what the two missing words are.

5 37)))

- 1 'You were a detective with Scotland Yard, weren't you?'
- 2 'It's incredible, isn't it?'
- 3 'But you don't think she's right, do you?'
- 4 'There's been another recent theory, hasn't there?'

Now ask Sts what the difference is between this kind of question and a direct question.

This kind of question is used to check that a statement is correct.

- c **5 38**) Tell Sts to go to **Grammar Bank 10B** on p.151. 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

- Question tags are difficult for Sts to use with any fluency because they need to use the correct auxiliary each time depending on the tense or modal verb they are using. Getting the right intonation can also be tricky. This lesson provides Sts with a gentle introduction and focusses on their most common use, which is to check information.

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 I 3 A 5 C 7 K 9 B
2 E 4 F 6 H 8 D 10 J

b
1 doesn't he 6 was she
2 do they 7 didn't she
3 is he 8 will he
4 weren't you 9 have you
5 haven't they 10 did they

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.

4 PRONUNCIATION & SPEAKING

intonation in question tags

Pronunciation notes

- The normal intonation for a question tag when we say something that we think is right or true and that we expect the other person to agree with, is a falling tone. Examples would include *It's hot today, isn't it?* *You're French, aren't you?* (= I'm almost sure you're French). This is what is modelled on the audio in these exercises.

! Question tags can sometimes be used as real questions with rising intonation, normally to express surprise, or to check information that we are not very sure about. This use is not focussed on here.

- a **5 39**) Focus on the task and the dialogue, and elicit that the policeman probably already has the information and is just checking what he knows.

Now play the dialogue once the whole way through for Sts to listen.

Give Sts a few minutes to complete the question tags and then play the audio again for them to check.

Check answers.

See words in **bold** in script 5.39

5 39

P = policeman, S = suspect

P Your surname's Jones, **isn't it**?
S Yes, it is.
P And you're 27, **aren't you**?
S Yes, that's right.
P You weren't at home last night at 8.00, **were you**?
S No, I wasn't. I was at the theatre.
P But you don't have any witnesses, **do you**?
S Yes, I do. My wife was with me.
P Your wife wasn't with you, **was she**?
S How do you know?
P Because she was with me. At the police station. We arrested her yesterday.

- b **5 40**) Ask Sts if they think the intonation of the question tags went up or down (demonstrate both ways), and elicit that it goes down. Point out that this is the normal intonation when you are checking information, not asking a new question.

Play the audio, pausing for Sts to listen and repeat the police inspector's questions.

5 40

1 Your surname's Jones, isn't it?
2 And you're 27, aren't you?
3 You weren't at home last night at eight o'clock, were you?
4 But you don't have any witnesses, do you?
5 Your wife wasn't with you, was she?

Then repeat the activity, eliciting responses from individual Sts.

Extra support

- Give Sts extra practice by getting them to read the dialogue in pairs.

- c Put Sts in pairs, **A** and **B**, preferably face-to-face. Tell them to go to **Communication Just checking**, **A** on p.108, **B** on p.112. If there is an odd number of Sts, you should take part in the activity yourself.

Go through the instructions. Make sure Sts are clear that first **A** (as police inspector) will ask **B** some questions and try to remember the answers, and then he / she will check them with question tags. Then they swap roles. Demonstrate the activity by taking **A**'s role and asking one student the questions and then checking.

Monitor and help Sts to form the question tags correctly.

When both have done their interviews, get feedback to find which 'police inspectors' had the best memory.

Extra support

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson **10B**.

- d Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible. Get some feedback.

5 READING & LISTENING

- a Get Sts to do this in pairs or as a whole-class activity.
- b **5.41**))) Tell Sts they are going to read and listen to a story by Graham Greene (1904–1991), a famous English author. You might want to tell them that many of his novels have been made into films, e.g. *Brighton Rock*, *The Third Man*, *The Quiet American*, *Our Man in Havana*, etc.

Focus on the information about the short story and read it with Sts, making sure they understand the title and all the lexis, e.g. *death penalty* and *abolish*.

Now focus on **Glossary 1** and go through it with Sts.

Give Sts time to read questions 1–6.

Now play the audio and tell Sts to follow in their books.

In pairs, Sts answer the questions.

Check answers.

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.

- 1 Northwood Street
- 2 He was well-built and had bloodshot eyes. He was ugly.
- 3 four
- 4 Because she heard a door shut.
- 5 When he was driving home.
- 6 yes

5.41

See text in Student's Book on p.100

- c **5.42**))) Tell Sts they are going to read and listen to **Part 2** of the story.

Now focus on **Glossary 2** and go through it with Sts.

Give Sts time to read questions 1–4.

Now play the audio once the whole way through.

In pairs, Sts answer the questions.

Check answers.

- 1 It means people think they saw Adams, but in fact it wasn't him.
- 2 He said he was at home with his wife.
- 3 If she saw the man in court.
- 4 She has good eyesight (she has never had to wear glasses), there was moonlight, there was lamplight on his face, and his face is unforgettable.

5.42

See text in Student's Book on p.101

- d **5.43**))) Tell Sts they are going to hear **Part 3** of the story.

Now focus on **Glossary 3** and go through it with Sts.

Give Sts time to read questions 1–9.

Now play the audio once the whole way through.

! Audio 5.43 has not been included on the *iTutor* and the script is not in the Listening section of the Student's Book so that Sts find out together in class what happens in the end.

Get Sts to compare their answers with a partner and then play the audio again, pausing if necessary for them to complete and check their answers.

Play the audio again if necessary.

Check answers.

- 1 Mr Adams's twin brother
- 2 He was wearing a tight blue suit and a striped tie – exactly the same as his brother.
- 3 He asked Mrs Salmon if she could still swear that the man she saw in Mr Parker's garden was the prisoner and not his twin brother.
- 4 He had been with his wife.
- 5 Because none of the witnesses were prepared to swear that it was the prisoner they'd seen.
- 6 They were waiting to see the twins.
- 7 Because the accused twin said that he had been acquitted.
- 8 He was accidentally pushed in front of a bus and run over.
- 9 Because the surviving twin brother might want revenge, especially if he was the murderer.

5.43

Part 3

The lawyer for the defence took a look round the court for a moment. Then he said, 'Do you mind, Mrs Salmon, examining again the people in court? Stand up, please, Mr Adams.' There at the back of the court, with a well-built body and a pair of bloodshot eyes, was a man who looked exactly like the prisoner. He was even dressed the same – a tight blue suit and a striped tie.

'Now think very carefully, Mrs Salmon. Can you still swear that the man you saw in Mrs Parker's garden was the prisoner – and not this man, who is his twin brother? You can't be sure, can you?' Of course, she couldn't. She looked from one to the other and didn't say a word. The prisoner sat in the dock, and the other man stood at the back of the court and they both stared at Mrs Salmon. She shook her head.

That was the end of the case. None of the witnesses were prepared to swear that it was the prisoner he'd seen. The brother had his alibi, too; he had been with his wife. And so the man was acquitted because there was no evidence. But whether he committed the murder, or whether it was his brother, I don't know.

That extraordinary day had an extraordinary end. I followed Mrs Salmon out of court. There was a big crowd of people outside the courtroom who were waiting, of course, for the twins. The police tried to make the crowd go away, but all they could do was keep the road clear for traffic. The police tried to get the twins to leave by a back door, but they refused. One of them – no one knew which – said, 'Why by the back door? I've been acquitted, haven't I?' and they walked out of the front entrance. Then it happened. I don't know how; though I was only six feet away. The crowd moved and somehow one of the twins was pushed onto the road right in front of a bus. He gave a scream and that was all; he was dead. His brother looked straight at Mrs Salmon. He was crying, but whether he was the murderer or the innocent man, nobody will ever know. But if you were Mrs Salmon, could you sleep at night?

Extra support

- If you would like your Sts to read and listen to the end of the story, we suggest you photocopy script 5.43 from the Teacher's Book.

Extra support

- You could write any new and useful words and phrases from the text and audio on the board for Sts to copy.

- e Do this as an open-class activity.

Extra support

- If you would like to end the last lesson without the book, there is a Communicative revision photocopyable activity on p.195 (instructions p.170).

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
- End-of-course Test

GRAMMAR

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

VOCABULARY

- a
- 1 luckily
 - 2 careless
 - 3 uncomfortable
 - 4 unfortunately
 - 5 impatient
- b
- 1 turned
 - 2 set
 - 3 unplug
 - 4 turn
 - 5 turn / switch
- c
- 1 remote control
 - 2 keyboard
 - 3 memory stick
 - 4 headphones
 - 5 mouse
- d
- 1 football pitch
 - 2 profile picture
 - 3 ground floor
 - 4 petrol station
 - 5 speed camera
- e
- 1 detective
 - 2 prove
 - 3 victims
 - 4 solve
 - 5 suspect

PRONUNCIATION

- a
- | | | |
|------------|--------------|-----------|
| 1 through | 2 charge | 5 careful |
| 2 although | 4 headphones | |
- b
- | | | |
|----------------------|------------------|-------------------|
| 1 <u>comfortable</u> | 3 <u>cable</u> | 5 <u>evidence</u> |
| 2 <u>adaptor</u> | 4 <u>witness</u> | |

CAN YOU UNDERSTAND THIS TEXT?

- a 1 F 2 T 3 DS 4 DS 5 T 6 T 7 F

CAN YOU UNDERSTAND THESE PEOPLE?

5 44)))

- 1 a 2 c 3 c 4 b 5 b

5 44)))

Lizzie

I = interviewer, L = Lizzie

- I Have you ever helped a stranger or been helped by a stranger?
- L Somebody fainted on the Tube, so I helped her, took her off, took her to the platform, and then walked with her to a cab stop so that she could get a taxi home.

Harry

I = interviewer, H = Harry

- I Do you think we rely too much on technology?
- H Definitely think people nowadays rely on technology far too much.
- I Why?
- H I think people are very afraid of being without a mobile phone, and not being able to contact other people, and they don't have the same skills that people used to have, the ability to read a map, the ability to live without a mobile phone.
- I Are there any gadgets you just couldn't live without?
- H I think the gadget that I would find hardest to give up is actually a mobile phone because when I go for long bike rides I like to know that I've got a phone with me, in case my bike falls apart, I get a puncture, and I need to call for help.

Sean

I = interviewer, S = Sean

- I Do you like detective or mystery novels or TV series?
- S I do, yes.
- I Do you have a favourite author or detective?
- S I do like Raymond Chandler and the Philip Marlowe character.
- I Do you usually guess who the murderer is?
- S I don't, but I don't usually try to. I think I quite like just to wait, and find out what happens.

Isobel

I = interviewer, Is = Isobel

- I Do you have a favourite designer?
- Is I think my favourite designer is Alexander McQueen, who's a clothing designer, though it's too expensive, so I can't buy any of the clothes, but I like looking at pictures of them.
- I What do you like about his clothes?
- Is Because they are very very unusual and very, they use lots of interesting materials and they are different designs, they're not just using designs from the past.

Giles

I = interviewer, G = Giles

- I Do you think you are generally a lucky person?
- G Yes, I suppose I think I possibly am a lucky person, I certainly wouldn't count myself as unlucky, but I haven't won the lottery yet, but I'm enjoying life and I think that's possibly as lucky as you can hope to be.
- I Can you think of a time when you've been really lucky?
- G Yes, I was very lucky when I was on holiday in Australia, and I was due to catch my flight back to England, but I turned up *a day late and I'd missed it, but luckily there was one spare* space on the plane leaving that day and they were able to put me on it.

Photocopiable activities

Contents

140	Grammar activity answers
142	Grammar activities
164	Communicative activity instructions
172	Communicative activities
196	Vocabulary activity instructions and answers
200	Vocabulary activities
215	Song activity instructions
218	Songs activities

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 **Songs 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 to cover the sentences and to test their memories. 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

Introduction a

2 a 3 b 4 c 5 c 6 a 7 b 8 c 9 a 10 a
11 a 12 b 13 a 14 b 15 a 16 c 17 a/c 18 b
19 b 20 a

Introduction b

3 've lived 4 wife's name's Emilia 5 We don't
have any children 6 ✓ 7 we'd like to have
8 ✓ 9 ✓ 10 Emilia is a translator 11 work very hard
12 don't have to do 13 they look after the house
14 much free time 15 ✓ 16 ✓ 17 I don't have
enough time 18 I want to get 19 ✓
20 I often make mistakes 21 ✓ 22 to do

1A present simple and continuous

- a 2 I'm doing 3 do you come 4 do you have
5 it depends 6 Do you know 7 Do you mean
8 I'm getting ready 9 are you living 10 I'm staying
11 do you do 12 want
- b 2 'm buying 3 don't like 4 depends 5 gets
6 do 7 sounds 8 Do (you) have to 9 have
10 doesn't work 11 meet 12 Do (you) want
13 need 14 is staying

1B future forms

2 're getting ('re going to get' also possible but less
common) 3 'm going to look for 4 'm having / 'm
going to have 5 'm going to be / 'll be 6 's going to
fall / 'll fall 7 won't tell 8 'll check 9 's going to
pass / 'll 10 're going ('re going to go skiing' also
possible but less common) 11 Shall I turn 12 won't
take 13 'm introducing / 'm going to introduce
14 'm going ('m going to go shopping' also possible
but less common) 15 'll finish / 're going to finish

2A present perfect and past simple

- a 2 I've been 3 did you go 4 finished 5 I've been
6 did you go 7 went
- b 1 2 had 3 did you meet 4 was 5 went 6 've known
7 got 8 were you 9 've just met
- 2 1 Have you taught 2 taught 3 have just come
4 have you been 5 was 6 started
7 haven't finished

2B present perfect + *for* / *since*, present perfect continuous

- a 2 's been playing 3 hasn't been feeling / hasn't been
4 've been looking 5 have you been doing
6 's been reading
- b 2 A have you been working
B 've been working; for
3 A have you been going out
B 've been going out; since
4 A has Penny been
B 's been single; since

- 5 A have you had
B 've had; for
6 A has Pete been trying
B 's been trying; since
7 A has your sister wanted
B 's wanted; since
8 A have you known
B 've known; for

3A comparatives and superlatives: adjectives and adverbs

3 less 4 more comfortable than 5 younger than
6 ✓ 7 ✓ 8 more modern than 9 much better
10 ✓ 11 the most beautiful beach I've ever been
12 the worst actor 13 ✓ 14 the best in the world
15 nicer 16 ✓ 17 hotter 18 the same school as
19 as much food as 20 ✓

3B articles: *a* / *an*, *the*, no article

3 the 4 - 5 - 6 the 7 - 8 The 9 - 10 an
11 - 12 an 13 - 14 - / - 15 the / - 16 a / -
17 - / - 18 an / the 19 a / a / The / the 20 - / -

4A *can*, *could*, *be able to*

- a 2 both possible 3 be able to 4 both possible
5 not being able to 6 be able to 7 both possible
8 be able to 9 both possible 10 both possible
11 being able to 12 both possible
- b 2 couldn't 3 be able to 4 can 5 been able to
6 couldn't 7 being able to 8 can't 9 Being able to
10 be able to 11 be able to 12 can't

4B *must*, *have to*, *should*

- a 2 mustn't 3 don't have to 4 both possible 5 should
6 doesn't have to 7 mustn't 8 mustn't 9 should
- b 2 mustn't 3 don't have to 4 must / have to
5 don't have to 6 must / have to 7 mustn't
8 must / have to

5A past tenses

3 was still feeling 4 didn't have 5 didn't matter
6 knew 7 had always wanted 8 called 9 told
10 was shining 11 was driving 12 were chatting
13 saw 14 had flown 15 tried 16 was buzzing
17 disappeared 18 felt 19 had stung
20 was driving 21 crashed

5B *usually* and *used to*

2 works 3 don't live 4 used to dream 5 didn't use
to eat 6 (usually) cook 7 used to live 8 (usually)
stay 9 didn't use to play 10 doesn't ride
11 (usually) wear 12 used to be 13 (usually) stay in
14 used to have

6A the passive *be* + past participle

- a 2 are stolen 3 disappear 4 is sent 5 is bitten
6 fights 7 falls 8 were made 9 have been bought
- b 2 will be accepted 3 be washed 4 was being followed 5 Has (the thief) been caught
6 Have (you ever) been told 7 has been robbed
8 had already been made 9 is being painted
10 wasn't offered 11 be returned 12 had been stolen

6B modals of deduction: *might* / *may*, *can't*, *must*

- a 2 might 3 must 4 can't 5 can't 6 may
- b 1 can't; must 2 can't; might; might; might
3 can't; must / might / may; might / may 4 can't; must

7A first conditional and future time clauses

- 2 get 3 'll send 4 finishes 5 Come
6 can 7 don't phone 8 get 9 're 10 are
11 won't be able to 12 pass 13 see 14 don't study
15 won't have

7B first and second conditionals

- a 2 'd buy; won 3 painted; would be 4 would do; had
5 wouldn't be; didn't spend 6 shared; could / would get on
7 would be able to / could; had 8 would move; found
9 didn't have to; would be able to / could
10 went; wouldn't be
- b 2 would buy 3 goes 4 reduce 5 would take
6 gets 7 weren't / wasn't 8 found
9 'll never finish 10 will be

8A reported speech: sentences and questions

- a 2 was 3 had been 4 hadn't all been 5 had started
6 had enjoyed 7 had loved 8 had been able to
9 was going to be 10 depended 11 would be
12 had to
- b 2 if there was too much violence in films
3 who the most difficult actor he had ever worked with was / who was the most difficult actor he had ever worked with
4 what a young person who wanted to go into acting should do
5 when he was going to retire

8B gerunds and infinitives

- 2 calling 3 to speak 4 not to buy 5 going
6 to look after 7 using 8 Waiting 9 to consider
10 drawing 11 to work 12 to go 13 doing
14 to hear 15 studying 16 to think 17 cooking
18 to like 19 Eating; feel 20 to give

9A third conditional

- a 2 have missed the film if you'd been here on time.
3 'd offered you the job, would you have taken it?
4 have finished the race if she hadn't fallen over.
5 told me you were taking a photo, I'd have smiled.
6 have eaten that if you'd known what was in it.
- b 2 'd known; 'd have taken
3 'd have enjoyed; 'd gone
4 would have rung; hadn't left
5 wouldn't have deleted; 'd realized
6 Would you have married; 'd asked

9B quantifiers

- 2 too much 3 enough 4 no 5 very little
6 How many 7 Very few 8 a lot of 9 enough time
10 any 11 plenty 12 very few 13 A few
14 very little 15 too 16 too much 17 enough
18 no

10A relative clauses

- a 2 which 3 which 4 which 5 which 6 who
7 which 8 whose 9 who 10 which 11 where
12 which
- b 2, 3, 4, 5, 7, 9, 10, 12
- c 2, 3, 4, 5, 10
- d 2 whose best known painting is *Guernica*
3 which is the capital of Australia
4 where I used to work
5 who was born in Rosario in Argentina
6 which was the worst for over 75 years

10B question tags

- 2 do you 3 weren't we 4 was it 5 is he 6 do they
7 aren't we 8 do you 9 won't she 10 isn't it
11 isn't it 12 wasn't it 13 are you 14 have you
15 wouldn't you

INTRODUCTION GRAMMAR a

Circle the correct answer, a, b, or c.



- 1 My sister _____ a car.
a hasn't b don't have **c doesn't have**
- 2 _____ Mr S Roberts live here?
a Does b Is c Do
- 3 My dad _____ at the university.
a teaches b teaches c teach
- 4 I _____ to the cinema with Katie tonight. I've bought the tickets.
a go b 'm going go c 'm going
- 5 I _____ back from New York this morning.
a flied b flown c flew



- 6 He didn't _____ the holiday very much.
a enjoy b enjoyed c enjoys
- 7 I _____ a shower when the water stopped working.
a had b was having c were having
- 8 A I'm thirsty.
B _____ get you a drink?
a Will I b Am I going to c Shall I

- 9 A I have a new phone.
B I'm sure you _____ it, just like your last one.
a 'll lose b 're losing c lose
- 10 A Would you like something to eat?
B No, thanks, _____ lunch.
a I've already had b I already have had
c I've had already
- 11 Have you ever _____ to Paris?
a been b gone c went
- 12 The traffic is _____ than it used to be.
a badder b worse c more bad
- 13 Cycling isn't as dangerous _____ skiing.
a as b than c that



- 14 What _____ you do if there was a snake in your room?
a will b would c did
- 15 I'll come to your party if I _____ work early enough.
a finish b will finish c finished
- 16 You drive much _____ than me.
a slowly b slower c more slowly
- 17 If I _____ you, I'd look for a new job.
a was b am c were
- 18 My bike _____ last week.
a is stolen b was stolen c stole
- 19 We were too late. When we arrived at the station, the train _____.
a already left b had already left
c has already left
- 20 He said he _____ her.
a loved b love c is loving

INTRODUCTION GRAMMAR b

a Read about Roberto. Then look at the **bold** phrases. Tick (✓) the phrases that are right and correct the wrong ones. Use contractions where possible.

My name's Roberto. ¹**I'm 32** and I'm from Chile.
²**I'm born** in Santiago and ³**I live** there all my life.
 I'm married. My ⁴**wife name's Emilia**. She's from Santiago too.
⁵**We don't have some children**. We live with Emilia's parents in their flat, and I ⁶**get on with them** very well, but ⁷**we'd like having** our own place. ⁸**We're looking for a flat** at the moment. ⁹**I work for** a pharmaceutical company and ¹⁰**Emilia is translator**. We both ¹¹**work very hardly**, but luckily we ¹²**don't have do** any housework. Emilia's parents are retired, so ¹³**they look the house after**. I don't have ¹⁴**many free time**, but when I have the chance I ¹⁵**enjoy doing** sport. ¹⁶**I used to play** tennis, but now ¹⁷**I don't have time enough**. I'm learning English because I need it for my job. My writing is OK, but ¹⁸**I want get** better at speaking. ¹⁹**I have to speak** to many clients in English and ²⁰**I make often mistakes**. Next summer ²¹**I'm going to go to** the UK ²²**for do** a business English course.

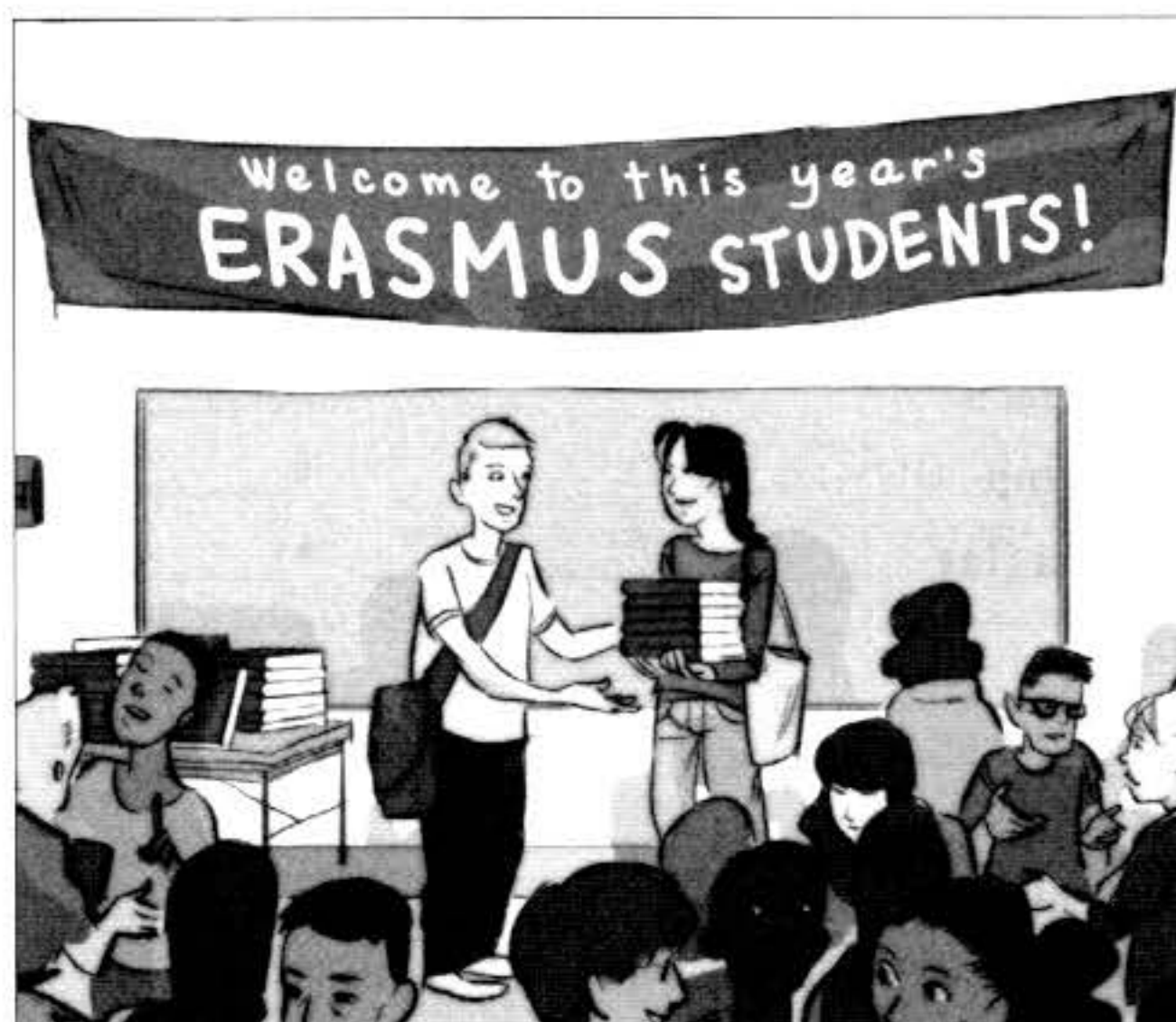
- | | | |
|--------------------------------|----|-------------------------------------|
| | 1 | <input checked="" type="checkbox"/> |
| ² <u>I was born</u> | 2 | <input type="checkbox"/> |
| | 3 | <input type="checkbox"/> |
| | 4 | <input type="checkbox"/> |
| | 5 | <input type="checkbox"/> |
| | 6 | <input type="checkbox"/> |
| 7 | 7 | <input type="checkbox"/> |
| | 8 | <input type="checkbox"/> |
| | 9 | <input type="checkbox"/> |
| 10 | 10 | <input type="checkbox"/> |
| | 11 | <input type="checkbox"/> |
| | 12 | <input type="checkbox"/> |
| | 13 | <input type="checkbox"/> |
| | 14 | <input type="checkbox"/> |
| 15 | 15 | <input type="checkbox"/> |
| | 16 | <input type="checkbox"/> |
| | 17 | <input type="checkbox"/> |
| | 18 | <input type="checkbox"/> |
| | 19 | <input type="checkbox"/> |
| | 20 | <input type="checkbox"/> |
| 21 | 21 | <input type="checkbox"/> |
| | 22 | <input type="checkbox"/> |



activation

b Write a similar paragraph about yourself, where you live, your work and / or studies, your hobbies, and why you are learning English.

1A GRAMMAR present simple and continuous, action and non-action verbs



a Circle the correct form of the verbs.

Pavel What ¹do you study / are you studying?

Elvira Humanities.

Pavel ²I do / I'm doing Fine Arts. Where ³do you come / are you coming from?

Elvira I'm from Madrid, in Spain.

Pavel And how many hours of classes ⁴do you have / are you having a week?

Elvira ⁵It depends / It's depending on the week, but usually about 20 hours. ⁶Do you know / Are you knowing about the party tonight?

Pavel ⁷Do you mean / Are you meaning the one for new students? I can't go, because ⁸I get ready / I'm getting ready to move into my flat tomorrow.

Elvira Where ⁹do you live / are you living at the moment?

Pavel ¹⁰I stay / I'm staying in a student hostel.

Elvira What ¹¹do you do / are you doing on Sunday afternoons? If you ¹²want / are wanting, we could meet and look around the city.

Pavel I'm busy in the afternoon, but what about Sunday morning?

Elvira Fine. Where shall we meet?

b Complete the dialogue with the correct form of the verbs: present simple or present continuous.

Maggie Hello Jo, what a surprise! What ¹are you doing (do) here?

Jo The same as you probably! ²I _____ (buy) a few things for dinner.

Maggie How are things? Are you still working at the same place?

Jo Yes, but I ³_____ (not like) it very much. My boss ⁴_____ (depend) on me for everything. The worst thing is that she always ⁵_____ (get) the credit and I ⁶_____ (do) all the work!

Maggie That ⁷_____ (sound) terrible. ⁸_____ you _____ (have to) go back to work this afternoon?

Jo No, I only work until lunchtime on Fridays because I always ⁹_____ (have) lunch with my friend Paula. She ¹⁰_____ (not work) on Fridays, so we usually ¹¹_____ (meet) at that nice little Italian restaurant in town. ¹²_____ you _____ (want) to come?

Maggie I'd love to but I ¹³_____ (need) to get home. My sister ¹⁴_____ (stay) with us for a few days. Some other time!

activation

c Practise the dialogues in a with a partner.

2A GRAMMAR present perfect and past simple

a Circle the correct verb.

Mike So, where shall we go for our honeymoon?

Gina I don't know. Maybe somewhere in North Africa. Have you ever **been** / **gone** to Morocco?

Mike Yes, **I've been** / **I went** there.

Gina I didn't know that. When **have you been** / **did you go** there?

Mike The year after I **have finished** / **finished** university.

Gina What about Egypt?

Mike **I've been** / **I went** there, too.

Gina Who **have you been** / **did you go** with?

Mike With an ex-girlfriend. But we only **have been** / **went** to Cairo. Let's go there.

Gina No, let's go somewhere else.



b Complete the dialogues with the correct form of the verbs in brackets: past simple or present perfect. Use contractions where possible.

- 1 **A** How long have you been (you / be) married, Glenn?
B Twenty-two years! Maxine and I ² _____ (have) our wedding anniversary three weeks ago.
A Where ³ _____ (you / meet)? At university?
B No, it ⁴ _____ (be) long before that. Actually, we ⁵ _____ (go) to the same school. We ⁶ _____ (know) each other for a long time. What about you?
A I'm divorced. I ⁷ _____ (get) divorced a year ago.
B How long ⁸ _____ (you / be) married?
A Just a couple of years.
B So, you're on your own now?
A Yes, but I ⁹ _____ (just / meet) someone new and I really like her.



- 2 **A** ¹ _____ (you / teach) English abroad before, Ms Jenkins?
B Yes, I ² _____ (teach) from 2009-2011 in Bolivia, and I ³ _____ (just / come) back from a four-month job in Columbia.
A How long ⁴ _____ (you / be) a language teacher?
B Exactly six years. Before that I ⁵ _____ (be) a primary school teacher.
A Do you have any post-graduate qualifications?
B I ⁶ _____ (start) an MA in Linguistics with the Open University last year, but I ⁷ _____ (not finish) it yet.



activation

c Practise the dialogues in a and b with a partner.

2B GRAMMAR present perfect + *for* / *since* present perfect continuous

- a** Look at the pictures. What have they been doing? Use the present perfect continuous. Use contractions where possible.



1 He 's been cooking.



2 She has been playing the violin since she got up this morning.



3 Melanie hasn't been feeling well since last week. She has flu.



4 You have been sitting at her for hours. Go and talk to her!



5 Your face looks like a tomato! What have you been doing?



6 Tim has been following the instructions for hours.

- b** Complete the questions and answers with the present perfect simple, or the present perfect continuous, and *for* or *since*. Use contractions where possible.



- 1 A How long has he been waiting to speak to someone? (he / wait)
B He 's been waiting for half an hour.
- 2 A How long have you been working here? (you / work)
B I have been working here for three months now.
- 3 A How long have you been going out with Rob? (you / go out)
B We have been going out since we left school.
- 4 A How long has Penny been single? (Penny / be)
B I think she has been single since she broke up with Paul.
- 5 A How long have you had your driving licence? (you / have)
B I have had it for ten years.
- 6 A How long has Pete been trying to find a job? (Pete / try)
B He has been trying since he left university last year, but no luck!
- 7 A How long has your sister wanted to be a doctor? (your sister / want)
B She has wanted to be a doctor since she was seven years old.
- 8 A How long have you known Terry? (you / know)
B I have known him for years. He's an old friend of the family.

activation

- c** Cover the sentences in **b**. Look at the pictures and remember the sentences.

3B GRAMMAR articles: a / an, the, no article

a Complete the sentences with *a*, *an*, *the*, or *-* (= no article). Write the answers in the column on the right.



- | | |
|--|--|
| 1 Did you remember to lock <input type="text"/> kitchen door before we left? | <u>the</u> |
| 2 I shouldn't drink <input type="text"/> coffee. It keeps me awake at night. | <u>-</u> |
| 3 Can you turn on <input type="text"/> air conditioning? It's boiling in here! | <u> </u> |
| 4 Jane is allergic to <input type="text"/> cats. She starts sneezing when one comes near her. | <u> </u> |
| 5 Terry and Charlotte are going away <input type="text"/> next weekend. | <u> </u> |
| 6 Are these <input type="text"/> keys you were looking for? | <u> </u> |
| 7 I wasn't feeling very well yesterday so I didn't go to <input type="text"/> work. | <u> </u> |
| 8 <input type="text"/> river which runs through Paris is called the Seine. | <u> </u> |
| 9 I'm seeing Katie tomorrow. We haven't seen each other since <input type="text"/> last year. | <u> </u> |
| 10 It looks as if it's going to rain. Take <input type="text"/> umbrella! | <u> </u> |
| 11 Hurry up! You're going to be late for <input type="text"/> school. | <u> </u> |
| 12 I have a friend who is <input type="text"/> electrician. Do you want his phone number? | <u> </u> |
| 13 It's cheaper to buy <input type="text"/> books online than in a shop. | <u> </u> |
| 14 I don't like <input type="text"/> people who talk about <input type="text"/> football all the time. | <u> </u> / <u> </u> |
| 15 Luckily <input type="text"/> people who work in my office don't talk about <input type="text"/> sport at all. | <u> </u> / <u> </u> |
| 16 My sister works in <input type="text"/> restaurant. She gets home from <input type="text"/> work late every evening. | <u> </u> / <u> </u> |
| 17 What's your favourite meal of the day? <input type="text"/> breakfast or <input type="text"/> dinner? | <u> </u> / <u> </u> |
| 18 That's <input type="text"/> easy question. I think I know <input type="text"/> answer. | <u> </u> / <u> </u> |
| 19 Audrey has two children, <input type="text"/> boy and <input type="text"/> girl.
<input type="text"/> boy's ten and <input type="text"/> girl's two years younger. | <u> </u> / <u> </u>
<u> </u> / <u> </u> |
| 20 <input type="text"/> good health is more important than <input type="text"/> money. | <u> </u> / <u> </u> |

activation

b Cover the column on the right and look at the sentences. Read the sentences aloud with the correct article.

4A GRAMMAR *can, could, be able to* (ability and possession)

- a Circle the correct verb. Sometimes both verbs are possible.

Anyone for tennis?

I love all sports and have always wanted to ¹**be able to** / **can** play tennis. So, last year, at the age of 45, I decided to learn. I was really happy when I found a teacher who ²**was able to** / **could** give me lessons and so I started. Unfortunately, after the first few lessons, I realized that I'd never ³**can** / **be able to** play this game. One of the problems was that I ⁴**couldn't** / **wasn't able to** move fast enough because I am not very fit. The other problem is that tennis is not an easy sport to learn quickly. I hated ⁵**not can** / **not being able to** hit the ball over the net. It was really frustrating! Did I learn anything? Yes, I did... that I'll never ⁶**be able to** / **can** play tennis!



It's never too late

My 78-year-old grandfather ⁷**couldn't** / **wasn't able to** even turn on a computer until about two years ago. All that changed when he decided that he wanted to ⁸**can** / **be able to** use the internet and he did a course at his local Adult Education Centre. Although he really enjoyed the course, he ⁹**couldn't** / **wasn't able to** put what he learnt in his classes into practice because he didn't have a computer. So, for his birthday I bought him his own laptop and that's when he really started learning! Now, he ¹⁰**'s able to** / **can** use the internet really well and send emails. What he loves most is ¹¹**can** / **being able to** speak and see his grandchildren on Skype at least once a week. They live in Australia and if he didn't have a computer, he ¹²**couldn't** / **wouldn't be able to** keep in touch with them so much.



- b Complete the sentences with *can* / *can't* or *could* / *couldn't*. If a form of *can* / *could* isn't possible, complete the sentence with a form of *be able to*.

- At the end of the six-week course, you'll be able to design your own website.
- Masha called me yesterday because she _____ remember how to get to my house.
- Simon isn't going to _____ finish the report by the end of the day.
- Pierre has passed his driving test so now he _____ drive his father's car.
- I haven't _____ speak to Harry for over three weeks. He never answers his phone.
- The train was delayed so I _____ get to the meeting on time.
- Miriam hates not _____ play chess as well as Luke. He always beats her and she's a really bad loser!
- Sometimes when you're on Skype you _____ hear the other person very well.
- _____ do what you like is the best thing about a holiday.
- I'm afraid I won't _____ go away this weekend. I'm too busy.
- You should _____ do this exercise without any help. It's quite easy.
- We _____ park here: there are no spaces.

activation

- c Cover the stories in a. In pairs, tell each other the stories from memory.

4B GRAMMAR modals of obligation: *must, have to, should*

a Circle the correct verb. Sometimes both verbs are possible.



1 No, thanks. I **mustn't** / **shouldn't** eat any more cake. I'm on a diet.



2 You **mustn't** / **don't have to** tell anyone what I've just told you. It's a secret.



3 Living at home is great. I **mustn't** / **don't have to** do anything because my mum does it all for me!



4 You **must** / **have to** get a visa if you want to go to Cuba.



5 You **should** / **have to** do your homework on Saturday morning. That way you'll have the rest of the weekend free.



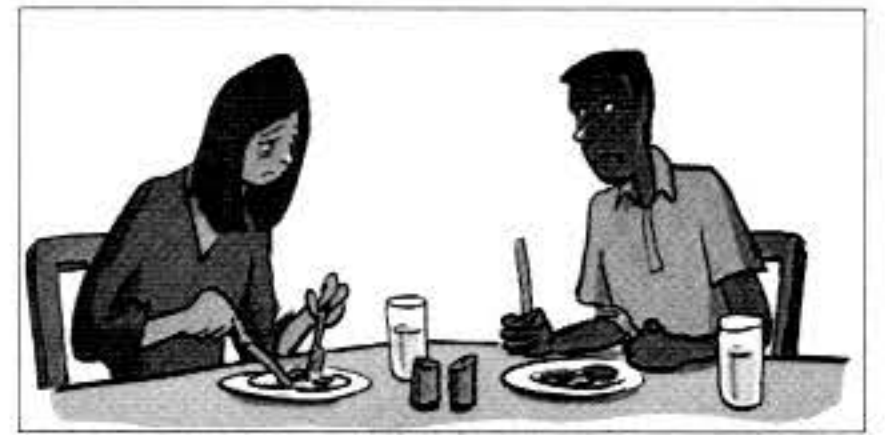
6 Jerry **doesn't have to** / **mustn't** get up early this morning. He isn't going to work.



7 It's Meg's birthday tomorrow. I **mustn't** / **shouldn't** forget to ring her.



8 You **mustn't** / **don't have to** touch electrical things when your hands are wet. It's very dangerous.



9 I think you **should** / **must** go to bed early tonight. You look really tired.

b Complete the sentences with *must, mustn't, have to, or don't have to*. Sometimes two answers are possible.

- You have to pay for food and drinks separately.
- You _____ drive at more than 70 mph.
- Service is included so you _____ leave a tip.
- You _____ wait here before showing your passport.
- You _____ pay on Sundays.
- You _____ fasten your seatbelt now.
- You _____ leave your bags unattended.
- You _____ leave your hotel room before 12 o'clock.

1 Please pay for food and drink separately

2 70

3 Menu Service included. Tip optional.

4 Wait here before showing passport

5 Mon-Sat \$10 Sundays free

6

7 No suitcases or bags to be left unattended

8 Palm Hotel Checkout at noon

activation

c Cover the sentences in **b**. Look at the pictures and remember the sentences.

5A GRAMMAR past tenses

- a Complete the text with the correct form of the verbs in brackets: past simple, past continuous, or past perfect.



My first car nightmare

This story ¹ happened (happen) to me about five years ago and it's probably the worst thing that's ever happened to me while driving a car.

I ² had bought (buy) my car the week before and I ³ _____ (still feel) very excited about it. It ⁴ _____ (not have) air conditioning but that ⁵ _____ (not matter) to me because it was my first ever car! I ⁶ _____ (know) that my best friend Penny ⁷ _____ (always want) to visit a picturesque little village in the mountains about 150 kilometres from where we live, so I ⁸ _____ (call) her and ⁹ _____ (tell) her that I would take her there the following day.

It was a perfect, warm spring day. The sun ¹⁰ _____ (shine) and the sky was blue. While I ¹¹ _____ (drive) and we ¹² _____ (chat), I ¹³ _____ (see) something out of the corner of my eye. It was a wasp which ¹⁴ _____ (fly) into the car! Penny and I both ¹⁵ _____ (try) to kill the wasp which ¹⁶ _____ (buzz) around inside the car. But the wasp suddenly ¹⁷ _____ (disappear). Then I ¹⁸ _____ (feel) a pain in my arm: the wasp ¹⁹ _____ (sting) me! I forgot that I ²⁰ _____ (drive), and... BANG! I ²¹ _____ (crash) into the car in front of us. Nobody was hurt but that was the end of our day out and of my car.

activation

- b Cover the text. Look at the picture and try to remember the story.

5B GRAMMAR *usually* and *used to*



	then	now
Occupation	university students	Pierre: photographer, Lucie: journalist
Residence	Paris, France	Chicago, the USA
Hopes and dreams	be rich	be healthy and happy together
Eating habits	ate tinned food	mostly home-made food
House	lived with their parents	penthouse flat with their dog
Holidays	camping	normally stay in 4- or 5-star hotels
Sport	didn't play sport	both cycle at the weekend. Pierre often plays golf to network
Vehicle	both rode bikes; Pierre: an old scooter	a Mercedes. Pierre sometimes rides his Harley Davidson
Clothes	second-hand	often designer clothes, but not always
Body type	slim	Pierre: putting on weight
Weekends	got up late, went out at night with friends	normally stay in, cook, and watch TV
Friends	lots of friends	just a few close ones

a Look at the table and complete the sentences with *used to*, *didn't use to*, or the present simple. Use *usually* where appropriate, although it is not always possible.

- 1 Pierre and Lucie usually cycle at the weekend.
- 2 Pierre _____ as a photographer.
- 3 They _____ in Paris any more.
- 4 They _____ of being rich.
- 5 They _____ home-made food when they were students.
- 6 They _____ their meals at home now.
- 7 They _____ with their parents.
- 8 They _____ in expensive hotels these days.
- 9 Pierre _____ golf when he was a student.
- 10 Pierre _____ his old scooter any more; he has a Harley Davidson.
- 11 They _____ designer clothes, but not all the time.
- 12 He _____ very slim.
- 13 They _____ at the weekend and watch TV.
- 14 They _____ lots of friends.

cycle
work
not live
dream
not eat
cook
live
stay
not play
not ride
wear
be
stay in
have

activation

b Cover the sentences and look at the table. Make three sentences about Pierre and Lucie using *used to* and three sentences using *usually*.

6A GRAMMAR the passive be + past participle

a Circle the correct form, active or passive.

My favourite film: *Spider-Man*

The Spider-Man movies ¹**based** / **are based** on the Marvel Comics character Spider-Man, who is the alter-ego of Peter Parker, a photographer who works for a local newspaper, the *Daily Bugle*.

When he is young, some important documents ²**steal** / **are stolen** from Peter's home, and his parents then mysteriously ³**disappear** / **are disappeared**. Peter ⁴**sends** / **is sent** to live with his aunt and uncle. Here, he starts a new school, a new life, and becomes interested in science.



One day, he's in the school laboratory doing some experiments and he ⁵**bites** / **is bitten** by a genetically modified spider. From that moment, he has the same abilities as a spider. During the films he ⁶**fights** / **is fought** against criminals and ⁷**falls** / **is fallen** in love with his schoolmate, Gwen Stacey.

The special effects for the latest Spider-Man movie ⁸**made** / **were made** with a special 3D-camera. The fantastic soundtrack was partly written by the British group Coldplay and thousands of copies of the track ⁹**have bought** / **have been bought** all over the world.

b Complete the sentences with the correct passive form of the verbs in brackets. Write the answers in the column on the right.

- | | |
|--|------------------|
| 1 I <input type="text"/> (give) a book for my birthday that I'd already read. | <u>was given</u> |
| 2 If you take a credit card with you on holiday, I'm sure it <input type="text"/> (accept) in most places. | _____ |
| 3 This dress is silk. It has to <input type="text"/> (wash) in cold water or it will shrink. | _____ |
| 4 The actress realized that she <input type="text"/> (follow) by the paparazzi, so she drove home again. | _____ |
| 5 A <input type="text"/> the thief <input type="text"/> (catch) yet? | _____ |
| B I don't think so. The police are still looking for him. | |
| 6 <input type="text"/> you ever <input type="text"/> (tell) a secret that you couldn't keep? | _____ |
| 7 This bank <input type="text"/> (rob) twice since it opened last year. | _____ |
| 8 When Jack arrived at the meeting, the decision <input type="text"/> (already make). | _____ |
| 9 Our flat <input type="text"/> (paint) at the moment. Everything's in a real mess! | _____ |
| 10 Although Pete thought the interview had gone really well, he <input type="text"/> (not offer) the job. | _____ |
| 11 When does this book have to <input type="text"/> (return) to the library? | _____ |
| 12 When we got to the car park we saw to our horror that our car <input type="text"/> (steal). | _____ |

activation

c Cover the column on the right in b and look at the sentences. Read the sentences aloud with the passive in the correct form.

6B GRAMMAR modals of deduction: *might / may, can't, must*

a Circle the correct verb.

- A Don't look now but isn't that Jane Marshall over there?
 B Where?
 A At that table by the window.
 B No, it ¹**must** / **can't** be. She went to live in Chicago.
 A But I'm sure it's Jane.
 B Mmm, I suppose it ²**can't** / **might** be her. But if it is, she looks much thinner than she used to.
 A Well it ³**must** / **can't** be five years since we last saw her. Someone can change a lot in five years!
 B You're right, it is Jane. But who do you think the man is? He ⁴**can't** / **might not** be her husband, can he?
 A No, he ⁵**can't** / **might not** be. They broke up years ago and haven't spoken to each other since.
 B It ⁶**can** / **may** be her new boyfriend – or her son!
 A Shall we go over and find out?



b Complete the dialogues with *must, might, might not, or can't*.

- 1 A That's the second laptop that Jack's bought this year.
 B He must have a lot of money then!
 A He's a student so he _____ be that rich.
 B He _____ have generous parents then.
- 2 A Do you know where Charlie is?
 B Well, he _____ be far away. His phone's on the table.
 A Any idea where he _____ be?
 B He _____ be talking to the boss or he _____ be in the photocopying room. Do you want me to go and look for him?
- 3 A I have a missed call and I don't recognize the number.
 B So, it _____ be from anyone you know.
 A Ah, I know! It's that company who interviewed me last week. They _____ be ringing to offer me the job. I'm not surprised: I did a really good interview.
 B Well, don't be too confident because they _____ be calling to say you didn't get the job.
 A There's only one way to find out!
- 4 A This steak _____ be for me. It looks like it's medium-rare, and I asked for a well-done steak.
 B It _____ be mine, then. I ordered a medium-rare steak.



activation

c Cover the dialogues in b. Look at the pictures and try to remember the dialogues.

7A GRAMMAR first conditional and future time clauses

- a Complete the messages with the verbs in the correct form: present simple, imperative, or *will* + infinitive. Use contractions where possible.



Annie

20:05

Katie!

How's it going? I'm studying so hard, but I need a break. Do you want to meet tomorrow evening? We could have a pizza and a chat.

I ¹ *'ll call* _____ (call) you when I ² _____ (get) home, OK? xx



Katie

20:08

Hi Ali! I'm studying too!!! My history exam is tomorrow afternoon. I'm really worried about it. OK for tomorrow evening, but not too early. I ³ _____ (send) you a message when the exam ⁴ _____ (finish). xx



Annie

20:09

OK. ⁵ _____ (come) to my place as soon as you ⁶ _____ (can). We can phone for a takeaway pizza :)



Katie

20:10

OK. But ⁷ _____ (not phone) the pizza place until I ⁸ _____ (get) there. I might be late.

I've been thinking, if you ⁹ _____ (be) free when all our exams ¹⁰ _____ (be) over in a couple of weeks, why don't we go away somewhere to celebrate?



Annie

20:11

Great idea! We could go away for a few days to relax!!

But I ¹¹ _____ (not able to) go away unless I ¹² _____ (pass) all the exams :(

We can talk about it when we ¹³ _____ (see) each other tomorrow night. xx



Katie

20:13

OK. Time to get back to work. If I ¹⁴ _____ (not study) a bit more tonight, I ¹⁵ _____ (not have) any chance of passing history tomorrow. Wish me luck!! xx

activation

- b Practise the messages in a with a partner.

7B GRAMMAR first and second conditionals

- a** Complete the sentences with the correct form of the verbs in brackets to make second conditional sentences. Use contractions where possible.



- 1 If we rented (rent) that big flat, we 'd have (have) enough room for the dog.
- 2 I _____ (buy) a huge house with a garden if I _____ (win) the lottery.
- 3 If you _____ (paint) this room white it _____ (be) much lighter.
- 4 I _____ (do) it myself if I _____ (have) more time.
- 5 I _____ (not be) so broke if I _____ (spend) so much on going out.
- 6 Maybe if I _____ (share) a flat with friends, I _____ (get on) better with my parents.
- 7 I _____ (can) travel next summer if I _____ (have) more money.
- 8 Carla _____ (move) out of her shared flat if she _____ (find) a job.
- 9 If my girlfriend _____ (not have to) work so hard, we _____ (can) see each other more often.
- 10 If I _____ (go) to bed earlier, I _____ (not be) so tired all the time.

- b** Complete the sentences with a verb from the list in the first or second conditional. Write your answers in the column on the right. Use contractions where possible.

be buy find get go never finish not be ~~not~~ hurry reduce take


- 1 If they ████, they'll miss the bus. don't hurry
- 2 If we had the money, we ████ a beautiful house in the country. _____
- 3 Lisa will have a lot of fun when she ████ to Germany to study next year. _____
- 4 Unless they ████ the price, they'll never sell their house. _____
- 5 If I were you, I ████ the dress back to the shop: it just doesn't suit you. _____
- 6 Annabel will look for a job as soon as she ████ her degree. _____
- 7 If it ████ so windy, we could go for a walk on the beach. _____
- 8 If you ████ some extra money in your bank account, would you spend it? _____
- 9 You ████ your homework if you keep chatting with your friends on Facebook. _____
- 10 Sarah ████ really upset if she doesn't find her necklace. We must help her look for it. _____

activation

- c** Cover the column on the right in **b** and look at the sentences. Read the sentences aloud with the verbs in the correct form.






8A GRAMMAR reported speech: sentences and questions

a Read the interview. Then complete the journalist's report below with the **bold** verbs from the interview in the correct tense.

Journalist	Firstly Mike, thank you very much for agreeing to this interview. I know you're a busy man. You have the leading role in the latest Kathryn Bigelow film. What is it like working with her?	
Mike	You 'can't begin to imagine what a fantastic experience it 'is . In fact, it 'has been an honour to work with her. However, I have to say that it 'wasn't easy at first, because filming 'started at 7.00 a.m. every day for the first three weeks. I'm not a person who likes early starts!	
Journalist	Yes, I had heard that! What 'did you enjoy most about working with her?	
Mike	I 'loved the way that she 'could get all the actors, including me, to do exactly what she wanted us to do.	
Journalist	Are you 'going to be in any more of her films in the near future?	
Mike	It 'depends on Kathryn, but I hope I 'will be . I'm really sorry but we 'must stop the interview now as I have a photo shoot at <i>Vogue</i> magazine.	

Mike told me that I ¹ couldn't begin to imagine what a fantastic experience working with Kathryn Bigelow ² _____. He also said that working with her ³ _____ an honour. However, it ⁴ _____ easy at first because filming ⁵ _____ every day at 7.00 a.m. for the first three weeks. When I asked him what he ⁶ _____ most about working with Kathryn Bigelow, he told me that he ⁷ _____ the way that she ⁸ _____ get the actors to do what she wanted. Finally, I asked Mike if he ⁹ _____ in any more of her films in the future. He said that it ¹⁰ _____ on Kathryn, but he hoped he ¹¹ _____. We then finished the interview because Mike said that he ¹² _____ go to a photo shoot at *Vogue* magazine.

b Write the other questions journalists asked Mike in reported speech.

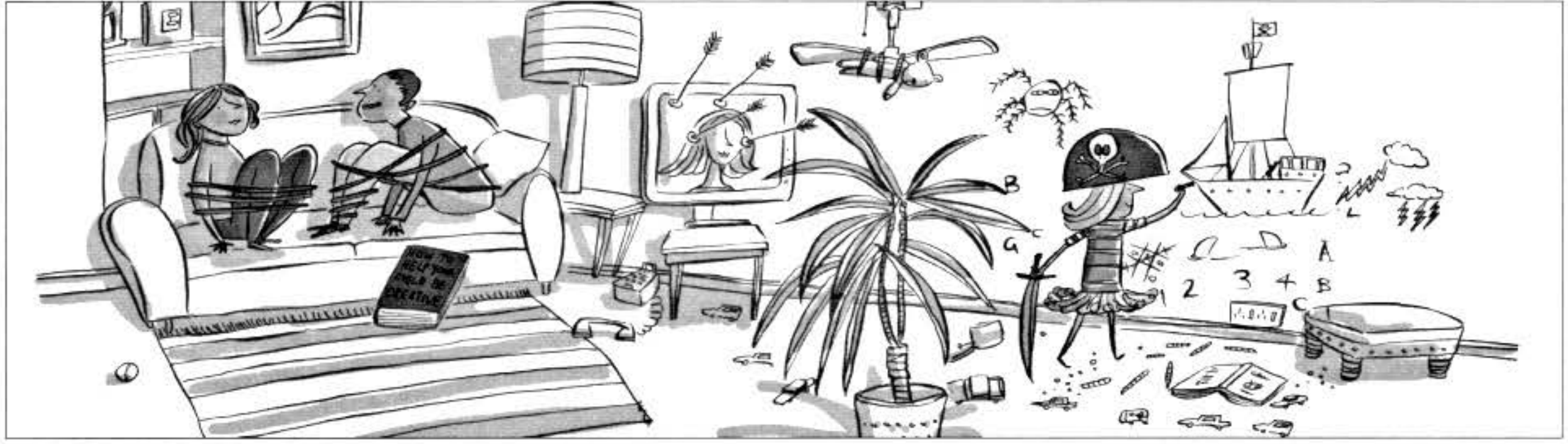
	“What's the most interesting role that you've played?”	1 The BBC asked Mike <u>what the most interesting role he had played was</u> .
	“Is there too much violence in films?”	2 Fox asked him _____.
	“Who's the most difficult actor that you've ever worked with?”	3 RTVE asked him _____.
	“What should a young person who wants to go into acting do?”	4 RAI asked him _____.
	“When are you going to retire?”	5 ITV asked him _____.

activation

c Cover b and the journalist's report in a. Look at the interview in a and try to remember the journalist's report.

8B GRAMMAR gerunds and infinitives

a Complete the sentences with the correct form of the verbs in brackets. Use the gerund, the infinitive with *to*, or the infinitive without *to*.



- 1 Emily's parents aren't strict enough with her. They let her whatever she likes. (do) _____ *do* _____
- 2 I'm really busy right now. Would you mind me back in about five minutes? (call) _____
- 3 My boss told me she wanted to me in her office. (speak) _____
- 4 We decided her a birthday present because we weren't sure what she wanted. (not buy) _____
- 5 Have you ever thought of back to live in Edinburgh or are you happy in London? (go) _____
- 6 My neighbour offered my children while I went to do some shopping. (look after) _____
- 7 Have you finished the computer yet? I need it. (use) _____
- 8 for people who are late makes me really angry. (wait) _____
- 9 My parents would like me medicine as a career. (consider) _____
- 10 I think Ben should study architecture. He's very good at . (draw) _____
- 11 Do you think you'd like with children or would you find it too stressful? (work) _____
- 12 If they can save enough money, they're hoping to Miami for their honeymoon. (go) _____
- 13 Have you ever thought about yoga or Pilates? They're very good if you have problems with your back. (do) _____
- 14 I was really surprised that he'd failed the exam. I thought he was going to pass. (hear) _____
- 15 Are you going to go on English here next year? (study) _____
- 16 I want you very seriously about what you're going to do after you leave university. (think) _____
- 17 I don't really feel like tonight. Let's go out for dinner. (cook) _____
- 18 Don't pretend the present if you don't. We can always change it for something else as I still have the receipt. (like) _____
- 19 late at night always makes me a bit uncomfortable. I just can't go to bed on a full stomach. (eat / feel) _____
- 20 Angela asked her brother her a lift into town. (give) _____

activation

b Cover the column on the right and look at the sentences. Read the sentences aloud with the verbs in the correct form.

9A GRAMMAR third conditional

a Put the words in the correct order to complete the conditional sentences.

1 would / scored / 'd / the / they / have / won / match
If he 'd scored, they would have won the match



2 missed / here / on time / if / the film / have / been / you'd
We wouldn't _____



3 offered / you / 'd / have / it / the job / you / would / taken
If they _____?



4 finished / if / fallen / she / the race / have / over / hadn't
Ella would _____



5 me / smiled / have / told / a photo / were taking / 'd / you / I
If you'd _____



6 known / that / eaten / you / was / what / have / in it / if / 'd
You wouldn't _____



b Put the verbs in brackets in the correct tense to make third conditional sentences. Use contractions where possible.

- We wouldn't have met (not meet) if you hadn't invited (not invite) us both to dinner that night.
- If I _____ (know) how cold it was going to be in London, I _____ (take) warmer clothes.
- You _____ (enjoy) the party if you _____ (go).
- Dora _____ (ring) you this morning if she _____ (not leave) her mobile on the train.
- I _____ (not delete) the email if I _____ (realize) it was important.
- _____ (you / marry) him if he _____ (ask) you?

activation

c Cover the sentences in **a**. Look at the pictures and try to remember the sentences.

9B GRAMMAR quantifiers



LIVE The Prime Minister and the Leader of the Opposition are having a debate on live television. •

a Circle the correct answer for each gap.

A After four years of your party in power, it's time for a change.

We're the party to do that. The country has of problems and we know how to solve them. Firstly, there's unemployment. Secondly, there aren't teachers in our state schools and thirdly, there's money left for pensions!

¹ a lot / many

² too many / too much

³ no / enough

⁴ any / no

B What you have to remember is that this situation is a direct result of your party's policies when you were in power.

We've had time to repair the damage you caused.

people voted for you in the last election?

! And do you know why? Because the voters were fed up and so were members of your own party!

⁵ very little / very few

⁶ How many / How much

⁷ Very few / Very little

⁸ much / a lot of

A My dear friend, you really haven't any idea what you're talking about! You say you haven't had . I say you don't have original ideas!

⁹ enough time / time enough

¹⁰ no / any

B I can assure you we have of ideas and that of them aren't original or effective.

¹¹ many / plenty

¹² very few / very little

A Nonsense! years ago when we were in power, our economy was stronger and we had unemployment. How do you explain that?

¹³ A little / A few

¹⁴ very few / very little

B You know that's not true and so do the voters. The people of this country are intelligent to believe your lies.

¹⁵ too / enough

A The problem is that your party spends time insulting the opposition, and not time thinking of new ideas.

¹⁶ too / too much

¹⁷ enough / many

C Thank you very much, ladies and gentlemen. I'm afraid we have more time today...

¹⁸ any / no

activation

b Cover the column on the right. Look at the debate and try to remember the missing words.

10A GRAMMAR relative clauses

a Complete the text with *who*, *which*, *where*, or *whose*.

a place a song a number a photo a person an animal a shop an object

We asked students to tell us about their favourite things in life:

This week Elena, a student from Brazil, tells us about hers.

I have to say that my favourite place in the world is the village ¹ where I was born. I've travelled all over the world but it's still the place ² _____ I love the most. A song... that's an easy one! It's *Lady in Red* by Chris de Burgh, for two reasons. Firstly, it was the colour of the dress ³ _____ I was wearing the night I met my husband. Secondly, it was the song ⁴ _____ the DJ played as we danced. The number ⁵ _____ I've chosen is the number nine. My grandmother, ⁶ _____ used to live with us when I was a child, always asked me to get her a lottery ticket with this number. I think that's why I like it so much. For a photo, I've chosen a black and white photo of my parents ⁷ _____ I've had for about 20 years. Every time I look at it, I can see two happy people in their early twenties ⁸ _____ lives were about to change forever. Why? Well because my mum was pregnant with me in the photo! My English teacher at school was the woman ⁹ _____ inspired me to love languages. So, I've chosen her to be my favourite person. Animals? No question about it! The animals ¹⁰ _____ I like most are dogs. The shop ¹¹ _____ I could spend all day would be one selling perfumes and cosmetics. Finally, an object ¹² _____ is very special to me is my engagement ring, because it used to belong to my husband's grandmother. It's beautiful.



b In which sentences could you also use *that*?

c In which sentences could you leave out *who* or *which*?

d Combine the two sentences using a non-defining relative clause.

- 1 Our neighbours are both teachers. They work at the same school.
Our neighbours, who are both teachers, work at the same school.
- 2 Pablo Picasso's best known painting is *Guernica*. He was born in Malaga in 1881.
Pablo Picasso, _____, was born in Malaga in 1881.
- 3 Canberra is the capital of Australia. It's smaller than Sydney and Melbourne.
Canberra, _____, is smaller than Sydney and Melbourne.
- 4 Our local post office has closed down. I used to work there.
Our local post office, _____, has closed down.
- 5 Lionel Messi is possibly the most talented footballer of his generation. He was born in Rosario in Argentina.
Lionel Messi, _____, is possibly the most talented footballer of his generation.
- 6 The hurricane caused millions of dollars' worth of damage. It was the worst for over 75 years.
The hurricane, _____, caused millions of dollars' worth of damage.

activation

e Read a again. Write a paragraph about your favourite things in life.

10B GRAMMAR question tags

a Complete the dialogues with a question tag.

- 1 **A** Hi. Your name's Angela, ¹ *isn't it* ?
B Yes, it is. Do we know each other?
A You really don't remember me, ² _____?
B I'm afraid I don't.
A It's Jeff. Jeff Dawson.
B Oh my goodness! We were at school together,
³ _____?
A That's right!



- 2 **A** Guess who called me this morning?
B It wasn't your ex, ⁴ _____?
A Uh huh.
B He isn't still calling you, ⁵ _____?
 What did he want?
A Just a chat, I think.
B But ex-boyfriends don't just ring for a chat,
⁶ _____?



- 3 **A** We're still going to the music festival in the holidays,
⁷ _____?
B Well, it depends.
A On what exactly? You don't have enough money,
⁸ _____?
B Well, not really.
A Your mum will lend you some, ⁹ _____?
 She always does.



- 4 **A** It's cold today, ¹⁰ _____?
B Well it's January, ¹¹ _____?
A It was much colder this time last year, ¹² _____?
B I suppose so. Oh look, here's my bus!



- 5 **A** What's wrong, darling?
B Nothing.
A You're not having problems with the other children at
 school, ¹³ _____?
B No, I'm not. Everything's fine.
A And you haven't had an argument with one of your friends,
¹⁴ _____?
B Of course not.
A You'd tell me if there was a problems, ¹⁵ _____?
B Yes, mum. Now will you please leave me alone?



activation

b Practise the dialogues in **a** with a partner.

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 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.

Getting to know you

A pairwork activity

This photocopiable 'getting to know you' activity can be used together with the introductory Grammar activities as a first-day class, especially if your Sts do not yet have the Student's Book.

- Sts write the information about themselves. They then swap with a partner and ask each other to explain the information.
- Copy one **A** sheet and one **B** sheet per student.

Language

general revision of Pre-intermediate grammar and vocabulary

- Put Sts in pairs and give each student instructions and a chart (**A** or **B**)
- Give Sts five minutes to write answers in the appropriate place in the chart.
- Now get Sts to swap 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.

1A 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

present simple and continuous, food vocabulary
In the restaurant, a man and a woman are sitting at a table. They're talking.

- Revise any food and cooking words that you think Sts may have forgotten and which they will need for the activity.
- Put Sts into 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, but it has been changed so that there are ten differences.
- Student A begins by describing the scene in the restaurant, and B listens to find differences. Then Student B describes the scene in the kitchen.
- They should ask their partner questions if necessary to identify the differences.
- When they have found the differences they can show each other the pictures to make sure they have identified them correctly.
- Check the differences orally with the class.

Extra support

- You could tell Sts that there are five differences in the restaurant scene and five in the kitchen.

Differences in restaurant pictures

- 1 **A** The waiter is going into the kitchen.
B The waiter is coming out of the kitchen.
- 2 **A** The waiter is carrying a cake on a plate.
B The waiter is carrying a roast chicken on a plate.
- 3 **A** The man and the woman on table 2 are sitting opposite each other and look happy.
B The man and the woman on table 2 are sitting next to each other and look unhappy.
- 4 **A** The businessman on table 1 is talking on his phone.
B The businessman on table 1 is typing into his mobile device.
- 5 **A** The woman on table 3 is eating with a fork in her left hand and an iPad or e-reader in her right hand.
B The woman on table 3 is holding a book in her left hand, and a glass in her right hand.

Differences in kitchen pictures

- 1 **A** There is a no smoking sign above the noticeboard.
B The sign above the noticeboard asks people to wash their hands.
- 2 **A** The male cook is trying the food.
B The male cook is adding salt to the food.
- 3 **A** The male cook with a large hat is stirring something in a pot.
B The male cook with a large hat is frying a steak in a pan.
- 4 **A** The female cook is looking in the fridge.
B The female cook is standing with her back to the fridge and looking at the cooks.
- 5 **A** The man at the sink is starting the washing-up.
B The man at the sink is finishing the washing-up.

1B Who is it?

A pairwork interview activity

Sts use question prompts to interview each other about somebody they know. Copy one sheet per student.

Language

questions forms in the present and future
What does she do? When are you going to see her next?

Extra support

- Give Sts, working alone, a few minutes to write the complete form of each question in the space provided. Remind Sts that '/' means there is a word missing or a change needs to be made to the verb. Check answers.
- Give each student a sheet, and focus on rubric **a**. Give Sts a few minutes to think of someone they know well. They can use the words at the top of the sheet for ideas. They shouldn't tell their partner anything about the person they are thinking about yet except whether the person is male or female.
- Now focus on the question prompts and give Sts time to think about how to make the questions.
- Now tell the Sts that they're going to ask each other about their mystery person to discover their identity. Demonstrate the activity by thinking of a person yourself. First tell them if it's a man or a woman and then get Sts to ask you the questions until they guess who the person is. Insist on correct question forms.
- In pairs, **A** interviews **B** and then tries to guess what the relationship is between **B** and the person they are describing.
- Sts swap roles.
- When they've finished, get feedback by asking who each student described, and if their partner was able to guess the relationship.

1 Family

Where was he / she born? Where does he / she live? Who does he / she live with?

2 Occupation / Studies

What does he / she do? Where does he / she work / study? Does he / she like his / her job / studies? Is he / she going to change job or studies in the future?

3 Appearance and personality

What does he / she look like? What kind of clothes does he / she wear? What is he / she like? What is his / her best and worst quality?

4 Interests

What does he / she like doing in his / her free time? Does he / she do any sport or exercise? Which? What kind of music does he / she like? Does he / she speak foreign languages?

5 Your relationship with this person in the present

How often do you see each other? Do you get on well? What do you have in common? What do you do together?

6 Your relationship with this person in the future

When are you seeing him / her next? What do you do together? Are you going on holiday together this year? Do you think you'll know him / her in ten years' time?

2A Money, money, money...

A pairwork speaking activity

Sts interview each other about questions related to money. Copy one sheet per pair and cut into a and b.

Language

questions forms in the present simple and the present perfect
*What's the most expensive thing you've ever bought?
How much money have you spent today?*

- Be sensitive to any concerns Sts may have about money.
- Put Sts in pairs and give out the sheets. Make sure that they can't see each other's questions. Give them a few moments to read their questions.
- Sts takes turns to ask each other the questions on their sheet. Remind them to always ask for more information.
- When Sts have finished the questions get some feedback from individual pairs.

2B How long have you...?

A class mingle

Sts have a question which they use to survey the rest of the class. Copy and cut up one sheet per 12 Sts.

Language

Present perfect and present perfect continuous
How long have you known him? How long have you been living there?

- If you have more than 12 Sts, divide the class into two groups and make them move to different sides of the class. Give each student a different question card. Tell Sts to work out what the second question is (they must use either the present perfect simple or continuous), but not to write it. Elicit and check the questions before Sts start the activity.

Occupation How long have you been working / worked there?

House How long have you been living / lived there?

Interests How long have you been doing it?

Gadgets How long have you had it / them?

Sport How long have you been doing it?

Holidays How long have you been going there?

Social networks How long have you had an account?

Giving How long have you been helping them?

TV How long have you been watching it?

Friends How long have you known him or her?

Learning How long have you been learning it?

Gym How long have you been a member?

Extra support

- You could let Sts write down their second question on the back of their card.
- Now tell Sts they have to ask their question to all the other Sts in the class or group and make a note of their answers.
- Sts stand up and mingle, asking their questions. If you have two groups, get them to mingle in different halves of the classroom. Take part in the mingle yourself, and monitor.
- When Sts have asked everyone their questions, get them to sit down.

- Get feedback for each card to find out who has been doing each activity the longest.

Non-cut alternative

- Copy one sheet per pair of Sts, and cut in half. Put Sts in pairs (preferably sitting face to face) and give them one half of the sheet each. **A** asks **B** his / her first and second questions. **B** answers, and then returns the questions, asking *What about you?* Then **B** asks **A** his / her first and second questions. They find out between the two of them who has been doing each thing the longest.

3A Questionnaire

A pairwork questionnaire

Sts revise comparatives and superlatives by completing a questionnaire with comparatives or superlatives and then asking and answering the questions. Copy one sheet per pair and cut into a and b.

Language

comparatives and superlatives
Are you taller than your sister?
Where's the best place to park?

- Put Sts in pairs and give out the questionnaires.
- Focus on the adjectives / adverbs and tell Sts to complete each question with a comparative or superlative of the adjective / adverb.
- Tell Sts that there may be two comparatives or two superlatives in each pair of questions – it's not always one of each.
- Check answers. You could copy the key onto the board.
- Now 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 also return the questions asking *What about you?*

- A** English 1 harder, 2 the most difficult; Travelling 1 the worst, 2 most often; Your life 1 more active, 2 unhealthiest; Friends and family 1 the best-looking (the most good-looking), 2 closest; Technology 1 the best, 2 more practical
- B** English 1 the most useful, 2 easier; Travelling 1 the longest, 2 more enjoyable; Your life 1 the most relaxing, 2 more healthily; Friends and family 1 best, 2 the most fluent; Technology 1 cheaper, 2 the most expensive

3B Generally speaking

A group discussion

Sts practise generalizing by discussing topics in small groups. Copy one sheet per group of three or four Sts and cut into cards.

Language

not using *the* for generalizing
I think cats make the best pets because...

- Put Sts in groups of three or four. Try to have a mixture of sexes where possible, as this will help to promote disagreement. Give out one set of cards to each group and put face down.

- Pick up the top card from one group and read it out. Say whether you agree or disagree and give a reason.
- Sts continue in groups. One student picks up a card and reads it out, says whether he / she agrees or not, giving reasons, and the others then say what they think. Monitor and correct any misuse of the definite article.
- Get some feedback to see whether, generally speaking, Sts agree or disagree with the sentences.

Extra support

- You could write some useful expressions on the board for Sts to use, e.g. *I agree / don't agree, (Personally,) I think..., In my opinion..., For example,...* Remind Sts not to use the definite article when they generalize.

Non-cut alternative

- Give one sheet to each pair or group and get them to discuss the statements one by one.

4A Language learning

A pairwork speaking activity

Sts compare their opinions on language learning. Copy one sheet per student.

Language

Different forms of *can / be able to*
The internet can help you when you're learning a language.

- Give out the sheets and tell Sts to spend five minutes reading through the sentences. Explain that they have to put a tick in the column after each statement if they agree with it and a cross if they disagree.
- Put the Sts in pairs. Tell them to compare their answers and explain the reasons for their choices. Monitor, correcting especially any mistakes which relate to grammar in 4A.
- Get feedback from individual pairs.

4B Tell us about...

A group board game

Sts move around the board making sentences using *have to, must, should*. Copy one sheet per group of three or four Sts.

Language

have to, must, should
You mustn't text when you're driving.

- Put Sts in groups of three or four and give each group a copy of the board game pieces. They will also need counters (or pieces of paper) and a coin.
- Each player puts a counter on a START triangle.
- Explain the rules of the game. Sts take turns to throw the coin and move one circle for heads and two for tails. When they land on a circle, they must make a sentence following the instruction. The rest of the group has to decide if the sentence is correct and makes sense. Be the final judge in case of dispute.
- If the sentence is wrong, Sts move back a circle. If it's correct, they stay on the circle.

- When Sts reach their own 'Finish', they have another go and continue round the board.
- The first student to reach the next 'Finish' wins.
- Alternatively, if there is time, tell Sts to continue round the whole board. The first student to reach the final 'Finish' before his or her 'Start' triangle then wins.

Extra idea

- If Sts need more written practice using the verbs, you could do this as a written race. After you say 'Go!' Sts, in pairs, have ten minutes to complete as many of the sentences as possible, starting with number one. Get the pair who have completed most to read out their sentences. Other pairs should read theirs, too, if they're different. The pair with the most grammatically correct answers wins.

Example answers

- 1 You shouldn't drink coffee / play on your computer / have a big dinner.
- 2 I have to go to the library / revise for the test / do my homework / practise speaking English.
- 3 You must print your boarding card / pack / check in / show your passport.
- 4 You don't have to work / go to classes / get up early / do anything.
- 5 You shouldn't go to bed late / worry / revise too much / eat a lot.
- 6 You don't have to pay cash / go to the shop / try things on / carry bags home with you.
- 7 You mustn't lose your concentration / text / eat / drink.
- 8 You should think about the price / why you need one / if you need a new one / any special offers and contracts.
- 9 I had to do my homework on time / speak in English / write compositions / give a presentation.
- 10 You have to learn English / find somewhere to live / get a job.
- 11 You should find out about special customs / if you need a visa / changing currency.
- 12 You shouldn't get back in touch / see what he or she is doing on Facebook / go out together again.
- 13 He or she has to correct homework / organize the classroom / prepare the class / have everything he or she needs.
- 14 You should consider what to cook / what food you need to buy / what drink you need to buy.
- 15 You shouldn't do exercise / go swimming / get cold.
- 16 A good student has to participate in class / do homework / go to class / pass exams.
- 17 You must reply to the invitation / buy a present / make sure you have some smart clothes to wear / plan how to get to the wedding.
- 18 You should take an aspirin / lie down / close your eyes / have a coffee.
- 19 You must fill up with petrol / check the tyres / plan your route. You mustn't smoke / forget your map / drive without regular breaks.
- 20 You should be punctual / have information about the job / look smart. You shouldn't get there late / talk too much / wear casual clothes.

5A What a cheat!

A pairwork activity

Sts complete different texts about cheating in sport with verbs in the correct tense (past simple, past perfect, or past continuous) and then memorize and tell each other their story. Copy one sheet per pair and cut into a and b.

Language

past tenses

Jane had already eaten when I got home.

- Put Sts in pairs and get them to sit face to face if possible. Give out the sheets. Explain that they each have a different true story about cheating in sport.
- Focus on **a**. Give Sts a few minutes to read their story and then complete the numbered spaces with the correct form of the verbs in the brackets.
- Check answers by copying the key onto the board.

Did he cheat?

2 formed 3 included 4 was preparing 5 had sat down
6 showed 7 had chosen 8 was driving 9 crashed
10 gave 11 overtook 12 went 13 had left
14 had crashed 15 accused 16 admitted

Blood money

2 were playing 3 were losing 4 finished 5 was bleeding
6 had been* 7 was walking 8 noticed 9 had smiled
10 had put 11 had used 12 won

* point out to the Sts that *had been injured* is the past perfect passive

Extra support

- You could get two **As** and two **Bs** to work together to complete their stories.
- Focus on **b**. Explain that Sts are now going to tell each other their stories, and ask their partner a final question about the story.
- Give Sts time to re-read and memorize the story.
- Now get **A** to tell **B** from memory about Nelson Piquet Jr., and then ask **B** the final question (instruction **c**). They should try to tell the story from memory but can use their texts as prompts where necessary.
- **B** then does the same for Harlequins and asks the final question **c**.
- Get feedback by asking Sts whether they think Nelson Piquet Jr. or the Harlequins team was the worse cheat and why.

5B How did they change our world?

A pairwork activity

Sts talk about some inventions and what life used to be like before they existed. Copy one sheet per pair.

Language

used to / didn't use to

People used to use candles for light.

They didn't use to stay up late at night.

- Put Sts in pairs and give out one sheet per pair.
- Focus on the first invention (the electric light) and ask Sts *What did people use to do before it was invented?* Try to elicit at least one (+) and one (-) answer with *used to*, e.g. *They used to go to bed when it was dark. They didn't use to stay up late at night.*
- Sts continue in pairs with the other inventions. Get them to write the sentences if you think they need more written practice with *used to*. Stress that they should try to make at least three sentences per invention.
- Get feedback, asking pairs to tell you their different sentences.

- Now tell Sts that they have five minutes to choose three inventions that they couldn't live without, and three that they could happily live without. Then they compare choices and explain why.
- Get feedback to see which were the most / least popular inventions.

Extra idea

- You could cut the cards up and give each pair or group of three or four Sts a set, placed face down. Sts pick up the top card and continue as above.

Example answers

the fridge They used to go shopping every day. They didn't use to buy ice-cream.

Google They used to use encyclopedias. They didn't use to look for information online.

satnav They used to use maps. They didn't use to be able to avoid traffic jams.

TV They used to play games or other activities. They didn't use to sit inside for a long time.

email They used to write lots of letters. They didn't use to communicate quickly.

MP3 players They used to listen to the radio. They didn't use to listen to music wherever they were.

the car They used to use horses for transport. They didn't use to travel so fast on land.

mobile phones They used to use phone boxes. They didn't use to contact people at any time.

digital cameras They used to be careful how many photographs they took. They didn't use to put photos onto a computer.

low-cost flights They used to pay a lot of money to travel by plane. They didn't use to travel so far.

cash machines They used to get money from a person inside the bank.

They didn't use to be able to get money anywhere in the world.

6A Give me an answer

A group activity

Sts ask questions using the passive to other Sts in the group. Copy and cut up one set of cards per three or four Sts.

Language

question forms in the passive
Is the film subtitled?

- Put Sts in groups of three or four and give each group a set of cards face down.
- Sts take turns to pick up the top card and ask the question to the other people in the group. Remind them to use *What about you?* When they repeat the question to the second or third student.
- Demonstrate by picking up a card yourself and asking one group. Ask extra questions for more information, to encourage the Sts to do the same.
- Sts then continue. Monitor and correct any mistakes with passive forms.
- Stop the activity when one group has asked all the questions, or when you think it has gone on long enough.

Non-cut alternative

- Copy one sheet per pair of Sts, and cut in half vertically. Put Sts in pairs (preferably sitting face to face) and give them one half each. **A** asks **B** his / her first question, **B** answers, and then returns the question by saying *What about you?* Then **B** asks **A** his / her first question.

6B Who do you think they are?

A pairwork activity

Sts have to match some people to their professions. Copy one sheet per pair.

Language

modals of deduction

He/she can't be... He/she might be... He/she must be...

She might be a hairdresser because she has beautiful hair.

- Put Sts in pairs and give out the sheets.
- Go through the list of jobs and make sure that Sts remember the meaning of all of them.
- Tell Sts to speculate about each person in turn, going through all the jobs. Tell Sts that they are all real people who do one of these jobs.
- Focus on photo 1 (Vince Cable) and **b**. Get Sts to give you a sentence with another reason why he can't be a boxer e.g. *He can't be a boxer because he looks very smart.* Repeat with **c** and **d**. Remind Sts that they have to say why.
- Monitor while they discuss and encourage them to use *He / She can't be / might be / must be*, etc.
- When you think that Sts have had enough time, check they have made a final decision for each person.
- Check answers, eliciting from different pairs sentences with *He / She must be a...* and their reasons, and see if any of the pairs guessed the correct answers.

Extra support

- You could write *We think he / she must be...* on the board.

- 1 Vince Cable is a politician.
- 2 Richard Ward is a hairdresser.
- 3 Mary Beard is a university professor.
- 4 Adam Phillips is a psychoanalyst.
- 5 Nicola Benedetti is a violinist.
- 6 Nicola Adams is a boxer.

7A Finish the sentences

A group activity

Sts race to complete sentences. Copy and cut up one sheet per four or five Sts.

Language

first conditional and future time clauses + *when, until*, etc.

I'll move house when I get a promotion.

I'll do my homework as soon as I get home this afternoon.

- Put Sts in small groups (four or five) and number the groups. Give each group a set of 20 strips in an envelope.

- Each group picks a strip and tries to complete the sentence in a logical and correct way. They should then write their sentence. As soon as they've written it, one student comes to you with their sentence. If it's correct, the group gets a point. Keep the score for each group on the board. If the sentence is not correct, the group rewrites it.
- Set a time limit, e.g. eight minutes. When the time is up, the group with the most correct sentences wins.

Non-cut alternative

- Put Sts into pairs and give out one sheet per pair. Sts work in pairs to complete the sentences. Set a time limit. When the time is up, get the pair who has completed the most to read out their sentences. The pair with the most correct sentences wins.

7B If you had to choose...

A pairwork or group activity

Sts ask questions about preferences, either to a partner or small group. Sts have to say which alternative they would prefer and why. Copy one sheet per pair or small group. You can personalize this activity if you want by inventing more questions giving alternatives yourself.

Language

second conditional

I'd prefer to have a holiday house on the coast, because if I had a house in the mountains, I'd miss the sea.

- Put Sts in pairs or small groups and give out the sheets.
- Demonstrate the activity by getting a student to ask you one of the questions. Answer in as much detail as possible. Sts then continue either asking their partner the question or asking all the people in the group. Tell the other student(s) to return the questions using *What about you?*
- While Sts are talking, go round and monitor, correcting any mistakes with conditionals.
- When the activity finishes, get feedback from a few pairs or groups.

8A Ask and tell

A pairwork activity

Sts interview each other and then report questions and answers to a new partner. Copy one sheet per pair and cut into **A** and **B**.

Language

reported speech

I asked Pablo how many times he'd been abroad. He said (that) he'd been abroad about five times.

- Put Sts in pairs **A** and **B** and give out the sheets. Focus on **a**.
- Stress that Sts just need to ask the questions on their sheet and write notes (not whole sentences).
- Sts ask and answer the questions alternately. Monitor to make sure that Sts aren't writing down everything their partner says or asking for more information.

- After Sts have finished asking all their questions, put Sts in new pairs so that all the **As** are now working with a different **B**. Focus on **b**.
- **A** tells **B** what he / she asked his / her original partner and what he / she said (using reported speech). Sts do this alternately.
- Monitor and correct any misuse of reported speech.

Extra idea

- Fast finishers could write down the ten questions they asked their partner using reported speech.

8B Predict the story

A reading and predicting activity. Copy one sheet per student (or pair).

Sts read and predict the next paragraph of a short story.

Language

work

- Give each student a sheet. Make sure they have a piece of paper to cover the text before they start reading.
- Sts cover all the text except the first paragraph and question 1. Sts read up to the first question *What do you think the meeting was about?*
- Give Sts a moment to discuss question 1 with a partner, or elicit ideas from the whole class (someone will almost certainly guess right, but don't tell them).
- Sts then uncover and read the next part of the story and question 2, and find out if their predictions were correct.
- Repeat the same process with the remaining parts of the story and questions.
- When you come to the last two questions, elicit all possible suggestions from the class. Accept all ideas, but tell Sts that Keeler will probably be sacked.

Tip

- Explain to the Sts that the story is adapted from an original story set in the US and some American words are used. The American version of 'to sack' is 'to fire'. *The Firing Line* is therefore a play on words: it refers to someone who is in line to be fired, and it also refers to the position from which someone with a gun shoots at a target.

9A Third conditional game

A group board game

Sts revise third conditionals by moving around a board and completing sentences. Copy one sheet per group of three or four Sts.

Language

third conditional

If we had known it was your birthday, we would have bought you a present.

- Put Sts in groups of three or four and give each group a copy of the board game. They will also need counters (or pieces of paper) and a coin.

- Explain the rules of the game. Sts throw the coin and move one square for heads and two for tails. When they land on a square, they must finish the sentence so that it is grammatically correct and makes sense. Encourage them to use contracted forms. The rest of the group are 'judges'. Be the final judge in case of dispute. If the sentence is correct, they can stay on the square they have landed on. If not, they have to go back to where they came from.
- The youngest student in each group starts. If Sts land on a square where another student has been before, they must complete the sentence in a different way.
- The first student to reach the 'Finish' wins.

Possible answers

- 1 would have won the match
- 2 you'd decided to come
- 3 wouldn't have got a table
- 4 you hadn't had that last cup of coffee
- 5 wouldn't have cooked lamb
- 6 I'd known who was on the other end of the line
- 7 wouldn't have got lost
- 8 I wouldn't have missed your call
- 9 I'd studied more
- 10 we would have bought you a present
- 11 you'd told us you were coming
- 12 he'd been more careful
- 13 I'd have bought it
- 14 he'd got to work on time more often
- 15 it had snowed more
- 16 I'd have caught the train
- 17 if I'd done the lottery last week
- 18 we would have won the match

9B Lifestyle survey

A pairwork activity

Sts compare information about their lifestyle and practise using quantifiers. Copy one sheet per pair and cut into a and b.

Language

quantifiers

How much time do you spend with your family every day?
Not enough.

- Put Sts in pairs and give out the sheets. Focus on **a** and give Sts a few moments to read all their question prompts. Then focus on **b** and on the expressions Sts should use in their answers.
- **Extra support**
 - Drill all the questions with the whole class.
- Demonstrate the activity by getting an **A** and a **B** to ask you their first question. Answer each question with an expression from the list, and then explain it. Elicit follow-up questions.
- Sts ask and answer the questions in pairs. Get them to ask alternate questions, and, if there's time, to return the question with *What about you?*
- Get some feedback from the class.

10A Relative clauses quiz

A pairwork quiz

Sts complete questions using relative pronouns and then ask a partner the questions. Copy one sheet per pair and cut into **A** and **B**.

Language

relative pronouns

Can you tell me the sport which is played at Wimbledon?

- Give out a copy of the questions (**A** or **B**) to each student.
- Sts complete the questions individually with a relative pronoun.
- When all Sts have completed their questions, check answers either orally or by writing the pronouns on the board.
 - A** Sport 1 which, 2 which; Art and literature 1 who, 2 whose; Film and TV 1 who, 2 who; Geography 1 which, 2 where; Technology 1 whose, 2 where
 - B** Sport 1 where, whose; Art and literature 1 whose, 2 who; Film and TV 1 where, who; Geography 1 where, 2 which; Technology 1 where, 2 which
- Put Sts in pairs **A** and **B**. Sts sit facing each other.
- Focus on **b**. Explain that first they must ask their partner the question without giving the three alternative answers. If their partner gets it right, he / she gets three points. If he / she gets it wrong, then they should give the three alternatives. If their partner chooses the correct option, he / she gets one point.
- When Sts finish, ask each pair who got the most points.

Extra challenge

- Get Sts to write some more quiz questions of their own.

10B Memory game: question tags

A pairwork activity

Sts ask each other questions, remember the answers, and then check that they've remembered the answers correctly using question tags. Copy one sheet per pair and cut into **A** and **B**.

Language

question tags

Your favourite colour is blue, isn't it?

- In pairs, Sts sit facing each other. Give out the sheets and give Sts a minute to read their questions and instructions.
- **A** and **B** ask and answer each other's questions alternately (or **A** asks all his / her questions first, and then **B**). Stress that they mustn't write down their partner's answers, but must try to remember them. Encourage them to have a conversation rather than just asking / answering. This will help them to remember the answers.

- When **A** and **B** have asked all their questions, stop and get the class's attention. Ask one **A** if he or she remembers how **B** answered the first question (*When's your birthday?*) and explain that to check this he or she should say *Your birthday's the (18th May), isn't it?* Get **B** to answer (*Yes, it is* or *No, it isn't. It's the...*).
- In pairs, Sts check their memory of their partner's answers. Monitor to make sure they're forming and pronouncing the question tags correctly.
- Get feedback to see which student in each pair had the better memory.

Revision

A pairwork speaking activity

- Sts ask each other questions about key vocabulary areas using a range of tenses and verb forms from the book. This could either be used as a final 'pre-test' revision or as an oral exam. Copy and cut up one set of cards per pair.

Language

grammar and vocabulary of the book
What does your brother look like?

- Sts work in pairs. Give each pair a set of cards face down. Set a time limit, e.g. ten minutes. Sts take turns to pick up the top card and talk to their partner about the topic on the card, using the prompts.
- Tell Sts to keep their cards and then if there is time, to swap cards with their partner.
- Encourage Sts to ask follow-up questions.
- Monitor, help, and correct.

Non-cut alternative

- Make one copy per pair. Give Sts a few moments to read through the cards. **A** chooses a number for **B**. **B** then talks about what's on the card for that number. Sts continue taking turns to choose a topic for their partner to talk about.

COMMUNICATIVE Getting to know you

Student A instructions

- a** Read your instructions and write your answers in the correct place in the chart.
- In the star, write your first name and surname.
In square 1, write the year you started learning English.
In circle 2, write two things you really like doing when you have some free time.
In square 3, write the number of the month when you were born (e.g. October = 10)
In circle 4, write the name of a famous person you admire.
In square 5, write the name of the last film you saw at home or at the cinema.
In circle 6, write the name of the most beautiful place you've ever been to.
In square 7, write the names of two sports you think are really boring or interesting to watch.
In circle 8, write the name of the person you get on with best in your family.
In square 9, write the name of a famous group or singer you really like or don't like.
In circle 10, write the name of a TV programme you often watch.

- b** Swap charts with **B**. Ask **B** to explain the information in his / her chart. Ask for more information.

Why did you write '3'?

Because it's how many brothers and sisters I have.

What are their names?

- c** Explain your answers to **B**.

Student A chart

The chart consists of a central star with ten points. Surrounding the star are ten numbered shapes: squares 1, 3, 5, 7, 9 and circles 2, 4, 6, 8, 10. Each shape is intended for a student to write their answers to the instructions in the previous section.

Student B instructions

- a** Read your instructions and write your answers in the correct place in the chart.
- In the star, write your first name and surname.
 - In square, 1, write the number of brothers and sisters you have.
 - In circle 2, write the two things you don't like doing at weekends.
 - In square 3, write the number of the house or flat where you live.
 - In circle 4, write the name of a really good friend.
 - In square 5, write the name of the place where you spent your last holiday.
 - In circle 6, write the name of a website you often visit.
 - In square 7, write the name of a subject you really love or loved at school.
 - In circle 8, write the name of two kinds of music you really like.
 - In square 9, write an animal you have or would like to have as a pet.
 - In circle 10, write the name of a TV personality you really like or don't like.

- b** Swap charts with A. Ask A to explain the information in his / her chart. Ask for more information.

Why did you write 'Sebastian'?

Because it's the name of the person I get on with best in my family.

Who exactly is Sebastian?

- c** Explain your answers to A.

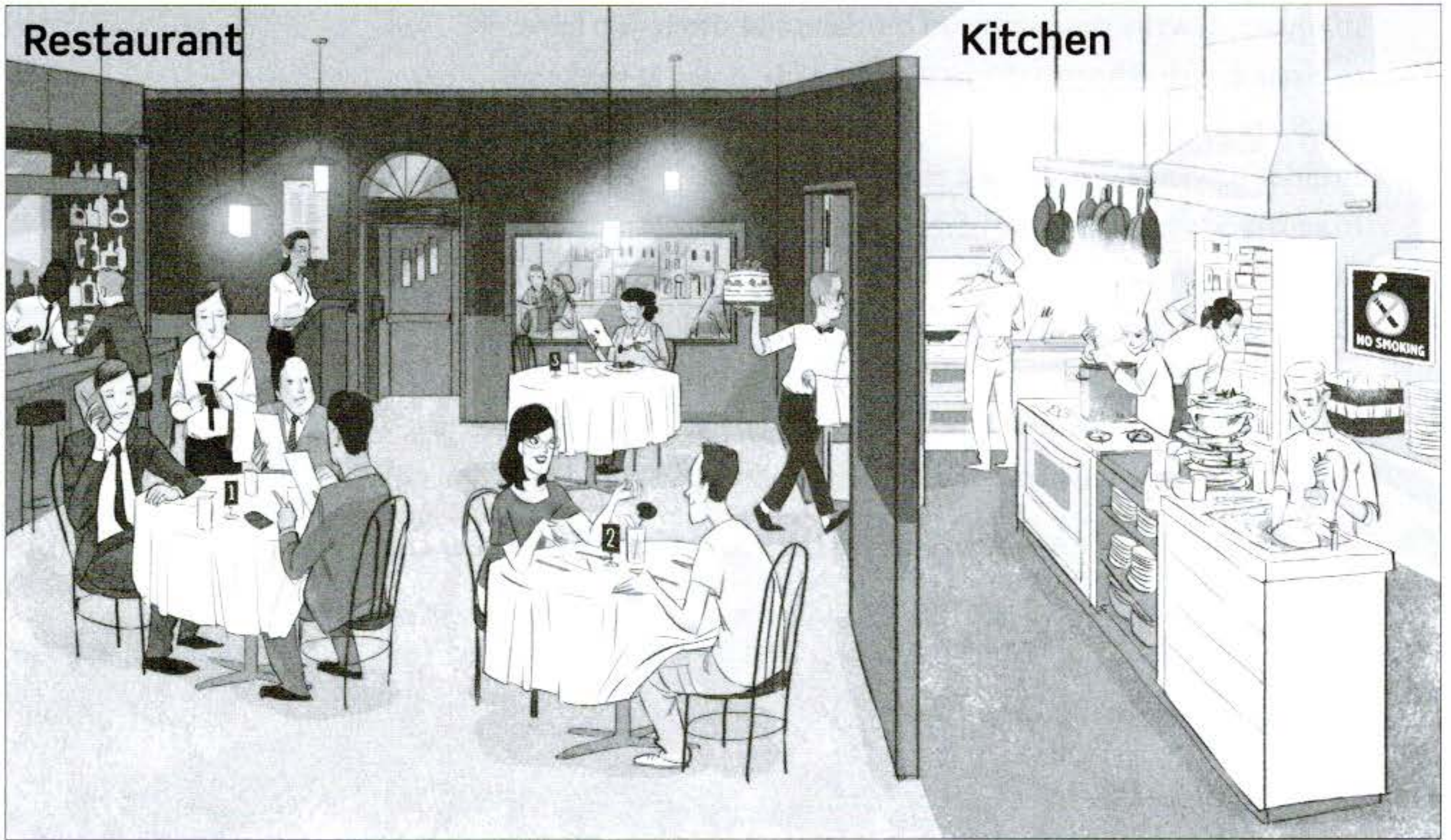
Student B chart

The chart consists of a central star shape with ten points. Surrounding the star are ten numbered shapes: squares 1, 3, 5, 7, 9 and circles 2, 4, 6, 8, 10. The star and shapes are arranged in a circular pattern around the central star.

1A COMMUNICATIVE Spot the difference

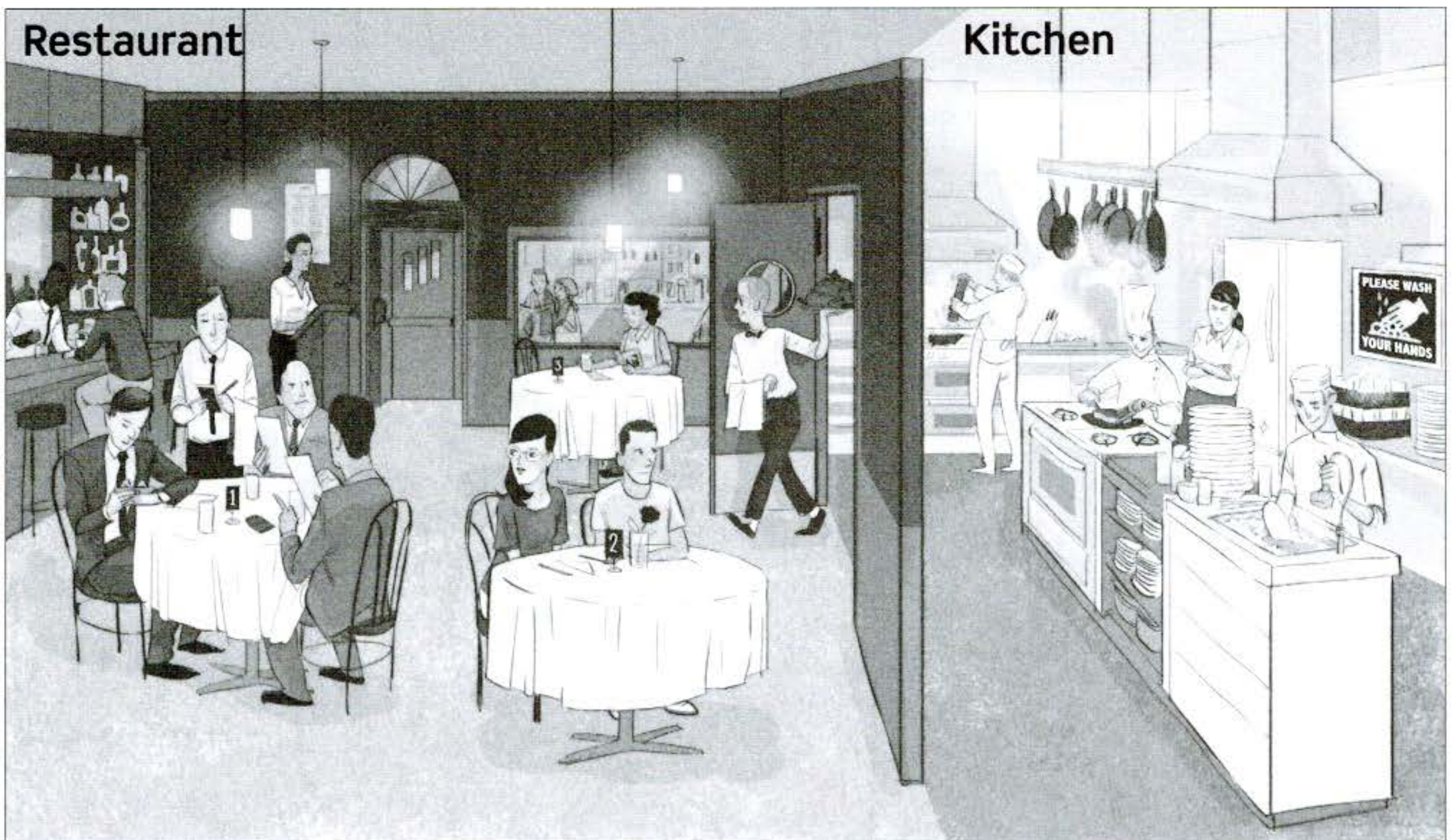
Student A

Describe your restaurant picture to **B**. Find five differences. Mark the five differences in your restaurant picture.



Student B

Describe your kitchen picture to **A**. Find five differences. Mark the five differences in your kitchen picture.



1B COMMUNICATIVE Who is it?

a parent

your boyfriend / girlfriend

your best friend

a stepmother / stepfather

a brother / sister

a work colleague

a nephew / niece

your husband / wife

a grandparent

Person's first name _____	
<p>1 Family</p> <p>Where / born? _____</p> <p>Where / live? _____</p> <p>Who / live with? _____</p>	<p>4 Interests</p> <p>What / like doing in / free time? _____</p> <p>/ do any sport or exercise? Which? _____</p> <p>What kind / music / like? _____</p> <p>/ speak foreign languages? Which? _____</p>
<p>2 Occupation / Studies</p> <p>What / do? _____</p> <p>Where / work or study? _____</p> <p>/ like / job or studies? Why (not)? _____</p> <p>/ going / change / job or studies in the future? _____</p>	<p>5 Your relationship with this person in the present</p> <p>How often / see each other? _____</p> <p>/ get on well? _____</p> <p>What / have in common? _____</p> <p>What / do together? _____</p>
<p>3 Appearance and personality</p> <p>What / look like? _____</p> <p>What kind / clothes / wear? _____</p> <p>What / like? _____</p> <p>What / best and worst quality? _____</p>	<p>6 Your relationship with this person in the future</p> <p>When / you / see this person next? _____</p> <p>What / do together? _____</p> <p>/ go on holiday together this year? _____</p> <p>Do you think / know this person / ten years' time? _____</p>

- a** You're going to tell your partner about someone in your family, or someone you know very well. Look at the question prompts in the table and think of your answers to the questions.
- b** **Student A:** Ask **B** about his or her person. Use the questions in the table but ask for more information, too. Try to guess who the person is.
Student B: Answer **A's** questions. Give as much information as possible about him or her, but don't tell **A** who he or she is. **A** has to guess if the person is a parent, your boyfriend or girlfriend, your best friend, a work colleague, etc.
- c** Swap roles.

2A COMMUNICATIVE Money, money, money...

Student A

Ask your partner the questions. Remember to ask for more information.

Do you like finding bargains in the sales?

Why?

No, I hate going to the sales.

- 1 Do you like finding bargains in the sales?
- 2 When do you prefer to pay by cash, and when do you prefer to pay by card?
- 3 Have you ever bought something you couldn't really afford?
- 4 Has a cash machine ever 'eaten' your bank card? If so, how did you get it back?
- 5 Have you, or anyone you know, ever won a lot of money?
- 6 Does anybody owe you money? Do you owe anybody money?
- 7 How much do you spend on food and drink every week?
- 8 Have you ever given money to a charity, like Save the Children or Oxfam?
- 9 Is your country expensive to live in at the moment? What kinds of things are expensive?
- 10 Who usually pays the bill when you go to a restaurant?



Student B

Ask your partner the questions. Remember to ask for more information.

Have you ever bought something and then regretted it?

Why didn't you like it?

Yes, I once bought a picture, but when I brought it home I decided that I didn't like it.

- 1 Have you ever bought something and then regretted it?
- 2 How much money have you spent so far today? What did you spend it on?
- 3 What kind of things do you normally buy online? Why don't you buy them in a shop?
- 4 Have you ever taken out a loan from the bank? Why?
- 5 Is there anything you'd love to buy but can't afford at the moment?
- 6 Have you bought anything nice this week?
- 7 Have you ever inherited money or property, or something more unusual?
- 8 What's the most expensive thing you've ever bought?
- 9 What do you spend your money on apart from food, rent, etc.?
- 10 Have you, or anyone you know, ever been robbed of money? If so, what happened?



2B COMMUNICATIVE How long have you...?

OCCUPATION

Where do you work or study?

How long / work or study there?



HOUSE

Do you live in a house or in a flat?

How long / live there?



INTERESTS

Do you have a special hobby?

How long / do it?



GADGETS

What gadgets (e.g. e-reader, smartphone, etc.) do you have?

How long / have them?



SPORT

Do you do any sport or exercise?

How long / do it?



HOLIDAYS

Is there a place you often go to for a holiday?

How long / go there?



SOCIAL NETWORKS

Are you on Facebook or another social network?

How long / have an account?



GIVING

Do you give money to, or do you work for, a charity, e.g. the World Wildlife Fund?

How long / help them?



TV

Is there a TV programme or series you regularly watch?

How long / watch it?



FRIENDS

Who's your oldest friend?

How long / know him or her?



LEARNING

Are you learning anything new at the moment (not English!)?

How long / learn it?



GYM

Do you go to a gym?

How long / be a member?



3A COMMUNICATIVE Questionnaire

Student A

a Complete the questions with a comparative or superlative.

	<p>English</p> <p>1 Which do you think is _____ to learn, your own language or English? (hard)</p> <p>2 What's _____ thing about studying English? (difficult)</p>
	<p>Travelling</p> <p>1 What's _____ holiday you've ever had? (bad)</p> <p>2 Which do you use _____, public transport or a car? (often)</p>
	<p>Your life</p> <p>1 During a typical day, are you _____ in the morning or in the afternoon? (active)</p> <p>2 What's your _____ habit? (unhealthy)</p>
	<p>Friends and family</p> <p>1 Who's _____ person in your family? (good-looking)</p> <p>2 Who in your family are you _____ to? (close)</p>
	<p>Technology</p> <p>1 If you have a technical problem who's _____ person you know to help you? (good)</p> <p>2 Which do you think is _____, a laptop or a tablet? (practical)</p>

b Ask B your questions. Ask for more information.

Student B

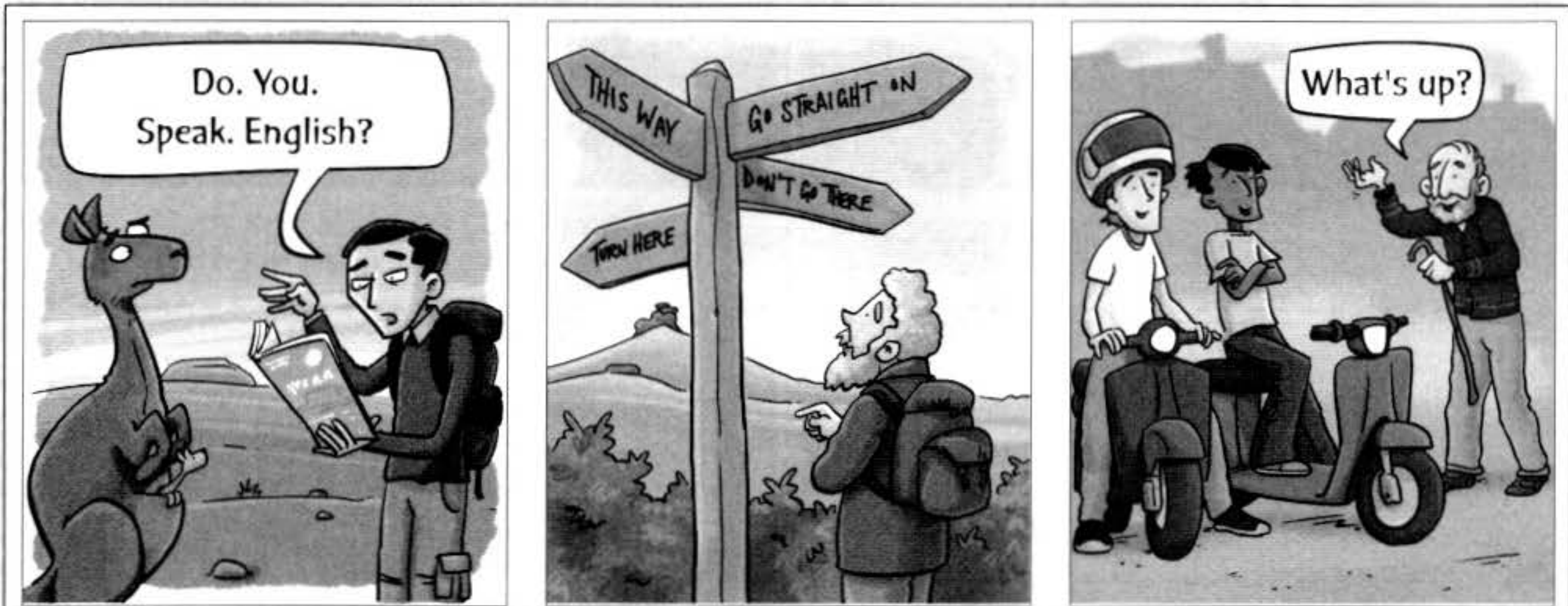
a Complete the questions with a comparative or superlative.

	<p>English</p> <p>1 Apart from English, what do you think is _____ foreign language to learn? (useful)</p> <p>2 Do you find listening is _____ than speaking? (easy)</p>
	<p>Travelling</p> <p>1 What's _____ journey you've ever been on? (long)</p> <p>2 Do you think travelling alone is _____ than travelling with friends or family? (enjoyable)</p>
	<p>Your life</p> <p>1 Which part of the day is _____ for you? (relaxing)</p> <p>2 Do you eat _____ than in the past? (healthily)</p>
	<p>Friends and family</p> <p>1 What's your _____ friend like? (good)</p> <p>2 Who's _____ English speaker in your family? (fluent)</p>
	<p>Technology</p> <p>1 Is it _____ to buy things online or in a shop? (cheap)</p> <p>2 What's _____ gadget you've ever bought? (expensive)</p>

b Ask A your questions. Ask for more information.

4A COMMUNICATIVE Language learning

a Look at the statements and tick (✓) if you agree or put a cross (X) if you disagree in the column next to it.



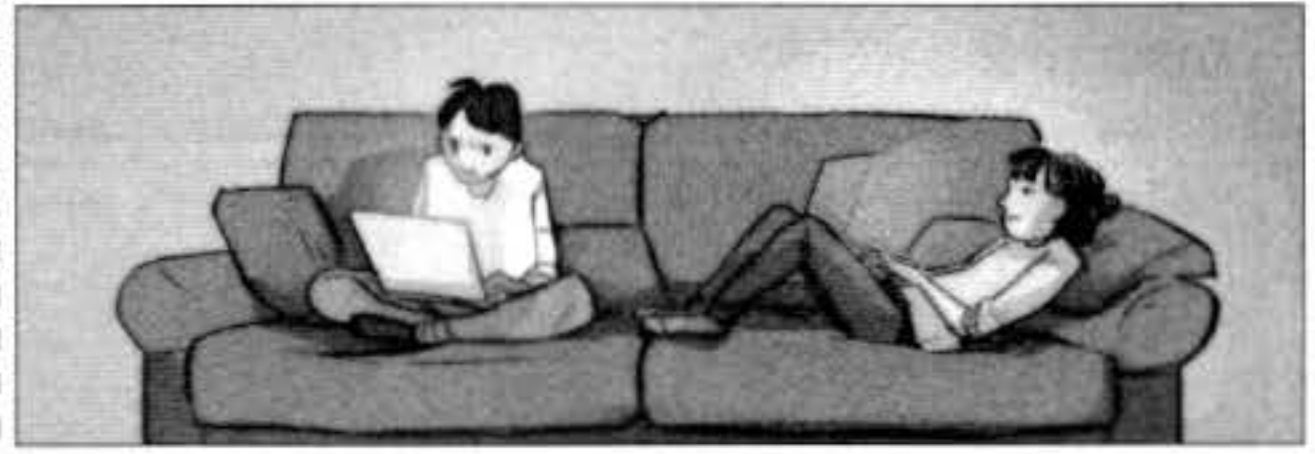
- 1 To be able to speak English well, you have to live in an English-speaking country for at least a year. _____
- 2 Life offers you more opportunities if you can speak English well. _____
- 3 It's never too late to be able to learn a new language. _____
- 4 My main reason for learning English is because I want to be able to get a good job. _____
- 5 It doesn't matter if you make mistakes in English if people are able to understand you. _____
- 6 There's not much you can do to improve your English outside the classroom. _____
- 7 Tourists should always be able to say some basic phrases in the language of the country they are visiting. _____
- 8 A person can never be 100 per cent bilingual. _____
- 9 Most people prefer to see a foreign film with subtitles than see it dubbed into their own language. _____
- 10 The internet can help you when you're learning a language. _____
- 11 Listening to other people speaking English is the only way I can improve my pronunciation. _____
- 12 Most young people in my country can communicate well in English. _____
- 13 A child can learn English just by watching TV in English. _____
- 14 A good teacher can influence how much you enjoy a language. _____
- 15 To be able to communicate well in a foreign language, pronunciation and vocabulary are more important than grammar. _____

b Compare your answers with your partner and explain why you agree or disagree.

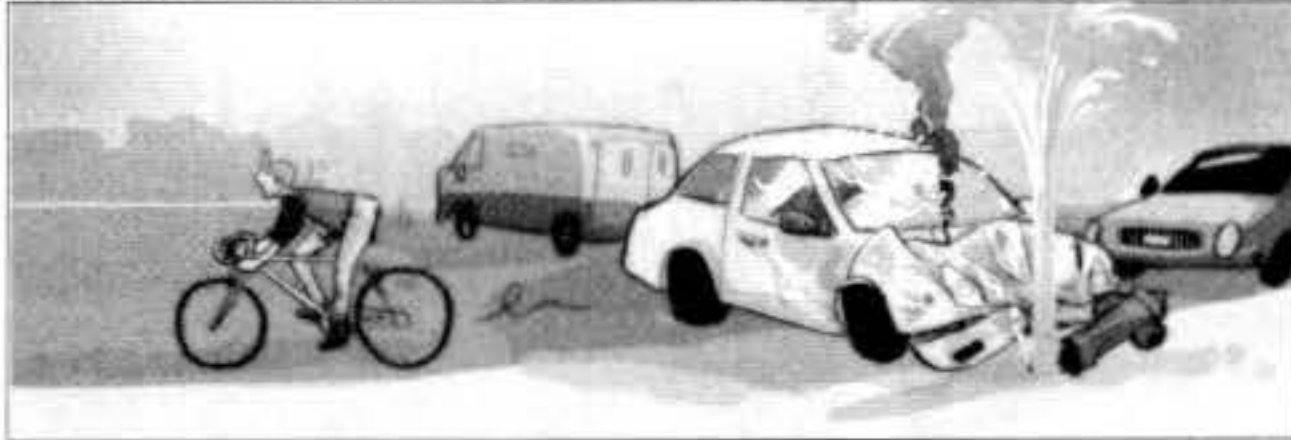
3B COMMUNICATIVE Generally speaking



Women have a better sense of colour than men.



People who spend a long time on computers have no social skills.



Cyclists should pass a test before riding a bike.



Vegetarians are healthier than people who eat meat.



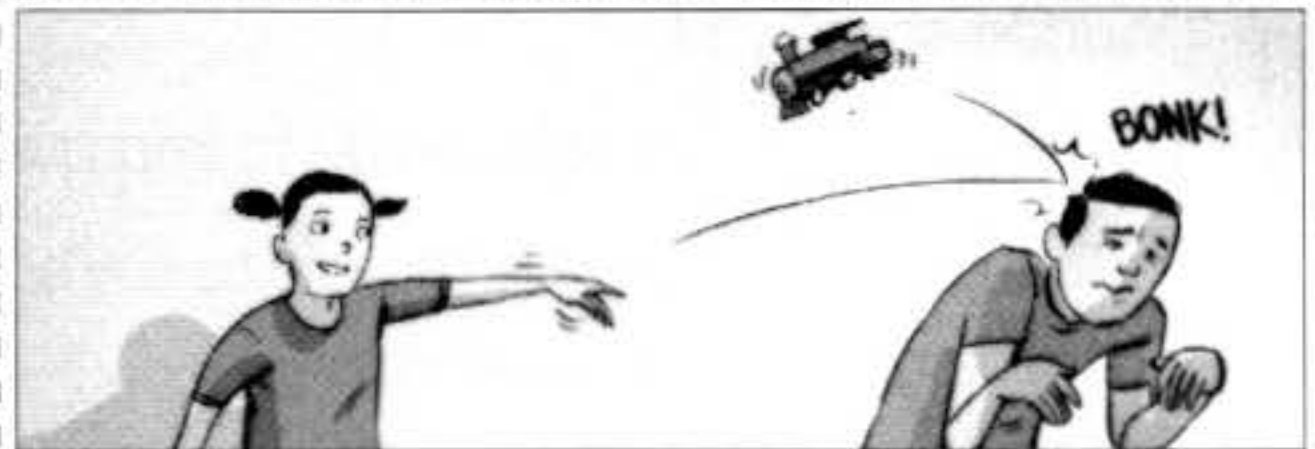
Young people today have easier lives than their parents.



Exercise is only good for you if it hurts.



School friends are for life.



Brothers and sisters don't usually get on well.



Designer clothes are a waste of money.



People who have a sports car are usually fast, aggressive drivers.



Food that tastes good is usually bad for you.



Cats make the best pets.

4B COMMUNICATIVE Tell us about...

Tell us about ...

Have another go! (START)

1 Three things you **shouldn't** do before you go to bed.

2 Two things you **have to** do after class today.

3 Two things you **must** do before you catch a plane.

4 Three things you **don't have to** do when you're on holiday.

5 Two things you **shouldn't** do the night before an exam. (FINISH)

Have another go! (START)

6 Two things you **don't have to** do if you shop online.

7 Two things you **must** do and two things you **mustn't** do when you're driving.

8 Two things you **should** think about before you buy a new phone.

9 One thing you **had to** do in your English class last year which you found very difficult.

10 Two things you **have to** do if you want to live and work in an English-speaking country. (FINISH)

Have another go! (START)

11 Two things you **should** find out about a country before you visit it.

12 Two things you **shouldn't** do when you break up with your partner.

13 Two things a teacher **has to** do before a class.

14 Two things you **should** consider if you've invited friends round to have dinner.

15 Two things you **shouldn't** do if you have flu. (FINISH)

Have another go! (START)

16 Three things a good student **has to** do to improve their English.

17 Two things you **must** do if you've been invited to a wedding.

18 One thing you **should** do if you have a headache.

19 Two things you **must** do and one thing you **mustn't** do when you are going on a long journey by car.

20 Two things you **should** do and two things you **shouldn't** do when you have a job interview. (FINISH)

5A COMMUNICATIVE What a cheat!

Student A

- a** Put the verbs in brackets in the past simple, past perfect, or past continuous.

Did he cheat?

In the autumn of 2008, Nelson Piquet Jr. ¹ found (find) himself in the middle of one of sport's greatest controversies – had he or hadn't he deliberately crashed his car during the Singapore Grand Prix?

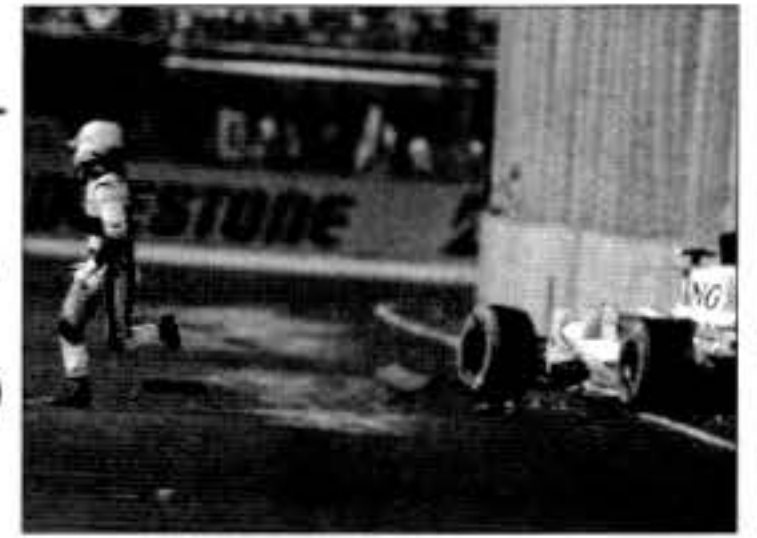
Piquet Jr. ² _____ (form) part of the Renault Formula 1 team which also ³ _____ (include) the Spanish driver Fernando Alonso. According to Piquet, the day before the race, while he ⁴ _____ (prepare) to drive, two senior Renault F1 directors asked to speak to Piquet Jr. He went to see them in their offices, and as soon as he ⁵ _____ (sit down), the two directors took out a map of the Singapore circuit. They then ⁶ _____ (show) him the exact corner on the map where they wanted him to crash his car, and the exact moment when they wanted it to happen. The directors ⁷ _____ (choose) this corner because they knew rescue teams couldn't get to this part of the track quickly, so all the drivers would have to slow down. Piquet agreed to 'sacrifice'

his race so that his teammate, Alonso, could win.

While Piquet ⁸ _____ (drive) around the circuit for the 14th time, he

⁹ _____ (crash) his car. This allowed Alonso to make an early pit stop and ¹⁰ _____ (give) him an advantage. After Piquet crashed, Alonso ¹¹ _____ (overtake) the other drivers and ¹² _____ (go) on to win the race.

In 2009, after Piquet ¹³ _____ (leave) Renault, there was an investigation. Piquet admitted that he ¹⁴ _____ (crash) his car on purpose under instruction from Renault. At first, Renault ¹⁵ _____ (accuse) Piquet of lying, but finally they ¹⁶ _____ (admit) their guilt.



- b** Read the story again and remember it. In your own words, tell **B** about Nelson Piquet Jr.

This happened to Nelson Piquet Jr. in 2008. He was part of...

- c** Ask **B** *Who do you think is telling the truth, Nelson Piquet Jr. or Renault Formula 1?*

Student B

- a** Put the verbs in brackets in the past simple, past perfect, or past continuous.

Blood money

One of the greatest sporting scandals ¹ happened (happen) in a Rugby Union match in 2009. The scandal involved a player, and the club's director and physiotherapist.

On 12th April 2009, the English team Harlequins ² _____ (play) against the Irish team Leinster in a Heineken Cup match. The match wasn't going very well for Harlequins and they ³ _____ (lose).

Five minutes before the match ⁴ _____ (finish), one of the Harlequins players called Tom Williams came off the pitch because he ⁵ _____ (bleed) heavily from his mouth.

The coach substituted him with a star player who ⁶ _____ (be) injured earlier in the match but who was now well enough to play.

While Williams ⁷ _____ (walk) off, an assistant rushed to help him. However, the doctor from the Leinster team ⁸ _____ (notice) that Williams ⁹ _____ (smile) at his team before he came off the pitch.



Later there was an investigation which discovered that the blood coming from Williams's mouth was not real – it was fake blood. Before the match, Williams ¹⁰ _____ (put) a fake blood capsule in his sock and then bit it so that the coach could make a 'tactical substitution' when the team was losing. Apparently, they ¹¹ _____ (use) this 'technique' in four previous matches.

Leinster ¹² _____ (win) the game 6–5, Harlequins were fined £260,000 and the club's director and physiotherapist were banned from rugby for three years. Williams couldn't play for four months.

- b** Read the story again and remember it. In your own words, tell **A** about Harlequins.

This happened in a rugby match in 2009. The team, Harlequins, were playing...

- c** Ask **A** *Do you think the punishments given to Harlequins and Tom Williams were fair?*

5B COMMUNICATIVE How did they change our world?



the electric light



the fridge



Google



satnav



TV



email



MP3 players



the car



mobile phones



digital cameras



low-cost flights



cash machines

6A COMMUNICATIVE Give me an answer

1

Has your car or bike ever been stolen?

2

What's the best present you've ever been given?

3

Would you like to be painted by a famous artist?

4

How much are you influenced by advertisements on TV and online?

5

When you were a child, did you use to be punished a lot for doing something wrong?

6

At what age do you think people should be allowed to vote?

7

At what age do you think people should be allowed to drive?

8

Do you like being photographed?

9

Have you ever been caught a) cheating in an exam, or b) speeding?

10

Do you prefer driving or being driven?

11

Name the best thing that was invented or discovered by someone from your country.

12

When was the last time you were invited to a wedding?

13

Which jobs in your country do you think are a) not paid enough, or b) paid too much?

14

Have you ever been photographed by a professional photographer?

15

Are you often asked to show your ID? When was the last time?

16

How do you feel about being corrected when you are speaking English?

17

Do you think life skills, like cooking, should be taught at school?

18

Have you ever been attacked by an animal?

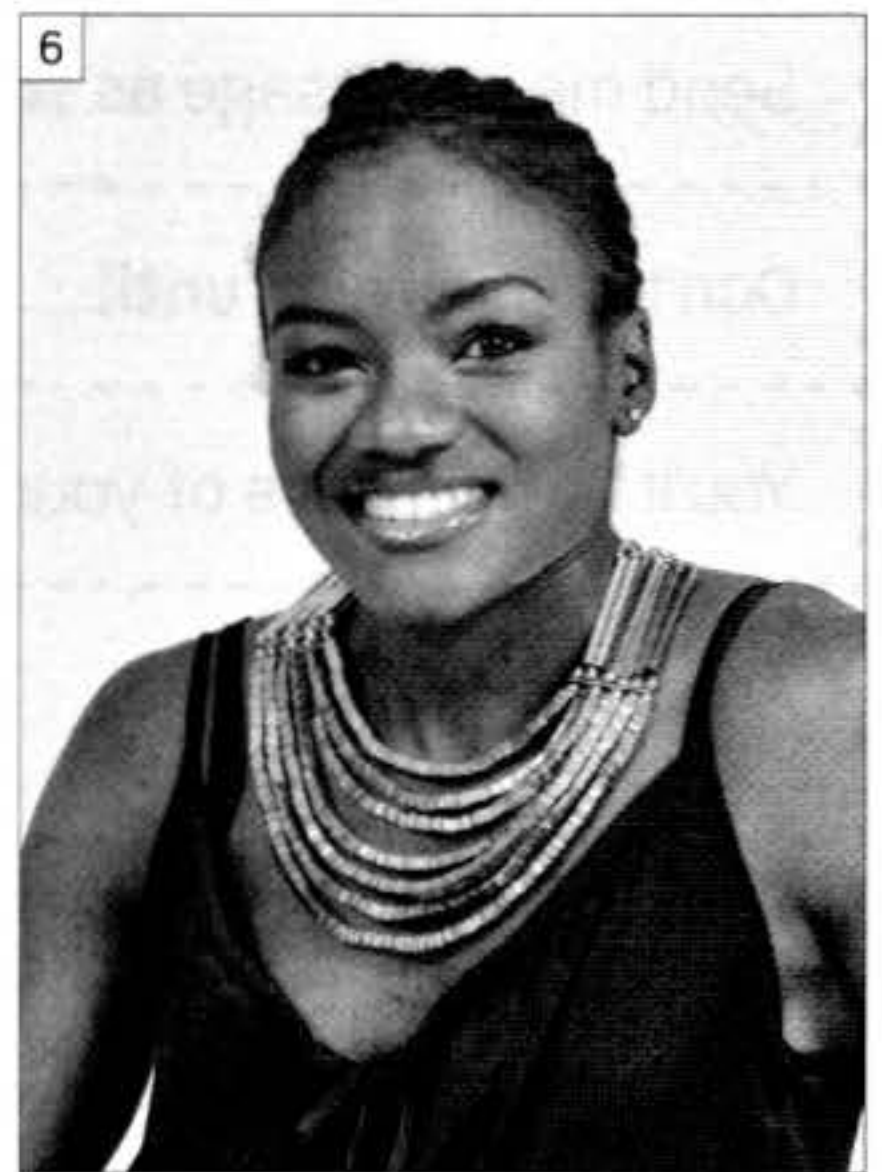
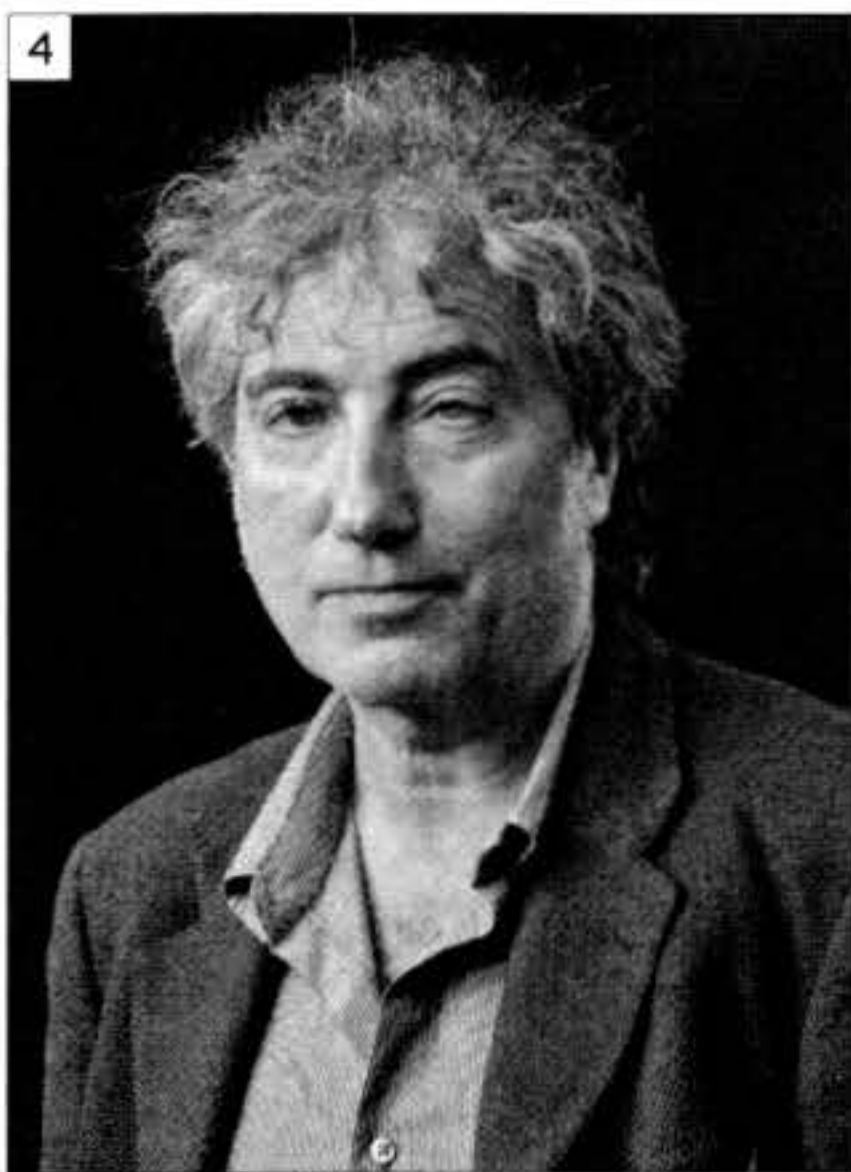
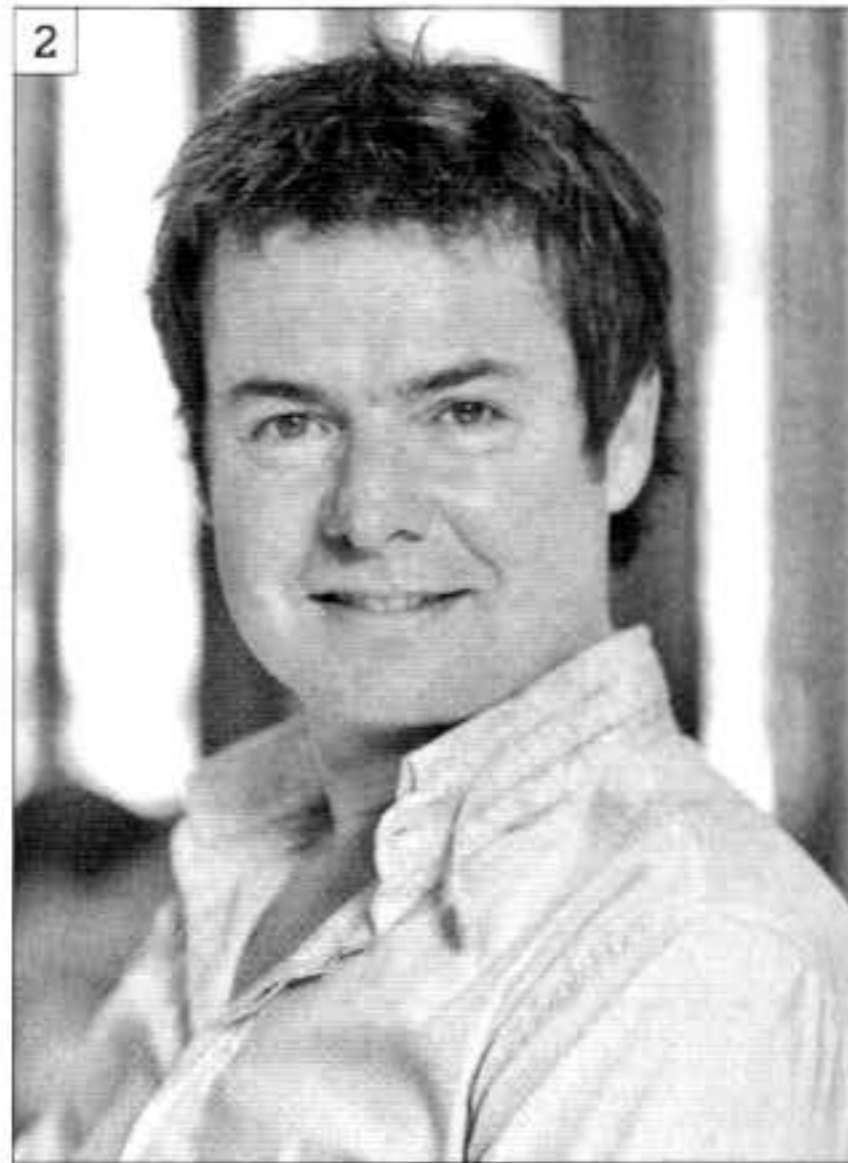
19

Has one of your holidays or flights ever been cancelled?

20

How soon do you think e-books will be used in all schools instead of paper books?

6B COMMUNICATIVE Who do you think they are?



- a** Look at the people in the pictures and the list of jobs below. Each person does one of the jobs from the list.

boxer hairdresser politician psychoanalyst university professor violinist

- b** Discuss each person with your partner. Eliminate the jobs you think are impossible for that person. Use *He / She can't be a...* and say why.

The man in photograph 1 can't be a boxer, because he looks too old.

- c** Now say which jobs you think are possible. Use *He / She might be...*

He might be a university professor... but he doesn't look intelligent enough.

- d** Now make a final choice for each person. Use *He / She must be...* and say why. Your teacher will tell you if you're right.

He must be a... because...

7A COMMUNICATIVE Finish the sentences

I'll move house **when**...

I'll do my homework **as soon as**...

Unless they pay me more money...

Laura won't buy a new phone **until**...

You'll soon feel better **if**...

When I'm 75, I...

Send me a message **as soon as**...

Don't do anything **until**...

You'll find the love of your life **if**...

As soon as I get home...

We'll miss the train **unless**...

When we get to the hotel...

The children won't go to sleep **until**...

We'll tell him the news **as soon as**...

I won't know which computer to buy **unless**...

If I can get tickets for the concert...

My parents won't let me go to the party **unless**...

I won't be able to pay you back **until**...

When I have enough money...

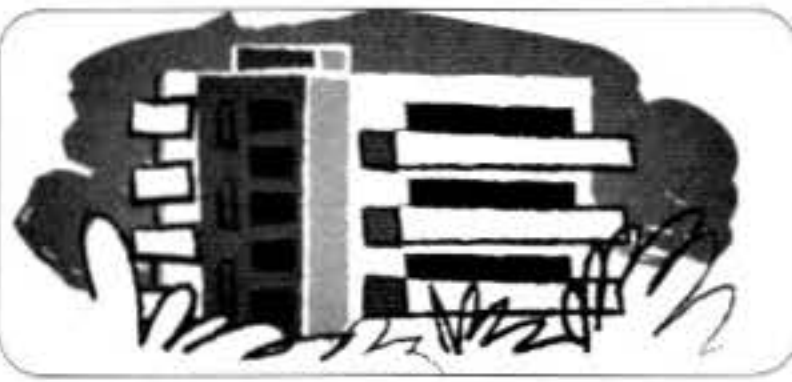
If you press this red button...

7B COMMUNICATIVE If you had to choose...

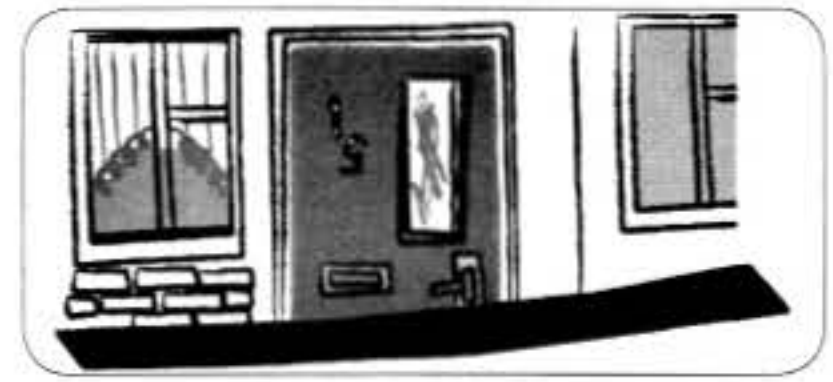
Talk to a partner.
Say why.

I'd prefer to live in a new flat, because if I lived in an old flat I'd have to do so much work on it!

If you had to choose...



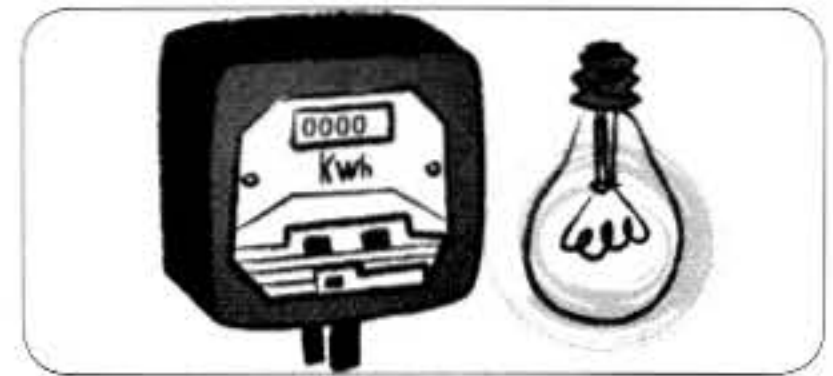
Would you prefer to live in a new flat or in an old flat which you could renovate yourself?



Would you prefer to have a holiday house on the coast or in the mountains?



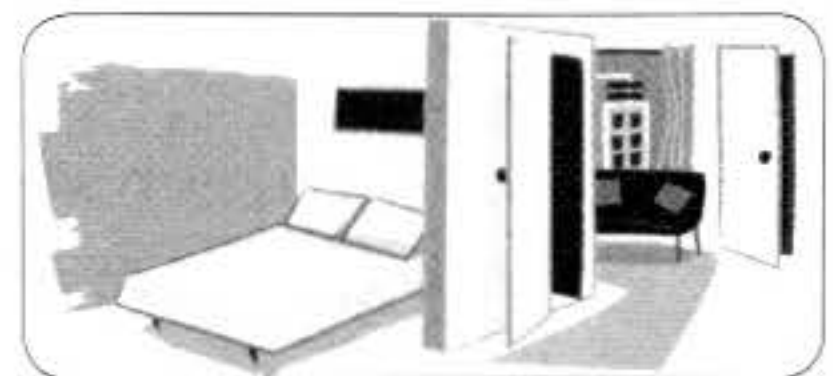
Would you prefer to have a house with solar energy or a house with traditional electricity?



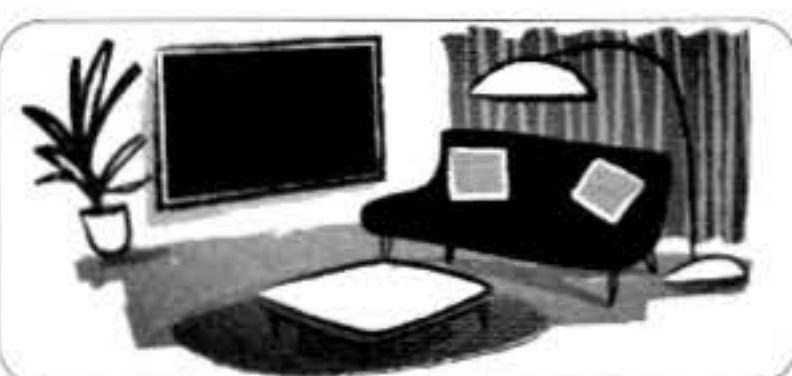
If you had space in your house, would you prefer to have a gym or a games room?



Would you prefer to live in a four-bedroom house in the country or a one-bedroom flat in the city centre?



Would you prefer to live in a house next to an airport or a house next to a school?



Would you prefer to live in a modern, spacious apartment or in an old, cosy house?



Would you prefer to live in a fourth-floor flat without a lift or in a ground-floor flat with a disco next door?



8A COMMUNICATIVE Ask and tell

Student A

- a Ask your partner the questions and write down his / her answers in note form.

	notes
1 Can you play a musical instrument?	_____
2 How many times have you been abroad?	_____
3 Did you go to bed early last night?	_____
4 What do you usually have for breakfast?	_____
5 Are you going to go out on Saturday night?	_____
6 Have you ever won a prize or cup?	_____
7 What are you going to do after class?	_____
8 What's your favourite time of year?	_____
9 When did you last get a letter written by hand?	_____
10 What do you do on Sunday mornings?	_____

- b Change partners. Tell your new partner about what your first partner told you.

I asked Anna if she could play a musical instrument and she said she could play the piano.

Student B

- a Ask your partner the questions and write down his / her answers in note form.

	notes
1 Could you swim when you were five?	_____
2 Are you afraid of any animals or insects?	_____
3 Have you ever visited an English-speaking country?	_____
4 Do you support a sports team?	_____
5 Where did you go to on holiday last year?	_____
6 What websites do you like looking at?	_____
7 Where are you going for your next holiday?	_____
8 Where will you be at four o'clock tomorrow afternoon?	_____
9 Have you done any sport or exercise today?	_____
10 Can you count to one hundred in three languages?	_____

- b Change partners. Tell your new partner about what your first partner told you.

I asked Paul if he could swim when he was five, and he said he could swim when he was four.

8B COMMUNICATIVE Predict the story



THE FIRING LINE by Henry Slesar



Part 1

Sheldon Keeler, marketing manager of Walford International, knew from experience that company meetings could be called at any time and in any place, even in the lifts. As he was going up to his office on Wednesday morning, Cliff Bowles, the head of Personnel, got into the lift with him. 'We had a meeting last night, Sheldon...' he said.

1 What do you think the meeting was about?

'One of your guys is out.'

'Oh?' Keeler said. 'Who?'

'Macauley. He's not the right man for the job. Tell him as soon as you can.'

'Of course,' Keeler said, desperately trying to remember who Macauley was of the 67 people in his department. 'I'll tell him right now.'

'No,' said Bowles. 'It will be better if you wait until Friday.'

2 Why does Bowles want to wait until Friday to fire Macauley?

And do it late in the afternoon, when most people have gone home. It's not good for the company to have employees who've been fired complaining to everyone. They might even go on strike.'

3 How do you think Keeler feels about having to fire a member of his department?

Keeler wasn't pleased. It wasn't the first time he'd had to tell someone to go, but he didn't enjoy it. And sometimes there were unpleasant scenes. Even the carefully-written company document. (*How to Fire a Walford Employee*) wasn't much help when the victim became emotional. The lift stopped and Keeler got out. 'Right,' he said. 'I'll tell him as soon as I get back from lunch on Friday.'

Part 2

Thursday was a busy day for Keeler, and he completely forgot that he had to fire one of his men. But on Friday, he returned from lunch feeling tense. He knew the moment had come, and couldn't wait any longer. He called Eve, his secretary, and told her to tell Bob Macnally to come to his office. Macnally arrived promptly, a slim young man with a sensitive face.

4 What do you think might be the first question Keeler asks Macnally?

'Sit down,' Keeler said with a friendly smile. 'How long have you been working here, Macnally?' This was the standard first question, recommended by the company document.

'Almost two years,' the young man said. 'Let's see, it'll be exactly two years this November.'

Keeler smiled. 'And how do you feel about these two years?'

'Fine,' the young man said, 'Just fine, Mr Keeler.'

The manager sighed deeply. 'Well, I suppose it must be our fault then,' he said sadly.

'Your fault? What do you mean?'

'Look, Bob,' Keeler said confidentially. 'You're a good man and you've got great potential. When you leave here, your experience with Walford will be a really good recommendation. We'll give you a good reference. You can be sure of that.'

5 Do you think Macnally knows now that he's going to lose his job?



'But I wasn't thinking of leaving, Mr Keeler.'

'Bob,' Keeler said sadly, 'Sometimes a man has to think about leaving.'

Macnally suddenly realized the truth. 'You mean I'm fired?' he said incredulously.

'Look Bob...'

'Don't call me Bob. You've never called me Bob in your life, Keeler. I bet you never even knew my first name until now.'

'I'm only trying to make this easy for you...'

'I'm the best marketing man you've ever had, you told me that yourself.'

'Did I?'

'You certainly did. Last year. You sent me an email, remember? Or didn't you know who you were sending it to? I've got the best record in the department, and now you're firing me! I don't believe it!'

'There are a few factors,' Keeler said seriously. 'The Personnel department...'

'To hell with them!' the young man said furiously, standing up. 'And to hell with you!' he shouted.

'You're just a puppet!' He turned and walked towards the door.

6 Who do you think he's going to speak to and why?

'I'm going to see the MD. I'm going to get some answers. I won't accept it unless he gives me a really good reason.'

'Wait a minute!' Keeler shouted. 'You'll only make things worse if you go and see Mr Walford...'

But he couldn't stop him. Keeler sighed deeply and went back to the letter he was writing. At 5.10 he filled his briefcase with unread documents and went home.

Part 3

On Monday morning Evelyn arrived at the office before him. She looked up as he entered. 'Oh, Mr Keeler, Mr Walford called at nine and asked you to go and see him as soon as you got here.'

7 Why do you think Mr Walford wants to see Keeler?

Keeler got the lift to the executive floor and went to Mr Walford's office at the end of the corridor.

'Sit down, Keeler,' said Mr Walford. 'This man of yours, Macnally...'

'Sorry about that, Mr Walford. So he came to see you...'

'Yes, he did,' said Mr Walford. 'A very emotional young man. A good man, too. I asked Mr Bowles in the Personnel Department about him. He said he was the best young man in your department. I didn't want to lose him. But after the things he said to me, I couldn't let him stay. He called me an old... What a pity.'

'Yes,' said Keeler, 'It is a pity, I didn't want to fire him, Mr Walford. But the Personnel Department knows best...'

'Did you get the order from Mr Bowles?'

'Yes, sir.'

'When?'

'On Wednesday. It was in the lift, actually. He told me that Macauley wasn't the right man for the job...' He stopped.

'Macauley,' he whispered.

'Yes,' Walford said quietly. 'Macauley. Tell me something, Keeler... How long have you been working here?'

8 Why does Mr Walford ask Keeler the last question? What do you think is going to happen to Keeler?



9A COMMUNICATIVE Third conditional game

START

1

If England hadn't missed the penalty, they...

2

You would have enjoyed the party if...

3

If we hadn't phoned the restaurant to book, we...

4

You would have slept better if...

7

If you'd had Google maps on your phone, we...

6

I wouldn't have answered the phone if...

5

If you had told me you were a vegetarian, I...

8

If I hadn't left my mobile at home, I...

9

I would have got better marks at school if...

10

If we had known it was your birthday, we...

11

We would have picked you up at the airport if...

12

George wouldn't have crashed his car if...

15

We would have gone skiing if...

14

The boss wouldn't have sacked Ben if...

13

If the jacket had been a bit cheaper I...

16

If I had got to the station a minute earlier, I...

17

I would have won a million pounds if...

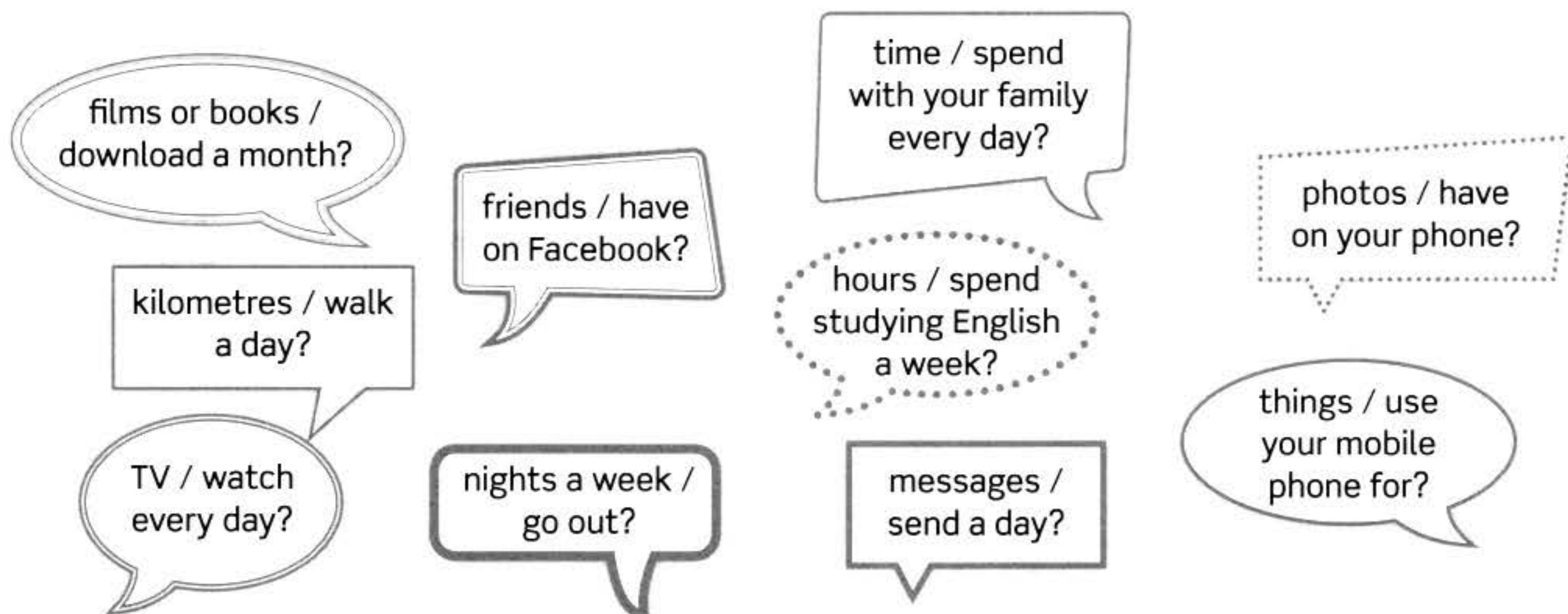
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If we had played better...

FINISH

9B COMMUNICATIVE Lifestyle survey

Student A



- a** Make questions with *How much* and *How many* to ask **B**. Ask for more information.

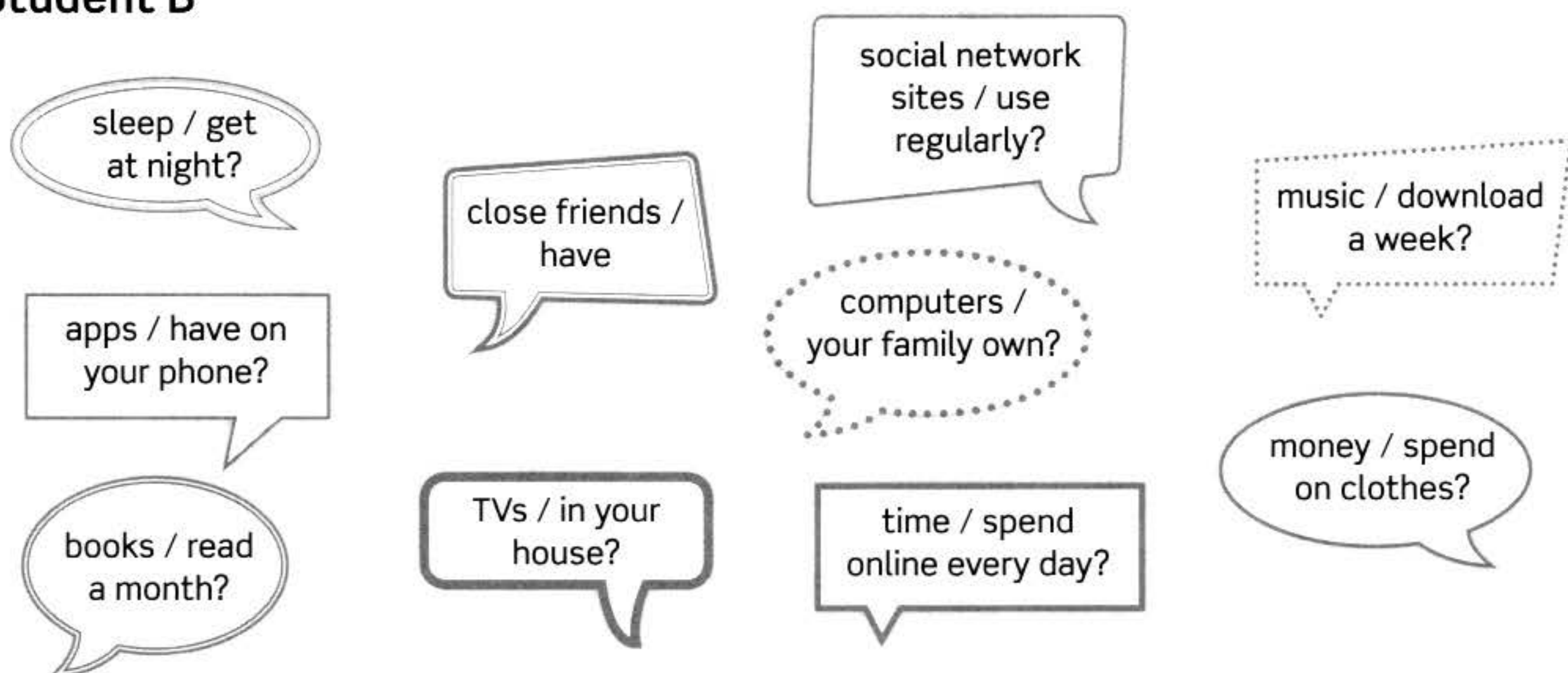
How many films do you download a month? (Not many, only two or three.)

What type of films do you like watching?

- b** Answer **B**'s questions with an expression from the list below. Give more information.

a lot / lots too much / many not much / many a few / very few
a little / very little none not enough

Student B



- a** Make questions with *How much* and *How many* to ask **A**. Ask for more information.

How much sleep do you get at night? (Not enough, much less than I need!)

Why don't you get enough sleep?

- b** Answer **A**'s questions with an expression from the list below. Give more information.

a lot / lots too much / many not much / many a few / very few
a little / very little none not enough

10A COMMUNICATIVE Relative clauses quiz

Student A

Can you tell me...

Sport

- 1 the sport _____ is played at Wimbledon?
a cricket b polo c **tennis**
- 2 the year in _____ London last held the Olympic Games before 2012?
a 1908 b **1948** c 1968

Art and literature

- 1 the name of the person _____ wrote the Wallander detective stories?
a Stieg Larsson b Sarah Lund c **Henning Mankell**
- 2 the name of the famous artist _____ most famous work was the *Mona Lisa*?
a Caravaggio b **Leonardo da Vinci**
c Michelangelo

Film and TV

- 1 the names of two actors _____ have played Batman?
a **Christian Bale and George Clooney**
b Christian Bale and Johnny Depp
c Christian Bale and Daniel Day-Lewis
- 2 the name of the actress _____ played Margaret Thatcher in the 2012 film *The Iron Lady*?
a Glenn Close b Judi Dench c **Meryl Streep**

Geography

- 1 the continent _____ has the largest population?
a Africa b **Asia** c South America
- 2 the city _____ you can find the Spanish Steps?
a Buenos Aires b Moscow c **Rome**

Technology

- 1 the name of the company _____ logo is a piece of fruit?
a **Apple** b Cherry c Raspberry
- 2 the university _____ Facebook was invented?
a **Harvard** b Stanford c Yale

- a Complete the questions with *who*, *which*, *where*, or *whose*.
- b Ask B the questions. (Begin with *Can you tell me...?*)
If B knows the answers, he / she gets three points.
If B doesn't know the answer, give him / her the three options.
If B gets it right, he / she gets one point.

Student B

Can you tell me...

Sport

- 1 the name of the stadium _____ Manchester United play?
a Anfield b Emirates c **Old Trafford**
- 2 the sports company _____ slogan is 'Just do it'?
a Adidas b **Nike** c Reebok

Art and literature

- 1 the name of the painter _____ works of art included a can of soup?
a David Hockney b Damien Hirst c **Andy Warhol**
- 2 the name of the writer _____ wrote the James Bond books?
a Albert 'Cubby' Broccoli b **Ian Fleming**
c John Le Carré

Film and TV

- 1 the planet _____ Superman comes from?
a Arrakis b Galileo c **Krypton**
- 2 the name of the actress _____ is married to Javier Bardem?
a **Penélope Cruz** b Cameron Diaz c Salma Hayek

Geography

- 1 the European city _____ Greenpeace has its headquarters?
a **Amsterdam** b Dublin c Stockholm
- 2 two countries _____ have a border with the Netherlands?
a France and Germany b Germany and Switzerland
c **Germany and Belgium**

Technology

- 1 the place in California _____ they make electronic gadgets?
a Fresno Valley b **Silicon Valley** c Simi Valley
- 2 the name of one of the two companies _____ helped develop 'smart' cars?
a Fila b Oakley c **Swatch**

- a Complete the questions with *who*, *which*, *where*, or *whose*.
- b Ask A the questions. (Begin with *Can you tell me...?*)
If A knows the answers, he / she gets three points.
If A doesn't know the answer, give him / her the three options.
If A gets it right, he / she gets one point.

10B COMMUNICATIVE Memory game: question tags

Student A

a Ask **B** the questions below and remember his / her answers. Don't write anything down.

- * When's your birthday?
- * Do you like using Facebook?
- * How long have you been studying English here?
- * Have you been to an English-speaking country?
- * Did you go out last night?
- * Where were you born?
- * Can you speak five languages?
- * Where are you going after this class?
- * What did you have for dinner last night?
- * Are you talkative?



b Answer **B**'s questions.

c Now check if you have remembered **B**'s answers to the questions in **a**. Use a question tag.

Your birthday's the 25th of October, isn't it?

Yes, it is.

Student B

a Ask **A** the questions below and remember his / her answers. Don't write anything down.

- * Do you take sugar in coffee?
- * Are you going anywhere next weekend?
- * What's your favourite colour?
- * Can you play a musical instrument?
- * Did you have breakfast this morning?
- * How long have you been living in your house / flat?
- * Were you at home last night?
- * Where would you like to go on holiday this year?
- * Have you been to an opera?
- * Are you stubborn?



b Answer **A**'s questions.

c Now check if you have remembered **A**'s answers to the questions in **a**. Use a question tag.

You don't take sugar in your coffee, do you?

No, I don't.

1 Food and cooking

Talk for a minute about what and where you eat.

- * Do you think you have a healthy diet? Why (not)?
- * Do you eat or drink too much or not enough of anything?
- * Are you trying to cut down on anything at the moment?
- * Do you prefer eating out or eating at home?
- * What's your favourite dish when you eat out?
- * How do you usually like these kinds of food to be cooked? Fish Potatoes Rice

3 Money

Tell your partner about your attitude to money.

- * Are you good at saving money?
- * Are you careful with money? How?
- * Do you usually leave tips in bars, taxis or restaurants? Why (not)?
- * Is there anything you don't like spending money on? Why (not)?
- * Do you think credit cards are a good thing? Why (not)?

5 Sport

Tell your partner about...

- * A sport you really like watching or doing.
- * A sport you hate watching or doing.
- * A sport you used to do and why you stopped.
- * A team you support. How long have you been supporting them? Do you go and see them play?
- * The sporting event you most remember.

7 The cinema

Think of a film (but don't say the name). Describe it for your partner to guess.

- * Where's it set?
- * Is it based on a book?
- * Who was it directed by?
- * Who's in it?
- * What's it about?

9 Your home

Talk about your home.

- * Where do you live?
- * How long have you lived there?
- * What kind of house or flat is it? Can you describe it?
- * What do you like about it? What don't you like?
- * What do you like about the area where you live? What don't you like?

2 Family and friends

Describe a friend or a member of your family.

- * What does he / she look like?
- * What is he / she like? (Give two positive and two negative characteristics.)
- * In what ways are you similar or different?
- * In what ways are you different?
- * Do you get on with this person? Why (not)?

4 Transport

Talk to your partner about transport in your town.

- * What's your favourite form of transport? Why?
- * What's the best way to get around your town / city?
- * What's the worst way to get around your town / city?
- * How do you get to the place where you work / study?
- * If you could change one thing about transport in your town, what would it be?

6 Relationships

Tell your partner about a good friend of yours.

- * How long have you known each other?
- * Where did you meet?
- * Why do you get on well together?
- * Have you ever had a serious argument?
- * How often do you see each other?

8 Your education

Tell your partner about your secondary school (or primary school if you are still at school).

- * Did you use to wear a uniform?
- * What subjects were you good at?
- * What subjects didn't you like?
- * Did you use to have a favourite teacher?
- * Were there any teachers you didn't like? Why (not)?

10 Work

Think of a friend or family member who has a job. Tell your partner about the good and bad side of his / her job. Talk about:

- * The salary
- * The hours
- * The holidays
- * The best thing about the job
- * The worst thing about the job

Vocabulary activity instructions

Classroom language

- Give each student a sheet. Focus on each section and elicit / drill the meaning and pronunciation of each phrase.
- If Sts wish, they can write a translation of each phrase alongside it. You could get Sts to test themselves or each other by covering the phrase and looking at the translation.
- Tell Sts that these are phrases that you expect Sts to always use in English, and be strict about not letting them say them in their L1.

Extra idea

- You could copy and enlarge this sheet and put it up in the classroom to remind Sts to use the phrases.

1A Food and cooking

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

food and cooking

- 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 the Vocabulary Bank *Food and cooking*. Describe it to the class, e.g. *It's the type of meat which comes from a cow*, until a student guesses the word (*beef*). Highlight that Sts are not allowed to use the word on the card in their definition.
- Sts put the cards face down. They play the game, taking turns to pick up a card and describe the word / phrase. Sts describing the word / phrase 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

- You could get Sts to 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.

1B Personality

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

personality adjectives

- 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 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 *Personality*. Make sure Sts understand the difference between *across* and *down*. 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 down? What's 3 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 with 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.

2A Money

A gap-fill activity race

Sts complete sentences. Copy one sheet per pair.

Language

money

- Put Sts in pairs and give out the sheets. Focus on the instructions. Set a time limit, e.g. three minutes. Tell the Sts that they have to complete as many gaps as they can within the time limit. The first pair to complete all the phrases correctly wins.

Extra idea

- You could get Sts to do the exercise individually and compare their answers with a partner. Then check answers.

Extra support

- Give Sts a few minutes to revise the money vocabulary in Vocabulary Bank *Money* before they start.

2 worth 3 live off 4 pay (very much) for 5 earn
6 pay back 7 note 8 from 9 waste 10 save 11 pay by
12 lend 13 debt 14 bill 15 inherited 16 charge
17 cash machines 18 mortgage 19 tax 20 account

3A Transport

A pairwork information gap activity

Sts describe their pictures to each other and find the ten differences between them. Copy one sheet per pair and cut into **A** and **B**.

Language

transport

- Put Sts in pairs, ideally face to face and give out the pictures. Make sure Sts can't see each other's pictures.
- Explain that they both have the same pictures, but they have been changed so that there are ten differences.
- Tell **A** to start describing their picture starting on the left side, while **B** listens for differences. When **A** has reached the centre of the picture (the middle of the road, where the policeman / woman is) they swap roles.
- Continue until one pair has found the ten differences. Then let Sts compare their pictures.
- Elicit the ten differences from the class.

Extra idea

- **Fast finishers can compare their pictures and write down some of the differences.**

- 1 **A** The door of the taxi is open and the driver is reading a paper.
B The door of the taxi is closed and the driver is drinking from a can.
- 2 **A** A policeman is directing the traffic.
B A policewoman is directing the traffic.
- 3 **A** The double-decker bus is in front of the lorry transporting sheep.
B The lorry transporting sheep is in front of the double-decker bus.
- 4 **A** There is one person on the scooter.
B There are two people on the scooter.
- 5 **A** The car at the junction in the background has a sofa on its roof.
B The car at the junction in the background doesn't have anything on its roof.
- 6 **A** There are three black taxis parked at the right-hand side of the road.
B There are two black taxis and a white van parked at the right-hand side of the road.
- 7 **A** There's a cycle lane on the left-hand side of the road.
B There are parking spaces on the left-hand side of the road.
- 8 **A** A woman and a child are crossing the street.
B A woman and a dog are crossing the street.
- 9 **A** There's a 30 mph speed limit sign.
B There's a 20 mph speed limit sign.
- 10 **A** There's an entrance to an Underground station.
B There's a parking sign.

3B Dependent prepositions

Gap-fill race

Sts complete sentences with dependent prepositions. Copy one sheet per student.

Language

dependent prepositions

- Give out the sheets. Set a time limit, e.g. three minutes. Tell Sts that they have to write as many prepositions in the missing preposition column as they can within the time limit. Check answers.
2 about 3 to 4 with 5 to 6 in 7 about 8 of 9 for 10 on 11 for 12 between 13 about 14 to / for 15 in 16 to 17 with / about 18 to 19 for 20 of
- Focus on **b**. Give Sts time to revise and then test themselves.

5A Sport

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one sheet per pair.

Language

sport

- 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 circuit 3 court 4 spectators 5 hockey 6 warm up 7 get injured 8 stadium 9 draw 10 referee 11 diving 12 golf 13 work out 14 train 15 win 16 players 17 kick 18 coach 19 fan 20 sports hall

5B Relationships

A vocabulary gap-fill activity

Sts complete different texts about relationships in the past simple tense. Copy one sheet per pair. Cut each sheet into three stories.

Language

relationships, past simple

- Put the Sts into pairs and give them a few minutes to read the first story, My best friend at school, and then complete the numbered spaces with the correct verbs in the list.
- Check answers and write them on the board.
- Now give each pair an **A** and **B** story.
- Give Sts a time limit to read their story and complete it with the past simple of the verbs in the list.
- Go round monitoring to check that they are completing their stories correctly.
- Ask the students to read the story they have just completed to their partner.
- Get whole class feedback and write the answers on the board.

My best friend at school

2 felt 3 became 4 got on 5 were 6 lost touch
7 left 8 got in touch

A My parents

2 fell in love with 3 got to know 4 went out together
5 proposed 6 got married 7 celebrated

B My disastrous date

2 fancied 3 asked 4 gave 5 asked (me) out
6 didn't get on 7 had

6A Cinema

An information gap activity

Sts define words / phrases to help their partner complete a crossword. Copy one sheet per pair and cut into **A** and **B**.

Language

words associated with the cinema

- Put Sts in pairs, ideally face to face, and give out the crosswords. Make sure that Sts can't see each other's crosswords. Explain that **A** and **B** have the same crossword but with different words missing. They have to define words to each other to complete their crosswords.
- Give students a minute to read their instructions. If Sts don't know what a word means, they can look it up in Vocabulary Bank *Cinema*. Make sure Sts understand the difference between *across* and *down*.
- Sts take turns to ask each other for their missing words (e.g. *What's 1 down? What's 1 across?*). Their partner must define the word until the other student is able to write it in his / her crossword. Sts should help each other with 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.

6B The body

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one sheet per pair.

Language

words associated with the body

- 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 stomach 3 eyes 4 mouth 5 hair 6 knees 7 nose
8 tongue 9 toes 10 clap 11 smile 12 nod 13 smell
14 touch 15 whistle 16 throw 17 tastes 18 ears
19 back 20 stare

7A Education

A team game

Sts have to explain the difference between two words / phrases. Copy and cut up one set of cards.

Language

words associated with education

- Divide the class into two teams (or more if you have a lot of students).
- Give a card to each team. Give Sts a minute to decide what the difference is between the two words or phrases.
- Write the two words / phrases on each team's card up on the board.

- A spokesperson from each team takes turns to try to explain the difference to the rest of the class. If the explanation is correct, the team gets a point. If it isn't correct, the other team can try to win an extra point by explaining the difference correctly before having their own turn.
- Then give each team another card.
- Keep a record of each team's points on the board. The team with the most points wins.

Bring somebody up is to look after a child and teach him / her how to behave. It's usually done by parents / family member.

Educate is to teach somebody at school / university.

A state school is run by the government and is usually free. You have to pay to go to **a private school**.

Pupils study in a primary / secondary school.

Students study at a university, college, or evening class.

A teacher teaches in any school apart from university.

A professor teaches in a university. He / She is usually a head of department.

Terms are one of the three periods of the year during which classes are held in schools, universities.

Semesters are the two periods that the school / college year is divided into, especially in the USA.

A secondary school is for children aged between 11-16 years in the UK.

A primary school is for children aged between 4-11 years in the UK.

Pass an exam is to achieve the required standard in an exam or test.

Fail an exam is the opposite.

Learn is to get knowledge or a skill.

Study is to spend time learning about something.

Be punished is to make someone suffer because they've done something bad or wrong.

Be expelled is to officially make somebody leave school because they have done something wrong.

A boarding school is a school where pupils eat, sleep, live, and study.

A school is a place where children go to be educated.

Take an exam is the same as do an exam.

Retake an exam is to do an exam again because you've previously failed it.

Do homework is to do the work given by teachers at home.

Do housework is to do the work involved in taking care of a home, e.g. cleaning, cooking, etc.

A single sex school is a school for either boys or girls, but not both.

A mixed school is a school for both boys and girls.

A graduate is a person who has a university degree.

A student is a person who studies at university or college.

A compulsory subject is one you have to study.

An optional subject is one that you can choose to study or not.

History is a subject which is the study of past events at school or university.

A story is a description of events and people that a writer has invented in order to entertain.

IT stands for Information Technology, which is a subject at school or university.

PE stands for Physical Education, which is a subject at school or university.

A head teacher is a person who is in charge of a school.

A teacher is a person who teaches in any school apart from a university.

A university is a place where you can study for a degree or do research.

A college is often what universities are called in the U.S.

A mark is the result of a test or exam, given as a number.

A grade is the result of a test or exam, given as a letter.

Non-cut alternative

- Put Sts in pairs. Copy one sheet per pair and cut it down the middle. Set a time limit, e.g. ten minutes, and Sts take turns to ask each other, *What's the difference between...?*, choosing words at random. Sts decide if the explanation is correct. Finally check answers with the whole class.

7B Houses

A crossword

A crossword to revise vocabulary associated with houses. Copy one sheet per student.

Language

words associated with houses

- Give out the sheets. Give Sts five minutes to fill in their words. Tell them that if they can't remember a word, they can look it up in Vocabulary Bank *Houses*.
- When they've finished, they can compare their answers with a partner.
- Check answers with the whole class.

Across

2 balcony 4 ceiling 7 cottage 8 steps 9 cosy
10 fireplace 11 basement

Down

1 spacious 3 old-fashioned 4 chimney 5 gate
6 outskirts

8B Work

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one sheet per pair.

Language

words associated with work

- 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 (or in the case of **X** includes) a different letter of the alphabet. The first pair to complete all the words correctly wins.

apply boss charge do employees for gardener
hairdresser interview job kitchen look for made
night overtime part-time quit retire self-employed
temporary up vet work extra year

9A Word building

A gap-fill word building activity

Sts complete the sentences with the correct noun, adjective, or adverb from the given words. Copy one sheet per student.

Language

making verbs, nouns, adjectives, adverbs

- Give out the sheets. Set a time limit, e.g. three minutes. Tell Sts that they have to complete the sentences with the correct form of the words in bold. They write as many words as they can in the column on the right within the time limit. The first student to write all the words correctly wins.

Tip

- The missing words in sentences 1–13 are nouns, and can be revised in the first part of Vocabulary Bank *Word building*. The missing words in sentences 14–20 are positive or negative adjectives and adverbs, which can be revised in the second part of the same Vocabulary Bank.

2 compensation 3 argument 4 delivery 5 success
6 achievement 7 explanation 8 attachment
9 agreement 10 demonstration 11 payment 12 loss
13 sales 14 uncomfortable 15 comfortable
16 impatient 17 unlucky 18 careful 19 carelessly
20 unfortunately

- Focus on **b**. Give Sts time to revise and then test themselves.

Phrasal verbs

A gap-fill activity race

Sts read the sentences and write the phrasal verbs. Copy one sheet per student.

Language

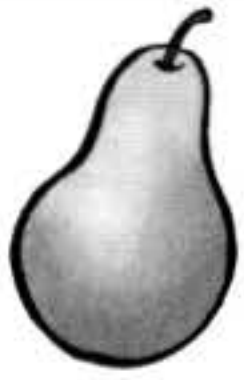
phrasal verbs

- Give out the sheets. Set a time limit, e.g. three minutes. Tell Sts that they have to read the sentences and write as many of the phrasal verbs as they can in the column on the right within the time limit. The first student to write all the phrasal verbs correctly wins.

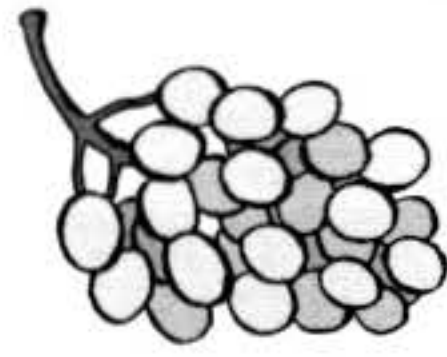
2 set up 3 plug in 4 cut down on 5 eat out
6 cut out 7 pay back 8 pick up 9 send off 10 split up
11 switch off 12 bring up 13 work out 14 take out
15 look forward to 16 fall out with 17 look for
18 run out of 19 watch out 20 turn up

- Focus on **b**. Give Sts time to revise and then test themselves.

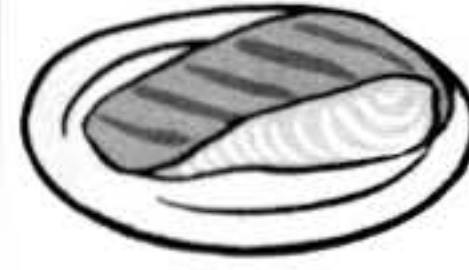
1A VOCABULARY Food and cooking



pear



grapes



grilled (salmon)



seafood



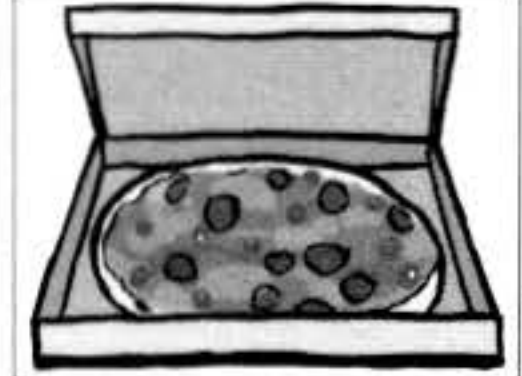
prawns



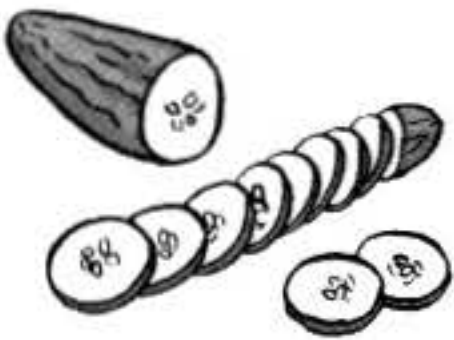
mussels



peppers



takeaway (pizza)



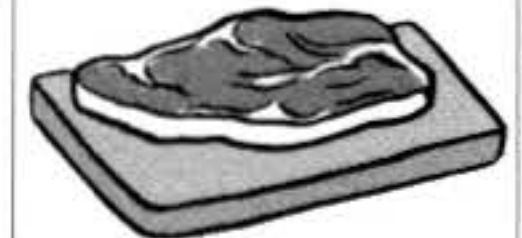
a cucumber



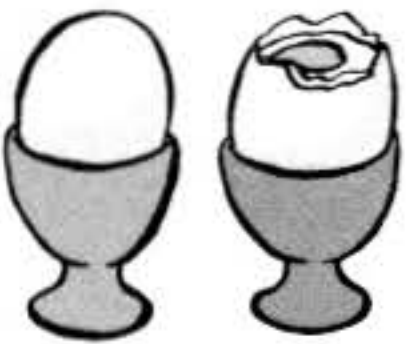
roast (lamb)



steamed (rice)



raw (meat)



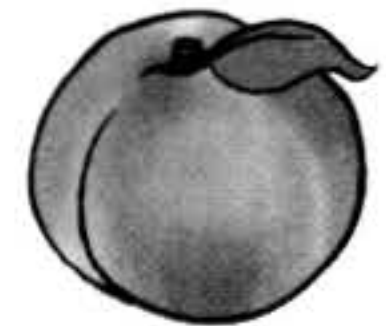
boiled eggs



squid



(to) eat out



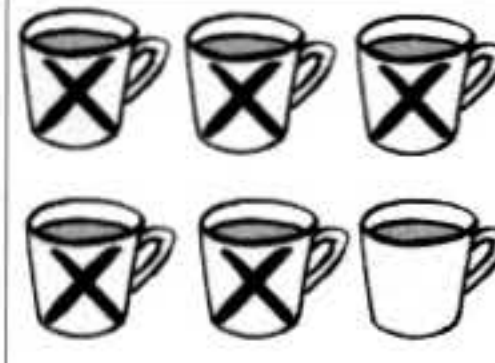
a peach



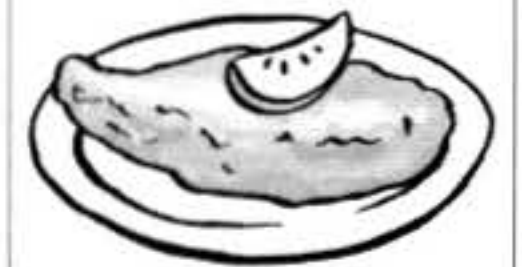
tinned (fruit)



frozen (food)



(to) cut down on



fried (fish)



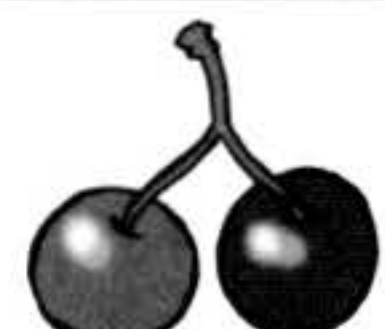
fresh (vegetables)



raspberries



(to) cut out



cherries

2A VOCABULARY Money

What's the word?

Work with a partner. You have three minutes to complete the sentences.

1 We can't a f f o r d to go on holiday this year, so we're staying at home.

2 That ring can't be _____ €20,000. It looks like plastic!



3 Pete doesn't have any money and basically he has to _____ his parents. They pay for absolutely everything.

4 My brother didn't _____ very much _____ his car. It was second-hand.

5 How much do you think you'll _____ every month in your new job?

6 Sorry, but I can't _____ the money I owe you until the end of the month.

7 Do you have any change for the supermarket trolley? I only have a €10 _____.



8 Some people think it's a really bad idea to borrow money _____ a close friend.

9 I get really angry with myself when I _____ my money on things I don't really need.

10 I used to have a money box when I was young. That's how I learnt to _____ money.



11 Is it OK to _____ credit card?

12 Did the bank _____ you the money to buy a new car?

13 Diana started spending a lot more money than she had in the bank. She got into _____ after six months.

14 Our gas _____ was really high this month because we had the central heating on all the time.

15 Our neighbour _____ a beautiful house in the country when her aunt Jane died.

16 How can the lawyer _____ you £200 for ten minutes' work?



17 My grandmother's afraid of using _____ in the street. She prefers to go into the bank to get money.

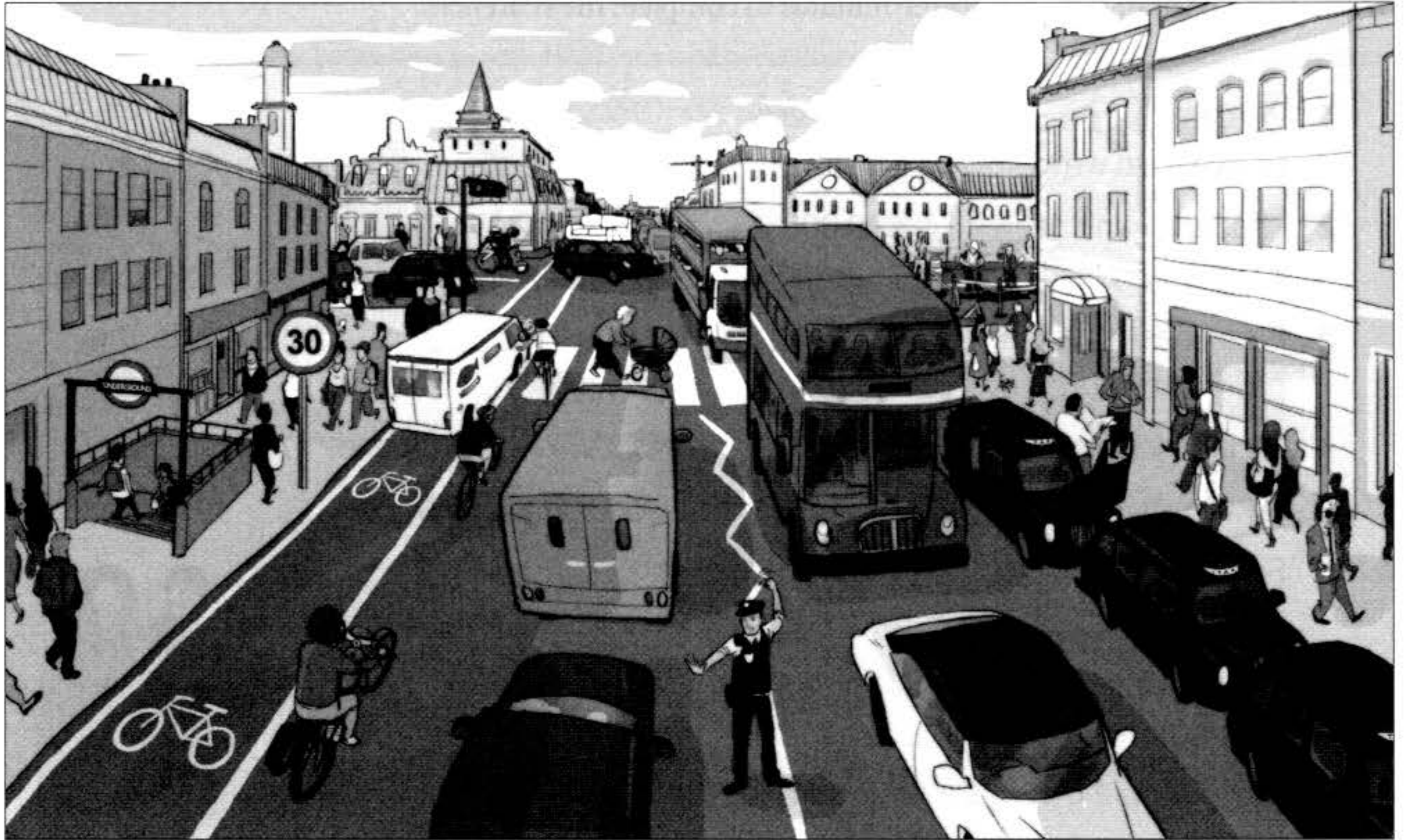
18 I've asked my bank for a _____ because I want to buy a flat.

19 The government is going to put up _____ on cigarettes and alcohol.

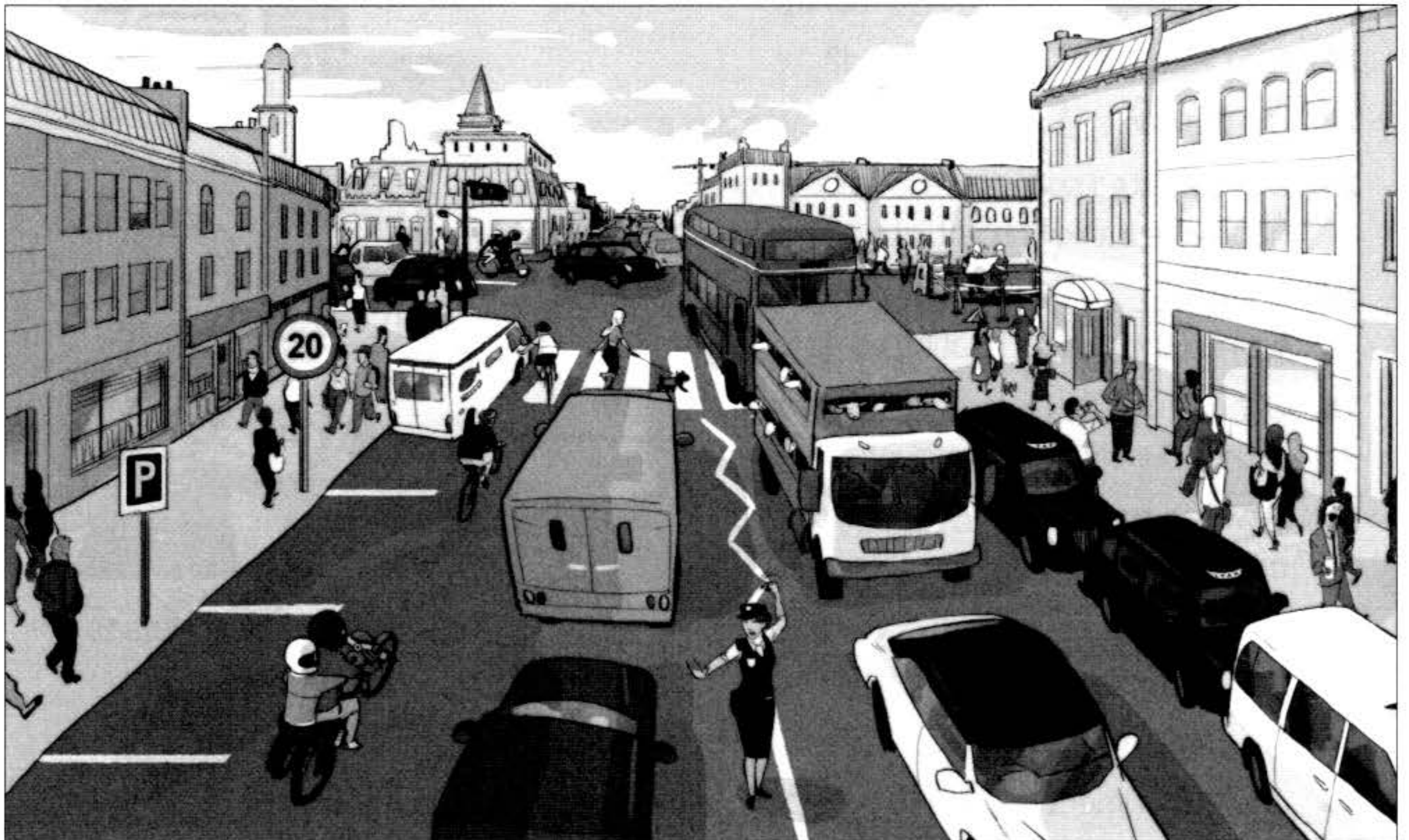
20 If you open an _____ with this bank, you get an interest-free credit card for a year.

3A VOCABULARY Transport

Student A



Student B



3B VOCABULARY Dependent prepositions

a Complete each sentence with a preposition. Write your answers in the missing preposition column on the right. You have three minutes.

	missing preposition
1 I'm really tired [] listening to my sister. She complains about her boyfriend all the time.	<u>of</u>
2 Katy's worried [] her end-of-year exams. She thinks she's going to fail.	_____
3 The waiter was so rude [] us that we didn't leave a tip.	_____
4 They're not very pleased [] their new car. It's broken down three times in one month!	_____
5 My mum's been married [] my stepfather for 20 years.	_____
6 Tom's interested [] joining the army because he wants to see the world.	_____
7 Are you excited [] moving house next year?	_____
8 That man over there reminds me [] my first boyfriend.	_____
9 How much did you pay [] your smartphone?	_____
10 What we decide to do tomorrow will depend [] the weather.	_____
11 Recent research shows that drinking mango juice is good [] your immune system.	_____
12 You'll have to choose [] this one and that one. You can't have both.	_____
13 My sister and I get on really well and hardly ever argue [] anything.	_____
14 I apologized [] the teacher [] being late.	_____ / _____
15 What time does your plane arrive [] Brussels?	_____
16 Who does this book belong []? Is it yours, Sarah?	_____
17 Is Carl still angry [] Monica [] what happened at the party?	_____ / _____
18 You should be kinder [] your brother. After all, you are the oldest!	_____
19 I never have to ask anybody [] directions any more now that I have satnav.	_____
20 He's the first person in his family to go to university so his parents are really proud [] him.	_____

activation

b Cover the missing preposition column on the right. Read the sentences aloud with the correct prepositions.

5A VOCABULARY Sport

Vocabulary race

- 1 In football or basketball, it's the most responsible player in the team.
- 2 It's a track used for Formula 1 racing, or motorcycling.
- 3 You can play tennis and basketball on this.
- 4 The people who go and watch a sports event.
- 5 It's a sport you can play on ice or grass.
- 6 Before you do any kind of exercise, it's very important to do this.
- 7 When this happens to you, you may have to go to hospital.
- 8 Camp Nou, Stadio Olimpico and Old Trafford are all famous examples of this building.
- 9 It's a verb which describes when two teams have the same score at the end of a match.
- 10 It's the person who shows a red card in a football match.
- 11 It's a sport where you jump, head first, into a pool.
- 12 In this sport you go around a course of nine or 18 holes.
- 13 It's a phrasal verb means 'go to a gym and do exercise'.
- 14 It's what professional athletes do every day.
- 15 It's the opposite of 'lose'.
- 16 There are 30 on the pitch in a rugby match, but only 22 in a football match.
- 17 It means to hit e.g. a ball with your foot.
- 18 It's the name of the person who gives instructions to the members of a team, but who doesn't play.
- 19 It's a person who supports a team.
- 20 It's where you play indoor sports.

C A P T A I N

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5B VOCABULARY Relationships

My best friend at school

Read the story and complete it with the correct form of the verbs from the list. Remember to use the past simple.

be become get in touch get on feel leave lose touch meet

I first ¹ met Ruth on my first day at primary school. We both ² were very lost and afraid but we soon ³ became best friends. We ⁴ got on very well from the start because we liked playing the same games together. We ⁵ were best friends for over 15 years at both primary and secondary school but unfortunately we ⁶ lost touch when we ⁷ left school to go to university. Recently I found her on Facebook and I sent her a message. She ⁸ got in touch, and we're going to meet up again after all these years!



Student A My parents

- a** Read the story and complete it with the correct form of the verbs from the list. Remember to use the past simple.



celebrate fall in love with get married
get to know go out together propose see

My dad says that as soon as he ¹ saw my mum he ² fell in love with her. My mum says that after a couple of months, when she'd ³ got to know my dad, she felt the same. I don't know if that's true or not but what I do know is that they ⁴ got married for seven months before he ⁵ proposed to her in 1961 at the Santiago Bernabéu football stadium while they were watching a match! My mum said 'yes' and they ⁶ celebrated in 1963 in Madrid. They ⁷ celebrate their golden wedding anniversary last year and are still incredibly happy together.

- b** Now read the story to your partner.

Student B My disastrous date

- a** Read the story and complete it with the correct verb from the list. Remember to use the past tense.



ask ask out fancy not get on give
have introduce

I'd just split up with my boyfriend and a colleague ¹ introduced me to Paul, his flatmate, at a bar in the summer of 2008. He was very good-looking and I really ² asked out him. At the end of the evening, he ³ gave me for my phone number so I ⁴ got in touch with him. I was really happy when he got in touch with me the next day and ⁵ invited me to go for dinner. Unfortunately, the date was a bit of a disaster because although he was attractive, we really ⁶ didn't have anything in common. During the meal, I found out that we ⁷ had absolutely nothing in common! Of course, we never had a second date.

- b** Now read the story to your partner.

6A VOCABULARY Cinema

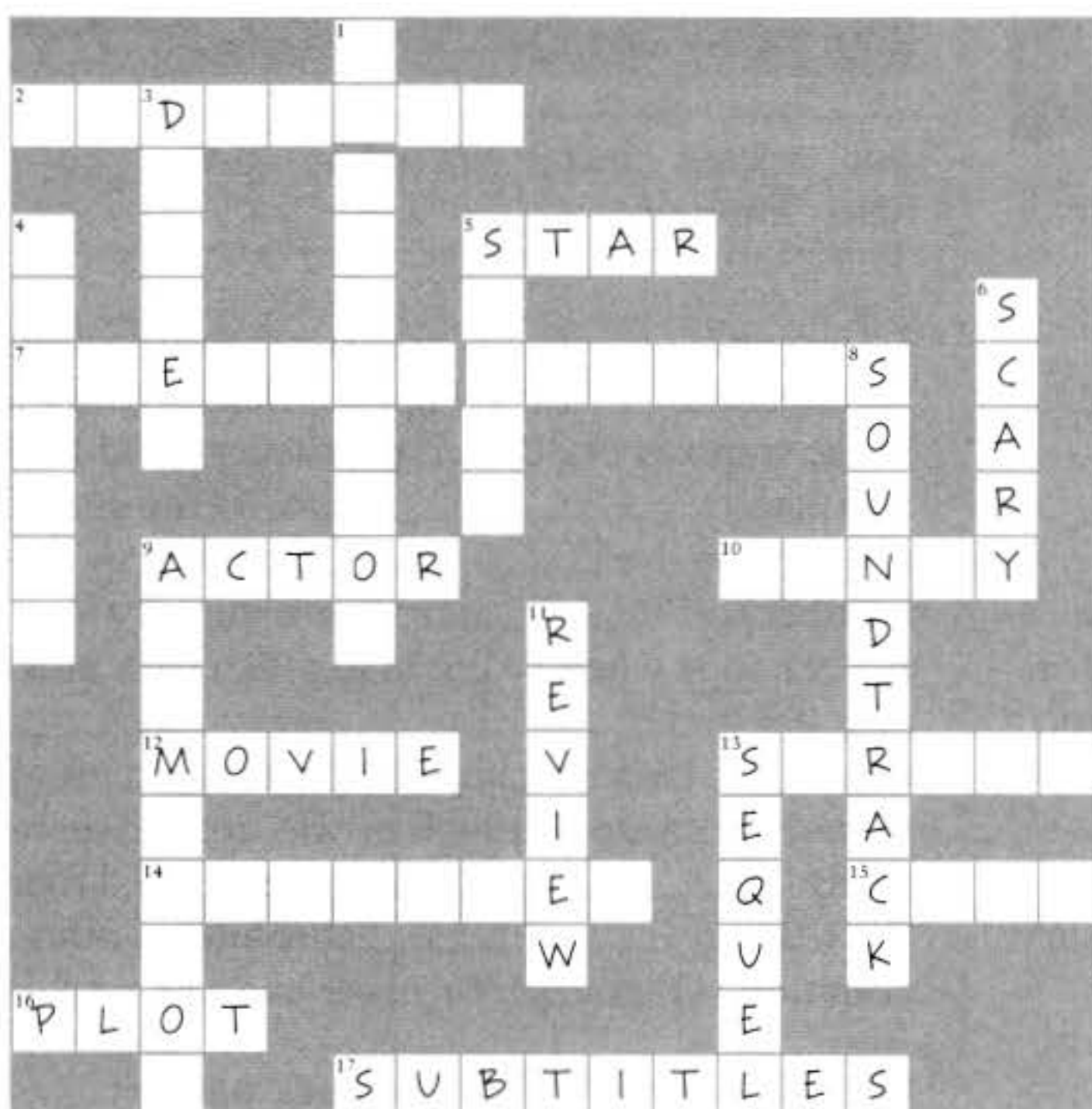
Student A

- a Look at your crossword and make sure you know the meaning of all the words you have.
- b Now ask B to define a word for you. Ask for example, *What's 3 down?* *What's 5 across?* Write the word in.
- c Now B will ask you to define a word.



Student B

- a Look at your crossword and make sure you know the meaning of all the words you have.
- b Now A will ask you to define a word.
- c Now ask A to define a word for you. Ask for example, *What's 2 across?* *What's 3 down?* Write the word in.



6B VOCABULARY The body

- 1 Most people have 32 of them and use them to eat.
- 2 The part of your body where food is digested after you've eaten it.
- 3 When you cry or peel onions, they go red.
- 4 When you sit down in the dentist's chair, the dentist asks you to open this.
- 5 It can be straight, wavy, or curly.
- 6 They're half way down your legs.
- 7 When you have a cold, it's sometimes difficult to breathe through it and you can't smell anything.
- 8 A cat uses it to drink milk.
- 9 There are five of these on each of your feet.
- 10 At the end of a concert, the audience does this to show they like what they've heard.
- 11 When you want to show you're happy, you do this.
- 12 In most countries you do this if you want to agree with something someone says without speaking.
- 13 We usually do this to flowers when we are given them.
- 14 In art galleries you mustn't do this to the paintings or sculptures.
- 15 You make this sound with your lips to attract someone's attention in the street.
- 16 Basketball players move the ball to each other by doing this.
- 17 Food that has too much salt in it _____ horrible!
- 18 We have two of these to hear.
- 19 You should swim a lot if you have problems with this part of your body.
- 20 It's a verb and it means to look at somebody or something for a long time.

T E E T H

7A VOCABULARY Education

bring somebody up **AND** educate somebody

a state school **AND** a private school

pupils **AND** students

a teacher **AND** a professor

terms **AND** semesters

a secondary school **AND** a primary school

pass an exam **AND** fail an exam

learn **AND** study

be punished **AND** be expelled

a boarding school **AND** a school

take an exam **AND** retake an exam

do homework **AND** do housework

a single-sex school **AND** a mixed school

a graduate **AND** a student

a compulsory subject **AND** an optional subject

history **AND** a story

IT **AND** PE

a head teacher **AND** a teacher

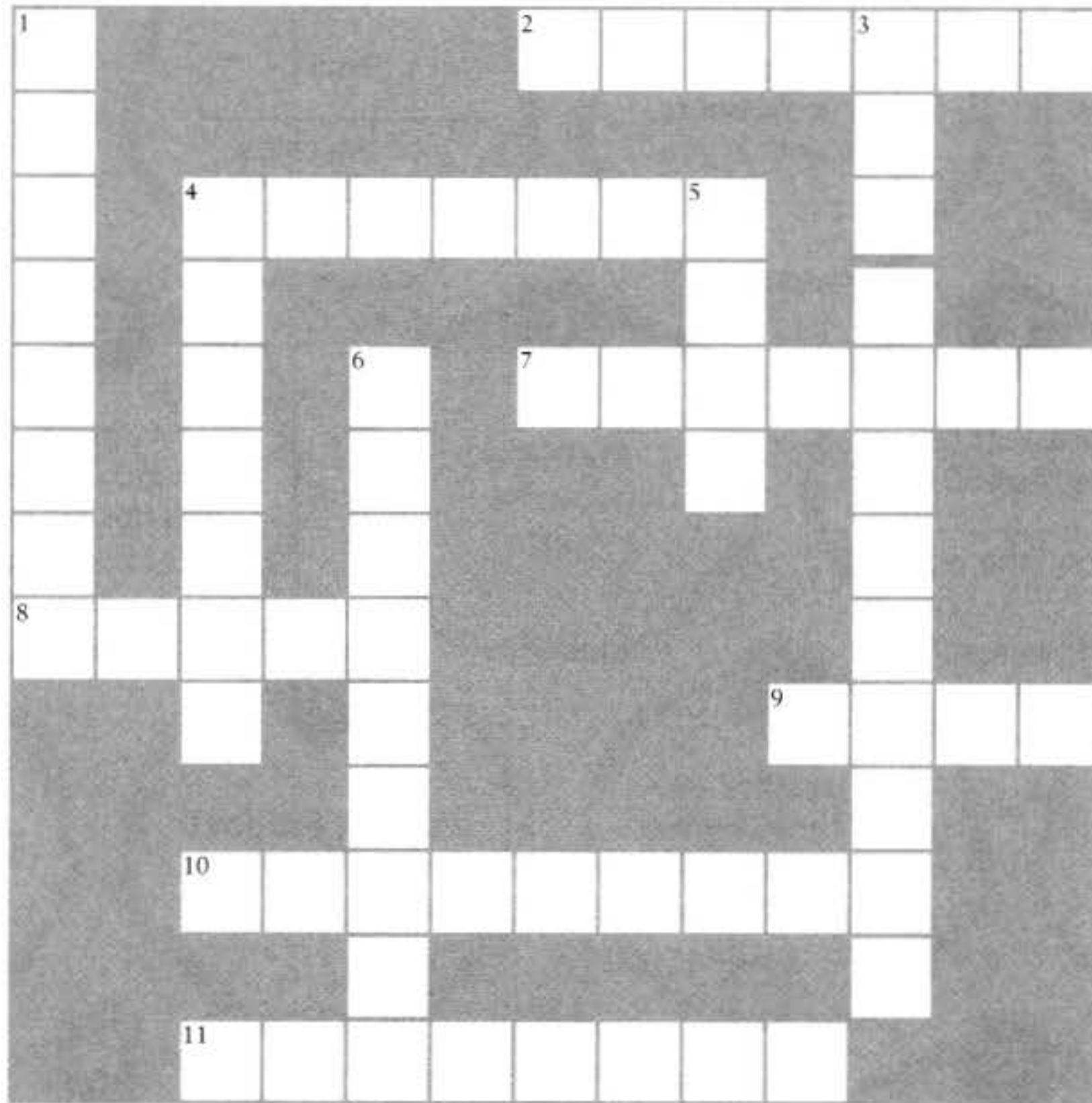
at university **AND** at college

a mark **AND** a grade

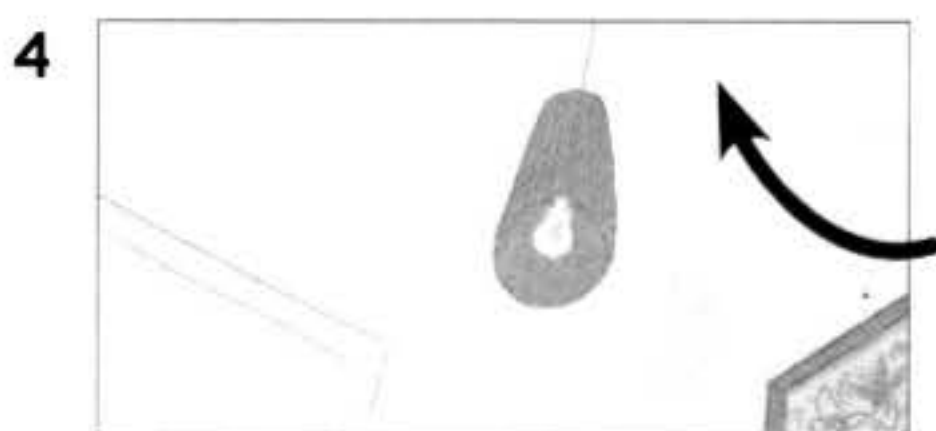
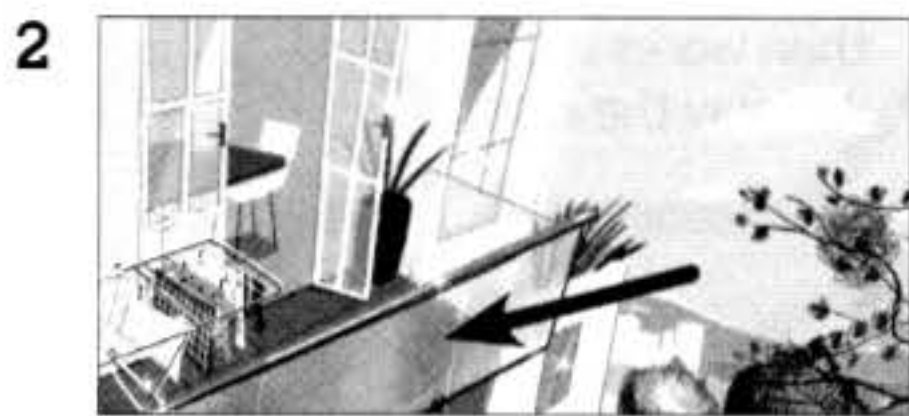
7B VOCABULARY Houses

Crossword

Look at the clues and fill in the crossword.



Across



- 7 A small and usually old house, especially in the country.
- 8 They're like stairs but you can only find them outside.
- 9 This adjective describes a room or house that is warm and comfortable.
- 10 The open place in a room where you light a fire.
- 11 It's the lowest room or rooms of a building which are completely below ground level.

Down

1 This adjective describes a room or building which is large and has plenty of room for people.

3 It's the opposite of 'modern'.



5 It's similar to a door but it's in the garden. You can also find them at an airport.

6 The part of the town or city that is furthest from the city centre.

8B VOCABULARY Work

A

I'm going to _____
for that job I saw in
the paper.

B

The person who
tells you what to
do at work is your
_____.

C

I'm in
_____ of the sales
department.

D

We _____ training
courses twice
a year.

E

Microsoft has
more than 90,000
_____ around the world.

F

My friend
Jacqui works _____
Apple.

G

A person
who grows plants
and flowers is a
_____.

H

A _____
cuts your hair.

I

You usually have
one of these before a
company decides if you
get a job with them.

J

It's what you don't
have if you're
unemployed. _____

K

Chefs work in here.

L

A phrasal verb
which means the
same as 'search for'.

M

Do you know anyone
who's been _____
redundant
recently?

N

My partner works
shifts: he works at
_____ one week,
then works during
the day the next.

O

If you work more
than your normal
hours, you do
_____.

P

It's an alternative to
working full-time, but
you work fewer hours.

Q

Another way of
saying 'resign'.

R

A verb which means
when people stop
working after the
ages of 65 or 70.

S

A person who works
for him/herself is
_____.

T

It's the opposite of
a permanent job.

U

He decided to
set _____ his own
business
last year.

V

She is an animal
doctor. _____

W

I _____ in an
international company
in central London.

X

A small,
non-speaking job
in a film has this
letter in it!

Y

My brother is in his
second _____
of university, and he
loves it.

9A VOCABULARY Word building

Change the word!

- a** Complete the sentences with the correct form of the words in **bold**. You can make nouns, or positive or negative adjectives, and adverbs. Write your answers in the column on the right.

- | | | |
|----|---|------------------|
| 1 | I wrote a letter of COMPLAIN to the hotel manager as I wasn't happy with the service. | <u>complaint</u> |
| 2 | The airline didn't offer us any COMPENSATE for the ten-hour delay. | _____ |
| 3 | Listen! The neighbours next door are having another ARGUE . | _____ |
| 4 | If you buy the washing machine today, we can guarantee next-day DELIVER . | _____ |
| 5 | The dinner party wasn't a SUCCEED because Paul was rude to Richard. | _____ |
| 6 | My mum learnt to swim when she was 67. I think that's a real ACHIEVE . | _____ |
| 7 | What EXPLAIN did Anna give you for not finishing her report? | _____ |
| 8 | I got Tony's email, but he forgot to send the ATTACH . | _____ |
| 9 | We have an AGREE at home that if my husband cooks, I do the washing-up. | _____ |
| 10 | The shop assistant gave me a very good DEMONSTRATE of how the gadget worked. | _____ |
| 11 | PayPal is a safe way of making a PAY online. | _____ |
| 12 | The company made a LOSE for five years and eventually it had to close down. | _____ |
| 13 | The house next door is for SELL . I'd love to buy it! | _____ |
| 14 | The bed was so COMFORT that I wasn't able to sleep. | _____ |
| 15 | These sandals are so COMFORT . It feels as if I'm not wearing anything on my feet. | _____ |
| 16 | Having to wait for people makes me really PATIENT . | _____ |
| 17 | Nick's LUCK in love. His partners always leave him! | _____ |
| 18 | Be CARE not to break your leg on the first day of your skiing holiday! | _____ |
| 19 | Paolo won't pass the written part of the FCE exam. He writes very CARE and doesn't check for mistakes. | _____ |
| 20 | FORTUNE , it rained on our wedding day, but we had a great day anyway. | _____ |

activation

- b** Cover the column on the right. Read the sentences aloud with the correct form of the words in **bold**.

VOCABULARY REVISION Phrasal verbs

a How many of these phrasal verbs can you remember?

	phrasal verb
1 It's what you should do before you do any kind of exercise.	<u>w a r m</u> <u>u p</u>
2 It's another way of saying 'start (a business)'.	-----
3 To charge your phone, attach it to the charger, [] it [] to the socket, and wait until it is completely charged.	-----
4 I think I need to [] [] [] Diet Coke - I drink too much.	-----
5 We often [] [] as neither of us like cooking.	-----
6 My doctor told me I had to [] [] dairy products because I have an allergy.	-----
7 I need to [] [] the money my father lent me.	-----
8 I'll come and [] you [] in the car at six o'clock. We can go to the party together.	-----
9 A referee can [] [] a footballer by giving him a red card.	-----
10 It's another way of saying 'break up with somebody'.	-----
11 When you get on a plane you have to [] [] your mobile phone.	-----
12 Although his parents [] him [] quite strictly, Toby is a happy child.	-----
13 It's another way of saying 'do exercise at the gym'.	-----
14 I need to go to the cash machine and [] [] some money before we get the train.	-----
15 I really [] [] [] my weekly dance class. It's fun!	-----
16 My brother and sister often [] [] [] each other. Sometimes they don't speak to each other for days!	-----
17 If you want to find a job you could [] [] one on the internet on in the newspapers.	-----
18 If you [] [] [] petrol, your car will stop.	-----
19 You say [] []! to someone if you see that they might be going to have an accident.	-----
20 Can you [] [] the music. I can't hear it.	-----

activation

b Cover the phrasal verb column on the right. Read the sentences aloud with the correct phrasal verbs.

Song activity instructions

1B Our House

Listening for specific words (1 22))

- 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 tired 3 downstairs 4 Brother 5 always
6 mum 7 late 8 shirt 9 school 10 happy

- 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 His memory of his home seems to be very positive. He talks about *such a happy time* and he describes his family and home life with affection. However, one line of the song says *Something tells you that you've got to move away from it*. Perhaps this is how he felt when he was a teenager and wanted to become independent of his family.
 - 2 busy ✓ clean ✓ crowded ✓ traditional ✓
- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

3A 500 Miles

Listening for extra words and sentence rhythm (2 16))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Give Sts a few minutes to read through the lyrics. Then play the song once or twice as necessary. Check answers.

3 tonight 4 always 5'll 6 ✓ 7 ✓ 8 ✓ 9 ✓ 10 and
11 ✓ 12 front 13 hard 14 ✓ 15 all 16 ✓ 17 ✓
18 ✓ 19 see 20 that 21 ✓ 22 ✓ 23 and 24 ✓
25 front 26 feeling 27 ✓ 28 ✓ 29 fun 30 just
31 ✓ 32 ✓ 33 always 34 ✓

- Now focus on **b**, and get Sts to do it in pairs. Check answers.

Example answers

- 1 He's singing to someone that he's in love with, and will do anything to be with.
- 2 He declares his love by saying that he would walk 1,000 miles (500 miles and 500 more) to be in the same place as her. He states his intention (using *going to*) to always be there for her.
- 3 Yes. In lines 20 and 21 he says *if I grow old well I know I'm gonna be the man who's growing old with you*.
- 4 To give almost all the money he earns to her, be faithful to her, dream about her, etc.

- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

4B You Can't Hurry Love

Listening for specific verbs (2 49))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a** and give Sts a few minutes in pairs to guess the missing verbs. Don't check answers at this point.
- Now play the song once for Sts to fill the gaps. Get Sts to compare with a partner, and then play the song again for them to check. Check answers.

2 can't 3 have to 4 can't 5 have to 6 Must 7 must
8 can 9 can't 10 can't

- Now focus on **b**. Play the song again in the background while Sts read the lyrics with the glossary. Then give them a few minutes to answer the questions in pairs. Check answers.
- 1 f 2 a 3 d 4 b 5 c 6 e
- Ask Sts to read the **Song facts**.
 - Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

5A We Are the Champions

Correcting words (3 14))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Go through the phrases in **bold** and explain that Sts have to listen and decide if these phrases are right (what the singer sings) or wrong (different). The first time they listen, Sts just have to put a tick or a cross next to each line. They shouldn't try to correct the phrases at this stage.

- Check answers (i.e. if the phrases are right or wrong), but don't tell Sts what the right phrases are.
- Now focus on **b**. Play the song again and this time Sts have to try and correct the wrong phrases.
- Let Sts compare with a partner and then check answers, going through the song line by line.

4 ✓ 5 bad mistakes 6 ✓ 7 kicked in my face 8 ✓
 9 ✓ 10 we'll keep on 13 time for losers 15 ✓ 16 ✓
 17 you brought me 18 ✓ 19 But it's been 20 ✓
 21 the whole human race 22 ✓

- Focus on **c** and give Sts, in pairs, time to match the phrases 1–8 with their meanings a–h.
 - Check answers, clarifying meaning where necessary.
- 1 f 2 d 3 a 4 b 5 c 6 g 7 h 8 e
- Ask Sts to read the **Song facts**.
 - Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

6B I Got Life

Listening for specific words (3:43))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a** and give Sts, in pairs, a couple of minutes to say what they can see in the small pictures. Explain that these are the words which are missing from the song. The first group of pictures are for gaps 1–7, and the second group (the parts of the body) for 8–16. Reiterate that they shouldn't write anything down. Don't check answers at this stage.
- Play the song once and ask Sts to write the words in the gaps (**b**). Repeat if necessary and get Sts to compare answers with a partner before checking answers.

2 money 3 sweater 4 perfume 5 mother 6 name
 7 ticket 8 head 9 ears 10 nose 11 mouth
 12 tongue 13 neck 14 arms 15 fingers 16 toes

- Now focus on **c** and give Sts in pairs a few minutes to find the words. Check answers.
- 1 culture 2 alive 3 brains 4 soul 5 blood 6 freedom
- Focus on **d** and ask Sts if songs in their own language also use slang or incorrect grammar. Elicit that *I ain't = I'm not*. Then give Sts in pairs a few minutes to match the rest of the expressions. Check answers.
- 1 e 2 a 3 f 4 b 5 g 6 d 7 c
- Now get Sts to read the lyrics with the glossary and ask them if they think it's an optimistic or a pessimistic song (it's optimistic).
 - Ask Sts to read the **Song facts**.
 - Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

7B If I Could Build My Whole World Around You

Listening for the correct verbs (4:25))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a**, and on the example, and give Sts time to read the lyrics using the glossary to help them, and think what the missing verbs might be.
- Play the song once for Sts to complete the missing verbs. Get them to compare with a partner and then play again. Check answers.

2 grow 3 be 4 take 5 wash 6 make 7 put 8 give
 9 keep 10 be 11 give 12 step 13 give 14 be 15 make

- Now focus on **c**. Get Sts to do this individually and then compare with a partner. Check answers.
- 1 c 2 d 3 b 4 e 5 a
- Ask Sts to read the **Song facts**.
 - Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

Extra support

If you want to give your Sts more listening comprehension practice, play the song for the Sts to listen to without previously trying to gapfill first.

8B Piano Man

Listening for rhyming words (4:51))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a**, and on the example, and give Sts time to read the lyrics using the glossary to help them, and think what the missing words might be.
- Play the song once for Sts to complete the missing words. Get them to compare with a partner and then play again. Check answers.

2 clothes 3 alright (all right) 4 be 5 place 6 life
 7 alone 8 while 9 here

- Now focus on **c**. Get Sts to do this individually and then compare with a partner. Check answers.
- 2 He said that it (the song) was sad and it was sweet.
 3 He told Bill that he believed it (the bar) was killing him.
 4 John said that he could be a movie star if he could get out of this place.
 5 They asked the piano man what he was doing here.
- Ask Sts to read the **Song facts**.
 - Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

9A Karma

Listening to choose the correct words (5:9))

- Copy one sheet per student.
- Give each student a sheet. Give them a couple of minutes to read the lyrics and familiarize themselves with the song.

- Focus on **a**. Sts listen and choose the word they hear. Play the song once all the way through and tell Sts to try to circle the correct words as they listen for the first time. Tell them you will replay the song if necessary.
- Replay any lines as necessary. Check answers.

2 space 3 give 4 stay 5 gone 6 leave 7 family
8 dream 9 say 10 when 11 three 12 always 13 kind
14 when 15 knowing 16 before 17 thought
- Focus on **b**. Give Sts time to read the song with the glossary and help with any other vocabulary problems. Check answers

1 And never knew what you supposed to do
2 Saying I'm your everything
3 I'm over you
4 You never come through
5 What goes around comes around
- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

10A Greatest Love of All

Listening for missing verbs (5 33)))

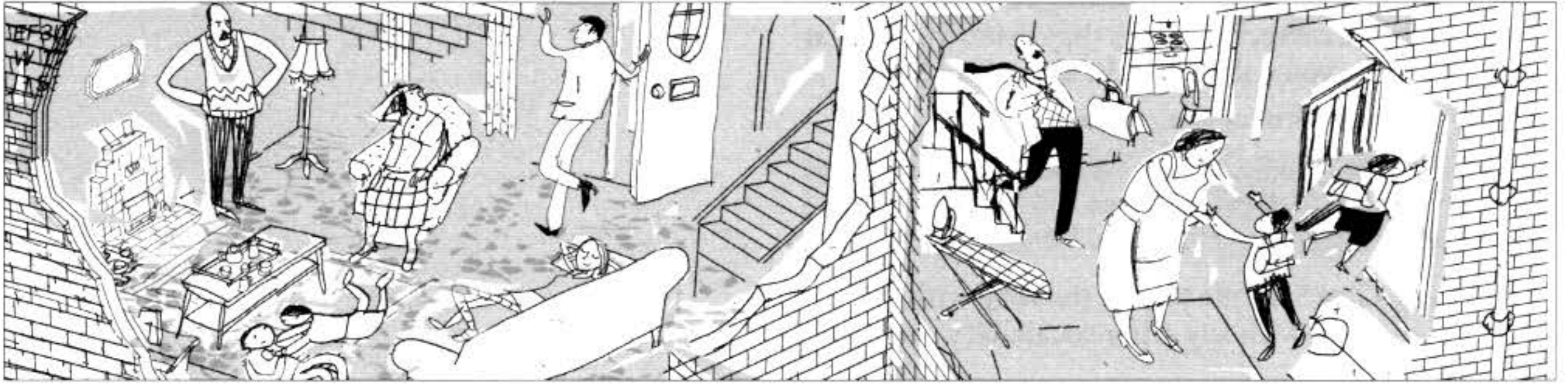
- Copy one sheet per student.
- Give each student a sheet. Focus on **a**, and on the example, and give Sts time to read the lyrics using the glossary to help them, and think what the missing verbs might be. They should write the verbs in the column on the right.
- Play the song once for Sts to listen and check. Get them to compare with a partner and then play again for Sts to correct any wrong answers, and write the correct verbs in the gaps in the lyrics. Check answers.

2 teach 3 possess 4 make 5 searching 6 need
7 depend 8 fail 9 believe 10 happening 11 learning
12 dreaming
- Now focus on **c**. Get Sts to do this individually and then compare with a partner. Check answers.

fail (verb, line 12)
succeed (verb, line 12)
laughter (noun, line 5)
beauty (noun, line 3)
pride (noun, line 4)
- Now focus on **d** and get Sts to complete the text with the words from **c**. Check answers.

2 success 3 failed 4 proud 5 beautiful 6 laugh
- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

1B SONG Our House



Our House

Father wears his ¹ Sunday best (*a day of the week*)
 Mother's ² _____ she needs a rest (*adjective*)
 The kids are playing up ³ _____ (*part of the house*)
 Sister's sighing in her sleep
⁴ _____'s got a date to keep (*member of the family*)
 He can't hang around

CHORUS

Our house, in the middle of our street
 Our house, in the middle of our...

Our house it has a crowd
 There's ⁵ _____ something happening (*adverb of frequency*)
 And it's usually quite loud
 Our ⁶ _____ she's so house-proud (*member of the family, colloquial*)
 Nothing ever slows her down and a mess is not allowed

CHORUS

Our house, in the middle of our street
 (Something tells you that you've got to move away from it)
 Father gets up ⁷ _____ for work (*adverb of time*)
 Mother has to iron his ⁸ _____ (*something you wear*)
 Then she sends the kids to ⁹ _____ (*a place*)
 Sees them off with a small kiss
 She's the one they're going to miss in lots of ways

CHORUS

I remember way back then when everything was true and when
 We would have such a very good time
 Such a fine time
 Such a ¹⁰ _____ time (*adjective*)
 And I remember how we'd play, simply waste the day away
 Then we'd say nothing would come between us two dreamers

REPEAT FIRST VERSE

CHORUS

Our house, was our castle and our keep
 Our house, in the middle of our street
 Our house, that was where we used to sleep
 Our house, in the middle of our street (*to fade*)

- a** Listen to the song and write the missing words 1–10. Use the clues in brackets to help you.
- b** Read the lyrics with the glossary and answer the questions.

- Do you think the singer's memory of his home is positive or negative?
- Which of these adjectives would you use to describe his house? Tick the boxes.

busy
 quiet
 clean
 untidy
 crowded
 traditional

GLOSSARY

Sunday best = best clothes
 playing up = behaving badly
 sighing = making a sad sound
 has got a date = has a meeting (with a girl)
 hang around = stay somewhere for a long time
 house-proud = spending a lot of time keeping a house clean and tidy
 you've got to = you have to

SONG FACTS

Our House was British group Madness's biggest international hit. In the summer of 2012, 20 years after they first recorded it, the song became popular with a new generation of music fans: Madness sang the song to an international audience at the closing ceremony of the London 2012 Olympics.

3A SONG 500 Miles

- a Listen to each line of the song carefully.
If you hear an extra word, cross (X) it out.
If the line is correct, tick (✓) it.

500 Miles

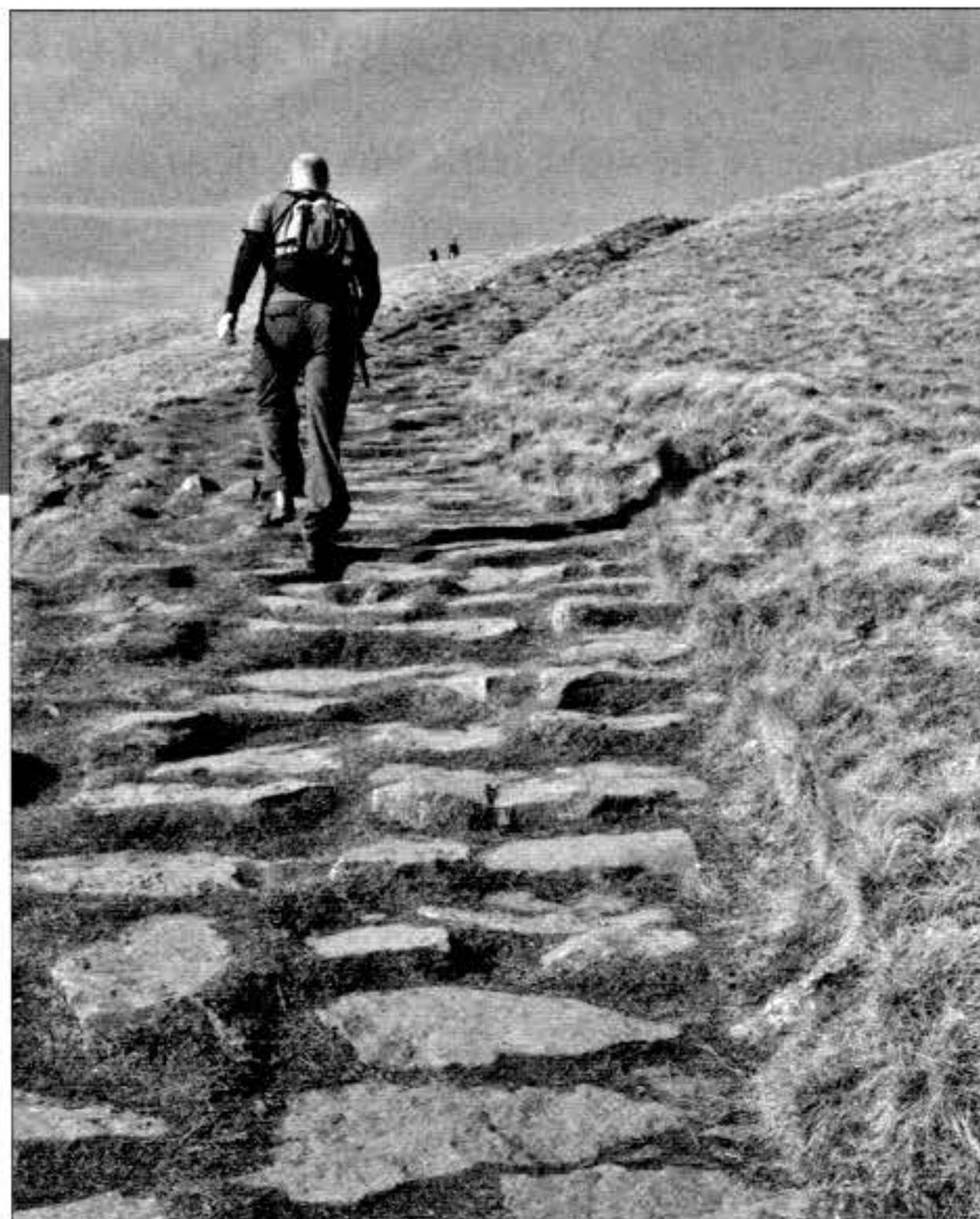
- 1 When I wake up, ~~body~~ well I know I'm gonna be,
- 2 I'm gonna be the man who wakes up next to you. ✓
- 3 When I go out tonight, yeah I know I'm gonna be,
- 4 I'm gonna be the man who always goes along with you.
- 5 If I get drunk, well I'll know I'm gonna be,
- 6 I'm gonna be the man who gets drunk next to you.
- 7 And if I haver, yeah I know I'm gonna be,
- 8 I'm gonna be the man who's havoring to you.

CHORUS

- 9 But I would walk five hundred miles
- 10 And I would walk five hundred and more
- 11 Just to be the man who walked a thousand miles
- 12 To fall down at your front door.
- 13 When I'm working hard, yes I know I'm gonna be,
- 14 I'm gonna be the man who's working hard for you.
- 15 And when all the money comes in for the work I do,
- 16 I'll pass almost every penny on to you.
- 17 When I come home (when I come home),
- 18 Oh I know I'm gonna be,
- 19 I'm gonna be the man who comes back home to see you.
- 20 And if I grow old, well I know that I'm gonna be,
- 21 I'm gonna be the man who's growing old with you.

CHORUS

Da da da da, etc.



- 26 When I'm feeling lonely, well I know I'm gonna be,
- 27 I'm gonna be the man who's lonely without you.
- 28 And when I'm dreaming, well I know I'm gonna dream,
- 29 I'm gonna dream about the fun time when I'm with you.
- 30 When I go out (when I go out), well I just know I'm gonna be,
- 31 I'm gonna be the man who goes along with you
- 32 And when I come home (when I come home),
- 33 Yes, I know I'm gonna be I'm gonna be the man who always comes back home with you.
- 34 I'm gonna be the man who's coming home with you.

CHORUS

Da da da da, etc.

REPEAT CHORUS

- b Read the lyrics with the glossary and answer the questions.

- 1 Who is the singer singing to?
- 2 How do we know how the singer feels about this person?
- 3 Does he think their relationship will last for a long time? If so / not, where does it say this in the song?
- 4 What kind of things does he promise his partner?

GLOSSARY

gonna = going to
haver = (an old Scottish word) to say silly things
when the money comes in = when I start earning money
pass every penny on = give all my money
go along with = colloquial way of saying 'travels beside'

SONG FACTS

I'm Gonna Be (500 Miles) was originally written and sung by the Scottish group The Proclaimers in 1988. It was the favourite song of Ling Hsueh, who lives in south-east China. When her boyfriend, Liu Peiwen, asked her to marry him in 2011, she accepted. However, she joked that it was on condition that he walked to her door from his home in Henan Province – 1,000 miles away. To her surprise, he did exactly that.

4B SONG You Can't Hurry Love

a Complete the song with *have to*, *need to*, *must*, *can*, or *can't*.

You Can't Hurry Love

I need love, love To ease my mind
I ¹ need to find, find someone to call mine
But mama said,

CHORUS

'You ² _____ hurry love
No, you just ³ _____ wait'
She said, 'Love don't come easy
It's a game of give and take.'

You ⁴ _____ hurry love,
No, you just ⁵ _____ wait
You've got to trust, give it time
No matter how long it takes

But how many heartaches
⁶ _____ I stand
Before I find a love
To let me live again?
Right now the only thing
That keeps me hanging on
When I feel my strength, yeah
Is almost gone

I remember mama said,

CHORUS

How long ⁷ _____ I wait
How much more ⁸ _____ I take
Before loneliness will cause my heart
Heart to break?

No, I ⁹ _____ bear to live my life alone
I grow impatient for a love to call my own
But when I feel that I, I ¹⁰ _____ go on
These precious words keep me hanging on
I remember mama said,

CHORUS

'You can't hurry love
No, you just have to wait'
She said, 'Trust, give it time
No matter how long it takes'

No, love, love don't come easy
But I keep on waiting
Anticipating for that soft voice
To talk to me at night
For some tender arms
To hold me tight
I keep waiting
I keep on waiting
But it ain't easy
It ain't easy
But mama said,

You can't hurry love
No, you just have to wait
She said, 'Trust, give it time
No matter how long it takes'

CHORUS



b Match the phrases from the song (1–6) with their meanings (a–f).

- | | |
|---------------------------|--|
| 1 ease my mind | a it's hard to find love |
| 2 love don't come easy | b stops me giving up and want to continue |
| 3 a game of give and take | c I can't stand |
| 4 keeps me hanging on | d a matter of accepting things that the other person wants, and not doing some of the things that you want |
| 5 I can't bear | e give me a warm hug |
| 6 hold me tight | f make things less painful |

GLOSSARY

don't come easy = doesn't come easy
heartaches = strong feelings of sadness
stand = endure or tolerate
strength = noun from the adjective 'strong'
ain't = isn't

SONG FACTS

This song was originally recorded by The Supremes in 1966 and reached the top five in the UK that same year. The Supremes' version is included in the Rock and Roll Hall of Fame's list of '500 songs that shaped rock and roll'. The song was used in the 1995 film *Runaway Bride*, with Julia Roberts and Richard Gere.

5A SONG We Are the Champions

a Listen to the song. Some of the phrases in **bold** are right, and some are wrong. Tick (✓) the right phrases, and cross (✗) the wrong ones.

We Are the Champions

- | | |
|---|---------|
| 1 I've paid my dues | _____ ✓ |
| 2 Time after time | _____ |
| 3 I've completed my sentence | _____ ✗ |
| 4 Committed no crime | _____ |
| 5 And terrible mistakes | _____ |
| 6 I've made a few | _____ |
| 7 I've had my share of sand thrown in my face | _____ |
| 8 But I've come through | _____ |
| (And we can go on and on and on and on) | |
| CHORUS | |
| 9 We are the champions, my friend | _____ |
| 10 And we'll carry on fighting till the end | _____ |
| 11 We are the champions | _____ |
| 12 We are the champions | _____ |
| 13 No time for winners | _____ |
| 14 'Cause we are the champions of the world | _____ |
| 15 I've taken my bows | _____ |
| 16 And my curtain calls | _____ |
| 17 You showed me fame and fortune and everything that goes with it | _____ |
| 18 I thank you all | _____ |
| 19 And it's been no bed of roses | _____ |
| 20 No pleasure cruise | _____ |
| 21 I consider it a challenge before the entire human race | _____ |
| 22 That I'd never lose | _____ |
| (And we can go on and on and on and on) | |
| CHORUS | |
| REPEAT CHORUS | |



b Listen again and correct the wrong phrases.

c Match the phrases from the song (1–8) with their meanings (a–h).

- | | |
|--------------------|---|
| 1 paid my dues | a the time when actors come out at the end of the show in a theatre to receive the applause of the audience |
| 2 come through | b being well known and having money |
| 3 curtain calls | c not an easy or pleasant situation |
| 4 fame and fortune | d survive |
| 5 no bed of roses | e the people in the world |
| 6 pleasure cruise | f worked hard and paid what I owed |
| 7 challenge | g (literally) a trip in a boat, (in this context) something easy and fun |
| 8 human race | h something new and difficult that you want to try to do |

GLOSSARY

'cause = because

I ain't gonna = I'm not going to

SONG FACTS

We Are the Champions was first recorded by Queen in 1977 and was written by their lead singer, Freddie Mercury. The song is about how the group made their way to the top of their profession, and achieved great success. Freddie Mercury himself said that it could be interpreted as his version of Sinatra's *My Way* but that he also had the idea of a football anthem in mind. In fact, it's become the anthem of successful sport teams around the world.

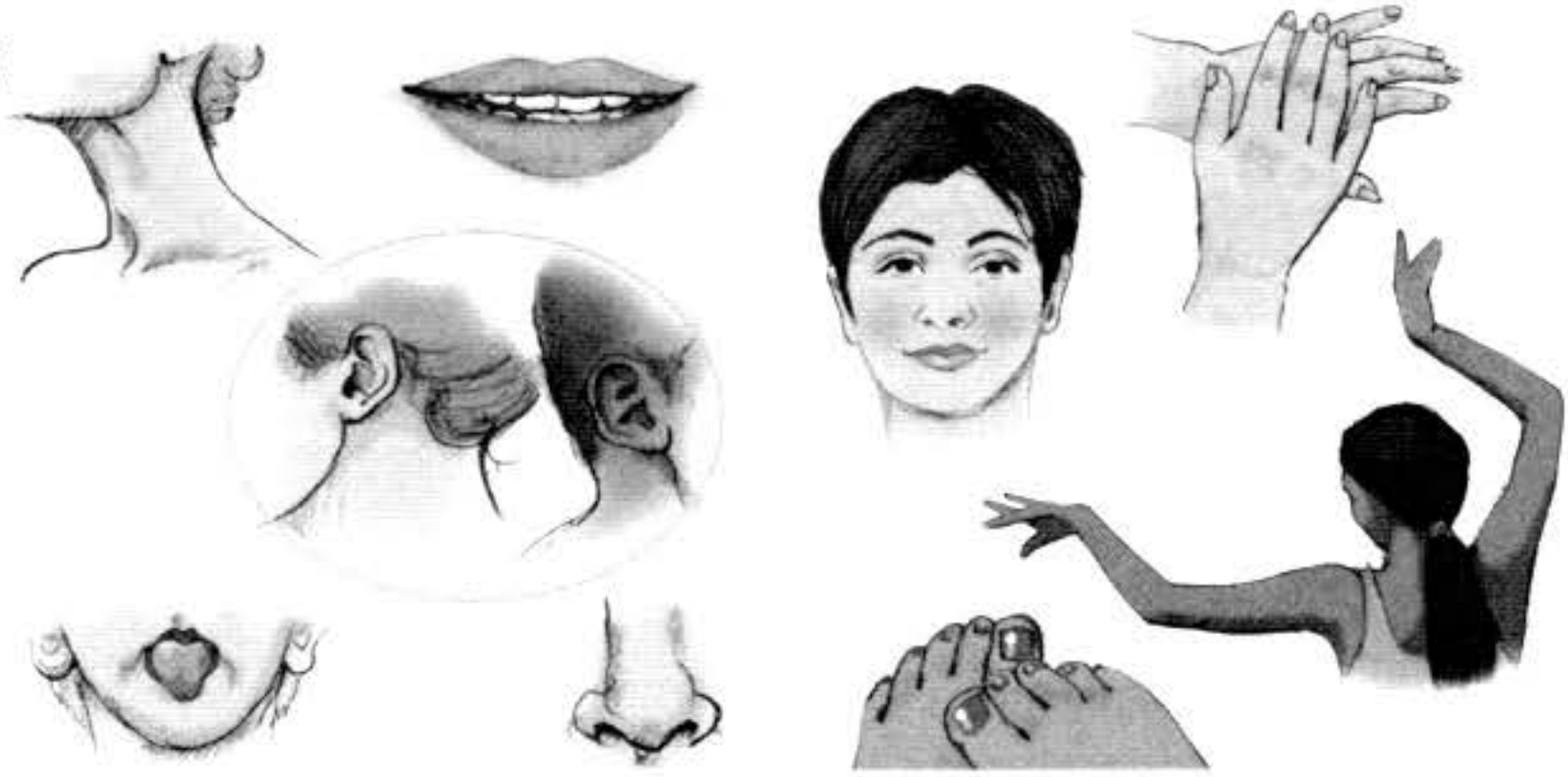
6B SONG I Got Life

a Look at the pictures and identify them. Don't write anything yet.

1-7



8-16



I Got Life

I ain't got no home, ain't got no ¹ *shoes*
 I ain't got no ² _____, ain't got no class
 Ain't got no skirts, ain't got no ³ _____
 Ain't got no ⁴ _____, ain't got no beer
 Ain't got no man
 Ain't got no ⁵ _____, ain't got no culture
 Ain't got no friends, ain't got no schooling
 Ain't got no love, ain't got no ⁶ _____
 Ain't got no ⁷ _____, ain't got no token
 Ain't got no god

What have I got?
 Why am I alive anyway?
 Yeah, what have I got
 Nobody can take away?

I've got my hair, got my ⁸ _____
 I've got my brains, got my ⁹ _____
 I've got my eyes, got my ¹⁰ _____
 I've got my ¹¹ _____, I got my smile
 I've got my ¹² _____, got my chin
 I've got my ¹³ _____, got my lips
 I've got my heart, got my soul
 I've got my back, I got myself

I've got my ¹⁴ _____, got my hands
 I've got my ¹⁵ _____, got my legs
 I've got my feet, got my ¹⁶ _____
 I've got my liver, got my blood

I've got life, I've got my freedom
 I've got life
 I've got life
 And I'm gonna keep it
 I've got life
 And nobody's gonna take it away
 I've got life

- b** Listen and complete the song with the words from a.
- c** Find words in the song which mean...
- 1 art, literature, music, etc. _____
 - 2 the opposite of *dead* _____
 - 3 the part of your body inside your head that controls your thoughts, feelings, and movements _____
 - 4 the spiritual part of a person _____
 - 5 the red liquid that flows through your body _____
 - 6 the noun from *free* _____
- d** Match the colloquial expressions from songs (1-7) with the grammatically correct expressions (a-g).

Expressions in songs	Grammatically correct expressions
1 I ain't (rich)	a I don't have
2 I aint got no (money)	b I'm going to ...
3 I wanna (be free)	c I've got
4 I'm gonna (leave you)	d because
5 Yeah	e I'm not ...
6 'cos / 'cause	f I want to ...
7 I got	g Yes

GLOSSARY

class = (in this context) style
 schooling = education
 token = a piece of paper or plastic that you can use to buy things
 liver = the part of your body that cleans your blood

SONG FACTS

I Got Life was originally recorded by Nina Simone in 1968. She was a talented pianist, but she was rejected by music schools because she was black. She turned to pop music and used classical influences to give her songs a more complex sound.

7B SONG If I Could Build My Whole World Around You

- a Read the song lyrics and think about what the missing verbs could be.

If I Could Build My Whole World Around You

be grow ~~put~~ take wash

Oh, if I could build my whole world around you, darling
 First I'd 1 put heaven by your side
 Pretty flowers would 2 _____ wherever you walked, honey
 And over your head would 3 _____ the bluest sky
 And I'd 4 _____ every drop of rain
 And 5 _____ all your troubles away
 I'd have the whole world wrapped up in you, darling
 And that would be all right, oh yes it would

be give keep make put

If I could build my whole world around you
 I'd 6 _____ your eyes the morning sun
 I'd 7 _____ so much love where there is sorrow
 I'd put joy where there's never been love
 And I'd 8 _____ my love to you
 For you to 9 _____ for the rest of your life
 Oh, and happiness would surely 10 _____ ours
 And that would be all right, oh yes it would
 Doo doo doo doo doo, doo doo doo doo
 Doo doo doo doo doo, doo doo doo doo



be give (x2) make step

Oh, if I could build my whole world around you
 I'd 11 _____ you the greatest gift any woman could
 possess
 And I'd 12 _____ into this world you've created
 And 13 _____ you true love and tenderness
 And there'd 14 _____ something new with every
 tomorrow
 To 15 _____ this world better as days go by
 If I could build my whole world around you
 If I could build my whole world around you
 Then that would be all right, oh yeah
 (repeat to fade)

- b Listen to the song and complete gaps 2–15 with a verb from the list.

- c Read the lyrics and match the words and phrases.

- | | |
|--|---|
| 1 build my whole world around you | a every day would bring something different |
| 2 be all right | b make you happy when you've only ever been sad |
| 3 put joy where there's never been love | c make you the centre of my existence |
| 4 happiness would surely be ours | d be OK |
| 5 there'd be something new with every tomorrow | e there's no doubt we'd be happy |

GLOSSARY

honey = a way of addressing someone that you like or love
 wrapped up = enclosed
 sorrow = a feeling of great sadness
 joy = a feeling of great happiness
 tenderness = gentleness, love

SONG FACTS

If I Could Build My Whole World Around You was released in 1967. It was the third single for the singing duo of Marvin Gaye and Tammi Terrell. Together they had a total of seven hit singles in the late 1960s. When Terrell died aged only 24 from a brain tumour, Marvin Gaye was devastated at the loss of the singing partner he regarded as a sister.

8B SONG Piano Man

- a With a partner, read the lyrics and think what the missing words 1–9 could be. Each missing word rhymes with the word in **bold** with the same number.



- b Listen and write the words in the gaps.

- c Report the **highlighted** phrases in the song.

- 1 He told the piano man that he wasn't really sure how it (the song) went. (line 6)
- 2 He said that _____ (line 7)
- 3 He told Bill that _____ (line 17)
- 4 John said that he _____ (lines 19–20)
- 5 They asked the piano man _____ (line 36)

GLOSSARY

shuffles = walks without lifting their feet off the ground

we're all in the mood for = we all feel like

out-of-town folk = visitors who don't live in the town

real estate = US version of *estate agent*

bread = slang for *money*, in this context in the form of a tip

SONG FACTS

Piano Man was released as a single in 1973, and was the first big hit song for American singer-songwriter Billy Joel. Before Joel became a successful recording artist, he used to be a piano player and singer at the Executive Room bar in Los Angeles. *Piano Man* describes his experiences of working there, and tells of the failed dreams of the customers, the barman, and the piano player himself.

Piano Man

- 1 It's nine o'clock on a Saturday
- 2 The regular crowd shuffles ¹ **in**
- 3 There's an old man sitting next to me
- 4 Making love to his tonic and ¹ gin
- 5 He says, 'Son, can you play me a memory?
- 6 I'm not really sure how it ² **goes**
- 7 But it's sad and it's sweet and I knew it complete
- 8 When I wore a younger man's ² _____.

La la la di di da, la la di di da dum

CHORUS

- 9 Sing us a song, you're the piano man
- 10 Sing us a song ³ **tonight**
- 11 Well, we're all in the mood for a melody
- 12 And you've got us feeling ³ _____
- 13 Now John at the bar is a friend of mine
- 14 He gets me my drinks for ⁴ **free**
- 15 And he's quick with a joke for the out-of-town folk
- 16 But there's someplace that he'd rather ⁴ _____
- 17 He says 'Bill, I believe this is killing me'
- 18 As the smile ran away from his ⁵ **face**
- 19 'Well, I'm sure that I could be a movie star
- 20 If I could get out of this ⁵ _____.

Oh, la la la di di da, la la di di da dum

- 21 Now Paul is a real estate novelist
- 22 Who never had time for a ⁶ **wife**
- 23 And he's talking with Davy, who's still in the Navy
- 24 And probably will be for ⁶ _____
- 25 And the waitress is practising politics
- 26 As the businessmen talk to their ⁷ **phones**
- 27 Yes, they're sharing a drink they call loneliness
- 28 But it's better than drinking ⁷ _____

CHORUS

- 29 It's a pretty good crowd for a Saturday
- 30 And the manager gives me a ⁸ **smile**
- 31 'Cause he knows that it's me they've been coming to see
- 32 To forget about life for a ⁸ _____
- 33 And the piano, it sounds like a carnival
- 34 And the microphone smells like a ⁹ **beer**
- 35 And they sit at the bar and put bread in my jar
- 36 And say, 'Man, what are you doing ⁹ _____?'

Oh, la la la da di da, la la da di da dum

CHORUS

9A SONG Karma

a Listen to the song and **circle** the correct word.



Karma

Come on
Come on
Come on

Weren't you ¹**the man** / **the one** who said
That you don't want me anymore
And how you need your ²**space** / **place**
And ³**give** / **send** the keys back to your door
And how I cried and tried
And tried to make you ⁴**stay** / **be** with me
But still you said your love was ⁵**gone** / **over**
And that I had to ⁶**go** / **leave**

CHORUS

(Now you) Talking 'bout a ⁷**baby** / **family**
(Now you) Saying I complete your ⁸**dream** / **life**
(Now you) **Saying I'm your everything**
You're confusing me, what you ⁹**tell** / **say to** me
Don't play with me, don't play with me, 'cause
What goes around, comes around
What goes up, must come down
Now who's crying, desiring to come back to me?
What goes around, comes around
What goes up, must come down
Now who's crying, desiring to come back?
I remember ¹⁰**when** / **while** I was sitting home alone
Waiting for you 'til ¹¹**four** / **three** o'clock in the morn
And when you came home
You'd ¹²**never** / **always** have some sorry excuse
Half explaining to me
Like I'm just some ¹³**type** / **kind** of a fool

I sacrificed the things I want
Just to do things for you
But ¹⁴**when** / **if** it's time to do for me
You never come through

CHORUS

Night after night, ¹⁵**thinking** / **knowing** something
going on
Wasn't long ¹⁶**before** / **until** I be g-g-g-gone
Lord knows it wasn't easy, believe me
Never ¹⁷**thought** / **knew** you'd be the one that would
deceive me
And never knew what you supposed to do
No need to approach me fool, 'cause **I'm over you**
What goes around comes around
What goes up, must come down
Now who's crying, desiring to come back to me?
What goes around, comes around
What goes up, must come down
It's called karma baby, and it goes around

(repeat to fade)

b Read the lyrics with the glossary. Match the definitions (1–5) with the **highlighted** phrases in the text.

- 1 And always confused about what you should do

- 2 Telling me that you love me

- 3 I don't love you anymore

- 4 You never keep your promises

- 5 The way you behave towards other people will have later come back to you

GLOSSARY

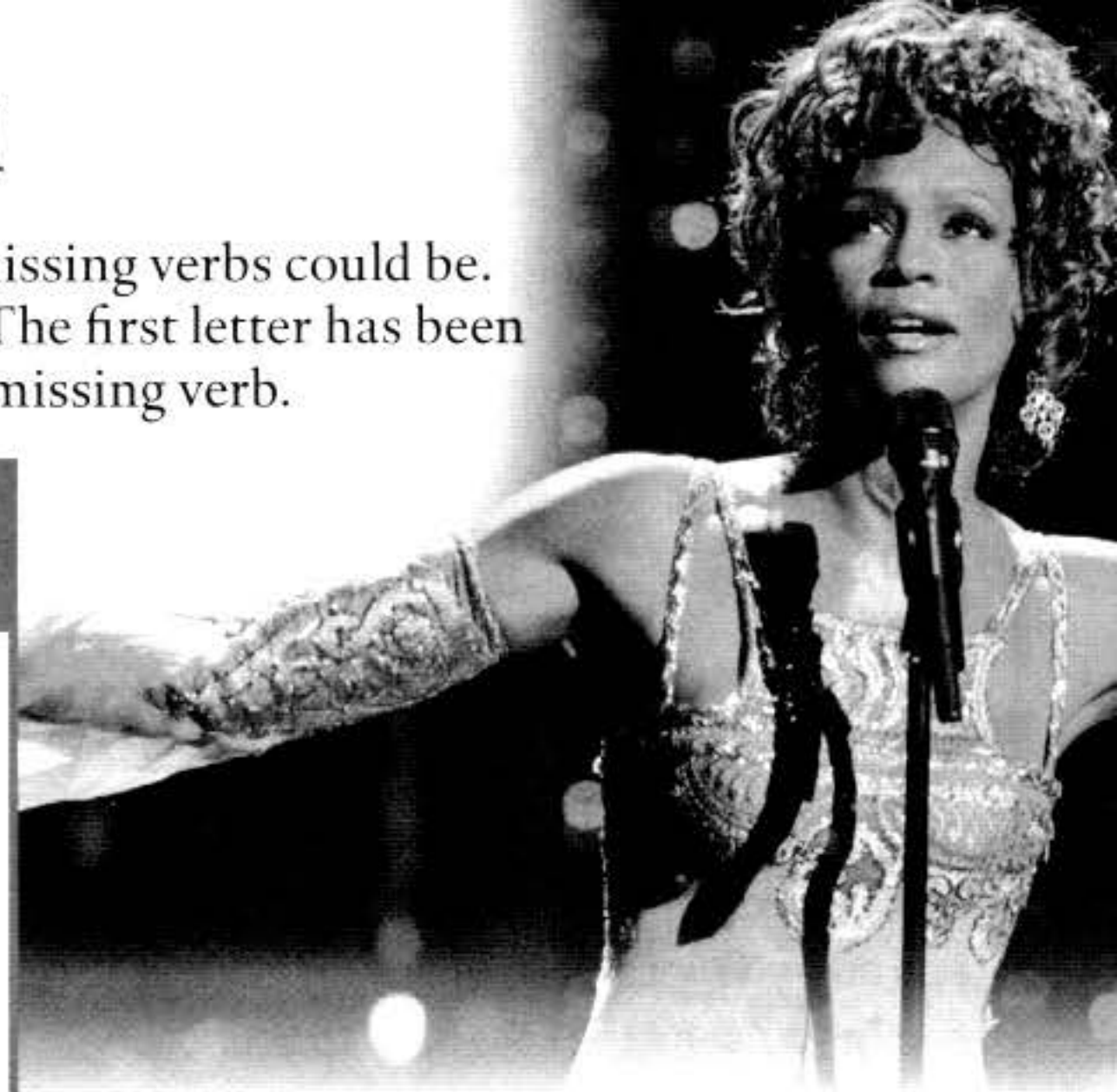
morn = morning
sacrificed = gave up something that is important to you
deceive = lie to

SONG FACTS

This song was a hit in 2004 for singer/ songwriter and actress Alicia Keys. Her real name is Alicia Augello Cook but her stage name is 'Keys' after the keys on a piano. She loves playing this instrument and often uses it in her songs.

10A SONG Greatest Love of All

- a** With a partner, read the lyrics and think what the missing verbs could be. Write your suggestions in the column on the right. The first letter has been given for you, but pay attention to the form of each missing verb.



Greatest Love of All

1

I ¹_____ the children are our future
²_____ them well and let them lead the way
 Show them all the beauty they ³_____ inside
 Give them a sense of pride to ⁴_____ it easier
 Let the children's laughter remind us how we
 used to be

Verbs

b *elieve* _____

t _____

p _____

m _____

2

Everybody's ⁵_____ for a hero
 People ⁶_____ someone to look up to
 I never found anyone who fulfilled my needs
 A lonely place to be
 And so I learned to ⁷_____ on me

s _____

n _____

d _____

CHORUS

I decided long ago, never to walk in
 anyone's shadows

If I ⁸_____, if I succeed

At least I'll live as I ⁹_____

No matter what they take from me

They can't take away my dignity

Because the greatest love of all

Is ¹⁰_____ to me

I found the greatest love of all

Inside of me

The greatest love of all

Is easy to achieve

¹¹_____ to love yourself

It is the greatest love of all

Repeat verse 1

CHORUS

3

And if, by chance, that special place
 That you've been ¹²_____ of
 Leads you to a lonely place
 Find your strength in love

f _____

b _____

h _____

l _____

d _____

- b** Listen and check.

- c** Look at the words (1–6). Find the correct form of the words in the song and complete the column on the right.

1 belief (*noun*) *believe* (*verb*)

2 failure (*noun*) _____ (*verb*)

3 success (*noun*) _____ (*verb*)

4 beautiful (*adj*) _____ (*noun*)

5 proud (*adj*) _____ (*noun*)

6 laugh (*verb*) _____ (*noun*)

- d** Use the correct form of some of the words from the list in **c** to complete the summary of the song below.

We all need someone to respect and admire, but when you're alone in life you have to find the strength to ¹ *believe* _____ in yourself. It doesn't matter if you've been lucky and you're a ² _____, or even if you've ³ _____ in life, because you've learnt to be ⁴ _____ of yourself and what you can do. That's why we should teach children that they are all ⁵ _____ inside: when children ⁶ _____, they show us what we used to be like when we were younger.

GLOSSARY

pride = the feeling of pleasure that you have when you do something good

fulfilled my needs = made me feel happy and satisfied

never to walk in anyone's shadows = never feel inferior to anybody else

no matter = it doesn't matter

SONG FACTS

Greatest Love of All is a song about how to be strong when you are faced with life's challenges. It was originally recorded by George Benson for a 1977 film about the great sporting icon, Muhammad Ali. Whitney Houston released her version in 1986. It was a worldwide hit and became one of her most popular songs. Whitney Houston is a pop and soul icon whose sad death in 2012 gives this song extra poignancy.