

ENGLISH FILE Upper-intermediate Teacher's Book

with Test and Assessment CD-ROM

Christina Latham-Koenig Clive Oxenden

> with Anna Lowy Beatriz Martín García



Christina Latham-Koenig Clive Oxenden with Anna Lowy Beatriz Martín García

ENGLISH FILE Upper-intermediate Teacher's Book



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

OXFORD

Great Clarendon Street, Oxford, Ox2 6DP, United Kingdom Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2014

The moral rights of the author have been asserted

First published in 2014 2018 2017 2016 2015 2014 10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 455854 9	Book
ISBN: 978 0 19 455878 5	Test and Assessment CD-ROM
ISBN: 978 0 19 455861 7	Pack

Printed in Spain by Just Colour Graphic S.L.

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

The authors would like to thank all the teachers and students round the world whose feedback has helped us shape English File.

The authors would also like to thank: all those at Oxford University Press (both in Oxford and around the world) and the design team who have contributed their skills and ideas to producing this course.

Finally very special thanks from Clive to Maria Angeles, Lucia, and Eric, and from Christina to Cristina, for all their support and encouragement. Christina would also like to thank her children Joaquin, Marco, and Krysia for their constant inspiration.

The Publishers would like to thank the following for their kind permission to reproduce photographs and other copyright material: Alamy Images pp.162 (Portrait of man/ Juice Images), 162 (Couple smiling/PhotoAlto sas), 165 (Police officer at crime scene/Cultura Creative), 169 (Kiwi/Life on white), 173 (Extreme free climbing/ Prisma Bildagentur AG), 176 (Boy with grandfather/moodboard), 178 (Gone with the Wind/AF Archive), 190 (Stethoscope/Michael Willis), 196 (Road sign/ Vikki Martin), 196 (Snowboarder/StockShot), 196 (Bear/FLPA), 203 (Stockholm, Sweden/Sweden and Swedish), 203 (Fruit and vegetables/Image Source Plus), 207 (Lightning/Dorset Media Service), 207 (Eye/Medical-on-Line), 208 (Kisumu Lake/Images of Africa Photobank), 208 (Astronaut Buzz Aldrin/ NASA Archive), 216 (Woman eating chocolates/Blend Images), 222 (Stack of newspapers/Johnny Greig), 222 (Woman using tablet computer/Anatolii Babii), 236 (Final edition of the News of the World newspaper/Richard Saker); Corbis pp.152 (Business people talking/Dan Bannister/Image Source), 170 (Russia, Moscow/Andrey Petrosjan/FotoS.A.), 178 (Furious manager/Wavebreak Media Ltd.), 196 (Rioting on the streets of Belfast/Michel Philippot/Sygma), 204 (Microphone/Beau Lark), 217 (Tropical storm/Marc Serota/Reuters); Getty Images pp.150 (Mother carrying son/Image Source RF/InStock), 162 (Smiling woman/dibrova), 170 (Climbing mountain/Damiano Levati), 196 (Great white shark/Fuse), 234 (Crowd/Mat Hayward), 235 (Sad couple/Eric Audras); Oxford University Press pp.169 (Penguin/Ingram), 174 (Tennis player after defeat/ StockbrokerXtra), 175 (Friends at beach/Image Source), 196 (Brazilian snake/ Photodisc), 203 (Recycling box/Marnie Burkhart); Rex Features p.230 (Pink/ Sipa Press); Shutterstock pp.160 (Moody girl/CarlaVanWagoner), 160 (Smiling teen boy/RyFlip), 160 (Portrait of man/Goodluz), 160 (Portrait of woman/ Oleg Golovnev), 169 (Ostrich/Aaron Amat), 189 (Maldives/Patryk Kosmider), 203 (Dog at training centre/lightpoet), 203 (Man driving car/Minerva Studio), 223 (Business meeting/dotshock), 231 (Man at airport/Tyler Olson), 233 (Man with acoustic guitar/Jose AS Reyes), 237 (Couple at restaurant/Peter Bernik). Illustrations by: Paul Boston/Meiklejohn Illustration Agency pp.151, 171; Astushi Hara/Dutch Uncle Agency p.159; Anna Hymas/New Division pp.153, 163, 177; Adam Larkham/Illustration Ltd pp.168, 191; Tim Marrs pp.229, 232; Roger Penwill pp.155, 156, 164, 192, 194, 238; Lucy Truman/New Division pp.193, 202.

The authors and publishers are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p.229 "Unbelievable" words and music by Ian Alec Harvey Dench, James Saul Atkin, Zachary Sebastian Rex James Foley, Mark Simon Decloedt and Derrangene Brownson © Warner/Chappell Music Ltd (PRS) All Rights Administered by Warner Chappell Music Australia PTY LTD. p.230 "Just Like a Pill" Words and Music by Alicia Moore and Dallas Austin © 2001, Reproduced by permission of EMI Music Publishing Ltd, London W1F 9LD. p.233 "Same Mistake" Words and Music by James Blunt © 2006, Reproduced by permission of EMI Music Publishing Ltd, London W1F 9LD. p.235 "My Girl" Words and Music by Michael Barson © 1979, Reproduced by permission of EMI Music Publishing Ltd, London W1F 9LD. p.236 "News of the World" Words and Music by Bruce Foxton © 1978, Reproduced by permission of And Son Music Ltd/EMI Music Publishing Ltd, London W1F 9LD. p.238 "World" Words and Music by John Ondrasik © 2006, Reproduced by permission of EMI Music Publishing Ltd, London W1F 9LD. p.234 "Sing" Words and Music by Gerard Way, Michael Way, Frank Iero and Ray Toro © 2010, Reproduced by permission of Blow The Doors Off The Jersey Shore Music Publishing Inc/EMI Music Publishing Ltd, London W1F 9LD. p.231 "The Airplane Song" Words and Music by Roy Neville Francis Stride © 2007, Reproduced by permission of EMI Music Publishing Ltd, London W1F 9LD. p.237 "The Truth" Words and Music by Joel Madden, Benji Madden and John Feldmann © 2004, Reproduced by permission of Dead Executives Publishing/Vegan Boy Publishing/EMI Music Publishing Ltd, London W1F 9LD. p.232 "(Love Is Like a) Heatwave" Words and Music by James Edward Holland Jr., Herbert Lamont Dozier and Brian Holland © 1963, Reproduced by permission of Jobete Music Co Inc/EMI Music Publishing Ltd, London W1F 9LD

All rights reserved. Any unauthorised copying, reproduction, rental, or communication to the public of the material contained in this product is a violation of applicable laws.

Photocopiables designed by: Stewart Grieve

Grammar photocopiable activities written by: Carol Tabor, Brian Brennan Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologise for any apparent infringement of copyright and, if notified, the publisher will be pleased to rectify any errors or omissions at the earliest possible opportunity.

Contents

4 Syllabus checklist

8 Introduction

- What do Upper-intermediate students need?
 Course components
- Student's Book Files 1-10
 Lessons
 Practical English
 Revise & Check
 The back of the Student's Book

For students

iTutor with iChecker Workbook Online Skills Pronunciation app Student's Site

For teachers

Teacher's Book iTools Test and Assessment CD-ROM Videos Class audio CDs DVD Teacher's Site

12 Lesson plans

146 **Photocopiable activities**

Contents

Grammar activity answers Grammar activity masters Communicative activity instructions Communicative activity masters Vocabulary activity instructions Vocabulary activity masters Song activity instructions Song activity masters

Syllabus checklist

			Grammar	Vocabulary
	1			
4	A	Questions and answers	question formation	working out meaning from context
8	В	Do you believe in it?	auxiliary verbs; <i>thethe</i> + comparatives	compound adjectives, modifiers
12	2	COLLOQUIAL ENGLISH 1 Talking about	interviews, In the street	
14	A	Call the doctor?	present perfect simple and continuous	illnesses and injuries
18	В	Older and wiser?	using adjectives as nouns, adjective order	clothes and fashion
22	RE [®]	VISE AND CHECK 1&2 IShort film Th	e history of surgery	
24	A	The truth about air travel	narrative tenses, past perfect continuous; <i>so / suchthat</i>	air travel
28	В	Incredibly short stories	the position of adverbs and adverbial phrases	adverbs and adverbial phrases
32	4	COLLOQUIAL ENGLISH 2&3 Talking abo	out children's books, In the street	
34	A	Eco-guilt	future perfect and future continuous	the environment, the weather
38	В	Are you a risk taker?	zero and first conditionals, future time clauses	expressions with <i>take</i>
42	RE ^V	VISE AND CHECK 3&4 🔲 Short film The	e British and the Weather	
44	A	The survivors' club	unreal conditionals	feelings
48	В	It drives me mad!	structures after wish	expressing feelings with verbs or -ed / -ing adjectives

52 COLLOQUIAL ENGLISH 4&5 Talking about... waste, In the street

Pronunciation	Speaking	Listening	Reading
friendly intonation, showing interest	Q&A interviews Extreme interviews	Strange questions in job interviews	Q&A Extreme interviews
intonation and sentence rhythm	What do you think? Paranormal experiences Signature analysis	The coffee cup reading What your signature says about you Song: Unbelievable	Hard to believe? But it happened to me

	性的確認的意思。此	
First Aid questionnaire Health and wellbeing	Radio interview about cybochondria Song: Just Like a Pill	Confessions of a cybochondriac
Teenagers and elderly people Clothes – do you agree with the statements?	Radio programme about dressing your age	Trading ages
	Health and wellbeing Teenagers and elderly people Clothes – do you agree with	Health and wellbeingSong: Just Like a PillTeenagers and elderly peopleRadio programme about dressing your age

regular and irregular past forms, sentence rhythm	Asking and answering questions about flying Flight stories	Radio programme with an airline pilot and air traffic controller Song: <i>The Airplane Song</i>	Air Babylon
word stress and intonation	Reading habits questionnaire	Lazy Susan	Lazy Susan

	的现在分词是一些计划的基本 的		
vowel sounds	How Eco-Guilty are you? questionnaire	Extreme weather experiences in the UK	How Eco-Guilty are you?
	Extreme weather	Song: Heatwave	Don't know what to say? Talk about the weather!
sentence stress and rhythm	Taking risks	Are you a risk taker? The risks of diving	I'm John, a speedaholic

word stress	Discuss what you would do in hypothetical situations	Lost in the Jungle	How to eat an elephant Lost in the Jungle
sentence rhythm and intonation	Situations where you felt a particular way	Top five regrets Five people talking about regrets	Regrets, we've had a few Some of the top 20 regrets
	Discussing statements about regret	Song: Same Mistake	
	Things you wish you		

			Gr	ammar	Vocabulary
	6				
54	A	Music and emotion	ger	unds and infinitives	music
58	В	Sleeping Beauty	use	ed to, be used to, get used to	sleep
60			-		
62	RE	VISE AND CHECK 5&6 Short film The	e Slee	ep Unit	
	7				
64	A	Don't argue!		t modals: <i>must</i> , <i>might/may should</i> ,	verbs often confused
			car	't, couldn't + have, etc.; would rather	
68	В	Actors acting	ver	bs of the senses	the body
72		COLLOQUIAL ENGLISH 6&7 Talking abo	out	acting. In the street	
	8			a 在这些国际主要。	
74	A	Beat the robbers and the burglars		passive (all forms);	crime and punishment
			dor	ne	
78	В	Breaking news	rep	orting verbs	the media
82	RE	VISE AND CHECK 7&8 Short film The	e Spe	ed of News	
			1000		1999 - Marsan Andre Statistics - Honderstelling - Statistics and Antonio Marsan (1996)
	9				
84	A	Truth and lies		uses of contrast and purpose; atever, whenever, etc.	advertising, business
88	В	Megacities	unc	ountable and plural nouns	word building: prefixes and suffixes
92		COLLOQUIAL ENGLISH 8&9 Talking abo	out	advertising. In the street	
	R.		outin		
	10				
94	A	The dark side of the moon	qua	ntifiers: <i>all, every, both</i> , etc.	science
98	В	The power of words	arti	cles	collocation: word pairs
102	DE		bow	useum of the History of Science	
102	RE	VISE AND CHECK 9&10 Short film T	ne M	useum of the mistory of science	
104	Со	mmunication	132	Grammar Bank	165 Irregular verbs
0			152	Vocabulary Bank	166 Sound Bank
120	Lis	tening	164	Appendix - gerunds and infinitives	

Pronunciation Speaking		Listening	Reading		
		化化学的 化化学			
words that come from other languages	1월 11월 12일 - 11월 12일		What music would you play to an alien?		
sentence stress and linking	Asking and answering questions about sleep Discussing issues from the text Sleepwalking	Sleeping problems Radio programme about sleepwalking	Three things you (probably) didn't know about sleep		
weak form of <i>have</i>	How man and women argue Do you agree?	Psychologist's tips for disagreeing Sentences with missing words Song: <i>My Girl</i>	How men and women argue		
silent letters	Describing someone Two photos	Tim Bentick interview	What every body is saying		
the letter u	Asking and answering questions about crime	Interview with an ex-burglar	How not to get robbed in the street		
the letter u		Interview with an ex-burglar			
the letter <i>u</i> word stress	about crime Discussing what should / shouldn't	Interview with an ex-burglar Radio news Jennifer Buhl interview Song: <i>News of the World</i>	the street		
ayonda alanalayadi ya	about crime Discussing what should / shouldn't be illegal How you find out about news	Radio news Jennifer Buhl interview	the street Crime online		
ayonda alanalayadi ya	about crime Discussing what should / shouldn't be illegal How you find out about news	Radio news Jennifer Buhl interview	the street Crime online		
word stress	about crime Discussing what should / shouldn't be illegal How you find out about news Discussing how news is produced	Radio news Jennifer Buhl interview Song: News of the World	the street Crime online 24 hours in journalism		
ayonda alanalayadi ya	about crime Discussing what should / shouldn't be illegal How you find out about news	Radio news Jennifer Buhl interview	the street Crime online		
word stress changing stress on	about crime Discussing what should / shouldn't be illegal How you find out about news Discussing how news is produced Discussing and marketing Advertising and marketing The economic situation in your	Radio news Jennifer Buhl interview Song: <i>News of the World</i> Radio programme about the tricks of advertising Paul Feldman's experiment	the street Crime online 24 hours in journalism Four of the most misleading adverts of all time		

	stress in word families	Scientific facts or myths? Science questions	Scientists discussing facts and myths	Suffering scientists
stress Giving a presentation Song: World speeches	pausing and sentence stress	Presentation experiences Giving a presentation		Famous inspirational speeches

Introduction

Our aim with *English File third edition* has been to make every lesson better and more student-friendly and teacherfriendly. 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 Colloquial 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 INK iTutor with iChecker, Workbook, Online Skills Program, Pronunciation app, and the Student's website provide multimedia review, support, and practice for students outside the classroom.

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

What do Upper-intermediate students need?

Upper-intermediate students rightly feel that they are now quite high-level learners of English, and are ready to 'push on' to become very proficient users of the language. To achieve this they need motivating materials and challenging tasks. They need set clear course goals from day one in terms of both language knowledge, and fluency and accuracy in speaking. Finally, they need classes to be as fun and dynamic as they were at lower levels: there is no reasons why higher-level teaching should become dry and over-serious. Students still want to enjoy their English classes - role plays, language games, challenges, quizzes, and songs are still as valuable pedagogically as they were, and can often be exploited even better at this level.

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 Upperintermediate* 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

Upper-intermediate students need

- to revise their knowledge of main structures.
- · to learn more sophisticated grammar structures.
- opportunities to use instinct.

English File third edition Upper-intermediate 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 reallife 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.

Mini Grammar focuses on smaller grammar items. There is a photocopiable activity to give more practice of each point.

The oral grammar practice exercise in the Student's Book and the photocopiable Communicative speaking activities in the Teacher's Book encourage students to use grammatical structures in controlled and freer contexts.

The photocopiable Grammar activities in the Teacher's Book can be used for practice in class or for self-study.

Vocabulary

Upper-intermediate students need

- systematic expansion of topic-based lexical areas.
- opportunities to put new vocabulary into practice.
- to further develop their ability to 'build' new words by adding prefixes and suffixes.

At this level, expanding students' vocabulary is the most visible and motivating measure of their progress. Every lesson has a clear lexical aim. Many lessons are linked to the **Vocabulary Banks** which help present and practise high-frequency, topic-based vocabulary. The stress in multi-syllable words is clearly marked, and both phonemic script and an audio model of each word is provided.

Pronunciation

Upper-intermediate students need

- 'fine-tuning' of pronunciation of difficult sounds
- to be able to use appropriate rhythm and intonation.
- to continue to develop their instinct for spellingpronunciation rules and patterns.

The objective is to make students totally *intelligible* to other speakers of English (native and non-native). However, it's also important to make clear that perfection is not the aim.

Students who studied with previous levels or editions of *English File* will already be familiar with *English File*'s unique system of sound pictures. *English File third edition Upperintermediate* integrates this focus on individual sounds with a regular focus on words and sentence stress. Pronunciation is also integrated into Grammar and Vocabulary activities, offering more practice for students, and often preparing students for a speaking activity.

Speaking

Upper-intermediate students need

- up-to-date, stimulating topics to get them talking and exchanging opinions.
- the key words and phrases necessary to discuss a topic.
- practice in more extended speaking, e.g. roles plays and debates.
- to improve accuracy as well as developing their fluency.

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

Photocopiable Communicative activities can be found in the Teacher's Book. These include pairwork activities, mingles, and speaking games.

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

Listening

Upper-intermediate students need

- motivating, integrated listening material.
- achievable tasks but with an increasing level of challenge.
- exposure to longer listenings and a wide variety of accents.
- exposure to authentic and colloquial spoken language.

For most students listening is still the hardest skill and it is vital that listening material is both interesting and provides the right level of challenge. *English File third edition Upperintermediate has motivating listening texts and taks which are challenging, but always achievable and which expose students to a wider variety of language and speed of speech.*

The Colloquial English lessons give students practice in listening to unscripted authentic speech when speakers are interviewed in a studio and in the street.

There are also ten songs which we hope students will find enjoyable and motivating.

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

Reading

Upper-intermediate students need

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

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File Upper-intermediate* reading texts have been adapted from a variety of real sources (the press, magazines, news websites) and have been chosen for their intrinsic interest, which we hope will stimulate students to want to read them, and will help spark classroom discussion.

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

Writing

Upper-intermediate students need

- practice in planning, organizing, writing, and checking.
- an awareness of register, structure, and fixed phrases.
- a focus on 'micro' writing skills, e.g. paraphrasing.

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 Upper-intermediate* provides guided writing tasks, which consolidate grammar and lexis taught in the File.

There is also always a focus on 'micro skill' in each Writing lesson, for example writing headings, paragraphing, and using connecting expressions.

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

Colloquial English

Upper-intermediate students need

- to get used to listening to authentic colloquial speech.
- to be able to deal with different speeds and accents.
- exposure to high-frequency colloquial phrases and idioms.

Most listening material in the main lessons is controlled and graded in terms of language and level of difficulty. However, in these five *Colloquial English* lessons students listen to completely unscripted and authentic English. The



lessons consist of an interview with a person who is an expert in his / her field. In the second part of the lesson, students hear street interviews where people answer questions related to the lesson topic. There is also a 'Looking at Language' focus, which looks at a particular aspect of functional language as used by the speaker.

The Colloquial English lessons are on the English File Upper-Intermediate DVD, iTutor, and iTools. Teachers can also use the Colloquial English Student's Book exercises with the class audio CD.

Revision

Upper-intermediate students need

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

Upper-intermediate students need to feel they are increasing their knowledge, improving their skills, and using English more fluently. 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 a short documentary film. These pages are designed to be used flexibly. Students can also revise and consolidate after each lesson using the iTutor, and doing the Workbook exercises and accompanying tests on iChecker.

Student's Book Files 1-10

The Student's Book has ten Files. Each File is organized as follows:

A and B lessons

Each File contains two two-page lessons which present and practice **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.

Colloquial English

Every two Files (starting from File 1) there is a two-page lesson where students develop their ability to listen to authentic English and look at functional language in use. Integrated into every *Colloquial English* lesson is an interview with an expert in his / her field, and *in the street* interviews, which can be found in the *English File Upperintermediate* DVD, and on the iTutor and iTools.

Revise & Check

Every two Files (starting from File 2) there is a twopage 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 a video in Revise & Check: a short documentary films that extend the Student's Book topics and which are filmed specially for *English File*.

The audio versions of the Revise and Check short films, and the Irregular verbs list, are available as MP3s on CD 1 of the class audio CDs. To access these tracks, play CD 1 in your computer.

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

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

iTutor - a digital companion to the Student's Book

- The audio from the main 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 Colloquial 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



Workbook

For practice after class

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

Oxford Online Skills Program

For students to develop and practise their skills

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

Pronunciation app

For students to learn and practise the sounds of English.

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

Student's Site

www.elt.oup.com/students/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. 151–178

- 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.



iTools - bring your classroom to life

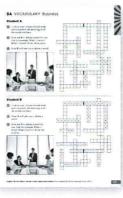
- The complete Student's Book, Workbook, and Teacher's Book (photocopiables) onscreen.
- Interactive activities for all Grammar and Vocabulary Banks.
- All class audio (including songs) and video, with interactive scripts.
- 'Click and reveal' answer keys for Student's Book, Workbook, and Teacher's Book.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



Communicative

see pp. 179–209

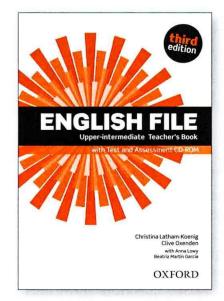
- Extra speaking practice for every A and B lesson.
- 'No cut' alternatives to reduce preparation time.



Vocabulary

see pp. 210–225

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





Songs

see pp. 226–238

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



Teacher's Site

www.oup.com/elt/teacher/ englishfile

• Extra digital ideas, teaching resources, and support.

<text><section-header><section-header><section-header><section-header><section-header>

Test and Assessment CD-ROM

- A Quick Test for every File
- A File test for every File covering G, V, P, Reading and Listening, and Speaking and Writing.
- 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

Colloquial 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 to accompany the Revise & Check section.

Short film

• Short documentary film for students to watch for pleasure after the Revise & Check section. **G** question formation

working out meaning from context

P friendly intonation, showing interest

Questions and answers

Lesson plan

Even at Upper-intermediate level many Sts still have problems forming questions correctly. This lesson aims to revise all aspects of question formation including indirect questions, negative questions, and questions which end with a preposition. By the end of the lesson Sts should be forming questions more accurately and more confidently, and we suggest that from then onwards you insist on questions always being formed correctly.

The lesson has two distinct halves. In the first half, Sts read two interviews from Q&A, a regular feature in *The Guardian* newspaper. They then focus on the grammar of question formation and this is followed by Pronunciation, which revises friendly intonation in questions and showing interest.

In the second half, the topic is extreme interviews and Sts read an article about the kind of 'extreme' questions which some companies now use at job interviews. The vocabulary focus is on working out the meaning of new words in a text from context. This is followed by a listening where Sts hear various speakers talk about strange or inappropriate questions they have been asked in interviews, and the lesson ends with speaking, where Sts role-play extreme interviews and write some questions of their own. If you would like to begin the first lesson without the book, there are two photocopiable 'first day' activities on p.150 and pp.186-187 (instructions p.179).

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 *p.150* question formation *p.151*
- **Communicative** Introduction: Tell me about it *pp.186–187* (instructions *p.179*)
- Ask me a question *p.188* (instructions *p.179*) • www.oup.com/elt/teacher/englishfile

Optional lead-in – the quote

- Write the quote at the top of *p.4* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could point out / elicit that Harrison Ford (1942–) is famous in particular for his performances as Han Solo in *Star Wars* and the title character of the Indiana Jones film series. Elicit / explain what *a light sabre* and *a whip* are.
- Ask Sts why they think Harrison Ford said this. (He gives it as an example of silly questions he is sometimes asked in interviews.)

1 READING & SPEAKING

a Focus on the photos of the two actors and ask Sts if they know anything about them. Don't worry if they don't.

Give Sts time to read about who they are.

Elicit answers to the two questions and tell Sts if you have seen these actors before and what you think of them.

b Focus on the two interviews and ask Sts what the title, *Q&A*, means (Questions and Answers).

Then give Sts time to read the interviews and match questions A–G with the numbered gaps. Point out the **Glossary** to Sts.

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.

Benedict Cumberbatch2F5B9EElisabeth Moss1C4D6G8A

Deal with any vocabulary problems that arose.

c Quickly go through questions 1–8 with Sts, making sure they understand all the lexis in them.

Now tell Sts to read the interviews again and to answer the questions with the actors' initials.

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

1	BC	3	EM	5	EM	7	EM	
2	BC	4	BC	6	BC	8	EM	

Extra challenge

- You could get Sts to close their books and then call out some of the answers (or parts of the answer) from the two *Q*&*A* questionnaires to see if Sts can remember the questions, e.g.
 - T Jasmine
 - Sts What is your favourite smell?
 - T I say 'Erm' too much.
 - Sts Which words or phrases do you most overuse?
- d Put Sts in pairs to decide which question is the most interesting, the most boring, and too personal to ask a person who you don't know well. You might want to tell Sts that they don't have to agree with each other.

Get feedback from the class.

e Focus on the task and put Sts in pairs. Give Sts time to choose their six questions.

Extra support

• Demonstrate the activity by getting Sts to choose questions to ask you. Give reasonably full answers and encourage Sts to ask follow-up questions.

Get Sts to ask and answer their questions. Encourage 'questioners' to ask for more information where possible.

Get feedback by asking Sts for any interesting / funny answers and deal with any vocabulary problems that arose.

2 **GRAMMAR** question formation

a Focus on the task and go through questions 1 and 2. Make sure Sts remember what, for example, an auxiliary verb is (*do*, *have*, etc.).

Get Sts to do the task in pairs or do it as an open-class activity.

Check answers.

- 1 a subject question where there is no auxiliary verb: D a question which ends with a preposition: G a question which uses a negative auxiliary verb: B
- 2 The question becomes What do you think you would change? It becomes an indirect question and there is no inversion of you and would (the subject and auxiliary).
- **b 1**(2))) **1**(3))) Tell Sts to go to **Grammar Bank 1A** on *p.132*. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

• The Additional grammar notes in this Teacher's Book aim to add more information to the notes and rules on the Grammar Bank pages in the Student's Book. There is a direct link between the number of each rule in the Teacher's Book and the Student's Book. If there is no extra information about a rule in the Teacher's Book, this is either because we assume that Sts at this level should already know it or because all the information needed is on the Student's Book page.

question formation

rule 1: basic word order in questions

• Sts at this level should be familiar with basic rules regarding question formation, though they may still be making mistakes, especially when they speak.

rule 2: word order in negative questions

- The word order is the same as in normal questions, i.e. just add *n't* to the auxiliary verb, e.g. *Aren't* you going to come? Why didn't you tell me?
- You may want to point out when full forms are used you have to put the *not* between the subject and verb, e.g. Are you not going to come? Why did you not tell me?
- You should point out to Sts that it is much more common to use the contracted negative, especially in spoken English.

indirect questions

• You may want to highlight that in this kind of question the second question 'disappears'.

Other expressions followed by the word order of indirect questions

• Highlight that we only use a question mark when the introductory phrase is a question, e.g. *Could you tell me...? Do you have any idea...?* Where the introductory phrase is <u>not</u> a question, e.g. *I'm not sure... I wonder...*, then the sentence ends with a full stop.

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

Check answers, getting Sts to read the full questions.

- a 1 Should I tell her how I feel?
- 2 How long have you known your best friend?
- 3 Could you tell me when the next train leaves?
- 4 Who does the housework in your family?
- 5 What are you thinking about?
- 6 What don't you like doing at the weekend?
- 7 What kind of music does Jane like listening to?
- 8 Do you know what time the film finishes?
- 9 How many students came to class yesterday?
- 10 Do you remember where the restaurant is?

b

1 do you usually do 2 wrote

3 this book costs

- o 6 does your sister do 7 ate / has eaten
 - 8 the swimming pool opens
 - 9 Didn't / Doesn't your sister like
- 4 I parked 5 Did you enjoy
 - enjoy 10 Do you have to

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.

1A

3 PRONUNCIATION

friendly intonation, showing interest

Pronunciation notes

- Non-native speakers can unintentionally sound unfriendly or uninterested if they use very flat intonation. The first two exercises focus on encouraging Sts to use a wide voice range when asking questions and on stressing the right words.
- These exercises do not focus specifically on distinguishing between the different intonation patterns for *yes* | *no* questions and question-word questions (*yes* | *no* questions usually have a rising intonation and question-word questions a falling intonation). In practice we think it is very hard for Sts to notice this distinction. However, when they are asked to copy the rhythm and intonation of a question, they can usually produce the correct pattern.
- In exercises **c**, **d**, and **e** Sts focus on using friendly intonation to respond to what someone says. This is another context in which using flat intonation (e.g. when responding *Really?*) can unintentionally convey a lack of interest.
- a **1**(4)) Focus on the task. Tell Sts they are going to hear someone asking each question twice once with friendly intonation and once not and they must decide which one has the friendlier intonation.

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

Now play the audio again, pausing after each question if necessary, to give Sts time. If necessary, play again.

Check answers.

1 a 2 b 3 b 4 a 5 b

(1,4))) See questions in Student's Book on *p.5*

b (1,5))) Tell Sts they will hear the five questions again with friendly intonation. They must listen and then repeat the question, copying the intonation.

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

15))

See questions in **a** in Student's Book on *p.5*

Now repeat the activity, getting individual Sts to repeat each question.

c **1**6)) Focus on the **Reacting to what someone says** box and go through it with the class.

Tell Sts they are going to hear five conversations, each starting with the questions in **a**, and they must complete the five gapped reactions.

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

Then play the audio again, pausing after each conversation for Sts to complete the expressions and questions.

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

Check answers.

See expressions in **bold** in script 1.6

1 6)) W = woman, M = man W Do you have a big family? Yes actually, I'm one of seven. I've got five sisters and a M brother. W Wow! That's a huge family. 2 M What don't you like about the place where you live? W Well, for one thing I don't like my neighbours very much. M Why not? What's wrong with them? 3 W What sports or games are you good at? M Well, I'm not really very sporty, but I'm quite good at chess. W Me too! We could have a game one day. 4 W Do you think you have a healthy diet? Yes, very. In fact, I'm a vegan, so I only eat fruit and M vegetables, and grains, and no meat or fish. W How interesting! How long have you been a vegan? 5 M What makes you feel happy? W Lots of things. Er...like buying new shoes. M Oh really? I can't think of anything worse!

d (1,7)) Tell Sts that this time they are just going to hear the responses and they must repeat them. Encourage them to use a wide voice range and to get the right rhythm.

Play the audio, pausing after each response for Sts to listen and repeat.

17))

- 1 Wow! That's a huge family.
- 2 Why not? What's wrong with them?
- 3 Me too! We could have a game one day.
- 4 How interesting! How long have you been a vegan?
- 5 Oh really? I can't think of anything worse!

Now repeat the activity, eliciting responses from individual Sts.

e Put Sts in pairs and get them to ask and answer the questions in **a**. Encourage them to use friendly intonation and to react to their partner's answers.

You could get some pairs to practise in front of the class.

4 READING & VOCABULARY

- **a** Focus on the photo and ask the class the questions.
- **b** Give Sts time to read the article to find the answer to the question. You may want to point out the **Glossary** before Sts start reading.

Check the answer and elicit Sts' own answers. Point out that *smart* (line 26) can mean either intelligent (its meaning here) or well dressed in fashionable or formal clothes.

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.

Yes, it is a real question asked at interviews. Sts' own answers

Extra idea

- It can be difficult to know how long to give when you set a time limit for reading as some Sts are slower readers than others. It is important for Sts to realize that slower readers are not worse readers; in fact, they often retain what they have read better than fast readers. We suggest that you talk about this with your Sts and ask if they are fast or slow readers when they read in their L1. Then set a time limit to suit the mid-pace readers. Tell the fast readers if they have finished already, to go back to the beginning, and encourage very slow readers to try to speed up a little.
- c Focus on the Guessing the meaning of new words and phrases box and go through it with the class. Many of the texts in *English File* Upper-intermediate have glossaries, but obviously there will sometimes be other words whose meaning Sts can't guess and will want to check with a dictionary. Nowadays, many Sts will have online dictionaries on their phone. While these can be very useful, it's worth pointing out to Sts that there are circumstances, e.g. in exams, when they need to try to guess the meaning of words and that if they always rely on their phones, they won't develop this skill.

Now tell Sts to read the article again, trying to guess what the highlighted words or phrases mean.

In pairs, they compare guesses.

- **d** Now get Sts to match the highlighted words and phrases with definitions 1–10.
- e (1,8)) Play the audio for Sts to listen and check.

Check answers by writing the words on the board and asking Sts which syllable to underline.

See underlining in script 1.8

1	8)))		
1	de <u>man</u> ding	6	<u>ra</u> ther than
2	flustered	7	crush
3	bizarre	8	re <u>cruit</u> ment agency
4	think on your feet	9	job seekers
	a <u>pproach</u>		flapping

Find out how many of the words Sts guessed correctly and deal with any other vocabulary problems.

f Focus on questions 1–3 and give Sts, in pairs, a minute or two to answer them. Encourage them to try to use their own words rather than just quoting directly from the article.

Check answers.

- 1 Extreme interviews are interviews in which candidates have to answer strange, unexpected questions.
- 2 IT companies / companies in Silicon Valley (in California)
- 3 Because they give the interview candidate a chance to show who they really are.

g Focus on the task, making sure Sts understand all the lexis in the questions. You could put Sts in pairs, small groups, or do this as an open-class activity.

Extra challenge

• In their pairs or groups, get Sts to answer the questions in the circles. Then get some feedback.

5 LISTENING

- a Focus on the questions and elicit answers from the class. If your Sts are too young to have had a job interview, you could ask if they have had any other kind of interview or you could go straight to b. If you have a class of older adults, all of whom are likely to have had some kind of job interview, you could put Sts in pairs and then get some class feedback.
- **b** (1,9)) Focus on the task and the chart. Give Sts time to look at the five gapped questions and elicit / teach the meaning of *reincarnated*.

Play story 1 all the way through and then pause the audio. Get Sts to complete the question. Play again as necessary.

Check answers.

Now repeat the process for the four other stories.

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 Do you still practise philosophy?
- 2 What would make you **kick** a **dog**?
- 3 How tall are you? How much do you weigh?
- 4 What animal would you like to be reincarnated as?
- 5 Are you planning to have children?

19))

(script in Student's Book on p.120)

- 1 I was being interviewed for a job with an advertising agency and the interviewer kept checking information on my CV and then asking me about it, and he saw that I'd studied Philosophy at university, and he said, 'Oh, I see that you studied Philosophy at university. Do you still practise philosophy?' So I said, 'Well, I still think a lot.' Anyway, he obviously liked the answer because I got the job.
- 2 At my job interview to become an editor with a publishing company there were three people asking questions: two managers and a woman from Human Resources. All the questions had been pretty normal, they were about my studies and experience, and then suddenly the woman from Human Resources asked me, 'What would make you kick a dog?' I was totally flustered, but I managed to answer. I said, 'I'd only kick it if the dog had bad grammar and couldn't punctuate properly.' I thought it was quite a clever answer and in fact, I got the job!
- 3 When I was applying for a teaching job in Korea, they were doing the interviews by phone because I was in the US. And because of the time difference they were all very early in the morning, which is not my best time. Anyway, the Director of Studies of this particular school asked me, 'How tall are you?' and 'How much do you weigh?' I answered his questions, but after the interview, when I thought about it, I decided that I didn't want to work in a school that would judge me by my height or my weight. So later, when they offered me the job, I turned it down.

1A

- 4 I was being interviewed for a job with a company in Switzerland and the interviewer asked me, 'What animal would you like to be reincarnated as?' So I said a cat because it was the first thing I thought of and because cats have a good life – well at least in Britain they do. And then the interviewer immediately looked a bit embarrassed and said that he had been told to ask me that question to see how I would react, but that he thought it was a stupid question. In the end I didn't get the job, so maybe the interviewer wasn't very fond of cats...
- 5 I went for a job in a lawyer's office. There were two of us waiting to be interviewed me and a man about the same age as me and he was nice, so we were chatting before we went in and we agreed to have a coffee afterwards. Well, I went in first and they asked me the usual sorts of questions about my previous job. They had all my personal information on my CV and so they knew I was married and suddenly they asked me, 'Are you planning to have children?' I said, 'Not in the immediate future, but maybe one day.' Afterwards when I was having coffee with the other candidate I asked him if he'd been asked the same question, and he said no, even though he was married too. In fact, we both got offered jobs, but I still think it was a very sexist question to ask.
- c Now tell Sts they will hear the audio again and this time they must make notes on how the people answered the questions and what happened in the end.

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

You could get Sts to compare with a partner before checking answers.

Extra support

- Check the answers to the first question (*How did they answer?*), then play the audio again and check the answers to the final question.
- 1 He answered 'I still think a lot.' He got the job.
- 2 She answered 'I'd only kick it if the dog had bad grammar and couldn't punctuate properly.'
- She got the job. 3 We don't know.
- He was offered the job, but didn't accept it. 4 He answered 'a cat'.
- He didn't get the job.
- 5 She answered 'Not in the immediate future, but maybe one day.'She got the job.

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.120*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- d Do this as an open-class question and elicit opinions.

6 SPEAKING

a Put Sts in pairs, A and B, preferably face to face. Tell them to go to Communication *Extreme interviews*, A on *p.104*, B on *p.108*.

Go through the instructions and make sure Sts know what they have to do. Make sure too that Sts understand the questions they're going to ask. You may need to explain, e.g. *aspect* and *deserted* in **A**'s questions, and *lead role* and *financial limitations* in **B**'s questions.

Tell the As to start by asking his / her partner the eight interview questions.

Monitor and help Sts, correcting any errors with question formation.

When they have finished, the As should tell their partner if they have got the job and why, or why not if they didn't succeed.

Then they swap roles.

Get feedback to find out if there were any particularly interesting answers. With a show of hands you could also find out how many Sts got the jobs.

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 1A.

b Focus on the task. You may want to elicit a few possible questions from the class so that Sts know what they have to do.

Monitor and correct any mistakes in question formation.

Extra support

- Get Sts to write their questions in pairs. Then divide the class in half (with one student from each pair in each group) for the mingle.
- **c** If possible, get Sts to stand up and move around the class asking as many other Sts as possible their three questions.

Deal with any general vocabulary problems that arose.

d Do this as an open-class question and elicit opinions.

G auxiliary verbs; the...the... + comparatives

- V compound adjectives, modifiers
- P intonation and sentence rhythm

Do you believe in it?

Lesson plan

In this lesson, Sts revise the use of auxiliary (and modal) verbs in question tags and *So do I* | *Neither do I*, and learn to use them for emphasis (*I <u>do</u> like coffee!*) and in reply questions (**A** *I enjoyed the film*. **B** *Did you?*).

The first half of the lesson starts with a jigsaw reading based on true stories from the UK about the paranormal. Sts then listen to a third story involving fortune-telling in Turkey. Then, in Speaking, they exchange stories about the paranormal. After the grammar focus on auxiliary verbs, Sts work on intonation and sentence rhythm in questions and sentences using auxiliaries. Finally, the first half of the lesson ends with the song, *Unbelievable*.

In the second half of the lesson, Sts listen to a graphologist and find out how to interpret personality from signatures. They then learn, in Mini Grammar, how to use the structure *the...the...* + comparatives, e.g. *the sooner the better*. This is followed by Vocabulary, where Sts expand their vocabulary of compound adjectives to describe personality, and use modifiers and compound adjectives to talk about people they know.

STUDY LINK

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

Extra photocopiable activities

- Grammar auxiliary verbs p.152
- Mini Grammar the...the... + comparatives p.173
- Communicative The island *p.189* (instructions *p.179*)
- Song Unbelievable p.229 (instructions p.226)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p*.8 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Get Sts to say what they think the quote means and whether they agree with Chase's view about people believing in the paranormal.

1 READING & LISTENING

a Focus on the title, *Do you believe in it?*, and ask Sts what they think *it* is to elicit the word *paranormal*. Explain / elicit its meaning.

Now tell Sts they are going to read two true stories involving paranormal happenings. Focus on the beginnings of the stories and give Sts time to read them.

Elicit ideas to the question.

You could ask for a show of hands to find out what proportion of the class believes in the paranormal and what proportion is sceptical (i.e. find it difficult to believe).

b Put Sts in pairs, A and B, preferably face to face. Tell them to go to Communication Hard to believe?, A on *p.104*, B on *p.109*.

Focus on **a** and tell Sts as they read they must guess the meaning of the highlighted words and complete the gaps in their **Glossary**. Set a time limit.

Extra support

• Before the As tell their partner about their story, quickly elicit the words from their **Glossary**.

Noises in the Night:

1 curtains 3 dragging 5 terraced 2 estate agent 4 carried on

Tell the As to cover their stories and to use the questions to help then retell the story to their partner. They can also look at the **Glossary** for help if they want to.

Extra support

• Before Sts swap roles, quickly elicit the words from the **Glossary** for *The Strange Object on the Hill*.

The Strange Object on the Hill:

1	dome	3	hallucinating	5	binoculars	
2	gliding	4	vividly	6	breeze	

Now tell the **B**s to retell their story. The **A**s must listen and ask questions to find out as much information as possible.

When they have finished, find out what Sts think of both stories. What do they think the noises and the strange object were?

Extra idea

• As you elicit the words for the glossaries, write them on the board. When Sts have finished retelling their stories, make sure they all copy the words for the story they didn't read and learn the meaning and pronunciation. If there's time, Sts could read the other story now.

Extra support

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

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

c Tell Sts they are going to read the beginning of another true story about the paranormal. Focus on the title and ask Sts what you call a person who 'reads' coffee cups to elicit *clairvoyants* /kleə'vɔiənts/ and *fortune-tellers* /'fɔ:tʃu:n teləz/. Model and drill their pronunciation.

When Sts have finished reading the story, ask them the questions as an open-class activity.

1B

Extra support

- Read the story aloud to the class before asking the questions and eliciting opinions.
- d (1)10))) Tell Sts that they are going to listen to the rest of the story and emphasize that this is a true story.

Give Sts some time to read the nine questions.

Play the audio once the whole way through for Sts just to listen and get the gist of the story.

Play the audio again, pausing at intervals to give Sts time to answer the questions. 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.
- 1 Lots of money and a blonde lady. Yes, they were accurate.
- 2 someone in Chris's family who was very ill
- 3 Chris wasn't worried, but Adam wasn't very pleased as he didn't want Fatos to spoil the evening.
- 4 her sister
- 5 He went sightseeing in Istanbul.
- 6 Carla, Chris's girlfriend, called because Chris wasn't answering his phone.
- 7 Chris's aunt, who lived with his mother, had died.
- 8 She wasn't surprised.
- 9 Adam isn't as sceptical about fortune-telling as he used to be.

1 10))

(script in Student's Book on p.120)

Fatos began to look very carefully at the coffee grounds in Chris's cup and to tell him what she could see. I remember that the first thing she said was that she could see 'sacks of money' – and this was very accurate because Chris had worked in Saudi Arabia for several years and had earned a lot of money there. She also said that she could see 'a blonde lady'. Well, Carla, Chris's girlfriend at the time, <u>was</u> blonde, so that was spot on, too. But then Fatos suddenly looked very serious and she said, 'I can see somebody in your family who is ill, very ill, at this moment.'

I remember thinking, 'Oh no! Don't ruin a nice evening!' But Chris is quite a laid-back sort of person and he didn't seem to be too worried by what she'd said. He just said, 'Well, as far as I know the people in my family are OK.' Chris is an only child and his mother lived with her sister in London. They were both in their seventies.

Fatos said one or two more things and then we asked the waiter for the bill and said our goodbyes. It was a slightly weird end to what <u>had</u> been a very enjoyable evening. I can remember feeling quite relieved that I had said 'no' when Fatos asked me if she could read <u>my</u> coffee cup.

Chris and I got a taxi back to our hotel. The next day Chris had a free morning because it was my turn to do the teacher training session in the hotel, so he went off early to go sightseeing in Istanbul. Around nine o'clock I got a call on my mobile. It was Chris's girlfriend, Carla, calling from the UK. She told me that she needed to talk to Chris urgently, but that he wasn't answering his mobile. I could tell by her voice that she had some very bad news for him and I immediately thought of what Fatos had said the night before and I felt a shiver run down my spine.

I asked Carla what had happened and she told me that Chris's aunt had died suddenly in the night. So, was it just a spooky coincidence or did Fatos really see what she said she saw in the coffee cup? I spoke to her before I left Istanbul and I told her that Chris's aunt had died the night that we had dinner. She wasn't at all surprised and she just said, 'Yes, I saw in the cup that someone in his family was near to death, but I didn't want to frighten him, so I just said that the person was very ill.' All I can say is that I always used to be very sceptical about fortune-telling, but now, well, I am not so sure. e **1)11**)) Focus on the task and give Sts time to read the five gapped extracts from the audio.

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

You could get Sts to compare with a partner before checking answers.

See words in **bold** in script 1.11

(1)11)))

- 1 Well, Carla, Chris's girlfriend at the time, was blonde, so that was **spot on**, too.
- 2 But Chris is quite a **laid-back** sort of person and he didn't seem to be too worried by what she'd said.
- 3 It was a slightly **weird** end to what had been a very
- enjoyable evening.
- 4 So, was it just a **spooky coincidence**?
- 5 I always used to be very **sceptical** about fortune-telling...

Now in pairs or as a class discuss what the words mean.

Check answers.

(to be) **spot on** = (to be) exactly right **laid-back** = relaxed / easy-going

weird = strange

- spooky coincidence = strange and frightening fact of
 two things happening at the same time by chance, in a
 surprising way
- sceptical /'skeptikl/ = not convinced that something is true
 or that something will happen

Extra support

• If there's time, you could play the audio again while Sts read the script on *p.120*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

2 SPEAKING

Tell Sts they will now tell each other how they feel about the paranormal and then share any experiences they have had or stories they have heard related to the paranormal.

Focus on the **Reacting to a story about something strange** box and go through it with the class.

Now focus on the task and remind Sts that all three stories are true. Check they realize *spookiest* is the superlative of *spooky*. In the **Have you (or anybody you know)...?** section make sure Sts understand all the lexis, especially *a UFO* and *a faith healer*.

Give Sts a few minutes to think about a story they want to tell.

Put Sts in small groups of four or five and get them first to say how they feel about the paranormal and why, what explanation they can think of for each story, and then to tell their stories. As Sts listen they should try to react to each other's stories.

Monitor and help if necessary whilst Sts are talking.

Deal with any general vocabulary problems that arose.

Get some feedback some the class. You could also tell the class how you feel about the paranormal and relate any stories you have heard.

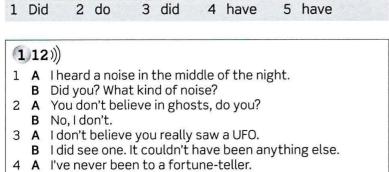
3 **GRAMMAR** auxiliary verbs

a Focus on the task and give Sts time to complete the gaps with the correct auxiliary verbs. 1, 2, and 4 should be revision, but Sts may not be familiar with the emphatic use of the auxiliary in number 3.

Get them to compare with a partner.

b (1)12)) Now play the audio for Sts to listen and check.

Check answers.



- **B** Neither have I.
- C I have. It was really interesting.

Now put Sts in pairs and get them to match auxiliaries 1–5 in **a** with A–E.

Check answers.

A 3 B 5 C 2 D 1 E 4

c **113**)) 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

auxiliary verbs

• Auxiliary verbs (*are*, *is*, *do*, *did*, *will*, etc.) and modal verbs (*can*, *must*, etc.) have a variety of uses in English and a good command of these will help Sts become more proficient speakers. Sts will be familiar with the basic uses, i.e. in question formation and short answers.

rule 2: to say that someone / something is the same

• Highlight that *neither* can be pronounced /'naiðə/ or /'niiðə/.

rule 3: to say that someone / something is different

Highlight that in these kind of responses you must stress the pronoun as well as the auxiliary, e.g. A *I loved the film*. B *Really? <u>I</u> didn't*.

rule 4: reply questions

• Highlight that these have a rising intonation (the voice goes up).

rule 5: using auxiliaries to show emphasis

• This will probably be new for many Sts who may find it strange to see an auxiliary verb used in a positive sentence. This use of auxiliaries is common when we contradict or deny what someone has said or when we want to give extra emphasis, e.g.

A Åre you a vegetarian? B No, I <u>do</u> eat meat, but I prefer fish.

A You can't swim, can you? **B** I <u>can</u> swim, but not very well.

• Highlight that Sts must stress the auxiliary verb in these sentences.

rule 6: question tags

• These probably won't be new to most Sts, but they are not easy to use with fluency because they require quick manipulation of auxiliaries. In many languages this kind of question is covered by the simpler '..., no?'. You may want to demonstrate the two different types and their intonation to Sts.

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

Check answers, getting Sts to read the full sentences. You could get two strong Sts to read the conversation in **b**.

а				
	hasn't	6	Is	
2	isn't	7	didn't	
3	did	8	is	
4	would	9	won't	
5	does	10	doesn't	
b				
2	isn't	7	Do	
3	Don't	8	didn't	
4	have I	9	did	
5	don't you	10	am	
6	do			

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.

4 PRONUNCIATION

intonation and sentence rhythm

Pronunciation notes

- Reply questions: The auxiliary is stressed and the intonation rises as in a normal question, e.g. A *I'm a vegetarian*. B <u>Are you?</u>
- The important thing is to encourage Sts to use a friendly, interested intonation.
- To say that someone / something is different both the subject and the auxiliary are stressed, e.g.
 A *I've never been to a fortune-teller*. B <u>I have</u>.
- So (do) I | Neither (do) I: In these responses the auxiliary is normally <u>unstressed</u> with the strong stress falling on the other two words, e.g. A I believe in ghosts. B So do I.

- Question tags: Here equal stress falls on both the auxiliary and the subject. The intonation native speakers give to a question tag depends on whether we are asking a real question or not. If we genuinely don't know the answer, we tend to use the rising intonation of a question, e.g. You haven't seen my car keys, have you? (= I don't know if you have seen my car keys). However, if we are not asking a real question, but are just making conversation or asking for confirmation of something we already know to be true, our intonation falls and the question tag sounds like a statement, not a question, e.g. It's a beautiful day, isn't it? (= I know you will agree with me).
- Using auxiliaries to show emphasis: In these sentences the auxiliary is stressed strongly.
- As there are several issues of stress, rhythm, and intonation with auxiliary verbs, the pronunciation practice has been broken into two parts. In a-d Sts practise reply questions and So | Neither do I. They then (in e-g) practise question tags and auxiliaries for emphasis.
- a **1**14)) Focus on the task and the two dialogues.

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

```
1 14)))
See dialogues in Student's Book on p.9
```

b Give Sts a few minutes, in pairs, to practise the dialogues, swapping roles when they get to the end. Monitor and help them with their rhythm and intonation.

You could get some pairs to practise in front of the class.

Extra support

- Play the audio again, pausing after each line, and get Sts to listen and repeat, copying the rhythm and intonation.
- **c** Focus on the task and give Sts time to complete the eight sentences about themselves. Make sure Sts understand what *a verb phrase* is in sentence 2.
- **d** Focus on the task, making sure Sts are clear that they should first respond with a reply question and then say if they are the same (*Neither am I.*) or different (*I am*.).

Demonstrate the activity first by completing the first two sentences for yourself and getting Sts to respond. Then put them in pairs, **A** and **B**, and get them to respond to each other.

Extra support

• If you think your Sts are going to find the responses difficult, elicit what the alternatives are for the sentences and write them on the board, i.e.

Aren't you?	Neither am I. / I am.
ARE YOU?	So ам I. / I'м nот.
Do you?	So do I. / I don't.
Don't you?	Neither do I. / I do.
HAVEN'T YOU?	Neither have I. / I have.
WOULD YOU?	Neither would I. / I would.
WERE YOU?	So was I. / I wasn't.
DIDN'T YOU?	Neither did I. / I did.

e **1**,**15**)) Focus on the task. Play the audio once the whole way through.

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

See underlining in script 1.15

1 15))

- A You don't like horror films, do you?
- B I do like them. It's just that sometimes they're too scary!
- **f** Give Sts a few minutes, in pairs, to practise the dialogue in **e**, swapping roles when they get to the end. Monitor and help them with their intonation.

Get some pairs to practise in front of the class.

Extra support

- Play the audio again, pausing after each sentence, and get Sts to listen and repeat, copying the rhythm and intonation. Then repeat the activity, eliciting responses from individual Sts. Finally, put Sts in pairs and get them to practise the dialogue.
- g Put Sts in pairs, A and B, preferably face to face. Tell them to go to Communication You're psychic, aren't you?, A on p.105, B on p.109.

Focus on the title and the instructions for **a**. Elicit / explain that the word *psychic* is both an adjective and a noun. Elicit / explain its meaning, and then model and drill its pronunciation /'saIkIk/.

Go through the instructions and make sure Sts know what they have to do. Elicit that when they check their guesses they should be using rising intonation on the question tags unless they are 100% sure of the information.

Get feedback to find out who was the best psychic in each pair.

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

5 (1)16)) SONG Unbelievable 🎜

This song was originally made famous by the British band EMF in 1990. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on *p*.229.

1 16)))
Unbelievable
Oh! What the? What thewas that?
You burden me with your questions You'd have me tell no lies You're always asking what it's all about Don't listen to my replies You say to me I don't talk enough But when I do I'm a fool These times I've spent, I've realized I'm gonna shoot through And leave you
Chorus The things you say Your purple prose just give you away The things you say You're unbelievable

What the...? What the...was that? You burden me with your problems By telling me more about mine I'm always so concerned With the way you say You always have to stop Just think first Being one is more than I'd ever known But this time, I realize I'm gonna shoot through And leave you

Chorus

Oh!

Oh! What the...? What the...? What the...? What the...was that?

Seemingly lastless Don't mean you can ask us Pushing down the relative Bringing out your higher self Think of the fine times Pushing down the better few Instead of bringing out Just what the world And everything you're asked to Brace yourself with the grace of ease I know this world ain't what it seems

What the...was that? It's unbelievable.

You burden me with your questions You'd have me tell no lies. You're always asking what it's all about, Don't listen to my replies. You say to me I don't talk enough, But when I do I'm a fool. These times I've spent, I've realized, I'm gonna shoot through And leave you. The things, you say Your purple prose just give you away The things, you say Is why I love you more **Chorus**

6 LISTENING & SPEAKING

a Tell Sts to imagine they have just written a formal letter, e.g. applying for a job, and get them to write on a piece of paper *I look forward to hearing from you* and then their normal formal signature underneath.

Now get them to exchange pieces of paper. Tell them to put their partner's piece of paper somewhere safe as they will be using it later in the lesson.

b Focus on the signatures in the book and get Sts to answer the question as a class. Elicit also anything Sts know about any of these people's personalities.

Leo Tolstoy (1828–1910) was a Russian writer.

- Barack Obama (1961–) was elected the 44th President of the USA on 4 November 2008.
- Paris Hilton (1981–) is an American heiress, socialite, and TV personality.
- Usain Bolt (1986–) is a Jamaican sprinter and arguably the fastest man in the world.
- Charles Schulz (1922–2000) was an American cartoonist.

Charles Dickens (1812–1870) was an English writer and social critic.

Elijah Wood (1981–) is an American actor. Damien Hirst (1965–) is an English artist, entrepreneur, and art collector.

Paul McCartney (1942–) is an English musician, singer, and songwriter.

Sean Connery (1930-) is a Scottish actor and producer.

c Focus on the task and elicit / explain the meaning of *graphology*. Model and drill its pronunciation /græ'fɒlədʒi/.

Get Sts to read the book extract (or read it aloud to the class).

Ask the question *Do you believe that our signature might* say something about our personality? to the whole class.

d **1**17)) **1**18)) **1**19)) **1**20)) Tell Sts they are going to listen to a graphologist talking about how to interpret someone's personality from their signature. They will need to take notes as they listen.

Focus on the **Taking notes** box and go through it with the class.

Now tell Sts they are going to listen to the first part, What's in your signature? Make sure Sts know what an initial is.

Play audio 1.17 once the whole way through for Sts to listen. Then give Sts time to see if they can complete some of the notes.

Then play the audio again, pausing if necessary, for Sts to complete the notes. Play again as necessary.

You could get Sts to compare with a partner before checking 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.

Your surname = your public self

- You use only initials either for your first name or your surname = you are more secretive and protective about that part of your personality (i.e. private or public).
- There is a space between your name and surname = the bigger the space, the more you want to keep the two parts of your personality separate.

1 17)))

(script in Student's Book on p.120)

What's in your signature?

Our signature is very much part of the way in which we present ourselves to the world, so it can definitely give us some clues about the kind of person we are and how we feel about ourselves.

As you know, a person's signature usually consists of a first name and a surname, or an initial and a surname. Your first name represents your private self – how you are with your family – and your surname represents your public self – the way you are at work or school and in your social life.

If you use only initials either for your first name or your surname in your signature, this means that you are more secretive and protective about either your private or public self.

Now, look at the space between your name and surname. Are the two names very close together, or is there a reasonable space between them? The more space there is between your name and your surname, the more you wish to keep these two parts of your personality separate. Now give Sts time to look at the information under *The size of your signature*.

Play audio 1.18 once the whole way through for Sts to listen. Then give Sts time to see if they can complete some of the notes.

Then play it again, pausing if necessary, for Sts to complete the notes. Play again as necessary.

Check answers.

- Your first name is bigger than your surname = your private self is more important.
- Your surname is bigger than your first name = your public self is more important.
- Your whole signature is big = you are probably quite selfconfident.
- You sign in capital letters = you may be big-headed or even arrogant.
- Your signature is small = you may be insecure and have low self-esteem.

1 18))

(script in Student's Book on p.120)

The size of your signature

Now let's look at the size of your signature. If your first name is bigger and more prominent in your signature, this normally means that your 'private' self is more important to you than your 'public' self. If your surname is bigger and more prominent, this probably means that your 'public' self is more important to you.

If your whole signature is very big compared with the rest of your writing, this normally means that you are quite a selfconfident person. Some people actually sign in capital letters, which suggests that they may be big-headed or even arrogant rather than just self-confident. On the other hand, people who sign their name with a very small signature tend to be insecure and have low self-esteem.

Now give Sts time to look at the information under *The legibility of your signature*. Check the meaning of *legibility*, and model and drill its pronunciation /ledʒə'bɪləti/.

Play audio 1.19 once the whole way through for Sts to listen. Then give Sts time to see if they can complete some of the notes.

Then play it again, pausing if necessary, for Sts to complete the notes. Play again as necessary.

Check answers.

Your signature is legible = you have clear ideas and objectives.

- Your signature is illegible = you don't think clearly. You may be disorganized and indecisive. You may also be quite secretive.
- The more illegible your signature is the less assertive you are.

1 19))

(script in Student's Book on p.120)

The legibility of your signature

Another important factor is how legible your signature is – in other words, how easy it is to read. A legible signature tends to mean that you are a person with clear ideas and objectives. On the other hand, if your signature is difficult to read, this may imply that you are somebody who doesn't think very clearly and that you may be disorganized or indecisive. It can also mean that you are quite secretive.

Generally speaking, the more illegible your signature is the less assertive you probably are as a person.

Finally, give Sts time to look at the information under *The angle of your signature*.

Play audio 1.20 once the whole way through for Sts to listen. Then give Sts time to see if they can complete some of the notes.

Then play it again, pausing if necessary, for Sts to complete the notes. Play again as necessary.

Check answers.

- A rising signature = you work hard to overcome problems. You are determined, optimistic, and ambitious.
- A descending signature = you get depressed when you have problems. You are not very self-confident.
- A horizontal signature = you are well-balanced, emotionally stable, and generally satisfied with life.
- The angle of a signature may change depending on how you are feeling.

1 20))

(script in Student's Book on p.120)

The angle of your signature

Finally, I want to say something about the angle of your signature, that's to say whether your signature is horizontal, or goes up, or goes down on the page.

A rising signature, one which goes up, means that you're the kind of person who, when you're faced with problems, will work hard to overcome them. You're a determined person and probably optimistic and ambitious. A descending signature, that is one which goes down, suggests that you're the kind of person who gets disheartened or depressed when you're faced with problems, perhaps because you're not very self-confident. A horizontal signature, one which goes straight across the page, usually indicates a person who is well-balanced and emotionally stable, and someone who is generally satisfied with the way their life is going.

But it's worth bearing in mind that the angle of our signature may change at different times of our lives, depending on how we are feeling.

Extra support

- If there's time, you could play the audio again while Sts read the scripts on *p.120*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- e In pairs, Sts look at the signatures of the famous people and interpret them according to what they heard on the audio. Do their interpretations match what they previously thought about these famous people?

Get some feedback on each signature.

f Now get Sts to look at the pieces of paper they exchanged at the beginning of the lesson with their partner's signature. Tell them to check their partner's signature against the information they heard.

Now get them to explain to each other what their signatures mean.

Get some feedback to see if Sts agree with the interpretation of their signature.

Extra idea

- Before Sts do **f**, you could sign your name on the board and get Sts to tell you what they can find out about you from it, according to what they heard.
- **g** Do this in pairs, small groups, or as an open-class activity.

Get feedback.

7 MINI GRAMMAR the...the... + comparatives

 This regular feature focusses on extra, smaller grammar points that come out of a reading or listening. Go through the examples and then the rules.

Highlight that:

- you mustn't separate *the more*, etc. from the adjective / adverb it goes with, e.g. *The more interesting the book is, the more slowly I read*. NOT *The more the book is interesting*...
- occasionally we just use the two comparatives, especially when one of them is *better*, e.g. *the sooner the better* or *the bigger the better*.

Elicit sentence 1 from the whole class (The more you study, the more you learn.) and write the answer on the board.

Get Sts to do the other three.

Check answers.

- 1 The more you study, the more you learn.
- 2 The sooner we leave, the earlier we'll get there.
- 3 The more time you have, the more slowly you do things.
- 4 The fitter you are, the better you feel.
- **b** Focus on the task and give Sts time to complete each sentence.

Monitor and help Sts, correcting any errors with the comparatives.

Get Sts to compare with a partner and then elicit some ideas.

Extra idea

• Ask Sts if there are any common expressions in their language with this structure (like *the sooner the better*) and get them to work out how to say them in English.

Extra support

• If you think Sts need more practice, you may want to give them the Mini Grammar photocopiable activity now or leave it for later as consolidation or revision.

8 VOCABULARY compound adjectives

a Tell Sts to look at the three extracts from the listening on graphology. Give them time to work out what the missing words might be.

Extra challenge

• Elicit some ideas before playing the audio.

b (1,21)) Play the audio for Sts to listen and check.

Check answers.

See words in **bold** in script 1.21

1 21))

- 1 Some people actually sign in capital letters, which suggests that they may be big-**headed** or even arrogant.
- 2 A descending signature suggests that you're the kind of person who gets disheartened or depressed when you're faced with problems, perhaps because you're not very self-confident.
- 3 A horizontal signature usually indicates a person who is well-**balanced** and emotionally stable.

Now elicit whether the three compound adjectives in **a** have a positive or negative meaning.

big-headed is negative, but *self-confident* and *well-balanced* are positive characteristics.

Finally, focus on the **Compound adjectives** box and go through it with the class.

c Put Sts in pairs and get them to look at each compound adjective and then decide what it means and whether it describes a positive or negative characteristic.

Check answers.

- Positive: good-tempered, open-minded, easy-going, laid-back
- Negative: bad-tempered, narrow-minded, absent-minded, tight-fisted, two-faced, strong-willed, self-centred

You may want to point out to Sts that *open-minded* and *narrow-minded* are opposites. *Laid-back* and *easygoing* are very similar in meaning: *laid-back* (informal) = calm and relaxed about everything; *easy-going* = relaxed and happy to accept things without worrying or getting angry.

Extra challenge

- Elicit a sentence to describe each of the adjectives, e.g. *A person who is bad-tempered always...*, etc.
- d (1)22))) Play the audio for Sts to listen and repeat.

1 22))

See compound adjectives in Student's Book on p.11

Now repeat the activity, eliciting responses from individual Sts.

e Focus on the **Modifiers** box and go through it with the class.

Highlight that *pretty* is more informal than *quite*, and that *rather* is only used with negative adjectives, e.g. *rather self-centred*.

f Focus on the task and example, showing that Sts need to explain why they have chosen a particular character for someone they know.

Then give Sts a few minutes to think of people with the characteristics listed in *Do you know somebody who is...?*

Put Sts in pairs and get them to tell each other about the people they have chosen.

Monitor and help if necessary.

Get some feedback from a few pairs.

Extra support

• You could choose one or two characteristics and tell the class about two people you know.

1 Talking about...interviews

Lesson plan

This is the first in a series of five Colloquial English lessons where Sts practise listening to completely unscripted authentic spoken English. Each of these lessons picks up on one of the topics of the preceding File, and consists of a filmed interview with a person who has some expertise related to the topic, and then some short street interviews where members of the public give their opinions on an aspect of the same topic. These lessons give Sts the opportunity to practise listening to the sort of English they will hear if they go to an English-speaking country. The level of challenge in these listening exercises is higher than in the listening exercises in the A-B lessons, something which should be pointed out to Sts. Encourage them to feel pleased with themselves if they can get the 'gist' of these interviews, rather than a detailed understanding. We suggest that after doing the task, teachers let Sts have a final listen while reading the scripts. This will let them see what they did or didn't understand, and help to develop their awareness of features of spoken English, e.g. running words together, leaving out pronouns, etc. After listening to the interview, Sts focus on a feature of spoken English which was used by the interviewee (in this lesson formal words and expressions). After the street interviews the focus is on colloquial expressions used by the speakers.

In the first part of this lesson, the person interviewed is Ryan Judd, a recruitment advisor, who works in Human Resources at Oxford University Press.

In the second part, people are asked about their experience of job interviews – when did they last have one, how did they prepare, and whether or not they got the job.

The lesson ends with a speaking activity based on the topic of the lesson.

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

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

STUDY LINK

- Workbook Talking about...interviews
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

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

Optional lead-in (books closed)

- Ask Sts to brainstorm their top three tips for a friend who has a job interview the next day.
- Elicit ideas and write them on the board.

1 **THE INTERVIEW** Part 1

a Books open. Focus on the photo and the biographical information about Ryan Judd. Either read it out loud or give Sts time to read it.

Do the question as an open-class activity and elicit / explain that the HR department in a company deals with employing and training people.

b (323)) Focus on the task and go through the **Glossary** with the class.

Give Sts time to read 1–10.

Play the DVD or audio (**Part 1**) once the whole way through for Sts to tick the things Ryan said.

You could get sts to compare what they have ticked with a partner. Then play again as necessary.

Check answers.

Sts should have ticked: 1, 3, 4, 6, 7, 9, and 10.

1 23))

(script in Student's Book on *pp.120–121*) I = interviewer, R = Ryan Judd

- Part 1
- What's the first thing you're looking for in a candidate for a job?
- R The first thing you're looking for with a job candidate is enthusiasm for the role. You're also looking for them to demonstrate experience, er, relevant to the position.
 How do you get candidates to rolax in the interview?
- How do you get candidates to relax in the interview?
 R It's important to engage with the candidate straight away, so when you collect them from reception or from the, the front of the building whatever it may be you want to kind of greet them in a friendly manner, you want to ask them some general questions, just talking about their journey into the interview or, um, the weather or have they been to the city before.
- I And during the interview?
- **R** During an interview, once it has commenced, I will always try to start the interview with some general questions, just to allow the candidate to talk about themselves, to talk about their CV, their background, um, and often when a candidate is talking about something they know, which is themselves and that they've been doing, um, they're able to settle down much more quickly and have an element of confidence around, er, what they're talking.
- I is it important for candidates to ask the interviewer questions and if so, what kind of questions should candidates ask?
- **R** Questions can be related to anything, so I personally would encourage candidates to ask questions related to any aspect of employment and most recruiters would welcome that sort of interaction as an opportunity to actually give a little bit more information about the company.
- I Is it OK for candidates to ask about the money or the salary at the interview?
- **R** Of course, and candidates should be honest and realistic about their expectations, too. An interview is an appropriate environment to ask such a question especially if salary, or er, salary banding was not identified in the job advert.

CE1

VIDEO Part 3

a (125)) Focus on the task and play the DVD or audio (Part 3) once the whole way through for Sts to complete the task.

Check answers. Make sure Sts understand the situation in 2.

- 1 How would you describe Facebook to your grandmother?
- 2 Would you rather fight a horse-sized **duck** or a hundred duck-sized **horses**?

1 25))

(script in Student's Book on *p.121*)

- Part 3
- I What can you tell us about extreme interviewing, that is asking candidates very strange questions like 'What dinosaur would you be?'?
- R OK. Um, extreme interviewing is a technique used by recruiters to put the candidate in a situation that they may not have been in before, um, or to, put them, give them a scenario where they have to think quickly, where they have to digest information, where they perhaps have to problem-solve before giving an answer.
- I Have you used it yourself?
- R It's not something that I have direct experience of, but I am aware of some of the techniques that are used and some of the questions that could be used. Um, I was reading recently about, um, extreme interviewing techniques used for an insurance company. They asked candidates to describe if – they asked candidates during the interview – 'How they would describe Facebook to their grandmother?' What the recruiter was looking for was for that candidate to display an element of, um, technical skills and technical awareness, also to display communication skills and how they would explain Facebook to an audience or to somebody who doesn't understand modern technology or modern social media.
- I Do you have any others?
- R One I was reading about recently was posed to candidates during an interview, er, where they were looking to assess a candidate's ability to multitask. The candidates were asked whether they would want to fight a horse-sized duck or a hundred duck-sized horses. Depending on the answer – one or a hundred – that would potentially dictate whether that candidate was most comfortable multitasking or dealing with one, er, situation or one objective at a time.
- I What would your answer to that question have been?
- **R** I, when I read it I had to re-read it four times, and that's just me reading it. In an interview I would have had to have asked for that question to be repeated and I'm not even sure if I would have been able to give an immediate response because I would still be trying to understand what exactly they were asking of me. I guess for me personally, when I'd thought about it, I would have said one horse-sized duck, um, but that would potentially mean that I'm not able to multitask, so...!

Extra idea

- In pairs or as a class, ask Sts to say how they would answer the two questions. You could also tell Sts your own answers. With a show of hands, you could find out how many Sts are good multitaskers according to the extreme interview question.
- b Focus on the task and give Sts time to read sentences 1–6. Remind them that they need to say why the F sentences are false.

Play the DVD or audio again the whole way through for Sts to do the task. Play again as necessary.

Check answers.

Extra support

- You could pause the DVD or audio at the relevant places and, in pairs, get Sts to compare what they have understood before marking the sentences true or false.
- 1 T
- 2 F ('It's not something that I have direct experience of...')
- 3 T
 4 F (It was to see if candidates had the ability to multitask.)
- F (He would have had to have asked for the question to be repeated and he probably wouldn't have been able to answer immediately.)
- 6 T

Extra support

• If there's time, you could play the DVD or audio again while Sts read the scripts on *pp*.120–121, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

2 LOOKING AT LANGUAGE

126)) This exercise focusses on an aspect of spoken language which is illustrated by the person being interviewed. Focus on the **Formal language** box and go through it with the class.

Now focus on the task and give Sts time to read extracts 1–7.

Play the DVD or audio, pausing after each extract to give Sts time to write. Play again as necessary.

Check answers.

See words in **bold** in script 1.26

Extra challenge

• Ask Sts if they can remember any of the highlighted words or phrases before they listen to the extracts.

1 26))

- 1 ...you're also looking for them to **demonstrate** experience relevant to the position.
- 2 During an interview, once it has **commenced**, I will always try to start the interview with some general questions...
- 3 First thing is obviously making mistakes on their application, um, that's always viewed negatively...
- 4 ...but again during the interview when she hadn't announced that's why she was doing it, it was a bit of a surprise.
- 5 ...you would expect, expect to see **appropriate footwear** and the same for a, **a lady** as well...
- 6 It's not something that I have direct experience of, but I am aware of some of the techniques that they use...
- 7 ...I'm not even sure if I would have been able to give an immediate **response**...

CE1

🎽 Part 3

125)) Focus on the task and play the DVD or audio a (Part 3) once the whole way through for Sts to complete the task.

Check answers. Make sure Sts understand the situation in 2.

- 1 How would you describe Facebook to your grandmother?
- 2 Would you rather fight a horse-sized **duck** or a hundred duck-sized horses?

1 25))

(script in Student's Book on p.121)

Part 3

- What can you tell us about extreme interviewing, that is asking candidates very strange questions like 'What dinosaur would you be?'?
- OK. Um, extreme interviewing is a technique used by R recruiters to put the candidate in a situation that they may not have been in before, um, or to, put them, give them a scenario where they have to think quickly, where they have to digest information, where they perhaps have to problem-solve before giving an answer.
- Have you used it yourself?
- It's not something that I have direct experience of, but I am R aware of some of the techniques that are used and some of the questions that could be used. Um, I was reading recently about, um, extreme interviewing techniques used for an insurance company. They asked candidates to describe if - they asked candidates during the interview -'How they would describe Facebook to their grandmother?' What the recruiter was looking for was for that candidate to display an element of, um, technical skills and technical awareness, also to display communication skills and how they would explain Facebook to an audience or to somebody who doesn't understand modern technology or modern social media.
- Do you have any others?
- One I was reading about recently was posed to candidates R during an interview, er, where they were looking to assess a candidate's ability to multitask. The candidates were asked whether they would want to fight a horse-sized duck or a hundred duck-sized horses. Depending on the answer - one or a hundred - that would potentially dictate whether that candidate was most comfortable multitasking or dealing with one, er, situation or one objective at a time.
- What would your answer to that question have been?
- I, when I read it I had to re-read it four times, and that's R just me reading it. In an interview I would have had to have asked for that question to be repeated and I'm not even sure if I would have been able to give an immediate response because I would still be trying to understand what exactly they were asking of me. I guess for me personally, when I'd thought about it, I would have said one horse-sized duck, um, but that would potentially mean that I'm not able to multitask, so...!

Extra idea

- In pairs or as a class, ask Sts to say how they would answer the two questions. You could also tell Sts your own answers. With a show of hands, you could find out how many Sts are good multitaskers according to the extreme interview question.
- b Focus on the task and give Sts time to read sentences 1-6. Remind them that they need to say why the F sentences are false.

Play the DVD or audio again the whole way through for Sts to do the task. Play again as necessary.

Check answers.

Extra support

 You could pause the DVD or audio at the relevant places and, in pairs, get Sts to compare what they have understood before marking the sentences true or false.

1 T

- 2 F ('It's not something that I have direct experience of...') 3
- 4 F (It was to see if candidates had the ability to multitask.)
- F (He would have had to have asked for the question to 5 be repeated and he probably wouldn't have been able to answer immediately.)
- 6 T

Extra support

• If there's time, you could play the DVD or audio again while Sts read the scripts on pp.120-121, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

2 LOOKING AT LANGUAGE

1 26))) This exercise focusses on an aspect of spoken language which is illustrated by the person being interviewed. Focus on the Formal language box and go through it with the class.

Now focus on the task and give Sts time to read extracts 1-7.

Play the DVD or audio, pausing after each extract to give Sts time to write. Play again as necessary.

Check answers.

See words in **bold** in script 1.26

Extra challenge

 Ask Sts if they can remember any of the highlighted words or phrases before they listen to the extracts.

1 26))

- ...you're also looking for them to demonstrate experience relevant to the position.
- 2 During an interview, once it has commenced, I will always try to start the interview with some general questions...
- 3 First thing is obviously making mistakes on their application, um, that's always viewed negatively...
- 4 ...but again during the interview when she hadn't announced that's why she was doing it, it was a bit of a surprise.
- 5 ...you would expect, expect to see appropriate footwear and the same for a, a lady as well...
- 6 It's not something that I have direct experience of, but I am aware of some of the techniques that they use
- 7 ...I'm not even sure if I would have been able to give an immediate response...

3 SIN THE STREET

(1,27))) Focus on the photos of the people and the question.

Play the DVD or audio once the whole way through for Sts to do the task.

Check answers.

Three people got the job (Jo, Ivan, and Yasuko).

1 27)))

(script in Student's Book on p.121)

I = interviewer, Je = Jeanine, Jo = Jo, Iv = Ivan,

Y = Yasuko, Jst = Joost

Jeanine

- When did you last have an interview for a job or a place on I a course?
- The last time I had an interview for a job was in 2011. Je
- How did you prepare for the interview? L
- Je I took a lot of Rescue Remedy to help with the nerves and I, I just practised every question that they could ask me in my head.
- Did the interview go well? L
- Je No, it didn't. I didn't get the job.

Jo

- When did you last have an interview for a job or a place on 1 a course?
- Er, about two months ago.
- How did you prepare for the interview? 1
- Jo Well, I looked at the job description and thought about my experience, um, and then tried to match my experience to the various different points on the job interview.
- Did the interview go well?
- It did. Jo
- How do you know it went well? 1
- Jo Because they offered me the job.

Ivan

- When did you last have an interview for a job or a place on L a course?
- I last had an interview for a job a few weeks ago, um, Iv that's the last time I had an interview for a job.
- How did you prepare for the interview?
- To prepare for the job interview I read about the company Iv and learnt about what they did and to see if I liked the work that they did.
- Did the interview go well?
- I think it went well because they followed up with an Iv email, um, to talk about, um, further opportunities at that company.

Yasuko

- When did you last have an interview for a job or a place on L a course?
- Um, the last interview that I had was for my current Y company that I work for and that was about two years ago.
- How did you prepare for the interview?
- I prepared for the interview by, um, res... doing a little Y research on the company, the kind of products that they make, um, the, their philosophy, the history and the background of the company.
- Did the interview go well?
- I think that the interview went well because it was Y actually a long interview. I had a lot of good conversation with the managers there, and I also got a few more interviews afterwards, and eventually got the job, so the, the interviews went well.

Joost

- When did you last have an interview for a job or a place on T a course?
- Jst Um, about three months ago.
- How did you prepare for the interview?
- Jst Er, I read about the company and ,um, I knew what the job contents was and, um, I knew everything that I had to know for the interview. I was well prepared to answer their questions.
- Did the interview go well?
- Jst It went well. In the end they said I was too young, so they didn't hire me, but, yeah, they would have if I was older, they said.

b Focus on the task and give Sts time to read the questions.

Play the DVD or audio once the whole way through, pausing after each speaker to give Sts time to do the task. Play again as necessary.

Check answers.

Joost didn't get the job because of his age.

Ivan had his interview the most recently.

Jo prepared for the interview by assessing how suitable she was for the job.

Jeanine took some medicine to help make her feel less nervous.

Yasuko tried to find out what the company believed in.

1 28)) This exercises focusses on some colloquial С expressions which were used by the speakers. Focus on the phrases and give Sts time to read them.

Play the DVD or audio, pausing after the first phrase and playing it again as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other four phrases.

See words in **bold** in script 1.28

1 28))

- 1 I just practised every question that they could ask me in my head.
- ...and then tried to match my experience to the various 2 different points on the job interview...
- I think it went well because they followed up with an email. 4
- ...their philosophy, the history, and the **background** of the company.
- 5 In the end they said I was too young, so they didn't hire me.

Extra support

• Tell Sts to go to p.121 and to look at the script for IN THE STREET. Play the DVD or audio again and tell Sts to read and listen at the same time.

Deal with any vocabulary problems and get feedback from Sts on what parts they found hard to understand and why, e.g. speed of speech, pronunciation, etc.

4 SPEAKING

Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Monitor and help with vocabulary. Deal with any general language problems at the end of the activity.

Get some feedback.

G present perfect simple and continuous

V illnesses and injuries

 $P \ / J\!/, \ / d_3 \ /, \ / t J\!/, \ and \ / k \ /; \ word \ stress$

Call the doctor?

Lesson plan

In this lesson, Sts revise and extend their knowledge of the present perfect simple and continuous. These verb forms can be problematic for many Sts because of L1 interference. The lesson topic is illness and injury.

The first half of the lesson starts with a quiz on first aid – the Sts' own knowledge is tested and discussed. Sts then expand their vocabulary of medical words to describe symptoms, illnesses, and treatment. The pronunciation focus is on consonant and vowel sounds, and word stress. This is followed by a grammar focus on the present simple and continuous, which is then further practised in the Writing Bank where Sts write an informal email explaining to a friend why they haven't been well and saying what they have been doing recently.

In the second half of the lesson, Sts read an article from *The Sunday Times* on cyberchondriacs, and focus on topic sentences and medical vocabulary. Then they listen to a radio interview with a doctor talking about cyberchondria and finally Sts give their own opinion on the topic. The lesson finishes with the song, *Just Like a Pill*.

STUDY LINK

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

Extra photocopiable activities

- Grammar present perfect simple and continuous *p.153*
- **Communicative** Doctor, doctor *p.190* (instructions *p.180*)
- Vocabulary Illnesses and injuries p.213 (instructions p.210)
- Song Just Like a Pill p.230 (instructions p.226)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.14* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could tell Sts that Walter Matthau was born in 1920 and died in 2000. He is best known for his role in *The Odd Couple*, which also starred Jack Lemmon.
- Ask Sts what they think of the quote and what it refers to (the healthcare system in the USA).

1 VOCABULARY illnesses and injuries

a Focus on the quiz *Help save lives!* and elicit what *first aid* is. Put Sts in pairs and give them time to read all six questions in the quiz and to decide what the highlighted words mean.

Check answers by explaining / translating / miming, or using the illustrations.

choke (v) = to be unable to breathe because the passage to your lungs is blocked

- lean (v) = to bend or move from a vertical position
 burn (n) = an injury or a mark caused by fire, heat or acid
 bleed (v) = to lose blood, especially from a wound or an
 injury
- **press** (v) = to push something closely and firmly against something
- wound /wuind/ (n) = a general word for an injury on the body, especially when there is a cut or hole
- **treat** (v) = to give medical care or attention to a person, an illness, an injury, etc.
- pinch (v) = to hold something tightly between the thumb
 and finger
- collapse (n) = to fall down (and usually become
- unconscious), especially because you are very ill / sick **bandage** (n) = a strip of cloth used for tying around a part of the body that has been hurt in order to protect or support it
- **b** Tell Sts to look at all six questions again with their partner and to choose the best answer, a, b, or c. You might want to pre-teach / check some lexis, e.g. *keep still*, etc.

Then get feedback to see which answers Sts chose, but <u>don't</u> tell them yet if they are right or wrong.

c Put Sts in pairs, A and B, and tell them to go to
 Communication *First aid quiz*, A on *p.105*, B on
 p.109 to each check the answers to half the quiz.

When they have finished reading, ask them to close their books or to cover the answers and look at the illustrations, and tell their partner what the correct answer is for each one.

Get feedback to see how many Sts got the right answers.

Extra support

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

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

d Tell Sts to go to Vocabulary Bank Illnesses and *injuries* on *p.152*.

Focus on **1 Minor illnesses and conditions** and check that Sts know the meaning of *minor*. Get Sts to do **a** individually or in pairs.

1 29)) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

2A

1 29))

Illnesses and injuries Minor illnesses and conditions

- a
- 9 a cough
- 6 a headache
- 1 a rash
- 4 a temperature
- 2 sunburn8 She's being sick. / She's vomiting.
- 10 She's sneezing.
- 3 Her ankle is swollen.
- 7 Her back hurts. / Her back aches.
- 5 Her finger is bleeding.

You might also want to point out that *cough* is both a noun and a verb.

Highlight that *ache*, *hurt*, and *pain* can all be used to describe the same thing, e.g. *I have a pain in my back*. *| My back hurts*. *| My back aches*. There is a slight difference between *ache* and *hurt*: *ache* = a continuous, dull pain; *hurts* = often stronger (especially sudden) pain, e.g. *Ouch! That hurts! Ache* is used both as a noun and a verb whereas *hurt* is normally used as a verb, and *pain* is normally used as a noun.

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

130)) Now do **d**. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

1 30))

Minor illnesses and conditions

- C .
- **1 B** He has a sore throat. It hurts when he talks or swallows food.
- 2 D He has diarrhoea. He's been to the toilet five times this morning.
- **3 E** He feels sick. He feels that he's going to vomit.
- 4 C He's fainted. It's so hot in the room that he's lost consciousness.
- 5 H He has a blister on his foot. He's been walking in uncomfortable shoes.
- 6 F He has a cold. He's sneezing a lot and he has a cough.
- 7 A He has flu. He has a temperature and he aches all over.
- 8 **G** He feels dizzy. He feels that everything is spinning round.
- 91 He's cut himself. He's bleeding.

Some of the words may be similar in Sts' L1, e.g. *diarrhoea*, but the pronunciation is likely to be quite different.

Highlight that *be sick* = *vomit*, but *feel sick* = want to vomit. *Sick* is also sometimes used as a synonym for *ill*, especially in American English. Also highlight the meaning of *swallow*.

Focus on **2 Injuries and more serious conditions** and get Sts to do **a** individually or in pairs.

131)) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

1 31))

Injuries and more serious conditions

- 1 C He's unconscious. He's breathing, but his eyes are closed and he can't hear or feel anything.
- 2 G He's had an allergic reaction. He was stung by a wasp and now he has a rash and has difficulty breathing.
- 3 B He's twisted his ankle. / He's sprained his ankle. He fell badly and now it's swollen.

- 4 D He has high blood pressure. It's 18 over 14.
- 5 E He has food poisoning. He ate some prawns that were off.
 6 F He's choking. He was eating a steak and a piece got stuck in his throat.
- 7 A He's burnt himself. He spilt some boiling water on himself.

Focus on the **Common treatments for...** box and go through it with the class. You might want to point out that *bandage* here is a verb, but it can also be a noun. You could also model and drill the pronunciation of *sprained*, *allergic*, and *antihistamine* /ænti'hIstəmi:n/.

Now focus on **3 Phrasal verbs connected with illness** and get Sts to do **a** individually or in pairs.

132)) Now do **b**. Play the audio for Sts to check answers. Make sure Sts know the meaning of the new words / phrases and give extra practice of any words your Sts find difficult to pronounce.

1 32))

Phrasal verbs connected with illness

- 1 pass out means faint
- 2 lie down means put your body in a horizontal position
- 3 throw up means vomit, be sick
- 4 get over means get better, recover from something
- 5 come round means become conscious again

Now focus on the title of the **Vocabulary Bank** and explain / elicit the difference between *illness* and *disease*:

illness (n) = the general term for the state of being unwell, e.g. *My uncle has a serious illness.*

disease (n) = is used for infectious illnesses, e.g. malaria, and for illnesses affecting the organs, e.g. She has heart disease, and illnesses which have a person's name, e.g. Parkinson's disease.

Also ask Sts if they can remember a word that is similar in meaning to *an injury* and elicit *a wound*, which they saw in the quiz (*a wound* = an injury, usually where there is a hole in the skin, e.g. *a bullet wound*. Put the plaster over the wound).

Testing yourself

For **Minor illnesses and conditions** exercise **a**, Sts can cover the words / sentences and look at the pictures, and for **c** they can cover sentences 1–9, look at A–I, and try to remember 1–9. In **Injuries and more serious conditions** they can do the same with A–G, and in **Phrasal verbs connected with illness** they can cover 1–5 and try to remember the meaning of the phrasal verbs.

Testing a partner

Alternatively, Sts can take it in turns to test each other. **B** closes the book and **A** defines or explains a word for **B** to try and remember, e.g. *What's does the phrasal verb 'to pass out' mean*? After a few minutes, Sts can swap roles.

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

Tell Sts to go back to the main lesson 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.

2A

2 PRONUNCIATION & SPEAKING

/ʃ/, /d₃/, /tʃ/, and /k/; word stress

Pronunciation notes

English sounds

• Sts who have used previous levels of *English File* should recognize the sound pictures and be fairly confident with phonetic symbols. If your Sts are new to the series, you will need to explain to them that the sound pictures show the phonetic symbols and give a clear example of a word with the target sound to help them to remember the pronunciation of the symbol. There is one for each of the 44 sounds of English. Sts will see the chart and more example words when they go to the **Sound Bank** in **c**.

Word stress

- Remind Sts that if they aren't sure where the main stress is in a word, to first try it out with the stress in different places and see which 'sounds best', and if they are still unsure, to check with a dictionary.
- **a** Focus on the four sound pictures and elicit the words and consonant sounds (*shower* /ʃ/; *jazz* /dʒ/; *chess* /tʃ/; *key* /k/).

Then give Sts time to put the words in the correct columns. You might want to remind them that this kind of exercise is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

b (1)33)) Play the audio for Sts to listen and check.

Check answers.

1 33))		
shower /ʃ/ jazz /dʒ/ chess /tʃ/ key /k/	pressure, rash, unconscious allergy, bandage choking, temperature ache, ankle, stomach	

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

Then repeat the activity, eliciting responses from individual Sts.

Finally, get Sts, in pairs, to practise saying the words.

c Now tell Sts to go to the **Sound Bank** on *p.167*. Explain that here and on *p.166* they can find all the sounds of English and their phonetic symbols and also the typical spellings for these sounds plus some more irregular ones.

Focus on the four sounds that Sts have just been working on and the typical spellings. Highlight that they have to be careful with *ch* because although it is usually pronounced /tʃ/, it can also be /k/ as in *ache* or occasionally /ʃ/ as in *machine*.

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

d Focus on the task and give Sts a few moments to look at all the words. Get them to focus on the phonetics to see if the words are pronounced the same in English as in their L1.

e **1**34)) Play the audio for Sts to listen to how all the words are pronounced. You could also pause the audio before each word and get Sts to tell you how they think the word is pronounced, and then play the word. Check Sts know what all the words mean.

1 34))			
antibi <u>o</u> tics	ope <u>ra</u> tion	<u>X</u> -ray	
<u>symp</u> tom	<u>as</u> pirin	cho <u>les</u> terol	
<u>medi</u> cine	<u>spe</u> cialist	inj <u>ec</u> tion	
e <u>mer</u> gency	para <u>ce</u> tamol	scan	

Elicit / point out that *antibiotics* is usually in the plural, *medicine* is usually uncountable, *a specialist* is a doctor who is an expert in a particular area, and the word *painkiller*, which they saw in the **Vocabulary Bank**, is a generic word for aspirin and paracetamol, etc.

Play the audio again and this time get Sts to underline the stressed syllable.

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

See underlining in script 1.34

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

f Focus on the questions and make sure Sts understand all the lexis.

Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback and deal with any general vocabulary problems that arose.

3 GRAMMAR

present perfect simple and continuous

a **1**,35)) Focus on the task. Either tell Sts to close their books and write the questions on the board, or get them to focus on the two questions and cover the rest of the page.

Play the audio once the whole way through.

Check answers.

His symptoms are headaches, a cough, and a temperature. The doctor suggests he should wait a few days to see how his symptoms develop.

1 35))

D = doctor, P = patient

- D Good morning, Mr Blaine. What's the problem?
- P I haven't been feeling well for a few days. I keep getting headaches and I've been coughing a lot too. And I have a temperature.
- **D** Have you been taking anything for the headaches?
- P Yes, paracetamol. But they don't really help. I read on the internet that headaches can be the first symptom of a brain tumour.
- D How many tablets have you taken so far today?
- P I took two this morning.
- D And have you taken your temperature this morning?
- P Yes. I've taken it five or six times. It's high.
 - D Let me see... Well, your temperature seems to be perfectly normal now.
 P I think I pood a block to start the start is in the second and the start is in the second second
 - P I think I need a blood test. I haven't had one for two months.
 D Well, Mr Blaine, you know I think we should wait for a few days and see how your symptoms...em...develop. Can you send the next patient in please, nurse?

b Focus on the task and then play the audio again for Sts to listen and complete the gaps. Play again if necessary.

Extra challenge

• Give Sts a few minutes to look at the gaps in the conversation and to guess what the missing verbs might be.

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

- 1 haven't been feeling
 - 4 have you taken 5
- 've been coughing 2 3 Have you been taking
- 've taken 6 haven't had
- c (1,36))) Focus on the task and then play the audio.

Check the answer.

They think he is a hypochondriac.

1 36))

D = doctor, N = nurse

- Your next patient is Mrs Williams. Here are her notes. Ν
- How many times has Mr Blaine been to the health centre D this week?
- N Er, four times, I think... Yes, I know, he's a complete...
- **d** Focus on the task and give Sts time to circle or tick the verb forms in 1 and 2.

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

11 2 taken

(1,37)) (1,38)) (1,39)) 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

present perfect simple and continuous

- Sts at this level should already have a reasonable grasp of the uses referenced here for the two tenses.
- Highlight that the present perfect continuous emphasizes both the continuity and / or temporary nature of an action, e.g. I've been waiting for you for two hours! (= more common than I've waited...).

for and since

• Sts should be very familiar with how these words are used (for = period of time, since = point of time), but you may want to highlight that for is omitted with all day | morning | night, etc., e.g. I've been working all morning NOT ... for all morning.

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

Check answers, getting Sts to read the full sentences.

- а 1 / 5 met 2 phoned 6 been raining 7 3 been running
- 4 seen
- gone 8

- b 1 've known
- 2 Have you been working out ...?
- 3 hasn't done
- 4 've moved
- 5 haven't had
- 6 've been walking
- 7 Have...been reading 8 've cut

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.
- This is an oral grammar practice activity. Focus on the f task and questions. Point out that in question 6 they should choose between school, work, or university as appropriate.

Check that Sts know what verb forms to use, and encourage them not to write down the questions, but just use the prompts.

Extra support

- Give Sts time to think what the questions are. Then demonstrate the activity by eliciting the questions from Sts and answering them yourself. If necessary, you could write the questions on the board.
- 1 Do you often get colds? How many colds have you had in the last three months?
- 2 Are you taking any vitamins or supplements at the moment? How long have you been taking them?
- 3 Do you drink much water? How many glasses have you drunk today?
- 4 Do you do any exercise? What (do you do)? How long have you been doing it (playing tennis, going to a gym, etc.)?
- 5 Do you eat a lot of fruit and vegetables? How many portions have you had today?
- 6 Do you walk to school, etc.? How far have you walked today?
- 7 How many hours do you sleep a night? Have you been sleeping well recently?
- 8 Are you allergic to anything? Have you ever had a serious allergic reaction?

Give Sts time to ask and answer the questions in pairs. Monitor and correct any mistakes with the present perfect.

Get some feedback.

WRITING an informal email

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

Tell Sts to go to Writing An informal email on p.113.

Focus on the task. Put Sts in pairs and tell them to look a at each mistake highlighted in Anna's email. First, they need to decide what kind of mistake it is and then they must correct it.

Check answers.

- **2**A
 - 1 haven't (punctuation)
 - 2 temperature (spelling)
 - 3 since for (grammar)
 - 4 Luckily (spelling)
 - 5 Anything exciting? (punctuation)
 - 6 are is (grammar)
 - 7 software company (punctuation)
 - 8 they're (grammar / spelling)
 - 9 May (punctuation)
 - 10 recommend (spelling)
 - 11 sightseeing (spelling)12 you'll be able to show (grammar)
- **b** Focus on the **Beginning an informal email** box and go through it with the class.

Then focus on the task. Tell Sts to read Anna's email again and to find the three sentences.

Check answers.

I haven't written or phoned. = I haven't been in touch.

I've been reading and replying to my emails. = I've been catching up on my emails.

- Have you being doing anything exciting? = What have you been doing? Anything exciting?
- c Tell Sts they are going to write an informal email to Anna to answer her questions. First, they need to complete some expressions in the Useful language: an informal email box. Get Sts to do this individually or in pairs.

If Sts worked alone, get them to compare with a partner.

Check answers.

1	for	6	hear	11	Give	
2	to	7	luck	12	care	
3	not	8	feel / are / get	13	Best	
4	hope	9	for	14	PS	
5	to	10	forward			

d Go over the plan with the class.

Extra support

- Go over the plan, focussing on each point at a time. Give Sts time to read Anna's email again and check the answers.
- 1 How are you? What have you been doing? How are your family? Could you recommend a hotel? Do you think you'll be able to show me around?
- 2 brother's new job, the conference
- 3 Sts' own answers
- e Tell Sts to answer Anna's questions and to use expressions from the **Useful language** box when they write the email.

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.

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

5 READING & VOCABULARY

- a Do this as an open-class activity and elicit ideas. Model and drill *hypochondriac* /haɪpə'kɒndriæk/ and *cyberchondriac* /saɪbə'kɒndriæk/. You could remind Sts of Mr Blaine, the patient, in **Grammar** and tell them he is a good example of a hypochondriac. <u>Don't</u> confirm yet what a cyberchondriac is as Sts finds this out in the article.
- **b** Tell Sts to quickly read the article to check their answer to **a**.

Check the answer.

A cyberchondriac is someone who spends hours on the internet trying to diagnose their symptoms and then imagines that they have a serious condition.

Now focus on the **Topic sentences** box and go through it with the class.

Set a time limit for Sts to read the article again and this time to complete the paragraphs with the topic sentences A–E. Point out that there is a **Glossary** to help them.

Check answers.

1 B 2 E 3 D 4 C 5 A

c Sts now focus on some more medical words and phrases which appear in the article. Put Sts in pairs and get them to look at the highlighted words and phrases, and guess what they mean.

When they have finished, they should match the highlighted words and phrases with definitions 1–11.

d (1)40)) Play the audio for Sts to listen and check.

Check answers.

1 40)))	
 life-threatening mouth ulcer alternative remedies under the weather cancer infection 	 7 heart rate 8 surgery 9 pulse 10 tumour 11 miracle cures

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

e Give Sts time to read the four questions and their options.

Now get Sts to read the article again and to answer the questions.

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

1 c 2 b 3 a 4 c

! Don't ask Sts yet if they or anyone they know is a cyberchondriac as they will be asked this after the following listening, where a doctor discusses cyberchondria.

6 LISTENING & SPEAKING

1(**1**)) Tell Sts they are going to listen to a radio interview with a doctor talking about cyberchondria. They must listen for her general opinion of people using health websites.

Play the audio the whole way for Sts to get the gist.

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.

In general, she thinks it is OK to look up symptoms on health websites, but only if they give reliable information.

1 41))

(script in Student's Book on *p.121*) I = interviewer, D = Dr Cannon

- I So, Dr Cannon, do you meet a lot of cyberchondriacs in your work?
- D All the time, I'm afraid. It's very common nowadays for people to look up their symptoms on health websites on the internet and to diagnose themselves with weird or exotic illnesses. For example, the other day I had a patient who came in because his back was very red and itchy. He had been looking on internet medical sites and was absolutely convinced that he had an extremely rare skin condition he even knew the medical name, *nodular panniculitis*. But, in fact, when I examined him and talked to him it turned out that he'd spent the weekend gardening in the sun and his back was sunburnt.
- I So you would prefer your patients <u>not</u> to check their symptoms on the internet?
- D No, don't get me wrong, I'm not anti health websites, I just want people to use them sensibly. The problem is that diagnosis of a condition or an illness doesn't just depend on one specific symptom that you can type into Google. It depends on all sorts of other things like a patient's appearance, their blood pressure, their heart rate, and so on.
 I Of course.
- D And diagnosis also depends on where you live. For example, if you live in west London and you haven't travelled abroad, it's very unlikely that you have malaria even if you have some of the symptoms.
- I What other problems are there when people use health websites?
- D Well, you have to check carefully what kind of site it is that you are looking at. Some websites look as if they've been created by health professionals, but in fact they've been set up by commercial companies that are trying to sell you something. Also some American healthcare sites recommend expensive treatments or medicine that is not available here in the UK.
- I Are there any websites which you <u>would</u> recommend?
- D Oh yes, absolutely. For example, people with chronic diseases like asthma can get a lot of help and information from online support groups. These websites have forums where you can talk to other people who have the same condition and illness and you can usually get information about the latest research and new treatments. And there are often online support groups for people who have unusual illnesses, too.
- I Finally, do you have any tips for all those cyberchondriacs out there?
- D Yes, I have three. First, only look online <u>after</u> you've been to the doctor. If you're not feeling well, make a list of the symptoms you have that are worrying you and go and see your doctor with this list. Then, when your doctor has told you what he or she thinks, you could have a look online. Secondly, make sure you're looking at a reliable and professional medical website. And finally, remember that common symptoms usually have common causes – so if you have diarrhoea, for example, it's much more likely to be food poisoning than the Ebola virus.
- I Doctor Cannon, thank you very much.

b Give Sts time to look at the three questions and three tips in 4.

Now play the audio again, pausing as necessary to give Sts time to answer the questions.

Get Sts to answer 1–4 with a partner. Play the audio again if necessary.

Check answers.

- 1 An extremely rare skin disease. He was sunburnt.
- 2 the patient's appearance, their blood pressure, their heart rate, and where they live
- 3 websites with online support groups, forums
- 4 i Only look online after you've seen the doctor.
 - ii Make sure that the website you are using is a reliable and professional medical website.
 - iii Remember that common symptoms usually have common causes.

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.121*, 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, giving as much information as possible.

Get some feedback. You could tell Sts what you think.

7 1 42)) SONG Just Like a Pill 🎜

This song was originally made famous by American singer Pink in 2002. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on *p*.230.

1 42))

Just Like a Pill I'm lying here on the floor where you left me I think I took too much I'm crying here, what have you done? I thought it would be fun I can't stay on your life support, there's a shortage in the switch I can't stay on your morphine, 'cause it's making me itch I said I tried to call the nurse again but she's being a little witch, I think I'll get outta here, where I can... Chorus Run just as fast as I can To the middle of nowhere To the middle of my frustrated fears And I swear you're just like a pill 'Stead of making me better, you keep making me ill You keep making me ill I haven't moved from the spot where you left me This must be a bad trip All of the other pills, they were different Maybe I should get some help I can't stay on your life support, there's a shortage in the switch, I can't stay on your morphine, 'cause it's making me itch I said I tried to call the nurse again but she's being a little witch. I think I'll get outta here, where I can... Chorus (x2) I can't stay on your life support, there's a shortage in the switch, I can't stay on your morphine, 'cause it's making me itch I said I tried to call the nurse again but she's being a little witch. I think I'll get outta here, where I can... Chorus

G using adjectives as nouns, adjective order V clothes and fashion P vowel sounds

Older and wiser?

Lesson plan

In this lesson, Sts extend their knowledge of how to use adjectives. They learn to use nationality adjectives as nouns when they talk about the people from a particular country (e.g. *The British*, *the French*) or a particular group of people (e.g. *the rich*, *the unemployed*), and they also focus on adjective order when two or more are used to describe a noun.

The lesson begins with a speaking activity on adjectives commonly used to describe teenagers and elderly people. Sts then read an article from *The Times* about two journalists who disguised themselves as people more than twice their age to discover what it was like to be old. The first half of the lesson ends with the grammar focus on adjectives and a speaking activity.

The second half starts with a listening task on whether men and women should dress their age. The lexical focus in the lesson is on clothes and fashion, and Pronunciation looks at short and long vowel sounds and diphthongs. In Speaking, Sts work in groups, giving their opinion on clothes and fashion. Finally, the lesson ends with a writing task, where Sts write two ads selling items of clothing.

STUDY LINK

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

Extra photocopiable activities

- Grammar adjectives p.154
- **Communicative** Spot the difference *p.191* (instructions *p.180*)
- Vocabulary Clothes and fashion p.214 (instructions p.210)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.18* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could tell Sts that Abigail Van Buren was born Pauline Esther Phillips in 1918 and died in 2013. She was famous for her 'Dear Abby' advice column in the newspaper in the 1950s and also a radio programme with the same name.
- Get Sts to discuss what they think it means. Do they agree with the quote?

1 SPEAKING

a Focus on the *old* or *elderly*? box and go through it with the class.

Having made sure Sts know the meaning of all the adjectives, get them to decide in pairs if each adjective is most often used to describe a teenager or an elderly person (although it may not be their own opinion). Sts may want to put some adjectives in both categories. You might quickly want to check the age range of a teenager (between 13 and 19). Then Sts should decide if the adjectives are mainly positive or negative.

When Sts have finished, elicit their answers onto the board.

The majority of the adjectives in both groups are negative.

b Focus on the task and make sure Sts know the meaning of *stereotypes* and *to conform*.

Now put Sts in pairs or small groups and get them to discuss the three questions, giving as much information as possible.

Monitor and help whilst Sts are talking.

Get some feedback and deal with any general vocabulary problems that arose.

2 READING

- a Focus attention on the photos and elicit ideas from the class. <u>Don't</u> tell them if they are right or not.
- **b** Explain to the class that the article they are going to read is about a real TV documentary. Tell them to read the first paragraph of *Trading Ages* to find out the answer to **a**.

Check the answer. You could also elicit / explain the meaning of the title, *Trading Ages* (= exchanging ages).

Karoline Bell and Nick Sydney have been made to look old, so that they could experience life as an old person for one month.

Now put Sts in pairs and get them to look at the highlighted words and phrases and to guess their meaning. Remind them that they are all related to the body.

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.

c Focus on the task and questions 1–3.

In pairs, Sts discuss the questions.

Elicit some ideas.

d Set a time limit for Sts to read the rest of the article and to check their answers to the questions in c.

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

- 1 People didn't notice them or were rude to them.
- They learnt that old people are just like young people, 2 but with older bodies and with more experience of life.
- 3 They understood old people better and it made them
- think about getting old themselves.
- Focus on the task and questions 1–9. e

Now give Sts time to read the article again (make sure they read the whole article again, i.e. from the first paragraph to the end) and answer the questions with the initials or **B** for *both*.

Check answers.

1	В	4	N	7	К	
2	В	5	К	8	N	
3	К	6	К	9	К	

Tell Sts to look at the highlighted verb phrases and to try to guess what they mean. Then they should match them with their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. Explain / elicit that the infinitive of been in been through is go through = experience.

be prepared	5
behave towards you	1
experienced	3
loses control of his / her feelings	2
solve a problem or do a task	4

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

Now get Sts to cover the text and look at the definitions and try to remember the phrases.

- Do this as an open-class activity.
- **GRAMMAR** using adjectives as nouns, 3

adjective order

Focus on the sentences and give Sts time to tick or a cross each option.

In pairs, they should discuss why they think some options are wrong.

Check answers, eliciting why the x ones are wrong. In 1, b is wrong because you can't use a definite article when you are talking about a group of people in general. In 2, only c is right because opinion adjectives, e.g. tall, go before descriptive adjectives, and colour, e.g. blonde, comes before origin, e.g. Swedish.

- 1 a 🗸 b X С 2 a X bx c /
- **1** (1) **1** (1) **1** (1) 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

adjectives as nouns rule 1: nationalities

- Sts should already have a good knowledge of nationality adjectives in English, especially for the countries in their part of the world.
- You may want to elicit more examples of nouns used to describe people from a particular country, e.g. Greece - the Greeks, Scotland - the Scots, Spain – the Spaniards, Mexico – the Mexicans, Thailand - the Thais, etc.

adjective order

• It's important to point out that in practice people rarely use more than two adjectives (occasionally three) together, so Sts should not be put off by the chart showing adjective order. Encourage Sts to use their instinct as to what sounds right rather than try to memorize the chart, and to remember that opinion adjectives always come first. Learning common combinations will also help them to remember the rule, e.g. long fair hair, a big old house, etc.

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

Check answers, getting Sts to read the full sentences.

- a 1 The Dutch 6 The Swiss 7 the homeless 2 the ill / the sick 3 the blind 8 the unemployed 4 The French 9 the dead 5 the injured 10 the deaf b an attractive young man 1 2
 - dirty old shoes
- 3 a beautiful black velvet jacket
- 4 a short fat American woman
- 5 a long sandy beach
- 6 a lovely old country house
- 7 a stylish Italian leather bag
- 8 huge dark eyes
- 9 a friendly old black dog 10 a striped cotton T-shirt

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.
- c This is an oral grammar practice exercise. Focus on the six statements and make sure Sts understand the lexis, e.g. residential home, to value, wisdom, etc.

Put Sts in pairs or small groups and tell them to discuss each statement, saying whether they agree or disagree, and why.

Get some feedback from the class.

4 LISTENING

a Focus on the photos and elicit some opinions.

Adele, English singer-songwriter and musician, was born in 1988.

Jane Fonda, American actress, political activist, former fashion model, and fitness instructor, was born in 1937. Gareth Malone, a British choirmaster and TV presenter, was born in 1975.

Mick Jagger, English musician, singer (lead singer of the Rolling Stones), songwriter, was born in 1943.

b 145)) Focus on the task and make sure Sts understand the topic of the radio programme.

Then get Sts to look at the question and the two gapped sentences. You could point out that each person gives their fashion rule at the end of their turn.

Extra challenge

• Get Sts to predict what the rules might be before they listen.

Play the audio once the whole way through. Play the audio again as 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 don't agree.

- Liza: Wear whatever you think **suits you** and makes you **feel good**.
- Adrian: Dress for **the age you are**, not for **the age you wish you were**.

1 45))

(script in Student's Book on *pp.121–122*) **P = presenter**, **L = Liza**, **A = Adrian**

- P Welcome to today's programme in our series on age. The topic is clothes and the question is, do people nowadays dress their age and should they? Our guests are both fashion journalists with well-known magazines. Hello, Liza and Adrian.
- L&A Hello.
- P Let's start with you, Liza.
- L Well, the first thing I'd like to say to all the young people out there is next time you give your granny a warm cardigan and some slippers for her birthday, don't be surprised if she asks for the receipt because she'll probably want to go out and change them for something more exciting.
- **P** So you think nowadays women in their 60s and 70s dress much younger than they used to?
- L Oh absolutely. Think of women like Sophia Loren, Catherine Deneuve, Helen Mirren, and Jane Fonda. Jane Fonda is in her late seventies and last month she was on a US talk show wearing a leather miniskirt – she looked fabulous. But of course, it isn't just famous women who are dressing younger; some recent research says that nine out of ten women say that they try to dress younger than their years.
- P Do you think that's true?
- L Well, it depends on your age of course. A lot of teenage girls try to dress older than they are maybe to get into pubs and bars. But I would say that from 30 onwards most women try to dress younger than they are.

- P And do you think there's anything wrong with that?
- L Actually, I think it's not a question of dressing older or younger, it's a question of wearing what suits you. And if you looked good in jeans when you were 15, if you keep your figure, you'll probably look good in them when you're 80. There are a few things which can look a bit ridiculous on an older woman, like, let's see...very short shorts, but not many.
- P So your fashion rule would be ...?
- L Wear whatever you think suits you and makes you feel good.
- **P** Adrian, what about men? Do you think they also try to look younger than their age?
- A Well, interestingly in the research Liza mentioned, only 12 per cent of the men who were questioned said they had ever thought about dressing to look younger. But actually, I think a lot of them weren't telling the truth. Look at all those middle-aged men you see wearing jeans, which are too tight, and incredibly bright T-shirts.
- P You don't approve?
- A No, I don't. Personally, I think that men should take their age into account when they're buying clothes.
- P Do you think that some men actually dress older than their age?
- A Yes, definitely, some do. Some men in their twenties look as if they were 20 years older by wearing blazers and chinos, or wearing suits and ties all the time when they don't have to. Maybe they've just started work and they want their bosses to take them more seriously. And a lot of men in their thirties realize that they can't dress like a teenager any more, but they go to the opposite extreme and they start buying the sort of clothes that their fathers wear.
- P So what would your fashion rule be for men?
- A Dress for the age you are, not for the age you wish you were.
- P Liza and Adrian, thank you very much.
- c Focus on the task and make sure Sts understand all the lexis.

Then play the audio again, pausing as necessary to give Sts time to make notes. Play the audio again if necessary.

You could get Sts to compare with a partner before checking answers.

Liza

- a warm cardigan and slippers: If you give your granny a warm cardigan and some slippers for her birthday, she will probably want to change them for something more exciting.
- a leather miniskirt: Jane Fonda, who is in her late 70s, wore one and looked great.
- teenagers: They try to dress older than they are (maybe to get into pubs and bars).

women of 30+: Most try to dress younger than they are. very short shorts: Older women can look a bit ridiculous in very short shorts.

Adrian

- men in their 20s who wear blazers and chinos or suits: Maybe they've just started work and they want their bosses to take them more seriously.
- men in their 30s: They realize that they can't dress like a teenager any more, but they go to the opposite extreme and buy clothes that their fathers wear.

Extra support

- If there's time, you could play the audio again while Sts read the script on *pp.121–22*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- **d** Do this in pairs, small groups, or as an open-class activity.

5 VOCABULARY clothes and fashion

 a Focus on the instructions and then give Sts two minutes individually or in pairs to complete the task.
 Elicit answers.

Possible answers

on your hands and arms: gloves, rings, a watch, bracelets round your neck: a scarf, a tie, a necklace, a pendant on your feet: shoes, boots, socks, trainers, ankle bracelets on your head: a hat, a cap, a (head)scarf

b Tell Sts to go to **Vocabulary Bank** *Clothes and fashion* on *p.153*.

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

1,46)) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

1 46)))			
Clothes and fashion			
Describing clothes			
Fit	Pat	tern	
2 loose	11	checked	
1 tight	9	patterned	
Style	7	plain	
6 hooded	10		
4 long sleeved	8	striped	
3 sleeveless			
5 V-neck			

Get Sts to do c individually or in pairs.

147)) Now do **d**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

(1)	(47)))	
Ma	iterials	
9 5 3 1 7 8 6 2 11	a fur collar a lace top a linen suit a lycra swimsuit a silk scarf a velvet bow tie a wool cardigan	

Look at 2 Adjectives to describe the way people dress, focus on the *trendy*, *stylish*, and *fashionable* box and go through it with the class.

Get Sts to do a individually or in pairs.

1(**1**) Now do **b**. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

1 48))

Adjectives to describe the way people dress

- 1 Long skirts are really **fashionable** now.
- 2 She's very trendy. She always wears the latest fashions.
 3 The Italians have a reputation for being very stylish they
- wear fashionable and attractive clothes.
- 4 He looks really scruffy. His clothes are old and a bit dirty.
 5 Jane looked very smart in her new suit. She wanted to make a good impression.
- 6 That tie's a bit old-fashioned! Is it your dad's?

Look at **3 Verb phrases**, focus on the *wear* and *dress* box and go through it with the class. Elicit / point out that *wear* always needs an object (e.g. *I'm going to wear a jacket tonight*) and *dress* never has an object, but is normally used with an adverb, e.g. *well, badly*, etc. (e.g. *She dresses well*).

Get Sts to do a individually or in pairs.

149)) Now do **b**. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

1 49)))

Verb phrases

- 1 C I'm going to dress up tonight.
- 2 A Please hang up your coat.
- 3 F These jeans don't fit me.
- 4 H That skirt really suits you.
- 5 G Your bag matches your shoes.
- 6 B I need to get changed.
- 7 E Hurry up and get undressed.
- 81 Get up and get dressed.
- 9 D That tie doesn't really go with your shirt.

Make sure Sts are aware of the difference in meaning between *match*, *suit*, *fit*, and *get changed* | *dressed* | *undressed*. Highlight that the phrasal verb *dress up* means to wear smart clothes. Elicit | point out that *dress up*, *match*, *fit*, and *suit* are regular verbs and that *hang up* is irregular (past *hung up*).

Testing yourself

For **Describing clothes a** and **c** Sts can cover the words, look at the pictures, and try to remember the words. For **Adjectives to describe the way people dress** they can cover the sentences and try to remember the meaning of the adjectives. In **Verb phrases** they can cover the verb phrases and remember them by looking at definitions A–I.

Testing a partner

See Testing a partner p.29.

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

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point or leave it for later as consolidation or revision.
- c This exercise recycles the vocabulary Sts have just learnt. Put Sts in pairs and set them a time limit to complete the quiz.

Check answers.

2B

- 1 get dressed ≠ get undressed short-sleeved ≠ long-sleeved smart ≠ scruffy tight ≠ loose trenduct old feebiesed
- trendy ≠ old-fashioned 2 cycling shorts: lycra jeans: denim shoes: leather
 - ra a sweater: cotton a tie: silk tights: wool
- 3 a It doesn't fit me.
 - b It doesn't suit me.c It matches my trousers.
- 4 a when shopping
- b to go to a party
- c when you get undressed, wash clothes
- d when you get back from school / work, get dirty

You could ask with a show of hands who got the most right answers.

6 **PRONUNCIATION** vowel sounds

Pronunciation notes

- Sts can improve their pronunciation by making an effort to distinguish between long and short sounds, and diphthongs (a combination of two vowel sounds, e.g. the sound in *hair* /heə/). When Upper-intermediate Sts come across new words they will often instinctively pronounce them correctly, especially if there is a regular sound– spelling relationship. If they are unsure, they should use their dictionaries to check. Remind Sts that /t/ = a long sound.
- **a** Focus on the **Vowel sounds** box and go through it with the class.

Get Sts to answer the question in pairs.

Check answers.

/I/ and /u/ are short sounds. /uː/ and /ɜː/ are long sounds. /aɪ/ and /eɪ/ are diphthongs.

b (1,50)) Focus on the task and give Sts a few minutes, in pairs, to complete it.

Then play the audio for Sts to listen and check.

Check answers.

1 50))	
boot /u:/	loose, shoes, suit
bull /ʊ/	hooded, put on, wool
fish /ı/	linen, silk, slippers
bird /3:/	fur, shirt, skirt
bike /aɪ/	lycra, striped, tight
train /eɪ/	lace, plain, suede

Extra support

- You could play the audio again for Sts to repeat the words.
- c Now tell Sts to go to the **Sound Bank** on *p.166*.

Focus on the six sounds that Sts have just been working on and the typical spellings.

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

d Get Sts to practise saying the phrases to each other in pairs, before choosing individual Sts to say them.

7 SPEAKING

Focus on the questions and go through them, making sure Sts understand all the lexis.

Put Sts in small groups and set a time limit. You could appoint a secretary to ask the questions and organize the discussion.

Monitor and help with vocabulary that Sts need.

Get feedback from the whole class and deal with any general vocabulary problems that arose.

8 WRITING

a Focus on the instructions and example. Ask Sts if they have ever bought or sold anything on eBay.

Give Sts time to write their two descriptions – about 25 words in each should be enough. Go round helping with vocabulary.

When everyone is ready, get them to write their name on their adverts.

b Focus on the task and explain / elicit the meaning of the verb *bid*.

Either get Sts to move around the class swapping adverts or if possible, put the adverts on the class walls and get Sts to move around, reading them. If they find an item of clothing they would like to bid for, they should make a note of it.

Stop the activity when you think most of the Sts have read all the adverts.

Get feedback to find out who would like to bid for something.

2 Revise and Check

There are two pages of revision and consolidation after every two Files. The first page revises the grammar, vocabulary, and pronunciation of the two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available. The second page presents Sts with a series of skills-based challenges. First, there is a reading text, which is of a slightly higher level than those in the File, but which revises grammar and vocabulary Sts have already learnt.

Then Sts can watch or listen to a short documentary film related to one of the topics of the Files and do a short comprehension task. You can find them on the Class DVD and *iTools*. The aim of this is to give Sts enjoyable and motivating extra listening practice. If you want Sts to watch the film at home, they can find all the films and activities on the iTutor.

We suggest that you use some or all of these activities according to the needs of your class.

STUDY LINK

iTutor

Test and Assessment CD-ROM

- Quick Test 2
- File Test 2

GRAMMAR

а		about did			does Have		5	been			
b	1 2	a b	3 4	b c	5 6	b b	7 8	a c	9 10	a c	

VOCABULARY

а		tempered		fisted	5	fashioned
	2	absent	4	confident		
b	1	bleed	3	bandage	5	rash
	2	swollen	4	toothache		
С	1	feel	3	fainted	5	getting changed
	2	sprained	4	fit		
3						

- d 1 plain (The others are a pattern.) smart (The others are a type of material.) 2 3 collar (The others are adjectives.) lycra (The others are items of clothing.) 5 scruffy (The others are positive adjectives.)
- 3 throw 5 hang 1 over e 4 up
 - 2 down

PRONUNCIATION

а	ache suede	striped wear	5	cough
b	in <u>cre</u> dibly big- <u>hea</u> ded	antibi <u>o</u> tics <u>swim</u> suit	5	<u>fa</u> shionable

CAN YOU UNDERSTAND THIS TEXT?

Shamans go into a trance and then try to find solutions for people's problems.

b 1 b 2 C 3 b 4 a

CAN YOU UNDERSTAND THIS FILM?

(1	(51)))							
1	Т	3	Т	5	Т	7	F	9	Т
2	F	4	F	6	F	8	Т	10	F

1 51)) Available as MP3 on CD1

A Short Film on the History of Surgery

Hi! I'm in Southwark in London. This area used to be the site of one of London's oldest hospitals - St Thomas'. St Thomas' was here for almost 700 years and had one of the country's first ever operating theatres.

Have you ever had an operation? If you have, it was probably in an operating theatre like this. These modern theatres are clean, spacious and bright. As you can see they are full of hi-tech equipment and they are designed to make surgery as clean and as safe as possible. They usually have an adjustable metal operating table in the centre of the room. Above the table there are several large, fluorescent lights which allow surgeons to see everything. At the head of the table there's an anaesthetic machine and around the room there are various monitors, measuring heart rate, blood pressure and blood oxygen levels.

But what about old operating theatres? What were they like? Well, that's why I've come here. You see, St Thomas' old operating theatre used to be in the attic of this church. The hospital was moved from here in the 1860s. But when a historian decided to investigate the church's old attic he found a large abandoned room containing some old-fashioned surgical equipment.

Today this room is part of The Old Operating Theatre Museum. The museum has been teaching visitors about the history of surgery for over 50 years. The first question many people ask when they come here is, why is it called an operating theatre? Well, the answer is simple. As you can see, medical students used to stand here and watch the surgery, like an audience watching a play in a theatre. During operations the room was always cramped and crowded, and the bigger and bloodier the operation, the bigger the audience! Imagine how frightening it must have been for the poor patient. And they were usually quite poor. The rich had their operations at home, but the poor would tolerate the audience in order to receive surgery they would never be able to afford otherwise.

The patient would lie on this uncomfortable wooden bench while the surgeon worked. There was no anaesthetic, so patients were awake throughout the procedure, unless, of course, they fainted. The surgeons were quick - they could amputate a leg in less than a minute - but they had very little understanding of hygiene. There were no antiseptics and surgeons always wore the same coats, which were usually covered with blood from previous operations. They often used dirty instruments, which were kept on this old, wooden table, and they rarely washed their hands.

Below the operating table there was a wooden box filled with sawdust, or wood shavings. This collected the blood from each operation. But often there was too much blood, so in the end they built a false floor. The blood could be washed away and collected in the space between the new floor and the original floor. In such unhygienic conditions it isn't surprising that patients often died during surgery. After the patient's death their bones and organs were kept for further study.

All of these practices seem primitive to us today. But without these techniques we might never have developed the cleaner, safer procedures we have today. That's something we can all be grateful for!

- G narrative tenses, past perfect continuous; so / such...that
- V air travel
- P regular and irregular past forms, sentence rhythm

The truth about air travel

Lesson plan

In this lesson, Sts revise the three narrative tenses they already know (past simple, past continuous, and past perfect) and learn a new one, the past perfect continuous. The topic is air travel.

In the first half of the lesson, Sts listen to some in-flight announcements and Vocabulary focusses on words related to air travel. Sts then read an extract from a best-selling book called *Air Babylon*, which claims to give the inside story about what really happens at airports and on flights. They also learn, in Mini Grammar, how to use *so | such...that*. Finally, they do a speaking activity on aspects of air travel.

In the second half, Sts listen to an interview with a pilot and an air traffic controller, who answer some of the questions air travellers ask themselves when they board a plane. This is followed by grammar on narrative tenses and the pronunciation of tricky irregular past verb forms. In the speaking activity, Sts read and re-tell a couple of real stories about flying and then tell each other an anecdote. The final activity is the song, *The Airplane Song*.

STUDY LINK

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

Extra photocopiable activities

- Grammar narrative tenses p.155
- Mini Grammar so / such...that p.174
- **Communicative** Talk about it *p.192* (instructions *p.180*)
- Vocabulary Air travel p.215 (instructions p.210)
- Song The Airplane Song p.231 (instructions p.226)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.24* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could tell Sts that Billy Bob Thornton (1955–) was married to Angelina Jolie from 2000 to 2003.
- Ask Sts whether any of them identify with his quote.

1 LISTENING & VOCABULARY air travel

a (2,2)) Focus on the pictures and elicit what Sts think is happening in each one.

Focus on the instructions.

Then play the audio, pausing after each announcement.

Check answers, eliciting from Sts in their own words what information or instructions the passengers are being given in each picture.

A 4 B 2 C 3 D 1

2 2))

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

- 1 Ladies and gentlemen, welcome on board this flight to Hong Kong. Please place all hand luggage in the overhead compartments or underneath the seat in front of you. We ask that you please fasten your seat belts and for safety reasons we advise you to keep them fastened throughout the flight.
- 2 We also ask that you make sure your seats and table trays are in the upright position for take-off. Please turn off all personal electronic devices, including laptops and cell phones. We remind you that smoking is prohibited for the duration of the flight.
- 3 Ladies and gentlemen, may we have your special attention for the following safety instructions? Please read the safety instructions card, which is located in the pocket of the seat in front of you. There are six emergency exits on this aircraft, all marked with exit signs. Take a minute to locate the exit closest to you. Note that the nearest exit may be behind you.
- 4 The safety instruction card is in the pocket of the seat in front of you. Please read it. It shows you the equipment carried on this aircraft for your safety. Your life jacket is located under your seat. In the unlikely event of the aircraft landing on water, place the life jacket over your head, fasten the straps at the front, and pull them tight. Do not inflate the jacket inside the aircraft. As you leave the aircraft, pull down the red tabs to inflate the vest. If necessary, the life jacket can be inflated by blowing through these tubes.

b Give Sts time to look at 1–7.

Play the audio again, pausing after each announcement for Sts to write the word or phrase they hear. Play again as necessary.

5 emergency exits

6 the life jacket

7 to inflate

Check answers.

- 1 hand luggage
- 2 overhead compartments
- 3 fasten /'fɑːsn/4 personal electronic devices

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.122*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- c Tell Sts to go to Vocabulary Bank Air travel on p.154.

Focus on **1** At the airport and 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 extra practice of any words your Sts find difficult to pronounce.

2 3)))	
Air travel	
At the airport	
1 A Airport terminal	6 B Departures board
2 D Baggage drop off	7 G Gate
31 Baggage reclaim	8 H Runway
4 C Check-in desk	9 E Security
5 J Customs	10 F VIP lounge

Highlight the difference between *luggage* and *baggage*:

-luggage (uncountable) = bags and (suit)cases you take with you when you travel. You can't use it in the plural NOT *Have a lot of luggages*.

- baggage (uncountable) is a more formal word used by airlines and at airports, e.g. it is used in the expression excess baggage and in the sign baggage reclaim. In conversation we would normally use luggage.

Focus on 2 On board and get Sts to do a individually or in pairs.

(2) 4)) Now do b. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

2	turbulence	6	connecting flight
3	cabin crew	7	long-haul flights
4	seat belts	8	iet lag

lights

5 direct flights

2 4))

On board

I often fly to Chile on business. I always choose an aisle seat, so that I can get up and walk around more easily. Sometimes there is turbulence when the plane flies over the Andes, which I don't enjoy, and the cabin crew tell the passengers to put their seat belts on.

There aren't any direct flights to Chile from London, so I usually have to get a connecting flight in Madrid. Whenever I take long-haul flights I always suffer from jet lag because of the time difference and I feel tired for several days.

Highlight that:

- -aisle (seat) = the seat next to the passage between seats on a plane
- *turbulence* = sudden and sometimes violent movement ofair
- *jet lag* = tiredness caused by long distance flight, especially when there is a big time difference between where you depart from and your destination

Focus on 3 Travel, trip, or journey? and get Sts to do a individually or in pairs.

(2,5)) Now do b. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

2 5))

Travel, trip, or journey?

- We're going on a five-day trip to the mountains. 1
- 2 A Did you have a good journey here?
- B No, my flight was delayed for six hours.
- Do you have to travel much in your job?
- Have a good trip. See you when you get back.

Now do **c** as an open-class activity.

- Travel is normally used as a verb. However, it can be used as an uncountable noun.
- The noun trip means to go somewhere and come back, including the time you stay there.
- Journey is also normally used as a noun. It means the time when you travel from one place to another, but does not include the time you stay there.

Focus on 4 Phrasal verbs related to air travel and get Sts to do a individually or in pairs.

(2,6)) Now do b. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

2 6))

Phrasal verbs related to air travel

- My husband dropped me off at the airport two hours 1 before the flight.
- I checked in online the day before I was going to fly. 3 As soon as I got on the plane I sat down in the first
- empty seat.
- The plane took off late because of the bad weather. I filled in the immigration form for the US, which the cabin 5
- crew gave me shortly before landing. When I got off the plane I felt exhausted after the long flight.
- 7 When I picked up my luggage at baggage reclaim I bumped into an old friend who had been on the same flight.

Highlight that *drop sby off* = take someone somewhere by car and stop briefly to let them get out, and that pick up (your luggage) = collect. Remind Sts that you can also pick up a person, e.g. I'll pick you up at the airport.

Testing yourself

For At the airport Sts can cover definitions A–J, look at words 1–10, and try to remember their meaning. For **On board** they can cover the text and try to remember the meaning of the words in the list. For Travel, trip, or journey? they can cover the sentences and remember what the words mean. For Phrasal verbs related to air travel they can cover the sentences and try to remember the meaning of the phrasal verbs in the list.

Testing a partner

See Testing a partner p.29.

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 READING

a Focus on the task. Read the back cover aloud and ask Sts why they think the identities of the airline staff 'must remain secret' (because if their bosses found out they might lose their jobs). Emphasize that this book really exists.

Give Sts a few minutes in pairs to discuss the questions.

Get feedback, but don't tell them yet if they are right or not.

Extra support

- Ask the questions to the whole class and elicit ideas.
- **b** Set a time limit for Sts to read the extract and check the answers to the questions in **a**.

Get feedback by reading out the questions again one by one and eliciting answers.

3A

- Yes, it is. In 1996 when a plane landed in the Indian Ocean some passengers inflated their life jackets when they were in the plane and then they couldn't get out.
- So that customs officers can look at you from behind the glass and watch your reactions as you walk past.
- Because a bird has crashed into the plane and been burnt in the engine.
- Because some people who don't really need a wheelchair ask for one.
- c Focus on the task and give Sts time to read 1–8.

Sts then read the extract again and underline the part of the text with the information regarding 1–8.

Check answers.

- 1 F (Line 1: Most airline passengers think it is laughable that a small yellow life jacket with a whistle will make any difference...)
- 2 T (Line 6: Despite instructions...not to pre-inflate their life jackets inside the plane, several passengers did. They were unable to escape the rising water inside the plane.)
- 3 T (Line 22: The large two-way mirror in Customs, behind which customs officers sit and watch...)
- 4 T (Line 26: ...you relax and smile. That's when a customs officer suddenly appears and asks you to open your case...)
- 5 F (Line 33: Smaller birds are less of a problem.)
- 6 T (Line 36: ...there is often such a strong smell of roast bird...they are often surprised when they're given a choice of fish or beef...)
- 7 T (Line 42: Not only is there always a shortage of them...)
- 8 T (Line 51: One flight attendant...gets so annoyed when this happens...she shouts...)

Extra support

 At this point you could go through the four paragraphs with the class, highlighting useful expressions and eliciting / explaining the meaning of new words and phrases.

Encourage Sts to write down new lexis from the article.

d Do these questions as an open-class activity.

3 MINI GRAMMAR so / such...that

a Go through the two examples and then the rules. Highlight that *that* is optional after *so* | *such*.

You may want to point out that we often use *so* | *such* simply for emphasis (i.e. without expressing a consequence), e.g. *That steak was so good.* We had such a nice day!

b Elicit sentence 1 from the whole class and write the answer on the board.

Then get Sts to do the rest of the exercise.

Check answers.

1	SO	5	such	
2	such a	6	so many	
З	SO	7	so much	
4	SO	8	such	

Extra support

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

4 SPEAKING

Focus on the questionnaire.

! Find out if anyone in the class has never flown; if so, put them with a pair that has.

Monitor and help while Sts ask and answer the questions. Sts could either both answer each question as they go through the questionnaire or they take it in turns to talk about their travel experiences. If time is limited, ask Sts to only choose five questions to answer.

Get some feedback and deal with any general vocabulary problems that arose.

5 LISTENING

a Focus on the task and make sure Sts understand who the two speakers are.

Then give Sts time to discuss the eight questions in pairs.

Elicit some ideas, but <u>don't</u> tell Sts if they are right or not.

b (2,7)) Play the audio once the whole way through for Sts to listen and see how many questions in **a** they answered correctly.

You could get Sts to compare with their partner before checking answers by eliciting brief responses at this stage.

Ask Sts how many they guessed correctly.

- 1 when the wind changes direction suddenly
- 2 no
- 3 Take-off is slightly more dangerous.
- 4 yes, some are
- 5 confidence
- 6 not as stressful as people think
- 7 because it's the official language of air traffic control
 8 not many female pilots, but plenty of women air traffic controllers

2 7))

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

- I = interviewer, R = Richard, B = Brynn
- With me in the studio today I have Richard, who's a pilot, and Brynn, who's an air traffic controller, and they're going to answer some of the most frequently asked questions about flying and air travel. Hello to both of you.
- R&B Hello.
- I Right, we're going to start with you, Richard. The first question is what weather conditions are the most dangerous when flying a plane?
- R Probably the most dangerous weather conditions are when the wind changes direction very suddenly. Er...this tends to happen during thunderstorms and typhoons, and it's especially dangerous during take-off and landing. But it's quite unusual – I've been flying for 37 years now and I've only experienced this three or four times.
- I What about turbulence? Is that dangerous?
- **R** It can be very bumpy and very uncomfortable, but it isn't dangerous. Even strong turbulence won't damage the plane. Pilots always try to avoid turbulence, but it can sometimes occur without any warning, which is why we always advise passengers to wear their seat belt all the time during the flight.

- R Both take-off and landing can be dangerous. They're the most dangerous moments of a flight. Pilots talk about the 'critical eight minutes' - the three minutes after take-off and the five minutes before landing. Most accidents happen in this period. But I would say that take-off is probably slightly more dangerous than landing. There is a critical moment just before take-off when the plane is accelerating, but it hasn't yet reached the speed to be able to fly. If the pilot has a problem with the plane at this point, he has very little time - maybe only a second - to abort the take-off. Are some airports more dangerous than others?
- R Yes, some are, particularly airports with high mountains around them, and airports in countries with older or more basic navigation equipment. For some difficult airports like, let's say Kathmandu, they only allow very experienced pilots to land there. And for some of these airports pilots have to practise on a simulator first before they are given permission to land a plane there.
- Thanks, Richard. Over to you, Brynn...What personal qualities do you think you need to be an air traffic controller?
- I think confidence is number one. You need to be a self-В confident person, you have to be sure of yourself and of the decisions you're making.
- Most people imagine that being an air traffic controller is very stressful. Do you agree?
- В Actually, on a daily basis, the job isn't as stressful as people think. Obviously it's true that stressful situations do arise, but when you're very busy, you just don't have time to get stressed.
- Why is it important for pilots and controllers to have good, clear English?
- B English is the official language of air traffic control. We communicate with pilots using very specific phrases, like runway, wind, cleared for take-off, turbulence, traffic ahead, to your left, to your right, things like that, and it's true that you could just learn these specific phrases. But then in an emergency you don't know what language you might need, it's much less predictable, which is why it's vital for pilots and air traffic controllers to speak really good, clear English.
- R If I could just interrupt here. In fact, there have been several air crashes which happened because the air traffic controller misunderstood something that the pilot had said in English or vice versa because their pronunciation wasn't clear enough.
- B Yes, that's right.
- Finally, people tend to think that most pilots and air traffic controllers are men. Would you say that was true?
- Not in air traffic control there are lots of women. It may В not be 50/50, but there are plenty of us.
- R It's true about pilots though. I mean there are some women pilots, but it's still quite a male dominated job I'd say.
- Why do you think that is? People say it's because men have a better sense of R direction.
- В Very funny.
- Richard, Brynn, thank you very much.
- Play the audio again for Sts to listen for more detail, pausing as necessary to give Sts time to write their notes. Play the audio again as necessary.

You could get Sts to compare with a partner before checking 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 sudden changes of wind directions, especially during thunderstorms and typhoons - but it's very unusual
- Most turbulence isn't dangerous, just bumpy and 2 uncomfortable. It won't damage the plane. Pilots try to avoid it, but it can happen without warning , so keep your seat belt on.

- 3 Both are dangerous (the critical eight minutes three minutes after take-off and five before landing), but take-off is a bit more dangerous than landing, especially if there is a problem just before the plane goes into the air. The pilot may only have one minute to abort take-off.
- Yes, especially ones with mountains or in countries with 4 older more basic equipment. Only very experienced pilots are allowed to land at these airports and sometimes have to practise on a simulator first.
- 5 An air traffic controller needs to be a self-confident person - sure of himself and of the decisions he makes.
- 6 In general, it isn't as stressful as people think. There are stressful moments, but you are too busy to feel stressed.
- 7 Because it's the official language of air traffic control, e.g. cleared for take-off. Pilots and air traffic controllers need to understand each other, especially in an emergency, so they need good clear English. There have been accidents because of misunderstandings caused by incorrect pronunciation.
- There are a lot of female air traffic controllers although 8 it isn't 50-50. There are some female pilots, but most pilots are men.

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.122*, 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.

6 GRAMMAR narrative tenses,

past perfect continuous

a Focus on the newspaper article and tell Sts that this is a true story from a British newspaper. Now focus on the task and make sure Sts know the meaning of incident.

Set a time limit for Sts to read the story and answer the question. Tell them not to worry about 1-9 in the story.

Check the answer.

An emergency announcement saying the plane had to make an emergency landing on water was played by mistake.

b Get Sts to read the article again and this time they should circle the right form of the verbs in 1-9.

Check answers.

3 broke out

2

- 1 took off 6 came out
 - were trying 7 had happened
 - 8
 - 9 said
- 4 was screaming 5 had been played
- was
- In pairs, Sts look at the two sentences and discuss the С difference between the highlighted verbs.

Check answers.

- 1 had flown (The pilot flew this route many times before this particular flight.)
- had been flying (The flight started three hours before the announcement was made.)
- d 28)) 29)) 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.

3A

Additional grammar notes

rules 1-3: narrative tenses

• This should all be revision for Sts at this level.

rule 4: past perfect continuous

• This will probably be new for most Sts. It has the same form as the present perfect continuous except that *had* is used instead of *have* | *has*.

past perfect simple or continuous?

- As with the present perfect simple and continuous you often have to use one or the other. However, again, there are some instances where either can be used, but with a difference in meaning.
- In the examples given in the box, highlight that *she'd been reading a book* = she may have just finished or still be reading the book. *She'd read the book* = she has definitely finished the book.

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

Check answers, getting Sts to read the full sentences.

а

- 1 were checking in
- 2 had won
- 3 had been looking forward to
- 4 had forgotten
- 5 had arrived
- 6 ran
- 7 went
- 8 was filling in
- 9 hurried
- 10 got
- b
- 1 'd / had been queuing
- 2 had stolen
- 3 'd / had been raining
- 4 'd / had left, 'd / had had to
- 5 'd / had changed
- 6 'd / had been sitting; hadn't put on
- 7 had been arguing
- 8 'd / had fallen
- 9 'd / had never seen
- 10 had you been walking

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.
- e Focus on the task and get Sts to work either in pairs or groups of three. Set a time limit and remind Sts that they have to try to use the four different narrative tenses in the endings.

Get feedback and accept all correct meaningful sentences.

Some possible ways to complete the sentences

```
1
...was drunk.
...wasn't wearing a seat belt.
...had gone through a red traffic light.
...had been using his mobile phone.
```

2

- ...it was very hot.
- ...I was feeling stressed.
- ...I had drunk too much coffee after dinner.
- ...I had been watching a scary film.

7 **PRONUNCIATION** irregular past forms,

sentence rhythm

Pronunciation notes

- This exercise focusses on commonly mispronounced irregular past verb forms. Sometimes Sts at this level still have some ingrained pronunciation problems with some of the trickier irregular past and past participle forms, e.g. the *-ought | -aught* endings.
- There is also a focus on sentence rhythm with narrative tenses and Sts get the opportunity to practise reading a short paragraph.
- a Focus on the picture words and elicit the eight sounds.

Then focus on the past simple verb in column C and elicit that it has the same vowel sound. Do the same with the verb in column H.

Now get Sts to look at all the verbs in the list, think of the past simple form for each one, and write it in the correct column.

Extra support

- Check the answers to **a** before doing **b** by getting Sts to spell the verbs to you. Or get Sts to do **a** and **b** in pairs.
- **b** Now tell Sts to look at all the verbs in **a** again and decide which have a past participle form which is <u>not</u> the same as the past simple form. They must then write the past participles in the chart as well. You could do the first one with them (*become*, which should go in column F).

Get Sts to compare answers.

c (2)10)) Now play the audio for Sts to listen and check.

Check spelling by writing the verbs on the board in a chart.

2 10))	
boot /uː/	flew, threw
fish /ı/	hid, driven, hidden, ridden, written
horse /ɔː/	caught, fought, thought, fallen
bird /ɜː/	heard, hurt
phone /əu/	drove, rode, told, wrote, flown, thrown
up /ʌ/	become, cut
egg /e/	fell, held, kept, left, read, said, slept
train /eɪ/	became, lay, lain

Remind Sts that:

- verbs ending in -aught are pronounced exactly the same as ones which end in -ought, e.g. caught, fought, thought.
- the ea in read is irregular and pronounced /e/.

Play the audio again, pausing after each group of words, and get Sts to listen and repeat.

Extra idea

• At this point, or perhaps at the end of the lesson, you may want to revise other common irregular verbs. Refer Sts to the **Irregular verbs** list on *p.165* and explain that this is their reference list. Get Sts to go through the list quickly in pairs, checking that they know what the verbs mean. Encourage them to highlight verbs they didn't know or whose past forms they had forgotten. Test the class or get Sts to test each other. You could use audio 5.46 to drill the pronunciation of the irregular verbs.

N.B. The audio for the Irregular verbs list is available as MP3 on CD1 of the class audio CDs.

d (2)11)) Tell Sts they are going to practise sentence rhythm now. Tell them to listen to the extract and notice that the larger words are stressed and the others aren't. Remind Sts that the stressed words are the longer 'content' ones (e.g. verbs and nouns) – the ones that convey important information.

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

2 11))	
See extract in Student's Book on p.22	7

e Put Sts in pairs and get them to practise reading the extract, concentrating on getting a good rhythm.

Get some Sts to read a sentence each to the class.

8 SPEAKING

a Put Sts into pairs, A and B, and tell them to go to Communication *Flight stories*, A on *p.105*, B on *p.110*.

Tell Sts they are each going to read a true story about a flight. Go through the instructions and make sure Sts know what they have to do.

Give Sts time to read and retell their stories.

Then do **d** and find out the two details the stories have in common.

They both happened in the US and nobody died.

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.

b Look at the task and go through the instructions with the class.

Then focus on the **Telling an anecdote** box and go through it with the class.

Tell Sts to look at the topics and to choose one. If they have a real story, they can tell it as it happened. If not, they should invent the details. Later, their partner will have to decide if he / she thinks the story was true or not.

Give Sts plenty of time to plan their stories and go round checking whether they need any help with vocabulary.

Extra support

• Tell one of the stories yourself first and elicit responses and questions from the class. Then ask Sts if they think the story is true or invented.

c Put Sts in pairs, **A** and **B**. Sts **A** to start by telling his / her story and **B** should show interest and ask for more information.

Monitor and help, correcting any misuse of narrative tenses and encouraging the listener to listen actively.

Extra support

• Tell Sts to look back at *p*.5 to remind them of ways of reacting to what someone says.

When **A** has finished telling his / her story, **B** must guess whether or not it is true.

Sts then swap roles.

Get some Sts to tell their stories to the class. Deal with any general vocabulary problems that arose.

9 (2)12)) SONG The Airplane Song J

This song was originally made famous by the English band Scouting for Girls in 2007. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on *p.231*.

2 12))
The Airplane Song
She's a strawberry milkshake She's as sweet as a peach But she's ice cold She never told me she was leaving She left on a Friday I went out for the day And she left for the year She never told me she was leaving
Chorus So get yourself on my aeroplane, cos it's been far too long since you went away Get yourself on my aeroplane, cos it's been far too long since you went away She's so extraordinary She left last January And that's the reason I miss you so
She's a messy creation She hit the road, but the road hit back Nobody told me you're an island I will wait for a lifetime I've been counting the days since you left one-way Nobody reaches her island
Chorus
So give me a chance I want you to know I won't love you and leave you And then let you go I need to sort myself out
Can somebody show me the way?
And nobody knows the way (x3) And nobody knows there's a way
Nobody knows
You gotta give me a chance And say you'll come home I won't love you and leave you And then let you go Your always hard on yourself
But nobody knows there's a way And nobody knows the way (x3) And nobody knows there's a way
Nobody knows the right way
Get yourself on the aeroplane, cos it's been far too long since you went away (x6) She's so extraordinary She left last January And tha <mark>t</mark> 's the reason I miss you so

G the position of adverbs and adverbial phrases

V adverbs and adverbial phrases

P word stress and intonation

Incredibly short stories

Lesson plan

The topic of this lesson is stories and reading.

The lesson starts with a grammar focus on adverbs and adverbial phrases, and their position in sentences, which is presented through four 50-word stories with a twist. This is followed by a vocabulary focus on certain pairs of adverbs which are often confused, and in Pronunciation the focus is on word stress and emphatic intonation on certain adverbs. Sts then write their own 50-word stories, and go to the Writing Bank to prepare for writing longer stories.

In the second half of the lesson, Sts begin by talking about their reading habits, or about why they don't read for pleasure. They then read and listen to an American short story by Nancy Pickard. The ending of the story is on the audio, in order to create more suspense.

STUDY LINK

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

Extra photocopiable activities

- Grammar adverbs and adverbial phrases p.156
- Communicative Tell the story *p.193* (instructions *p.181*)
 Vocabulary Adverbs and adverbial phrases *p.216*
- (instructions p.210) • www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p*.28 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could elicit / tell Sts that Orson Welles (1915–1985) is most famous for his film *Citizen Kane* (1941), which he directed and starred in.
- Ask Sts what they think Welles was trying to say .

1 GRAMMAR

the position of adverbs and adverbial phrases

a Focus on the title of the lesson and on the name of the website. Explain that the stories submitted to the website have to tell a story in exactly 50 words.

Now focus on the task and make sure Sts understand the four titles.

Set a time limit for Sts to read the stories and tell them to use the pictures and the **Glossary** to help them.

Check answers.

- A Hooligans
- B Revenge is sweet
- C Generation gap
- D The story of my life

Get Sts to say what they think each story is about. Do story 1 with the whole class. Elicit the story from Sts by asking, e.g. *Where does the story take place?* (in a shopping centre), *Who are the characters?* (some young men and a woman), *Why does the woman run?* (because she is afraid of the young men), *Why do the young men follow her?* (to give her back her handbag, which she had left somewhere).

Then get Sts to explain the other three stories in pairs.

Get feedback, encouraging Sts to use their own words to explain each story. Find out which story they most / least enjoyed.

b Focus on the instructions and go through the four categories of adverbs. Make sure Sts understand the categories by focussing on the examples.

Get Sts to write the adverbs in the chart individually or in pairs.

If Sts worked alone, get them to compare with a partner and then check answers.

Time	now, suddenly
Manner	aggressively, bitterly, angrily, normally
Degree	extremely, slightly
Comment	unfortunately

c Explain that one of the problems with adverbs is where to put them in a sentence and elicit / explain that there are three possible positions: at the beginning or end of the phrase / sentence, or in the middle (usually before the main verb). Tell Sts that although the rules may seem a bit complicated, they will probably have a good instinct for where adverbs should go, and to try to see which position sounds best.

In pairs, Sts put the adverbs in the sentences.

Check answers.

- 1 He speaks French and Spanish fluently.
- 2 I hardly ever use public transport.
- 3 I thought I'd lost my phone, but **fortunately** it was in my bag.
- 4 It's **extremely** important that you arrive on time.
- 5 As soon as I know, I'll tell you **straightaway**.
- d (2)13)) Tell Sts to go to Grammar Bank 3B on *p.137*. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

the position of adverbs

• This is an area of grammar where practice and Sts' own instinct as to what sounds right will probably be more useful in the long run than memorizing rules. A useful tip to tell Sts is that with adverbs that don't end in *-ly* (e.g. *only, even, just, etc.*), if in doubt, to put them in mid-position, e.g. before the main verb.

rule 1: adverbs of manner

- In spoken English, adverbs of manner usually go after the verb or verb phrase, e.g. *He opened the door quietly*. However, in written English, e.g. a novel, they are sometimes used before the verb for dramatic effect, e.g. *He quietly opened the door and came in. Jane quickly explained why she was leaving.*
- You could give Sts some more examples of adverbs of manner in passive sentences: *Their house is beautifully designed*. It's a well-written story.

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

Check answers, getting Sts to read the full sentences.

- а
- 1 very much X She liked the present very much.
- 2 very X Mark came home very late last night.
- 3 <u>after a few minutes</u> ✓
- 4 <u>badly</u> X A young man was badly injured and was taken to hospital.
- 5 <u>extremely</u> ✓
- 6 <u>a bit</u> X She's a bit lazy about doing her homework.
 7 <u>almost</u> X, <u>fortunately</u> ✓ 1 almost forgot your
- birthday...
- 8 <u>luckily</u> X, just after ✓ Luckily, we had taken an umbrella...
- 9 <u>always</u>, <u>healthily</u>, <u>often</u> ✓
- 10 apparently X Apparently, Jack has been sacked.

b

- 1 Their house was badly damaged in the fire last week.
- 2 Ben is often at his friend's house in the evening.
- 3 My father usually has a nap in the afternoon.
- 4 Julia left early and she didn't even say goodbye.
- 5 Martin always talks incredibly fast.
- 6 Apparently, his brother nearly died in a skiing accident.
- 7 We're probably going to the cinema tonight.
- 8 I rarely send emails nowadays.
- 9 I've just bought a really beautiful new coat.
- 10 Eventually, Karen realized that she was never going to learn to drive.

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.
- e (2)14)) This is an oral grammar practice activity. Focus on the instructions and tell Sts the sound effects will tell them what is happening in each situation and they then need to complete each sentence using the adverb in bold. Demonstrate by playing the audio and pausing after 1.

Now continue, pausing the audio each time for Sts to write the sentences. Play each sound effect again if necessary.

Check answers.

Possible answers

- 1 ...had just gone.
- 2 ...suddenly the electricity went off / there was a power cut / when the lights suddenly went out, etc.
- 3 ...luckily he found it in his pocket.
- 4 ...they hardly know / knew each other.
- 5 ... it was raining (so) hard, etc.
- 6 ... he spoke / was speaking incredibly fast / quickly.

2 14))

sound effects

	2	sound effec	ts
	3	Woman	Can I see your boarding pass?
		Man	Oh no, I've lost it. Where is it? Where is it?
1		Woman	I'm afraid you can't fly if you haven't got your
			boarding pass.
		Man	Oh, here it is. Thank goodness, it was in my
			pocket.
	4	Woman	Tom, this is Andrea – but, of course, you two
			know each, don't you?
		Tom	Actually, we've only met once, so not really.
			Hi, Andrea.
		Andrea	Hello.
	5	Man	I can't see a thing. I think we'd better stop for
			a bit.
	6	Frenchman	
			get to the train station?
		Taxi driver	Yeah, mate. Straight down the high street,
			left at the lights, straight through the
			underpass, then it's right in front of you.
		Frenchman	Oh? Pardon?

2 VOCABULARY

adverbs and adverbial phrases

a Focus on the task and give Sts time to read the story.

Check the answer.

It is about a teacher who had to stay up late preparing an exam.

b Put Sts in pairs and get them to discuss the difference between the highlighted adverbs.

Check answers.

- a hard = needing a lot of effort, hardly = almost notb near = close, nearly = almost
- c Tell Sts to go to Vocabulary Bank Adverbs and adverbial phrases on p.155.

Focus on **1 Confusing adverbs and adverbial phrases** and get Sts to do **a** individually or in pairs. Remind Sts to write in the column on the right-hand side, not in the sentences.

2 15)) Now do **b**. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

3B

2 15))

Adverbs and adverbial phrases

Confusing adverbs and adverbial phrases

- 1 He trains very **hard** at least three hours a day.
- It's incredibly foggy. I can hardly see anything.
- 2 I hate it when people arrive **late** for meetings.
- I haven't heard from Mike lately. He must be very busy.
 At the end of a film I always stay and watch the credits roll. I didn't want to go, but in the end they persuaded me.
- 4 I love most kinds of music, but especially jazz.
 My wedding dress was specially made for me by a dressmaker.
- 5 She looks younger than me, but actually she's two years older.
 At the moment they're renting a flat, but they're hoping to buy one soon.
- 6 I've **nearly** finished my book. I'm on the last chapter. Excuse me, is there a bank **near** here?
- 7 Have you found a job **yet**?
- He's 35, but he **still** lives with his parents.
- 8 Have you ever been to the USA?
- I've been all over the USA I've **even** been to Alaska!

Highlight that:

- *actually* does not mean 'now' or 'at the present moment' (it's a false friend for some nationalities). It means 'in fact' and is used to emphasize a fact or comment, or to say that something is really true.
- especially = above all (you can't use specially here) and specially is only used with a participle, e.g. It's a specially designed umbrella (NOT especially designed).
- at the end = when something has finished, e.g. at the end of the class / film, etc. In the end = eventually, after a period of time or series of events or difficulties, e.g. It took me two years, but in the end I passed my driving test.
- yet goes at the end of a phrase and still in the mid position, e.g. He hasn't found a job yet. He still hasn't found a job (still = more emphatic).

Focus on **2** Comment adverbs and get Sts to do a individually or in pairs.

2 16)) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

2 16))) Comment adverbs			
 ideally in fact basically 	5	obviously gradually apparently	anyway eventually

Testing yourself

For **Confusing adverbs and adverbial phrases** Sts can cover the column on the right, look at sentences 1–8, and see if they can remember the missing adverbs or adverbial phrases. For **Comment adverbs** they can cover the definitions and try to remember the meaning of the bold adverbs.

Testing a partner

See Testing a partner p.29.

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.

3 **PRONUNCIATION** word stress and intonation

Pronunciation notes

- Comment adverbs and adverbs of degree are often given extra stress and intonation in a sentence to add emphasis to their meaning, e.g. *It's incredibly easy* (extra emphasis and intonation on *incredibly*).
- a (2)17)) Focus on the adverbs and give Sts time to underline the stressed syllable.

Extra support

• Put Sts in pairs and get them to say each adverb aloud, so they can work out which syllables are stressed.

Play the audio for Sts to listen and check.

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

See underlining in script 2.17

2 17))

<u>ac</u>tually, <u>al</u>most, a<u>ppar</u>ently, <u>ba</u>sically, <u>def</u>initely, <u>e</u>ven, e<u>ven</u>tually, <u>for</u>tunately, <u>gra</u>dually, i<u>dea</u>lly, in<u>cre</u>dibly, <u>luck</u>ily, <u>ob</u>viously, un<u>for</u>tunately

Extra support

- Play the audio again, pausing after each adverb for Sts to listen and repeat.
- **b** (2)18))) Play the audio once the whole way through for Sts just to listen.

2 18))

See sentences in the Student's Book on p.29

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

Then repeat the activity, eliciting responses from individual Sts.

4 WRITING

a If there is time, do this activity in class. If not, set it for homework. Focus on the instructions.

Then put Sts in pairs and get them to choose two titles.

b Get Sts to think of their plots together.

Encourage them to write the first draft individually and tell them not to count the words yet.

c Now give Sts time to edit their stories together to get the right number of words. Remind them that they have to include at least two adverbs and that contracted forms (*I'm*, *don't*, etc.) count as one word.

Monitor and help as they write, suggesting ways they could cut down or expand their stories.

d When Sts have finished, get them to swap stories with two other pairs.

Get some feedback.

Extra idea

• You could put corrected stories on the wall of your classroom or on your class website for other Sts to read.

Focus on **a** and give Sts time to read the story and answer the two questions. Tell them not to worry about the gaps.

He wrote an email which had a negative comment about his boss's wife in it and he accidentally sent it to his boss. He was sacked.

Extra idea

• Ask Sts a few more questions about the story, e.g. What company did he work for? Why didn't he like his boss's wife?, etc.

Now focus on **b**. Remind Sts to think about both the meaning and the position of the gap when they are choosing which word to complete it with.

Check answers.

2	quite	5	frequently	8	quick
	well		new	9	immediately
4	aggressive	7	fond	10	An hour later

Focus on the instructions in **c**. Remind Sts that in a story they can either use reported speech or direct speech, i.e. dialogue, but that if they use dialogue, they must punctuate it properly.

Give Sts time to write out the sentence with the correct punctuation. Remind them to look at the dialogue in the story to help them.

Check answers either by getting a student to write the text with punctuation on the board or writing it yourself.

'I want to talk to you about an email you sent,' Mr Simpson said coldly.

Highlight that inverted commas go outside any other punctuation, e.g. full stops, commas, and question marks. Inverted commas can be single or double (").

Look at **d**. Focus on the **Useful language: time expressions** box and give Sts time to complete the time expressions.

Check answers.

- 1 At that moment
- 2 As soon as
- 3 Ten minutes later
- 4 One morning in September
- 5 just in time

Focus on **e** and go through the instructions. Put Sts in pairs and give them time to choose which story to write and to discuss what the plot is going to be.

Focus on **f** and go through points 1–3 with the class. When looking at 1, make sure Sts do not think they have to write another story that is exactly 50 words.

Focus on **g**. If Sts wrote a 50-word story in class, it would probably be best to set this longer one for homework.

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

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

5 SPEAKING

a Put Sts in pairs and focus on the *Reading habits* questionnaire. Show Sts how, after the first block of questions, the questions are then divided into two groups depending on whether they answer *Yes* or *No* to the question *Do you read books for pleasure?* The last section (*Reading and listening*) is for all Sts to answer.

Make sure Sts understand all the text types, e.g. *comics*, *classics*, *manuals*, etc.

Put Sts in pairs and get them to interview each other. Monitor and encourage the student asking the questions to ask for more information when possible.

Sts then swap roles.

b In their pairs, Sts discuss how similar their reading habits are.

Deal with any general vocabulary problems that arose.

Get some feedback, and find out how many Sts in the class read for pleasure.

Extra idea

• You could ask the questions about reading in English to the class as a whole, i.e. *Do you ever read a novel, a paper, a comic, etc. in English? Do you read anything specifically to improve your English? Do you ever watch films or TV in English with English subtitles? Do you ever read books and listen to them on audio at the same time, e.g. Graded Readers?* If Sts answer *yes*, ask them how useful they find it, etc.

6 READING & LISTENING

a (2,19))) Tell Sts they are going to read and listen to a story in parts and then answer a few questions. You could tell them that the short story is by a famous US crime novelist called Nancy Pickard (1945–), who has won many awards.

Give Sts time to read questions 1–4 and also get them to look at the **Glossary**. Point out to Sts that the story is in American English, so some words are spelt differently, e.g. *center* (AmE) / *centre* (BrE) and *selfdefense* (AmE) / *self-defence* (BrE).

Now play **Part 1** on the audio whilst Sts read and listen at the same time.

Get Sts to discuss the questions with a partner.

Check answers and deal with any vocabulary problems that arose.

- 1 She wants Stan to take her to a shooting range. She wants to learn to shoot a gun to protect herself.
- 2 Because he had been trying to persuade her for a week to learn how to protect herself.
- 3 She had been robbed in the (Mulberry Street Shopping Center) car park.
- 4 Because Susan was very lazy and didn't work hard.

2 19))

See Part 1 in Student's Book on p.30

You could ask a few more comprehension questions, e.g. How does Stan react to Susan's request? How was Susan robbed? What did the robber take? **b** (2)20)) Focus on the **Glossary** and go through it with the class.

Give Sts time to read questions 1-8.

Play Part 2 on the audio for Sts to listen.

Then give Sts time to see if they can answer some of the questions.

Play the audio again, pausing from time to time to give Sts time to answer the questions.

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

- 1 at the shooting range / at Target Shooting Range
- 2 She enjoys it. She feels like an actor in a western.
- 3 a little old lady carrying a shopping bag in one hand and a handbag in the other
- 4 a person who looks strong and whose hands are empty
- 5 They should walk confidently with their head up and shoulders back. They should swing their arms and not carry a lot of packages. They should carry their bag under their arm or hold it tightly with both hands.
- 6 A mugger wears dark clothes and hides in bushes.
 7 to compare local bushes.
- 7 to scream loudly and run fast, and how keys and nail scissors could be used as weapons
- 8 Stan is surprised at how confident and strong Susan is after the training.

2 20))

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

Part 2

'How does it feel?' shouted Stan. Susan smiled. The little gun was surprisingly pleasant to hold. She held it in her right hand, aimed it as Stan had instructed her, felt angry once again when she thought of the mugging, and pulled the trigger. 'Hey, that's good!' Stan shouted. She'd never heard him shout before, but then that was the only possible way to communicate at the Target Shooting Range. Susan wanted to blow the smoke away from the end of the gun like John Wayne. 'I want to shoot another round,' she said, confidently.

'Good evening, ladies.' The expert in self-defense stood beside a large projected screen. 'The victim of a mugging usually looks like this...' A picture of a little old woman now appeared on the screen. She was carrying a shopping bag in one hand and a purse in the other. 'She looks vulnerable and weak. The mugger likes her - it'll be easy for him to take what he wants and run. He won't choose a victim who looks as if she might fight back.' A picture of a younger woman now appeared on the screen. She looked strong and fit, and her hands were free. 'If you want to avoid being mugged, walk confidently! Keep your head up. Pull your shoulders back. Don't carry a lot of packages and keep your hands free. Carry your purse under your arm. Look as if you know where you're going, even if you don't. That mugger should think you're tough! Any questions so far?' Susan raised her hand. 'Is there any way to identify a typical mugger?' The instructor smiled. 'He's the one wearing dark clothes, hiding in the bushes.' Everyone but Susan laughed. This was the third week of the self-defense course. The first week, they'd learned to scream loudly and to run away fast. The second, they'd looked at keys and scissors as potential defence weapons. This week the topic was 'Who Is A Likely Mugging Victim?' At the end of the class, the women all walked out confidently, with their heads high. They didn't walk near any bushes on their way to their cars.

Stan was delighted at how much stronger and more confident Susan seemed after only three weeks of self-defense classes. 'You're really doing well,' he said, and kissed the top of her head. 'I've never seen you so single-minded.' 'Well, some things in life are important,' Susan said. 'And, anyway, I'm still so angry about being robbed!' Nobody was going to mistake her for a victim again.

You could ask a few more comprehension questions, e.g. Why did Stan shout at Susan? Describe the women after their third self-defence class. c (2,21))) Tell Sts they are now going to read and listen to Part 3.

Give Sts time to read questions 1–5.

Play **Part 3** whilst Sts read and listen at the same time.

Get Sts to discuss the questions with a partner.

Check answers to 1–3 and elicit ideas for 4 and 5. Deal with any other vocabulary problems that arose.

- 1 It made her feel ready for anything.
- 2 'The scene of the crime' is where she was robbed, i.e. the Mulberry Street Shopping Center car park.
- 3 She thought about what she had learnt on the selfdefence course.

2 21))

See Part 3 in Student's Book on p.31

You could ask a few more comprehension questions, e.g. *What time of day was it? Where was Stan?*

d (2,22))) Tell Sts that they are now going to hear the end of the story. Focus on the task.

Now play the audio once the whole way through.

Get Sts to discuss what they understood and then play the audio again as necessary.

Check answers.

She robbed a man at the shopping centre. She has given up her job. It appears that she is now going to make a living from robbing people.

Now focus on the final two questions and elicit opinions.

2 22)))

Part 4

She put the gun to his head. 'I don't want to hurt you,' Susan said calmly and confidently. 'I just want your money.' The little old man dropped his shopping bag beside Susan's trousers.

'Can you believe it! There's been another mugging at the shopping center!' Stan was reading the morning paper. The edges of the paper were in the eggs on the plate in front of him. 'I keep saying you should never go there alone at night. You won't, will you, Susan?' 'You've got egg on your trousers, dear.' 'What? Oh I have, and all over the floor, too.' 'Don't worry about it,' said Susan calmly. 'I'll take care of it. I have lots of extra time now.' Stan smiled a little nervously. He was glad she'd left her badly-paid job as a receptionist, but he was worried that his loveable but lazy Susan might not try very hard to find another job.

'Now you'll have time to look for something better,' he said, with hope in his voice. 'I'm sure you can find an easier way to make good money.' Lazily, Susan stirred her coffee. 'Yes, dear.' She smiled. 'I probably can.'

Extra support

• If you photocopy script 2.22 from here, Sts could read and listen to the whole story.

Extra support

• You could write any new and useful words / phrases from the text and audio on the board for Sts to copy.

Finally, go through the **Graded Readers** box with the class. You could start a class library where each student buys a graded reader and then the books are swapped weekly. Sts could write a short review of each book they read and give it a score out of ten.

Lesson plan

In the first part of this lesson, the person interviewed is Julia Eccleshare, a British journalist and author on the subject of children's books.

In the second part of the lesson, people in the street are asked about children's books.

STUDY LINK

- Workbook Talking about...children's books
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- Quick Test 3
- File Test 3
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write some characters from famous British and American children's books you think your Sts might have read and see if, in pairs, they can name the book:
 - **1** Christopher Robin
 - 2 CAPTAIN HOOK
 - 3 Hermione
 - 4 LYRAAND WILL
 - 5 Peter, Susan, Edmund, and Lucy
 - 6 LAURA INGALLS
 - 1 Winnie-the-Pooh by AA Milne
 - 2 Peter Pan by J.M. Barrie
 - 3 The Harry Potter series by JK Rowling
 - 4 His Dark Materials trilogy by Philip Pullman
 - 5 The Lion, the Witch and the Wardrobe by C.S. Lewis
 - 6 Little House on the Prairie by Laura Ingalls Wilder

1 **THE INTERVIEW** Part 1

a Books open. Focus on the biographical information about Julia Eccleshare. Either read it out loud or give Sts time to read it.

Do the question as an open-class activity and find out if Sts have read any of the books.

b 2 23)) Focus on the task and go through the **Glossary** with Sts.

Play the DVD or audio (**Part 1**) once the whole way through for Sts to do the task.

Check answers.

Warrior Scarlet was her favourite book when she was a child.

Her mother read Little House on the Prairie to her brother.

Her father read *Mouse House* to her when she was a child. *Northern Lights* is a classic book by Philip Pullman, who is her favourite children's writer.

2 23))

(script in Student's Book on *pp.122–123*) I = interviewer, J = Julia Eccleshare

Part 1

- What was your favourite book when you were a child?
- J It's always very difficult thinking back to one's favourite book as a child because, er, different times were different favourite books, but the book that I remember best that I go back to in times of wanting to have a quiet moment of, er, reflection is a book by Rosemary Sutcliffe called *Warrior Scarlet*, and why it appealed to me is very hard to say. It's about a boy with a withered arm in the Iron Age, who can't get his place in the tribe because he can't kill a wolf. I probably read it once a year even now.

I Even now?

- J Well, yes because there is a special thing about reading a book that you loved as a child – it takes you back to that time. You, typically if you ask people about their favourite book as, as a child or the book that made them a reader, which I think is another way of looking at it, they can remember a fantastic amount about it, they can often remember who gave it to them or who read it to them or where they read it or, and I have exactly that experience with, with that book.
- I When you were a small child, who read to you, your mother or your father?
- J Well, I'm third of four children and, this is a terrible thing to say, I don't think anybody read to me. I think I remember listening in on my older sisters being read to, so I was the youngest of three girls and then I've got a younger brother. And I very much remember my mother reading the Laura Ingalls Wilder, *Little House on the Prairie* sequence to my brother and that's when I heard them too; I certainly never had them read to me. And then my father read me Rumer Godden's *Mouse House*, and again this is a very profound memory, probably because he didn't actually very often read aloud, so it's logged in my brain as something that he read to me.
- I And who read to your children, you or your husband?
- J Well, that's interesting because if I think back to it, I think, perhaps because I worked in books and my husband didn't, he seems to have done more of the reading aloud than I did, um, he loved reading aloud, he has incredible stamina for it and he would read for an hour quite happily, I think, at the end of a working day. It was quite a nice thing for him to do.
- I Do you have a favourite children's writer?
- J I think my favourite author at the moment is Philip Pullman. I think he gave us a classic book in *Northern Lights*, the first of *His Dark Materials* trilogy, which opened up to a very wide range of children what imaginative fiction can be at its best and there's nothing that Philip has written that isn't interesting, beautifully crafted, um, surprising and a story that you reflect on. He, he raises so many questions, giving openings for children to think, that's the best kind of writing as far as I'm concerned. So if you ask me now of a contemporary writer, he would be the person who I think is the greatest.
- **c** Focus on the task and give Sts time to read sentences 1–5. Highlight that they have to correct the ones that are false.

Play the DVD or audio again the whole way through. Play again as necessary.

You could get Sts to compare with a partner before checking answers.

CE2&3

Extra support

- You could pause the DVD or audio at the relevant places and, in pairs, get Sts to compare orally what they have understood before marking the sentences true or false.
- 1 F (She reads it once a year.)
- 2 T
- 3 F (She doesn't think her mother read to her and can only
- remember her father reading one book to her aloud.)
- 4 F (He loved reading aloud and was very happy to do it
- when he came home from work.) 5 T

■ Part 2

a (2 24)) Focus on the task and play the DVD or audio (Part 2) once the whole way through for Sts to number the photos.

You could get Sts to compare with a partner before checking answers.

1 C 2 A 3 B

2 24))

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

- Part 2
- What do you think is the one big thing that helps to make a child a reader?
- J One of the extraordinary things about reading that isn't talked about enough, I think. There's a lot of, of talk about how children learn to read and all of this, but actually and what strategy might be best but actually, what makes a reader, a book, it's finding the book that you really want to read, and so that's the chemistry, that's the chemical moment when the child finds something that they really want to read.
- I Teenagers can also be quite negative about reading. What do you think can help inspire teenagers to read?
- J Well, I think the biggest inspiration that I, I would, I mean I would like to say again, to get back to the idea that it is the right book, but I think there are lots of ways into reading and one of the things that's very evident is that, um, good films – far from putting children off reading the book – often take children or teenagers to read the book. You take a book like *The Beach*, all right, it wasn't a book that was written for children, but it was a, you know, it was a great teen novel, it was a sort of almost a teen anthem novel and um, a lot of teenagers read the book after they'd seen the film.
- I How do you feel about children reading books which are badly written?
- What I certainly wouldn't do is make judgements about J quality of writing. One of the weirdest things that happens in children's books is that as soon as a child finds an author that they love, the parents tend to think it's not suitable because they think if the child is loving it, it's too easy or too trivial or too whatever. And Jacqueline Wilson is a very good example of this, she is an author who, girls particularly, found and loved for years and it's taken the parents a very long time to realize that she is a very good author. And what do you say about someone like JK Rowling who is, you know, not a great literary stylist, but has some really remarkable qualities in her books and will be credited - probably over three more generations for having made children readers. I wouldn't want to say children shouldn't have read her books because they're not a great literary quality.
- **b** Focus on the five sentences and the **Glossary**. Now give Sts time, in pairs, to see if they can remember any of the answers before they listen again.

Play the DVD or audio again the whole way through. Play again as necessary. You could get Sts to compare with a partner before checking answers.

Extra support

- You could pause the DVD or audio at appropriate places and, in pairs, get Sts to compare orally what they have understood.
- 1 finding the right book
- 2 often
- 3 should
- 4 children, parents
- 5 shouldn't

VIDEO Part 3

a (2)25))) Focus on the task and give Sts time to read the three questions.

Play the DVD or audio (**Part 3**) once the whole way through for Sts to do the task.

Check answers.

1 both 2 no 3 yes

2 25)))

(script in Student's Book on *p.123*) **Part 3**

- I For the most part do you read paper books or e-books?
- J Ah, I'm, I'm almost entirely a print book reader, but that's not out of prejudice that's just out of, um the fact that I get sent all the books, so it's easy for me to find the book I want to read and pick it up. Um, I read on my, um, iPad, sometimes. Um, I think we are, ought to, sort of, stop seeing the two in polarity. I think, you know, everybody is going to read both. I read the newspaper online and I read it in print at the weekends. I think we are all just going to get very used to reading in different ways.
- I Has all the new media made young people read less?
- When television first hit, as it were, everyone said children would stop reading, and the curious thing is that children's books and even books for teenagers are stronger now, much stronger than they were when television, children's television first took hold. Children's television has slightly dwindled, books have increased. So the book has always been under threat from these other media, but somehow reading survives, so there must be something very important about it or it would have gone, we would all have taken to seeing things in film which is a much easier way of accessing the same wonderful stories or, I, I always think the thing that really threatens reading is listening to music. I know you can do both, but most people don't, but you know, even with the explosion of music that children have access to they still have found time for reading. Do you still read for pleasure? L
- Well, I still do read for pleasure, um, but it's harder to get back to that magical experience, which I do remember very clearly from childhood. I do remember that being totally absorbed in the book, but as you get older it's just harder to carve out time like that and there is always something else pressing and of course, that's got more sowith, you know, I have a BlackBerry, I look at it all the time, and, er, I have to stop myself doing that, if I'm going to enter this amazing fictional world, so for me the place that it really works best is a long train journey, 'cause I don't have to look at anything, I can be out of my ordinary life and I can just have that experience of getting completely lost in the story. But it only really works when the story comes to you and you have that kind of chemical moment when the story grabs you and you know you're not going to stop until you've got to the end of it or whatever, you know, you know you want to read it as long as possible. So I can still read for pleasure, but I have to find the right book.

b Focus on the task and give Sts time to read sentences 1–5.

Play the DVD or audio again the whole way through. Play again as necessary.

You could get Sts to compare with their partner before checking answers.

Extra support

- You could pause the DVD or audio at appropriate places and, in pairs, get Sts to compare orally what they have understood.
- 1 She is referring to paper books and e-books.
- 2 When television first started, people said that children would stop reading and watch TV.
- 3 reading and listening to music at the same time
- 4 It's harder to find time to get absorbed in a book as you always have other things you have to do.
- 5 She means that you suddenly get a feeling that you must know how the story finishes and that you will carry on reading until you do.

Extra support

• If there's time, you could play the DVD or audio again while Sts read the scripts on *pp.122–123*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

2 LOOKING AT LANGUAGE

2 26))) This exercise focusses on a common feature of speech – giving yourself time to think. Focus on the **Ways of giving yourself time to think** box and go through it with the class. You could ask Sts if they do the same in their own language and in a monolingual class, if you know the Sts' L1, you could elicit examples of this.

Focus on the task and give Sts time to read extracts 1-6.

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

You could get Sts to compare with their partner before checking answers.

Extra challenge

• Ask Sts if they can remember any of the missing words or phrases before they listen to the extracts.

2	actually	4	all right	6	you know
3	Imean	5	sort of		

Extra support

• You could get Sts to read completed sentences 1–6 aloud to give them practice using the ways of giving yourself time to think.

2 26))

- 1 Well, that's interesting because if I think back to it...
- 2 ...I think, there's a lot of, of talk about how children learn to read and all of this, but actually what makes a reader...
- 3 Well, I think the biggest inspiration that I, I would, I mean I would like to say again...
- 4 You take a book like *The Beach*, all right it wasn't a book that was written for children...
- 5 ...it was a sort of almost a teen anthem novel...
- 6 And what do you say about someone like JK Rowling who is, you know, not a great literary stylist,...

3 IN THE STREET

a **2 27**)) Focus on the task and find out if any Sts have read any of the books either in English or in their own language.

Play the DVD or audio once the whole way through.

Check answers.

Northern Lights: L The Famous Five: C The Lion, the Witch and the Wardrobe: S Dear Zoo: C The Roald Dahl books: L

2 27))

(script in Student's Book on *p.123*) I = interviewer, C = Charlie, S = Sean, L = Lucy

Charlie

- I What was your favourite book when you were a child?
- **C** My favourite book was *Dear Zoo*.
- I Why did you like it so much?
- C I liked the fact that the boy got lots of different animals through the post and that, actually, all he wanted was a dog, um, for a pet. And that growing up, my parents wouldn't let me have a pet, so it was quite a nice idea of, you know, lots of animals coming to stay and then having to go backwards and forwards.
- I Was there a character in a children's book that you identified with?
- C Err, yes, George, um, in Enid Blyton's The Famous Five was a girl, and I just, she was like a tomboy, so I quite liked the idea of being quite adventurous and doing things that boys tended to do when I was growing up.

Sean

- I What was your favourite book when you were a child?
- **S** Probably The Lion, the Witch and the Wardrobe.
- I Why did you like it so much?
- S Um, I remember we had a teacher at school who read it aloud to us, and um, when I was probably six or seven, when I was too young to read it myself, um, and I remember getting the book and then sitting down by myself and reading it. I think it was the first time I realized how much you could get out of a book, I think.
- I Was there a character in a children's book that you identified with?
- **S** I can't think of any specific characters. I think I was quite a scruffy child. I always had dirty knees and torn clothes and things like that, so whenever there was a boy who got into lots of trouble, I usually thought that's a little bit like me, but I can't think of one particular one.

Lucy

- What was your favourite book when you were a child?
- L Um, I really loved anything by Michael Morpurgo, um, all the Roald Dahl books and the Northern Lights series by Philip Pullman.
- I Why did you like them?
- L I really enjoyed the Roald Dahl books because of the great illustrations that Quentin Blake did. Um, I just found them really inventive and vivid and they really kind of contributed to my understanding of those stories. And the Northern Lights I loved because it just offered a really detailed other world, to just dive into and this kind of idea of alternative universes and weird futures that could possibly happen.
- I Was there a character in a children's book that you identified with?
- L Um, not really sure. I used to love reading school stories, like books about boarding schools off in the, um Swiss Alps or anything like that, and while I didn't necessarily identify with a specific character, I liked the kind of general idea of it I suppose and um, the kind of jolly jape that they would get up to, so I kind of identified with them in a more general way as a schoolgirl, I suppose.

CE2&3

b Focus on the task and give Sts time to go through the six questions, making sure Sts understand *naughty* in the fourth question.

Play the DVD or audio again the whole way through, pausing after each speaker to give Sts time to do the task. Play again as necessary.

Check answers.

Lucy had favourite authors rather than favourite books. Sean heard his favourite book before reading it. Lucy identified with a particular situation rather than specific characters.

Sean identified with naughty children in general. Charlie liked a book because it was about something she wasn't allowed to have.

Lucy liked an author's books especially because of the pictures in them.

c (2)28))) This exercises focusses on some colloquial expressions which were used by the speakers. Focus on the phrases and give Sts time to read them.

Play the DVD or audio, pausing after each sentence to give Sts time to write the missing words. Play the audio again as necessary.

Check answers, eliciting the missing word and then the meaning of the whole phrase.

See words in **bold** in script 2.28

2 28))

- 1 I liked the **fact** that the boy got lots of different animals through the post...
- 2 ...she was like a tomboy, so I **quite** liked the idea of being quite adventurous...
- 3 I remember we had a teacher at school who read it **aloud** to us...
- 4 ...so whenever there was a boy who got into lots of **trouble**...
- 5 ...I loved because it just offered a really detailed other world, to just **dive** into...

Extra support

• Tell Sts to go to *p.123* and to look at the script for **IN THE STREET**. Play the DVD or audio again and tell Sts to read and listen at the same time.

Deal with any vocabulary problems and get feedback from Sts on what parts they found hard to understand and why, e.g. speed of speech, pronunciation, etc.

4 SPEAKING

Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Monitor and help with vocabulary. Deal with any general language problems at the end of the activity.

Get some feedback.

G future perfect and future continuousV the environment, the weather

P vowel sounds

Eco-guilt

Lesson plan

The topic of this lesson is the environment.

The first half of the lesson begins with a quiz to see how eco-guilty Sts are (e.g. feeling guilty when you leave the tap running because you know it wastes water). The grammar focus is on two tenses which will be new for most Sts: the future perfect and future continuous.

In the second half of the lesson, Sts expand their weather vocabulary by reading an article and going to a Vocabulary Bank. The pronunciation focus is on combinations of vowels which can be pronounced in different ways, e.g. *ea* and *oo*. After listening to three people talking about their experiences of extreme weather in the UK, Sts talk about their own experiences. The lesson ends with the song, *Heatwave*.

STUDY LINK

- Workbook 4A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar future perfect and continuous p.157
- Communicative In 20 years' time p.194 (instructions p.181)
- Vocabulary Weather p.217 (instructions p.211)
- Song Heatwave p.232 (instructions p.227)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p*.34 on the board (books closed) and the name of the person who said it or get Sts to open their books and read it.
- Ask Sts what they think Eddison was saying in the quotation and whether they agree with him.

1 READING & SPEAKING

- **a** Focus on the title, *Eco-guilt*, and elicit what Sts think it means. <u>Don't</u> tell them yet if they are right or not.
- **b** Now give Sts time to read the introduction to the article to check their answer in **a**.

Get Sts to compare with a partner and then check the answer.

Eco-guilt is what people feel when they do something that they know they shouldn't do because it is bad for the environment.

Now get Sts to do the questionnaire, ticking the sentences that are true for them, and adding up their score as they go along.

c Put Sts in pairs. Get them to compare their answers and the meaning of their scores.

Get some feedback from the class. With a show of hands, find out how many Sts belong to each group.

Deal with any general vocabulary problems that arose and encourage Sts to write down any new lexis from the questionnaire.

2 GRAMMAR

future perfect and future continuous

a Focus on the photo and ask Sts what they can see (wind turbines, an electric car, solar panels, a snow cannon to create artificial snow when not enough natural snow has fallen, etc.). Elicit / explain that the red things on the roof are wind cowls, which provide ventilation into homes whiles minimizing heat loss.

Now focus on the instructions. Tell Sts to read the predictions and put each one into categories 1–3.

Get them to compare their ideas with a partner.

Elicit some opinions from the class.

b Now get Sts to read the predictions again, choose their two predictions, and compare with a partner.

Then ask the question to the whole class and get feedback.

c Focus on the instructions. In pairs, Sts should look at the highlighted verbs in the predictions and decide whether they refer to an action or situation that will be finished or still in progress in the future.

Check answers.

- a will have installed, will have been banned, will have disappeared, will have risen, will have closed, will have disappeared
- b will be recycling, will be driving, will be running out, will be getting, will be having

Elicit / explain the basic difference between the future perfect and the future continuous:

- the future perfect + time expression = an action will be finished (at the latest) by that time
- the future continuous + time expression = an action will be in progress at that future time

Highlight that by + time expression = that time at the latest

d 2 29)) 2 30)) 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.

Additional grammar notes

- · Although Sts will probably have seen these two tenses passively in reading, they are probably not yet part of their active knowledge.
- If Sts have the same or similar tense in their L1, it will be worth drawing comparisons. If not, then you will need to make sure the concept is clear. Both tenses are projections in the speaker's mind into the future.
- If we use the future perfect instead of the simple future, we are emphasizing the certain completion of the action. However, the difference between the two tenses is often quite small.
- The future continuous, though often used for an action in progress at a future time, is also very commonly used as an alternative to going to or the present continuous to ask about future plans or arrangements, e.g. Will you be going out this evening?

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

Check answers, getting Sts to read the full sentences. You could get two strong Sts to read out the dialogue in **b**.

1 'll / will be flying 2 'll / will have saved 3 'll / will be driving 4 'll / will be having 5 'll / will have paid 6 'll / will have finished 7 'll / will have written 8 'll / will be working out 9 'll / will have downloaded 1 won't be lying 'll / will be working 3 will have disappeared 4 will have doubled 5 will have moved 6 will have grown 7 will have run out 8 will have invented 9 'll / will be flying

Tell Sts to go back to the main lesson **4A**.

Extra support

а

b

2

- 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 is an oral practice activity. Focus on the *definitely*, probably, and likely | unlikely box and go through it with the class. Point out that the opposite of *likely* is *unlikely*, which is often used instead of *not likely*, e.g. He's unlikely to come now. | He isn't likely to come now. However, we don't use improbably. Instead we say probably not, e.g. He probably won't come now.

Now focus on the first prediction, ask the class what they think and elicit ideas.

Get Sts to continue in pairs.

Monitor and help Sts, correcting any mistakes with future forms.

Get some feedback.

Extra idea

· You could elicit some more personalized oral practice with the futures by asking individual Sts: What will you be doing a) in two hours' time? b) this time tomorrow? When do you think you will have finished your studies?, etc.

3 READING & VOCABULARY the weather

- Focus on the cartoon and ask the two questions to a the class.
- Focus on the task and questions. b

Give Sts time to read the article and answer the questions. You might want to point out the Glossary to the Sts.

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

The article was written in the autumn, in the first week of October. An Indian summer is warm weather in October or November.

c Focus on the task and give Sts time to read sentences 1 - 6.

Get Sts to read the article again, mark each sentence T (true) or F (false), and underline the part of the article that gave them the answer.

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

- 1 F (Line 1: ...in 1758...when two Englishmen meet, their first talk is of the weather... Not much has changed.)
- 2 T (Line 10: ...there was a sense of both delight at the lovely hot weather and worry about the threat of global warming.)
- 3 T (Line 14: ...the Met Office ruled that it couldn't be properly called an Indian summer, which only occurs...in October and November.)
- 4 F (Line 19: In Britain, until around the end of the First World War, late heatwaves were known as 'St Martin's summers' ...)
- 5 T (Line 26: 'Britons need weather-talk to help us overcome our reserve,' explains Kate Fox.)
- T (Line 32: 'There's nothing personal about it,' he wrote. 6 'It gives away no secrets...')
- **d** Focus on the highlighted words and phrases related to the weather. Get Sts, in pairs, to guess their meaning. Tell them to read the whole sentence as the context will help them guess.

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

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

e Tell Sts to go to Vocabulary Bank Weather on p.156.

Focus on 1 What's the weather like? and point out that the phrases in the top row refer to not very cold / hot / rainy / windy weather, and the phrases in the bottom row refer to very cold / hot / rainy / windy weather.

Get Sts to do a and b individually or in pairs.

(2)31)) 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 extra practice of any words your Sts find difficult to pronounce.

2 31))

Weather

What's the weather like?

- а 1 It's cool.
- It's chilly. 2
- It's freezing. 3
 - 10 It's drizzling.
- 4 It's below zero.
 - It's mild.
- 5 6 lt's warm.
- 11 There are showers. 12 It's pouring.

8 It's humid.

9 It's damp.

- 13 There's a breeze.
- It's boiling. It's scorching. 7
- b
- When the weather's foggy or misty, or there's smog, it's difficult to see.
- Mist isn't usually very thick and it often occurs in the mountains or near the sea.

Fog is thicker and can be found in towns and in the country. Smog is caused by pollution and usually occurs in big cities.

Highlight that with the weather it's important to be sure whether the word you are using is an adjective or a noun:

- compare: It's windy (adj) with There's a strong wind (n).
- the difference between *chilly* and *cool* is a question of how pleasant / unpleasant it is;12° may be cool for one person and chilly for another. This may also vary depending on the part of the world where Sts are.

Focus on 2 Extreme weather and get Sts to do a individually or in pairs.

(2 32)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

(2,32))) Extreme weather		
1 heatwave 2 drought 3 hail 4 lightning 5 thunder	6 7 8 9	blizzard flood hurricane monsoon

Focus on 3 Adjectives to describe weather and get Sts to do a individually or in pairs.

(2)33)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

2 hea	avy	6	bright
3 thi	ck	7	changeable
4 icy		8	sunny
5 cle	ar	9	settled

2 33))

Adjectives to describe weather

In the north of England and Scotland it will be very cold, with strong winds and heavy rain. There will also be thick fog in the hills and near the coast, though it should clear by midday. Driving will be dangerous as the roads will be icy. However, the south of England and the Midlands will have clear skies and it will be bright and sunny, though the temperature will still be quite low. Over the next few days the weather will be changeable, with some showers, but occasional sunny periods. It should become more settled over the weekend.

Point out that:

- despite having similar meanings, certain adjectives are only used with certain nouns, e.g. you can say strong winds, but <u>not</u> strong rain (you have to say heavy rain), and we say bright sunshine (not strong sunshine).

- *settled* is the opposite of *changeable*.

Testing yourself

For all the sections tell Sts to look at the words in the lists and try to remember what sort of weather they are associated with.

Testing a partner

See **Testing a partner** *p*.29.

Tell Sts to go back to the main lesson **4A**.

Extra support

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

4 **PRONUNCIATION** vowel sounds

Pronunciation notes

- The letters ow can be pronounced /au/ or /əu/.
- The letters ea are usually pronounced /ir/ or occasionally /e/, e.g. head.
- The letter *i* between consonants is usually /I/, but sometimes /ai/.
- The letters *oo* are usually pronounced /uː/ or /u/, but they are occasionally Λ , e.g. in *blood* and *flood*.
- *ought* is usually /ort/ *drought* is an exception.
- The letter *u* between consonants is usually $/\Lambda$, but can be /juː/, e.g. music.
- The letters or are usually pronounced /51/, but /31/ after w.
- Focus on the **Spelling and pronunciation** box and go a through it with the class.

Then focus on the instructions. Encourage Sts to say the words out loud to help them to identify the one that is different.

b 2 34)) Play the audio for Sts to listen and check.

Check answers by eliciting the word which sounds different.

1	showers	3	mild	5	flood	7	humid	
2	heat	4	warm	6	drought	8	world	

4A

(2,34))) See groups of words in Student's Book on *p.37*

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

Extra support

- You may want to give Sts the rules in the **Pronunciation notes**.
- c (2)35)) Focus on the task and tell Sts to first listen to the five sentences.

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

Then play it again, pausing after each sentence to give Sts time to write. Play the audio again as necessary.

Check answers by eliciting the sentences onto the board.

2 35))

- 1 It will be below zero tomorrow with some snow showers.
- 2 He was sweating heavily because of the heat.
- 3 It's windy, chilly, and starting to drizzle.
- 4 The river's going to flood soon.
- 5 The day before the hurricane was sunny and humid.

Give Sts a few minutes to practise saying the sentences.

d Focus on the questions, making sure Sts know the meaning of *mood* in the third bullet. They saw *moody* in **File 2B**.

Put Sts in pairs and get them to interview each other.

Get some feedback from various pairs. You could do the last question as a class. Deal with any general vocabulary or pronunciation problems, etc., that arose.

5 LISTENING & SPEAKING

a (2,36)) Focus on the photo and the task, and give Sts time to read the questions. The photo illustrates one of the stories.

Play the audio once the whole way through for Sts to listen and then give them time to complete the task.

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 3 was both frightened and excited by the weather. **Speaker 2** got quite stressed because of the weather. **Speaker 1** really enjoyed himself in spite of the weather.

2 36))

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

1 Ah, it was a few years ago now, I think. Er, it was 2010. My wife and I had booked to spend New Year's Eve in a pub in Yorkshire in the north of England. It's a very famous pub because it's supposed to be the highest pub in the UK and it has beautiful views. Well, we knew that the weather wasn't going to be good - the forecast said it would snow, but it didn't really worry us - we're from the north and we're used to the snow. Anyway, we arrived in the afternoon and then we got dressed up for dinner. There were about, um, 30 guests and we were having a great time, but as it got nearer to midnight I noticed that it had started snowing very heavily. We went to bed late of course - I mean it was New Year's Eve - but when we woke up the next morning there was so much snow that we realized it was going to be impossible to leave the pub. The roads were completely blocked and our cars were buried under mountains of snow. Everybody was stuck there in the pub for two more nights. But it wasn't a problem at all. There are worse places to be stuck than in a pub! In fact, we had a great time. We all helped a bit with preparing the food and we did the washing-up after the meals. And in the evenings we organized quizzes and we all got to know each other. On January 3rd they finally cleared the roads with snow ploughs and we were able to leave. But I have to say that it was one of the best New Year's Eves ever.

2 This was in the summer of 2003 and there was a terrible heatwave in London. I remember it really well because it was my daughter's 6th birthday on 7th August and we'd invited some of her friends round to our house for a party in the garden. When the children arrived that afternoon, it was just unbearably hot - I mean it was about 36 degrees, which is absolutely scorching for us - it was just too hot to be outside, and it was too hot to be inside too because we didn't have air conditioning - very few houses do in Britain. And all the little girls were starting to get really exhausted from the heat and I just didn't know what to do with them. But then my husband said, 'Why don't we all go to my clinic?' He's a doctor and his private clinic is just down the road and the clinic has airconditioning. So we took the children to the clinic and had the party there. It was lovely and cool there and the girls played party games in the waiting room, but then they started running around the clinic as well and I got really worried that they were going to break something. The whole day was a bit of a nightmare, to tell the truth.

3 In October 1987 I was 16 and I was at a girls' boarding school, a school in Kent in the south-east of England. It was a big old house and it had really beautiful grounds. That night I woke up in the middle of the night because our bedroom window was rattling loudly. We could also hear very loud banging outside. I looked outside and I could see that it was incredibly windy. The wind was howling and trees were bending right over and things were being blown all over the place. I'd never seen such a strong wind. Soon all the girls in my dormitory had woken up, and the room was full of confused, sleepy teenagers. Suddenly, a group of girls came running in from the room next door – a tree had fallen and broken the window by one of the beds and had covered it in glass. It was quite scary, but it was exciting as well. Then a teacher came in and told us not to worry and to go back to sleep, but it was very difficult to get to sleep because of the noise of the wind and we were awake for hours until finally the wind died down and we could get to sleep. The next day when we woke up we looked outside. It looked as if somebody had dropped a bomb. There were fallen trees and branches everywhere. Just in our school grounds 200 trees had been blown down. On the radio they said that it had been a hurricane and that 18 people had been killed. Later we found out that all over Britain 15 million trees had blown down during the night.

b Focus on the task and the questions in the chart. You could get Sts to copy the chart in their exercise books, so they have enough space to make notes.

Now play the audio again for Sts to complete the task.

Pause the audio after each speaker to give Sts time to write. Play again as necessary.

You could get Sts to compare with a partner before checking answers.

Speaker 1

- 1 on New Year's Eve 2010
- 2 in a pub in Yorkshire, in the north of England
- 3 a snowstorm
- 4 They got stuck in the pub for two days.

Speaker 2

- 1 in the summer of 2003
- 2 in London
- a heatwave 3
- The little girl's party was at her father's surgery as it 4 had air-conditioning.

Speaker 3

- 1 in October 1987
- 2 at school in Kent, in the south-east of England
- 3 a hurricane
- 4 A tree fell and broke a window. 15 million trees were blown down in the UK and 18 people were killed.

Extra support

- · If there's time, you could play the audio again while Sts read the script on *pp.123–124*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- Focus on the Modifiers with strong adjectives box C and go through it with the class. Remind Sts that really can be used with both normal adjectives, e.g. It's really cold, and strong adjectives, e.g. It's really freezing. Remind Sts too that we normally say these adjectives with extra stress and intonation.

Get Sts to focus on the situations and the three questions. Tell them to think about which situation they will talk about.

Put Sts in small groups of three and tell them to use the three questions to help them tell their story. One student starts by saying I'm going to tell you about at time when... (you could write this on the board as a prompt).

Monitor and correct any misuse of modifiers.

Deal with any general vocabulary problems that arose.

When Sts have finished, get feedback by eliciting one experience for each type of weather.

Extra support

 Demonstrate first by telling Sts about an experience of your own.

6 (2, 37)) SONG Heatwave J

This song was originally made famous by American group Martha and the Vandellas in 1963. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.232.

2 37)) Heatwave

Whenever I'm with him

Something inside Starts to burning And I'm filled with desire Could it be a devil in me? Or is this the way love's supposed to be? Chorus It's like a heatwave Burning in my heart I can't keep from crying It's tearing me apart Whenever he calls my name So softly and plain Right then, right there, I feel that burning flame Has a high blood pressure got a hold on me? Is this the way love's supposed to be?

Chorus Sometimes I stare in space, Tears all over my face I can't explain it, don't understand it I ain't never felt like this before Now this funny feeling has me amazed I don't know what to do, my head's in a haze It's like a heatwave. Yeah yeah Yeah yeah Ha ohhh yeah Yeah yeah Yeah yeah ohhh yeah I feel it, burning, right here in my heart, Don't you know it's like a heatwave Yeah yeah Yeah yeah ohhh Yeah, don't you know it's like a heatwave?

Burning right here in my heart.

G zero and first conditionals, future time clauses

V expressions with take

P sentence rhythm

B Are you a risk taker?

Lesson plan

In this lesson, Sts expand their knowledge of future time clauses and real conditionals, and see the variety of tenses that can be used apart from the present simple and future simple. The topic is risk.

In the first half, Sts listen to six people answering the question *Are you a risk taker?* and they then interview each other to find out if they too are risk takers. This is followed by the grammar focus on conditionals, and in Pronunciation, Sts have more practice with sentence rhythm with conditionals.

In the second half of the lesson, Sts read an article from The Sunday Times about therapy classes for drivers who are addicted to speeding. This is followed by a listening on the risks of driving. The vocabulary focus is on common collocations with *take* (e.g. *take a risk*, *take seriously*), and finally Sts go to the Writing Bank to focus on 'For and against' essays.

STUDY LINK

- Workbook 4B
- iTutor
- iChecker
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar conditionals, future time clauses p.158
- **Communicative** Finish the sentences *p.195* (instructions *p.181*)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p*.38 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You might want to tell Sts that Mark Zuckerberg was born in 1984 in New York State and co-founded Facebook in 2004.
- Ask Sts whether they agree with his quote.

1 LISTENING & SPEAKING

a Focus on the photo and ask Sts if they think it is a trick photo or if it's real. (It's real – the photographer, Ahn Jun, is a South Korean artist, who has produced a series of photos of herself sitting on ledges at the top of various buildings.)

Now focus on the task. Go through the questions and elicit / explain the phrase *the edge of a precipice*. Model and drill the pronunciation of *precipice* / presəpɪs/.

Give Sts a few minutes to discuss the questions with a partner.

Get some feedback.

b (2)38)) Focus on the task and the question.

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

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.

Three people see themselves as risk takers (two women and one man).

2 38))

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

1 Woman

Yes, I think I am, or anyway more than I used to be. I think my attitude to risk has changed as I've got older, for example, I'm more open to risking a change in appearance because I think I'm less self-conscious now. I often change hairstyles and colour, but when I was younger I had the same hairstyle for years and years. I also think I would take more risks travelling now because I'm more self-confident, so I'm pretty sure I could cope with any problems.

2 Man

Yes, I'm definitely a risk taker. I take risks to do things that I enjoy, like skiing, or cycling in London, which is pretty dangerous. In fact, I think the element of risk probably makes them even more enjoyable. The only time I wouldn't take a risk would be if I couldn't see that I was going to get any pleasure from it – I wouldn't do something risky just for the sake of it.

3 Woman

I'm the sort of person who likes to know exactly what I'm doing and when I'm doing it, so there's not much room for risk in my life. For me, risk means not being completely in control and that can make me feel really nervous. For example, if I'm meeting a friend for dinner, I always make sure we have a table booked somewhere nice. I wouldn't risk just turning up and hoping that there was a table. And I never buy clothes online because I don't want to run the risk of them being the wrong size and having to send them back.

4 Woman

I'm definitely not a risk taker. I might like to think that I am, as it seems exciting, but I'm not. I live in a suburb of London and I'd never walk home on my own in the evening when it's dark as that just seems like an unnecessary risk to take. And I'd never get into a taxi on my own at night. But on the other hand, I would love to do something like bungee jumping or paragliding, which other people would probably think is risky.

5 Man

I don't see myself as a risk taker. I've done a lot of mountain climbing, and everyone assumes because of this that I'm attracted to risk, but it isn't really true. In fact, when you're climbing high mountains you're always trying to minimize the risk. The biggest risk I've ever taken in my life was a professional one. After 20 years in the same job, I left and set up my own company – and that's given me a lot more sleepless nights than climbing in the Andes or the Himalayas.

6 Woman

I am happy to take risks. I love driving fast. In fact, I bought myself a sports car when I had some money and I got quite a few speeding tickets – though probably not as many as I deserved! I also take risks with money, like lending to people who probably won't pay me back, or spending all I have on something a bit unnecessary. Last year I went on a balloon ride and I was amazed that so many people said 'Ooh, I wouldn't do that.' I loved it and I'd happily do it again – it was fantastic! **c** Tell Sts they will listen to the audio again and this time they must answer the six questions. Give them time to read the questions.

Play the audio again, pausing after each speaker. Then play again as necessary.

Check answers.

Speaker 2 says some activities are enjoyable because they are a bit risky.

- **Speaker 1** thinks that her attitude to risk is different from what it was before.
- Speaker 3 thinks that taking risks means losing control.
- **Speaker 6** had to pay some money because of her risky behaviour.

Speaker 4 worries about her personal safety.

- **Speaker 5** does something that most people think of as very risky, but which he says is not.
- **d** Focus on the task and the questions What examples of risks do the speakers say they would take, or have taken? What things wouldn't they do?.

Extra support

• Write the questions on the board in columns and get Sts to copy it:

RISKS:

WOULD TAKE/HAVE TAKEN? WOULDN'T DO?

Speaker i

SPEAKER 2, etc.

Play the audio again, pausing after each speaker. Then play again as necessary.

Check answers.

- **Speaker 1** would risk changing her appearance, e.g. her hairstyle, and she'd take risks when travelling.
- **Speaker 2** takes risks doing things he enjoys, e.g. skiing or cycling. He wouldn't take a risk if he didn't get any pleasure out of it.
- **Speaker 3** wouldn't risk going to a restaurant without having booked in advance. She would never risk buying clothes online.
- **Speaker 4** wouldn't risk walking home or get a taxi alone at night. She would risk bungee jumping or paragliding.
- **Speaker 5** goes mountain climbing, but he doesn't think it is risky. His biggest risk was leaving a job after 20 years and setting up his own company.
- **Speaker 6** drives fast, takes risks with money, and went on a balloon ride.

Put Sts in pairs and get them to discuss if they identify with any of the speakers, explaining their answer.

Get feedback.

Extra support

• Do this last question as an open-class activity.

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.124*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- e Focus on the task and instructions, making sure Sts understand what they have to do.

Put Sts in pairs, **A** and **B**, and get them to interview each other.

Monitor and help whilst Sts are talking.

f When Sts have finished, get them to look at all the circles they have written an 'R' in and decide in which areas of life their partner is a risk taker.

Sts share their results and discuss whether or not they agree with the conclusions.

Finally, they should decide which of them is the bigger risk taker.

Get some feedback and deal with any general vocabulary problems that arose.

2 **GRAMMAR** zero and first conditionals,

future time clauses

a Focus on the sentence halves and give Sts time to match them.

Check answers.

1	В	3	С	5	F	7	Н
2	D	4	G	6	E	8	Α

b Give Sts time, in pairs, to answer the questions.

Check answers.

- a) in the *if- / when*-clause: any present tense, i.e. present simple, present continuous, or present perfect
- b) in the main clause: any future form, e.g. *will, going to,* present continuous (with future meaning), future perfect, future continuous, or an imperative

Extra support

- Do **b** and **c** as an open-class activity.
- **c** Focus on the task and sentences.

Check the answer.

b) They refer to things which always happen.

d 2 39)) 2 40)) 2 41)) Tell Sts to go to Grammar Bank 4B on *p.139*. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes zero and first conditionals, future time clauses

zero conditional

• This kind of conditional has not previously been focussed on. Emphasize here that a zero conditional is used to generalize or give facts, e.g. *If you heat water, it boils.*

Although zero conditionals are usually based on present tenses, they can also be used in the past, e.g. *If people didn't have money, they didn't eat.*

first conditional

- Up to now Sts have probably been given a simplified version of the first conditional (i.e. that we always use *if* + present simple, future). In this lesson they learn that a wider variety of tenses is possible (including the two new tenses they have just studied in 4A the future perfect and continuous).
- Remind Sts that although a present tense is used after *if*, the meaning here is future.

future time clauses

- Perhaps the most important point to emphasize is that a future tense can never be used after if or after when, as soon as, until, unless, before, after, in case.
- Typical mistakes are:
- -I'll be ready as soon as I'll have had a shower. I'll have dinner as soon as I'll get home.
- -We'll probably be watching the cup final when you'll arrive.

in case

- This expression may be new to Sts. Be careful that they do not confuse it with in case of which is sometimes seen in notices, e.g. In case of fire, break glass.
- You may want to point out that in case can also be used in the past tense, e.g. I took a jacket in case it got cold later. Also point out that unlike the other expressions, in case cannot be used at the beginning of a sentence.

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

Check answers, getting Sts to read the full sentences.

а				
1	're not feeling	6	won't get	
2	'll have sold	7	aren't wearing	
3	have	8	'll catch	
4	'll have scored	9	always gets	
5	'll be bathing		won't go	
b				
1	before	6	lf	
2	in case	7	in case	
3	unless	8	until	
4	when	9	After	
5	as soon as	10	unless	

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.
- Focus on the sentence stems and get Sts to complete e them in pairs. Elicit ideas for sentence 1 from the whole class to demonstrate the activity.

Get feedback. You could write the phrases on the board and get the class to vote for the best tips.

Possible answers

- ...they can swim. / ...there is an adult watching them. 1
- 2 ...it's a hot day. / ...you are going to be away for a long time.
- 3 ...someone has an accident. / ...someone cuts themself.
- 4 ... they are at least 12 years old. / ... they are old enough.
- 5 ...you finish. / have finished using them.
- 6 ...a child or baby tries to eat or drink them.
- ...they show you identification. / ...you are sure who they are.
- 8 ...don't throw water on it. / ...cover it with a towel.

PRONUNCIATION sentence rhythm 3

2 42))) Tell Sts that the six sentences that they are going to hear are the missing parts of the two dialogues.

First, play the audio the whole way through for Sts just to listen.

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

Check answers by writing the sentences on the board.

See script 2.42

2 42))

Dialogue 1

- I'll tell you as soon as I know my plans. 1
- If six of us go, it won't be too expensive.
- We'll have to book soon if we want to get somewhere nice. 3 Dialogue 2

- I'll be waiting by the ticket office when you get there. What will you do if I'm late?
- 6 Well, give me my ticket in case I get there at the last minute.
- (2,43))) Focus on the task and play the audio again for b Sts to underline the stressed words in the sentences they wrote in a.

Check answers by underlining the stressed words in the sentences on the board.

See underlining in script 2.43

2 43))

- A If we rent a flat in the mountains, will you come skiing with us?
- B I'll <u>tell</u> you as <u>soon</u> as I <u>know</u> my <u>plans</u>. How much do you think it'll cost?
- If six of us go, it won't be too expensive.
- B Well, I'll have to check my dates first.
- А OK, but we'll have to book soon if we want to get somewhere nice.
- A How will I find you at the theatre?
- I'll be waiting by the ticket office when you get there. B
- What will you do if I'm late? I don't finish work until 7.00. Α
- I'll wait for you until 7.20 and then I'll go to my seat. В
- Well, give me my ticket in case I get there at the last minute. Α
- Give Sts time to practise saying the dialogues in pairs. С

4 READING

- a Do these questions as an open-class activity. If you have done either of these things, tell the class about it.
- Focus on the article. Elicit ideas on the meaning of b the title and elicit / explain what a speedaholic is. Ask Sts if they know where -aholic comes from (alcoholic).

In self-help groups where people have addiction problems, people normally introduce themselves at the first meeting by saying, e.g. I'm (James)...I'm an alcoholic. This is because it is considered very important that people actually admit to others that they have an addiction.

Now set a time limit for Sts to read the article and answer questions 1–3. Point out the Glossary and tell Sts not to worry about the gaps in the article.

Check answers for 1 and 2. Elicit opinions for 3.

- 1 They can attend a speedaholics course or get points on their licence.
- They learn that speeding is a huge risk, which may 2 cause their death.
- Now get Sts to read the article again carefully and to С complete gaps 1-5 with A-E.

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

1 C 2 D 3 A 4 E 5 B

d Put Sts in pairs and get them to discuss what the highlighted phrases mean.

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.

Do this as an open-class activity and tell Sts what e you think.

5 LISTENING

Focus on the task and instructions.

Give Sts time to look at sentences 1–8 and choose which they think is the right option.

Now put Sts in pairs and get them to discuss their choices.

Elicit some opinions, but don't tell Sts if they are right or not.

(2,44))) Play the audio once the whole way through for h Sts to listen and check their answers to a.

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. You might also want to tell Sts that a mile equals 1.6 kilometres and a yard is nearly the same as a metre.

1 a	3 b	5 c	7 a
2 C	4 b	6 C	8 C

2 4)))

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

- P = presenter, S = Sandra
- For most of us, the riskiest thing we ever do is to get into a car and drive. And as this is something that we do almost every day of our lives, we need to take the risks involved in driving very seriously. Sandra, you're an expert in road safety. How dangerous is driving compared to other ways of getting around?
- S Driving gets a lot of bad publicity. Statistics show that, mile for mile, it's riskier to be a pedestrian or a jogger than to drive a car or ride a motorbike.
- But car accidents do happen. What's the main reason?
- Fifty per cent of all fatal accidents occur because someone has broken the law. The most frequent cause of fatal accidents in the UK is driving too fast, and the second most frequent is drink-driving. And the third major cause of fatal accidents is when a driver falls asleep at the wheel. P
- Is that very common?
- Yes, it is. A surprising ten per cent of accidents are caused S by this.

- P Tell us about some of the other factors that can increase our chances of having an accident.
- Well, the time of day we're on the road is a very significant factor. Generally speaking, driving at night, for example, is four times as dangerous as during the day. This is mainly because visibility is so much worse when it's dark. By day, a driver's visibility is roughly 500 yards, but at night, driving with headlights, it can be as little as 120 yards.
- P Are there any times of day or night that are particularly risky?
- S Research shows that you're most likely to have an accident between five and seven p.m. during the week, that's to say, during the evening rush hour, and especially in the winter when it's dark. And the day of the week when you're most likely to have an accident is Friday. In the UK, more accidents happen on a Friday between 5.00 and 7.00 p.m. than at any other time.
- Why do you think that is?
- It's probably because people are finishing work for the S week and are rushing home to start their weekend. Their mind may already be on what they're planning to do and they may not be concentrating 100 per cent on the road. So this is a time of the week when car drivers need to be especially careful.
- Which brings us to where accidents happen.
- S Sixty per cent of accidents happen within two miles of where we live. Statistically the most common kind of accident is crashing into a parked car near our home. Research shows that drivers concentrate less well when they're driving on familiar roads. Fortunately, most of these accidents are not fatal.
- So what about fatal accidents? Where do these tend to P happen?
- S As far as fatal accidents are concerned, the riskiest kind of road to drive on is a country road. Almost half of all fatal car crashes in the UK take place on country roads. In fact, you're twice as likely to have an accident on a country road than on an urban road.
- And why is that?
- S Drivers often think that it's OK to break the speed limit on these roads because there's less traffic and consequently they take more risks.
- P And the safest kind of road to drive on?
- A motorway is by far the safest kind of road.
- Ρ People - usually men - say that women have more accidents than men. Is that true?
- S Well, it is true that, mile for mile, women have more minor accidents than men, but a man is twice as likely to be killed in a car accident as a woman.
- So men really are more dangerous drivers then?
- S Women, by nature, are usually much more careful and cautious drivers than men. In general men take far more unnecessary risks when they're driving than women.
- Ρ The age of a driver must be an important factor, too?
- Yes, in fact it's probably the most important factor. A driver aged between 17 and 24 has double the risk of having an accident than an older driver. The reasons for this are obvious. This is the age when drivers have very limited experience of driving but it's also when they're most likely to drive too fast and take unnecessary risks, particularly if there are other young people in the car.
- Ρ Which is why a lot of people would like to see the age limit for having a driving licence raised to 21?
- I think it would be a very good idea.
- Well, that's all we have time for. Thank you very much for coming into the studio today, Sandra. And to all you drivers out there who are listening...drive safely!
- с Play the audio again, pausing after each paragraph (see script), and give Sts time to make notes. Play again as necessary.

You could get Sts to compare with a partner before eliciting as much of the information as possible.

4B

- Being a pedestrian or a jogger is more dangerous than being a driver. People have more accidents at home and at work than on the road.
- 2 Most fatal accidents happen because people break the law. The most frequent cause is driving too fast.
- 3 By day a driver can see about 500 yards ahead, but at night it is much worse – maybe as little as 120 yards. 4 Statistics show that more accidents in the UK happen on a Friday between four and six in the afternoon. People are finishing work for the week and are rushing home to start their weekend. Their mind may already be on what they are planning to do and they may not be concentrating 100% on the road. 5 Sixty per cent of accidents happen within two miles from where we live. The most common kind of accident is crashing into a parked car near our home. Drivers concentrate less well when they driving on roads they know.
- 6 You are twice as likely to have an accident on a country road as a road in town. Drivers think it is safer to break the speed limit on these roads because they are quieter.
- 7 Men take too many unnecessary risks when they're driving. Women are generally much more careful drivers.
- 8 This is the age when drivers have very little experience of driving and it's also the age when they are most likely to drive too fast and take unnecessary risks.

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.
- **d** Put Sts in pairs or small groups to discuss the five questions. Monitor and help with vocabulary.

Get feedback.

Extra support

• Do these as open-class questions.

6 VOCABULARY expressions with take

a Focus on the task and either get Sts to do it in pairs or do it as an open-class activity.

If Sts worked in pairs, check answers.

```
take out insurance = to pay for a service (here to be
insured when you're on holiday)
```

- taking risks = to do sth dangerous even though you know that sth bad could happen as a result
- take (sth) very seriously = to think that sth is important and needs your attention

Take out is a phrasal verb.

b Focus on the task and get Sts to match the expressions and phrasal verbs 1–9 with meanings A–I.

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

1	A	4	D	7	G	
2	Н	5	F	8	Е	
3	С	6	1	9	В	

c Focus on the **Giving examples** box and go through it with the class.

Now look at questions 1–8 and quickly go through them, making sure Sts understand any new vocabulary, e.g. *a demonstration*.

Focus on the first question and elicit the missing phrasal verb (*take after*).

Then get Sts to complete the gaps in the other questions.

Check answers.

2	care of	6	up	
3	your time	7	place	
4	advantage of	8	into account	
5	part in			

Get Sts to choose a few questions to ask you.

Now put them in pairs and give them time to interview each other. First, **A** interviews **B** with all the questions, and then they swap roles.

Get some feedback.

7 WRITING for and against

Tell Sts to go to Writing For and against on p.115.

a Focus on the task. Give Sts time to read the blog and answer the question. Tell them not to worry about the gaps.

Elicit opinions.

 b Tell Sts to read the blog again and to complete gaps 1–10 with the linking expressions from the list. Point out that two of the expressions are interchangeable – can be swapped around.

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

- 2 For example
- 3 Another advantage
- 4 Furthermore / In addition
- 5 On the other hand
- 6 Although
- 7 for example
- 8 Because of
- 9 Furthermore / In addition
- 10 To sum up
- c Focus on the Useful language: linking expressions box and get Sts to complete the chart with the linking expressions from **b**.

Check answers.

```
To list advantages / disadvantages: Another advantage
To add more points to the same topic: Furthermore / In
addition
To introduce an example: For example
To make contrasting points: On the other hand / although
To give a reason: Because of
To introduce the conclusion: To sum up
```

- **d** Focus on the task and give Sts time to choose which topic they want to write about in their blog.
- e Focus on the task and go through points 1–3 with the class.
- f Focus on the instructions, making sure Sts know what *colloquial expressions* means.

Then either get Sts to write their blog in class (set a time limit of e.g. 20 minutes) or get them to write it at home for homework.

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

Revise and Check

For instructions on how to use these pages see p.39.

STUDY LINK

iTutor

Test and	Assessn	nent CD-	ROM

- Quick Test 4
- File Test 4

GRAMMAR

-			-						
а	1 2		3 a 4 b	5 6	a C	7 8	c a	9 c 10 b	
	2 3 4 5	'll / will be willhave has lande drink finish / 've	starte d / lanc e finishe	ls					
а	1 2	gate baggage i	reclaim	3 4	aisle turbule	ence	,	5 jet lag	
b	1 2	lately even		3 4	hard luggag	ge		5 especially	1
С	1	blew		3	poured	b		5 took	

- 2 dropped 4 got
- d 1 blizzard (The others relate to wind.)2 chilly (The others relate to hot temperatures.)
 - 3 damp (The others are nouns.)
 - 4 bright (The others relate to cold temperatures.)
 - 5 drought (The others relate to storms.)
- e 1 in 3 up 5 place 2 off 4 after
- PRONUNCIATION

770						
а		hardly		lounge	5	trolley
	2	clear	4	humid		
b		e <u>ven</u> tually	3	e <u>spe</u> cially	5	<u>hu</u> rricane
	2	<u>gra</u> dually	4	<u>pa</u> ssenger		

CAN YOU UNDERSTAND THIS TEXT?

a No. There are a dozen professionals and a handful of people who have ever tried it.

b	1	D	2	E	3	А	4	F	5	С
0	Ŧ	D	4		9	<i>/</i> \	-		5	C

CAN YOU UNDERSTAND THIS FILM?

2 45))

_				-
5	economy, politics	10	storm	
	mild	9	artists	
	wettest	8	revolution	
	more extreme		spring, summer	
	quarter		cold weather	

2 45))) Available as MP3 on CD1

A Short Film on the British and the Weather

If you've been to Britain, you'll have noticed that British people love to talk about the weather. By the end of their life the average British person will have spent six months discussing it. A recent survey found that a quarter of the population use the weather as a conversation starter and 70 per cent of people check the weather every day.

Recently it has become even more popular as a conversation topic. This is because the weather in Britain is becoming more extreme. In 2013 the country had the coldest spring in 50 years, and 2012 was the wettest year since records began. But in reality this spell of 'severe' weather is nothing compared to the droughts, torrential rain, and devastating storms experienced in other parts of the world. Compared to other countries the British weather is still quite mild. Some people say this is why we love talking about it. The weather is a safe topic of conversation, perfect for the famously reserved British.

But whatever the reason, one thing is certain – this national obsession with weather shapes our everyday lives and has had a huge social impact, influencing the country's economy and its politics. In 2011 the British Chancellor George Osborne blamed the weather for the country's disappointing economic performance because the winter of 2010 had been the coldest and snowiest in decades. He wasn't the first politician to blame the weather. The former Prime Minister Gordon Brown had also used the cold weather as an excuse when the economy wasn't doing well. Rain has also had an effect. In 2012 heavy rain contributed to the very slow growth of the British economy. People stopped going out to buy things in shops, eat in restaurants or socialize in pubs and cafes. Instead they stayed at home and kept their money in their pockets.

But the role of weather in British politics isn't confined to the economy. British elections are almost always held in the spring or the summer. This is because politicians believe people are more likely to come out to vote if the weather is good.

Some experts say that the weather is why the UK has never had a revolution. Britain's mild weather means the country doesn't suffer from the extreme heat or extreme cold, which can often cause food shortages which, in turn, often lead to rebellion.

The British weather has also shaped British culture and it's a constant theme in both literature and art. Many of the great British artists, such as Turner and Constable, found inspiration in Britain's weather. It appears in many famous British plays, books and poems, and features heavily in the work of the country's most famous writer – William Shakespeare.

In fact the weather has even had a huge impact on our language and there are lots of weather idioms in English. If you say you are 'under the weather', it means you're ill, and if you're 'snowed under', you're busy. If you 'weather the storm', it means you survive something, and if you're 'right as rain', you're feeling fine. Come rain or shine the British will always have something to say about the weather. It's part of our daily lives and has influenced who we are, how we live, and how we express ourselves. G unreal conditionals V feelings

P word stress in 3- or 4-syllable adjectives

The survivors' club

Lesson plan

The topic of this lesson is survival.

In the first half, Sts talk about how they think they would react in an emergency situation and they read an extract from a book called *The Survivors Club* by Ben Sherwood about people's reactions to disasters. The vocabulary focus is on feelings, e.g. *devastated*, *stunned*, etc., and Pronunciation looks at word stress in 3- or 4-syllable adjectives.

The second half of the lesson is based on the true story, later made into a documentary for Discovery TV, about three young backpackers and their guide who got lost in the Amazon jungle. Sts read and listen to the story. The grammar focus is on unreal conditionals, i.e. second and third conditionals. Sts should have seen both these structures before, but will still need practice in using them, especially third conditionals. Finally, Sts go to the Writing Bank and focus on writing an article.

STUDY LINK

- Workbook 5A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar unreal conditionals p.159
- **Communicative** Would you survive? *p.196* (instructions *p.182*)
- Vocabulary Feelings p.218 (instructions p.211)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.44* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could point out / elicit that George Orwell (born Eric Arthur Blair 1903–1950) wrote two of the most famous novels of the 20th century, *Animal Farm* and *Nineteen Eighty-Four*.
- Ask Sts what they think Orwell was saying in the quotation and whether they agree with him.

1 SPEAKING & READING

a Focus on the questionnaire, making sure Sts understand all the situations, e.g. *become hysterical*, *confront the intruder*, etc.

Put Sts in pairs and give them time to read and discuss answers to each question.

Get some feedback, but <u>don't</u> tell them yet what the right answer / best thing to do is.

b Set a time limit for Sts to read the article and answer questions 1–3.

Check answers.

- 1 The key to survival is to slow down and divide the challenges into small tasks, one goal at a time, one decision at a time.
- 2 When faced with an emergency 80% of people freeze, 10% lose control, and 10% keep calm.
- 3 The other important factor is knowing the right thing to do in a crisis.
- c Get Sts to look at the highlighted words and phrases, and to try and work out what they mean. Remind them to read the whole sentence or paragraph.

Then get them to match the highlighted words and phrases to definitions 2–8.

Check answers, and model and drill pronunciation.

2	stunned	5	rational	8	manageable tasks
3	challenge	6	overcome		
4	bewildered	7	keep calm		

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

d Focus on the task and then put Sts in small groups of three, A, B, and C. Tell them to go to Communication It's an emergency!, A on p.106, B on p.110, C on p.112.

Monitor and help while Sts are reading their survival tips. Then give them time to underline what they think is the most important information.

When they are ready, each student should tell the other two people in their group what they should and shouldn't do in that particular situation. Encourage Sts to do this in their own words, without looking at the text.

Get feedback for each emergency situation.

Extra support

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

Tell Sts to go back to the main lesson 5A.

e Finally, get Sts to look back at their answers to questions 2–4 in **a** to see if they chose the right answers.

Check answers.

2 c 3 a 4 c

With a show of hands, find out how many Sts chose the right answers.

2 VOCABULARY feelings

a Focus on the task and give Sts time to choose the three adjectives in **1c** that describe how people are feeling.

Check answers.

overwhelmed, stunned, bewildered

b Tell Sts to go to Vocabulary Bank Feelings on p.157.

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

(3 2)) Now do b. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce. Make sure Sts are clear about the meaning of the new words. Nervous may be a false friend for your Sts, depending on their L1. In English it means anxious, worried or frightened about something that is going to happen in the future, e.g. a job interview, an exam, etc.

32))		
Feeli	ngs		
Adjed	ctives		
1 J	I'm very offended.	6 H	I'm really nervous.
2 F	I feel a bit homesick.	7 C	I'm very grateful.
3 E	I'm a bit disappointed.	8 A	I'm shocked.
4 G	I'm very lonely.	9 D	I'm so relieved.
51	I'm incredibly proud.	10 B	I feel a bit guilty.

Focus on the *fed up* and *upset* box and go through it with the class. Point out that fed up is always followed by with, e.g. I am fed up with this awful weather. Model and drill pronunciation.

Focus on 2 Strong adjectives and get Sts to do a individually or in pairs.

(3))) Now do b. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

3	3)))				
St	rong adjectives				
1	stunned		thrilled	7	overwhelmed
2	devastated	5	astonished	8	bewildered
3	delighted	6	desperate	9	horrified

Focus on the Modifiers with strong adjectives box and go through it with the class.

Look at 3 Informal or slang words and expressions and get Sts to do **a** and **b** individually or in pairs.

(3)4)) Now do c. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

3 4)))

Informal or slang words and expressions

- 1 B I was scared stiff when I heard the bedroom door opening.
- You look a bit down. What's the problem? 2 A
- 3 D I'm absolutely shattered. I want to relax and put my feet up.
- 4 F I was completely gobsmacked when I heard that Tina was getting married!
- 5 E I'm sick of hearing you complain about your job.
- 6 C When he missed that penalty I was absolutely gutted.

Highlight that words like *gobsmacked* and *gutted* would only be used in very informal situations, e.g. talking with friends.

Testing yourself

For Adjectives Sts can cover 1–10, look at situations A–J, and try to remember the adjectives. For Strong adjectives they can cover the definitions, look at the strong adjectives in the list, and try to remember what each one means.

For Informal or slang words and expressions Sts can cover feelings A–F and try to remember what 1–6 mean.

Testing a partner

See Testing a partner p.29.

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.

3 PRONUNCIATION

word stress in 3- or 4-syllable adjectives

Pronunciation notes

- There are not many clear rules to give Sts regarding the pronunciation of three- and four-syllable adjectives, and the stress may fall on the first, second, or third syllable. It is worth reminding Sts that prefixes and suffixes are not stressed, e.g. dishonest, ungrateful, dangerous, etc.
- It is also worth reminding Sts that the unstressed /ə/ sound often occurs after or before the stressed syllable in multi-syllabic words and may even occur twice, e.g. desperate /'despərət/.
- Focus on the task and give Sts time to underline the a stressed syllable in each bold adjective. Remind Sts that this kind of exercise is easier if they say the adjectives out loud to themselves.

Extra support

- Get Sts to do this activity in pairs.
- **3** 5))) Play the audio for Sts to listen and check. b

Check answers by writing the adjectives on the board and underlining the stressed syllables.

- 1 desperate 2
 - offended
 - 7 devastated
- 3 disappointed
- 8 horrified 9 overwhelmed

6 delighted

- 4 bewildered 5 astonished
- 3 5))

See dialogues in Student's Book on p.45

Extra challenge

 You could ask Sts to tell you in which words the schwa sound /ə/ occurs and which syllable: desperate, offended, disappointed, bewildered, astonished, devastated, overwhelmed.

Now put Sts in pairs and get them to practise the dialogues, paying attention to intonation and stress in the adjectives. Make sure they swap roles.

Get a different pair to read each dialogue to the class.

c Focus on the task and give Sts time to think.

Put Sts in pairs and get them to tell each other their situations for the two adjectives they have chosen. Get them to give as many details as possible.

Get some feedback.

5A

4 READING & LISTENING

a Put Sts in pairs and get them to answer the two questions. Get some feedback.

Extra support

- Do this as an open-class activity. Elicit ideas and write them on the board.
- b Focus on the beginning of the story and the photos. Stress that this is a true story, which happened some years ago. Set a time limit for Sts to read the beginning of the story and answer the questions.

Get Sts to compare with a partner and then check answers to 1–3, and elicit from Sts their own ideas for 4 and 5.

- 1 to go into the rainforest for seven days and visit an undiscovered Indian village, then raft (= travel on a small boat usually made of wood) back down the river After seven days they still hadn't found the village and there were tensions in the group, so they decided to turn around and go back to Apolo, their starting point.
- 2 a Karl (the guide) didn't seem to know where the village was.
 - b Marcus was complaining about everything, especially his feet.
- 3 Because Kevin still wanted to raft, as they had originally planned, but didn't want Marcus to come. He persuaded Yossi to join him.

Now check whether there is any vocabulary Sts couldn't guess and elicit / explain the meaning. Encourage Sts to write down any new lexis.

Extra support

• If you want to check that Sts have really understood the first part, you could ask them the following comprehension questions before moving on to the listening:

What did Karl promise the three friends? What promise did they make to each other? How do you think the three friends felt before going into the jungle? What decision did Kevin take?, etc.

c **3**6))) **3**7))) **3**8))) **3**9))) **3**10))) **3**11))) Now focus on the instructions and photos. Get Sts to look at the photos first and use them to pre-teach *footprint* and *jaguar*.

(3,6))) Play the audio for Sts to listen to the first part. Play it again and then get Sts to answer the questions orally in pairs.

Check answers and elicit opinions in answer to the questions in green. Make sure Sts use the right verb form 'I would rather have been in X's situation...'.

Extra support

- Before playing the audio, go through the listening scripts and decide if you need to pre-teach / check any lexis to help Sts when they listen, e.g. *rapids*, *hiking boot*, *log*, etc.
- 1 They went faster and faster, and then hit a rock. Kevin swam to land, but Yossi was swept away.
- 2 He swam to the river bank and found their backpack with a lot of important and useful things in it, e.g. the map.

3 6)))

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

Yossi and Kevin soon realized that going by river was a big mistake. The river got faster and faster, and soon they were in rapids. The raft was swept down the river at an incredible speed until it hit a rock. Both men were thrown into the water. Kevin was a strong swimmer and he managed to swim to land, but Yossi was swept away by the rapids.

But Yossi didn't drown. He was carried several kilometres downriver by the rapids, but he eventually managed to swim to the river bank. He was totally exhausted. By an incredible piece of luck he found their backpack floating in the river. The backpack contained a little food, insect repellent, a lighter, and most important of all...the map. But the two friends were now separated by a canyon and six or seven kilometres of jungle.

You may want to ask a few more questions before moving on to the next part to make sure Sts got all the details (e.g. *Can you remember what was in the backpack?*).

37)) Repeat the process for part 2.

- 3 Kevin desperate, responsible for what had happened to Yossi. Yossi – quite optimistic, sure he would find Kevin
- 4 Yossi woke up and found a jaguar looking at him, but he managed to scare it away (by setting fire to insect repellent with a cigarette lighter).

37))

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

Kevin was feeling desperate. He didn't know if Yossi was alive or dead, but he started walking downriver to look for him. He felt responsible for what had happened to his friend because he had persuaded him to go with him on the river. Yossi, however, was feeling quite optimistic. He was sure that Kevin would look for him, so he started walking upriver calling his friend's name. 'Kevin! Kevin!' But nobody answered. At night Yossi tried to sleep, but he felt terrified. The jungle was full of noises. Suddenly, he woke up because he heard a branch breaking. He turned on his flash light. There was a jaguar staring at him... Yossi was trembling with fear. But then he remembered something that he had once seen in a film. He used the cigarette lighter to set fire to the insect repellent spray...and he managed to scare the jaguar away.

3 8)) Repeat the process for part 3.

5 Because he was exhausted and starving. Then he found a footprint which he thought was Kevin's, but eventually he realized it was his own. He had been walking around in a circle.

3 8))

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

After five days alone, Yossi was exhausted and starving. Suddenly, as he was walking, he saw a footprint on the trail – it was a hiking boot. It had to be Kevin's footprint! He followed the trail until he discovered another footprint and then another. But suddenly he realized, that the footprints weren't Kevin's footprints. They were his own. He had been walking around in a circle. At that moment Yossi realized that he would never find Kevin. In fact, he felt sure that Kevin must be dead. He felt totally depressed and on the point of giving up.

39)) Repeat the process for part 4.

- 6 He had been looking for Yossi.
- 7 He decided to save himself.
- 8 He had floated down the river on a log and had been rescued by two Bolivian hunters, who hunted in that part of the rainforest once a year.

3 9))

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

But Kevin wasn't dead. He was still looking for Yossi. But after nearly a week he was also weak and exhausted from lack of food and lack of sleep. He decided that it was time to forget Yossi and try to save himself. He had just enough strength left to hold onto a log and let himself float down the river. Kevin was incredibly lucky – he was rescued by two Bolivian hunters, who were travelling down river in a canoe. The men only hunted in that part of the rainforest once a year, so if they had passed by a short time earlier or later, they wouldn't have seen Kevin. They took him back to the town of San José, where he spent two days recovering.

(3 10)) Repeat the process for part 5.

- 9 He asked the Bolivian army to look for Yossi.
- 10 Because the plane had to fly too high and the forest was too dense. They couldn't see anything.
- 11 He paid a local man to take him in his boat to look for Yossi.

3 10))

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

As soon as Kevin felt well enough, he went to a Bolivian army base and asked them to look for Yossi. The army officer he spoke to was sure that Yossi must be dead, but in the end Kevin persuaded them to take him up in a plane and fly over the part of the rainforest where Yossi might be. But the plane had to fly too high over the rainforest and the forest was too dense. They couldn't see anything at all. It was a hopeless search. Kevin felt terribly guilty. He was convinced that it was all his fault that Yossi was going to die in the jungle. Kevin's last hope was to pay a local man with a boat to take him up the river to look for his friend.

311)) Repeat the process for part 6. Encourage Sts to use *must have*, *might have*, etc. when they speculate about what happened to Marcus and Karl.

- 12 For nearly three weeks. He was starving, exhausted, and slowly losing his mind.
- 13 He thought it was a bee, but in fact it was the engine of the boat Kevin was in.

3 11))

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

By now, Yossi had been on his own in the jungle for nearly three weeks. He hadn't eaten for days. He was starving, exhausted, and slowly losing his mind. It was evening. He lay down by the side of the river ready for another night alone in the jungle. Suddenly, he heard the sound of a bee buzzing in his ear. He thought a bee had got inside his mosquito net. But when he opened his eyes, he saw that the buzzing noise wasn't a bee... It was a boat. Yossi was too weak to shout, but Kevin had already seen him. It was a one-in-a-million chance that Kevin would find his friend, but he did – Yossi was saved. When Yossi had recovered, he and Kevin flew to the city of La Paz and they went directly to the hotel where they had agreed to meet Marcus and Karl.

But Marcus and Karl were not at the hotel. The two men had never arrived back in the town of Apolo. The Bolivian army organized a search of the rainforest, but Marcus and Karl were never seen again.

Extra support

• If there's time, you could play all the audio again while Sts read the scripts on *p.124*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases. $\mathbf{d} \quad \text{Do this as an open-class activity.}$

You might like to tell Sts that Yossi Ghinsberg nowworks giving talks at conferences about motivation based on his experience. He has also devoted a lot of time and raised money to help protect the rainforest where he got lost. He lives in the Australian rainforest. Kevin Gale works as a manager of a gym. The documentary made about their experience is based on Yossi's book *Jungle* and can be seen on the Discovery Channel as part of the series called *I shouldn't be alive*.

5 **GRAMMAR** unreal conditionals

a Focus on the task and tell Sts to complete the gaps.

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

- 1 were, got lost
- 2 'd / would call, wouldn't confront
- 3 had been
- 4 would have died
- **b** Either get Sts to do this individually or do it as an openclass activity. Before they start, make sure they know the meaning of *hypothetical*.

If Sts worked alone, check answers.

3 and 4 refer to a hypothetical situation in the past. 1 and 2 refers to a hypothetical situation in the present or future.

c 3 12)) 3 13)) 3 14))) 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

unreal conditionals

- Sts will have studied both the second and third conditionals separately, but here they are contrasted. Sts should be fairly confident with the concept of both, although they will probably still have problems using them orally with fluency, especially the third conditional.
- Sts also widen their knowledge of the second and third conditionals by seeing how other forms can be used in either clause.

second or third conditional?

- The point to emphasize here is that the second conditional refers to a hypothetical situation in **the present or future**, which can sometimes be changed and sometimes not, e.g. *If she were taller, she could get a job as a model* (situation can't be changed). *If you studied more, you would pass the exam* (situation could be changed).
- The third conditional refers to hypothetical situations in the past, **which didn't happen**, e.g. *If we had known you were in hospital, we would have visited you* (we didn't know, so we didn't visit you).

5A

Mixed conditionals

• Sometimes the second and third conditionals are mixed. We suggest that you draw Sts' attention to this for passive recognition, but this is not practised in the exercises.

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

Check answers, getting Sts to read the full sentences.

- а
- 1 wouldn't have made
- 2 wouldn't lend
- 3 'd / would ask
- 4 wouldn't have had
- 5 were / was
- 6 'd / had looked (or had been looking)
- 7 would enjoy
- 8 changed
- 9 'd / had been able 10 'd / had asked

10

- 1 If Luke hadn't missed the train, he wouldn't have been late for the interview.
- 2 Millie would have bought the top if she'd had / she had had some money.
- 3 If it hadn't started snowing, we'd have reached / we would have reached the top.
- 4 If Rebecca didn't drink so much coffee, she wouldn't sleep (so) badly.
- 5 I'd drive/I would drive to work if there weren't / wasn't so much traffic.
- 6 If Matt treated his girlfriend better, she'd stay / she would stay with him.
- 7 You'd feel / You would feel better if you did some exercise.
- 8 The driver wouldn't have found the street if he hadn't had satnav.
- 9 If Jim had bought the right size, I wouldn't have had to change the sweater.
- 10 If you got up earlier, you wouldn't waste half the morning.

Tell Sts to go back to the main lesson 5A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- **d** Focus on the task and give Sts time to complete the four stems.

Get some feedback.

Possible endings

- 1 + ...I would have a better social life.
- ...I wouldn't need a car.
- 2 + ...I had turned off 'roaming' when I was travelling.
- ...I hadn't spoken to my sister in the USA for an hour.
- e Put Sts in pairs, A and B, and tell them to go to
 Communication Guess the conditionals, A on p.106, B on p.111.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

IF I'D 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'D KNOWN IT WAS YOUR BIRTHDAY, I

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 called you | would have sent you a card*). Say '*Try again*' if they say something different, until someone says the phrase I would have bought you a *present*, and 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.

Tell Sts to go back to the main lesson 5A.

6 WRITING an article

Tell Sts to go to Writing An article on p.116.

a Focus on the task and three pictures.

Elicit ideas from the class or get Sts to discuss the question in pairs.

If Sts worked in pairs, elicit ideas, but <u>don't</u> tell them if they are right or not.

Now give Sts time to read the article to check.

Check answers.

The parents should have kept the knives in drawers that children can't reach. They shouldn't have put a bed under a window. They shouldn't have put medicine where children can reach it.

b Focus on the task and make sure Sts understand what they have to do. Point out that the first one has been done for them.

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

New paragraph after '...the child falls out.' New paragraph after '...leave them in a locked cupboard.' New paragraph after '...liquids are in high cupboards.'

- **c** Focus on the task and give Sts time, in pairs, to choose which topic they want to write about in their article.
- **d** Focus on the task and go through points 1 and 2 with the class.

Give Sts time, in pairs, to brainstorm possible tips and an introductory sentence.

e Focus on the **Useful language: giving advice** box and go through it with the class.

Then either get Sts to write their article in class (set a time limit of e.g. 20 minutes) or get them to write it at home for homework.

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

G structures after wish

- V expressing feelings with verbs or -ed / -ing adjectives
- P sentence rhythm and intonation

It drives me mad!

Lesson plan

The topics in this lesson are things that annoy us in our daily lives (e.g. a sister borrowing clothes without asking) and regrets we have about the present and the past. They provide the context for Sts to learn to use *I wish*.... To make it easier for Sts to assimilate the grammar it has been split into two separate presentations and so there are two visits to the Grammar Bank in this lesson. This is quite a tricky grammar point, so do not expect your Sts to assimilate how it is used immediately.

The first half of the lesson starts with the grammar focus on the construction *I wish*... to express annoyance (*I wish my sister wouldn't borrow my clothes*). This is followed by a vocabulary and speaking focus on different ways of expressing feelings, with a verb or with an *-ed* or *-ing* adjective, e.g. *It annoys me | I'm annoyed | It's annoying*.

In the second half of the lesson, Sts read about some people's regrets and then guess what most people's top five regrets are. Then there is a grammar focus on ways to express present and past regrets (*I wish I were taller*, *I wish I hadn't said that*). The pronunciation focus is on sentence rhythm. In the listening activity, Sts listen to people talking about things they regret, before talking about their own regrets. Finally, Sts listen to the song, *Same Mistake*.

STUDY LINK

- Workbook 5B
- iTutor
- iChecker
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar wish p.160
- Communicative Wishes pp.197–198 (instructions p.182)
- Song Same Mistake p.233 (instructions p.227)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.48* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Ask Sts what his quote means and if they agree with it.

1 GRAMMAR wish + would

a Focus on the task and make sure Sts know what *a Twitter thread* is, *to tweet*, and *annoy*.

Give Sts time to read all the tweets and tick the ones that annoy them.

b Focus on the **Useful language** box and go through it with the class. Model and drill the intonation in the three phrases which express annoyance.

Get Sts to choose their top three and then to compare with a partner using the expressions in **Useful language**.

Get some feedback and tell the class your top three, too. You could find out which is the top annoying habit for the whole class.

c 3 15)) 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

wish + would | wouldn't

- In the first person, *I wish...* is often used as an exclamation. The contracted form of *would* ('*d*) is often used after *wish*.
- Highlight the fact that we only use this structure to talk about things we would like <u>other people</u> (or things) to do or not to do. We don't use this structure with *I*, e.g. NOT *I wish I would have more money*. Tell Sts they will learn how to express this idea later in the lesson.

Focus on exercise **a** only and get Sts to do it individually or in pairs.

Check answers, getting Sts to read the full sentences.

- а
- 1 I wish shop assistants would be more polite.
- 2 I wish you wouldn't turn the heating up all the time.
- 3 I wish my sister would tidy our room.
- 4 I wish the neighbour's dog wouldn't bark at night.
- 5 I wish it would stop raining.
- 6 I wish Jane wouldn't talk about her boyfriend so much.
- 7 I wish my dad wouldn't sing in front of my friends.
- 8 I wish you wouldn't drive so fast!
- 9 I wish my husband would do the washing-up.
- 10 I wish the bus would come.

Tell Sts to go back to the main lesson 5B.

d Focus on the task. Tell Sts individually to think of three more things which annoy them in their daily life, e.g. at home, at school / work, in the street, driving, on public transport, etc. and to write a tweet similar to the ones in **a** for each one.

Help with any vocabulary Sts may need.

e Now put Sts in pairs or small groups to compare their tweets. Do they have any similar tweets?

Get feedback from the whole class and write some of the best ones on the board. You could tell Sts some of your own personal 'pet hates'.

2 VOCABULARY & SPEAKING expressing

feelings with verbs or -ed / -ing adjectives

In the previous lesson, Sts learnt adjectives for describing how people feel (*shocked*, *disappointed*, etc.). In this lesson, other ways of talking about feelings are covered, e.g. using *It* structures with verbs like *annoy* (*It really annoys me when*...).

a Focus on the Ways of talking about feelings box and go through it with the class.

Extra support

• Give Sts another example as follows:

verb: **to bore**; adjectives: **bored** | **boring**, e.g.This programme **bores** me. | This programme is **boring**. = I'm **bored** with watching this programme.

Then focus on the instructions, making sure Sts know the meaning of all the verbs in bold. Do the first one with the class as an example.

Give Sts time to do the task either individually or in pairs.

b (3)16)) Play the audio for Sts to listen and check.

Check answers. Model and drill any adjectives your Sts might find difficult to pronounce. You could use the audio to do this.

See words in **bold** in script 3.16

3 16))

- 1 It really **infuriates** me when people drive really close behind me.
- 2 I get very **frustrated** when something goes wrong with my internet connection and I don't know how to fix it.
- 3 It's so **embarrassing** when I can't remember someone's name, but they can remember mine.
- 4 I used to love shopping in the sales, but now I find it **exhausting**. After an hour I just want to go home.
- 5 I'm often **disappointed** with my birthday presents. My expectations are obviously too high!
- 6 It **amazes** me that some people still don't buy things like books and music online.
- 7 I find speaking in public absolutely **terrifying**. I hate doing it.
- 8 I've often been inspired by reading about how some successful people have overcome difficulties.
- 9 I never find instructions for electronic devices helpful, in fact usually they just **confuse** me.
- 10 When I travel I'm always thrilled if I manage to communicate something in a foreign language.

Put Sts in pairs and get them to look at each sentence and say whether or not it is true for them. They should give examples or reasons whenever possible.

Get some feedback.

72

c Focus on the Feelings adjectives that have an -ed form, but not an -ing form box and go through it with the class.

Now look at the example (number 1) together and elicit the meaning (feeling admiration). Model and drill pronunciation of the two adjectives and elicit which syllable is stressed.

Give Sts time to complete the gaps.

Check answers and elicit which syllable is stressed. Model and drill the pronunciation of the adjectives.

Extra challenge

- You could call out the sentences in **c** in random order, saying *blank* instead of the adjective / verb and getting the class to call out the missing word, e.g.
 - T I'm very stressed by my new job. My job is very BLANK.
 Sts stressful
- **d** Focus on the task, which activates orally some of the adjectives in **a** and **c**.

Give Sts a couple of minutes to think about which three of the subjects they can talk about.

Now put them in pairs and tell them to take turns to talk. The first student can start by saying *I'm going to tell you about....*

Monitor and help.

Deal with any general vocabulary problems that arose.

e Find out if any pairs felt exactly the same way about certain things.

You could tell Sts some of your own experiences / feelings, too.

3 READING & SPEAKING

a Focus on the task. Look at 1–5 together and make sure Sts understand them.

Now put Sts in pairs and get them to discuss with their partner whether they think the sentences are true or not.

Elicit some opinions, but <u>don't</u> tell Sts if they are right or not.

b Give Sts time to read the first part of the article once all the way through to check their answers to **a**. Before they start, point out that there is a **Glossary**.

Get Sts to compare with a partner and then check answers. Ask Sts to tell you which part of the text gave them the answer.

- 1 T (Line 3: ...on average, we spend 44 minutes a week thinking about things we could or should have done differently.)
- 2 T (Line 4: Our main areas of regret are our love lives...)
- 3 F (Line 7: On average, most people have two main regrets in life.)
- 4 F (Line 7: 17%...laid the blame at someone else's door.)
 5 T (Line 8: But two thirds...thought their regrets had led them to act more positively and that they had learnt
- from their mistakes.)
- **c** Tell Sts to cover the article and to think of other ways of saying the percentages.

Check answers.

- 1 three quarters
- 2 two thirds
- 3 a quarter

Encourage Sts to write down any new lexis from the article.

Extra idea

- Get Sts to see if they can remember what the three percentages refer to:
 - 1 the percentage of people who said it was impossible to live without regrets
 - 2 the percentage of people who said they thought their regrets had led them to act more positively and that they had learnt from their mistakes
 - 3 the percentage of people who said their regrets had made them into the person they are today
- **d** Focus on the list of 20 regrets and make sure Sts understand them all. Emphasize that they are not in order, so the Sts must guess what the top five are.

Now give Sts time to read the list of regrets.

Put Sts in pairs and get them to decide which they think are the top three regrets (in order).

Elicit some ideas, but <u>don't</u> tell Sts if they are right or not.

Finally, focus on the *regret doing* or *regret having done*? box and go through it with the class.

e (3)17)) Tell Sts they are going to hear the regrets in reverse order. Play the audio for Sts to listen and check.

Check answers and find out if any Sts chose all five correctly.

3 17))

The top five regrets were, in reverse order, number five 'Having taken up smoking', number four 'Not having saved enough money', number three 'Not having done more exercise or eaten more healthily', number two 'Not keeping in touch with friends', and the number one regret was 'Not having travelled more and seen more of the world'.

Do the last question as an open-class activity.

4 **GRAMMAR** wish + past simple or past perfect

a Focus on the task and give Sts time to read the four comments.

Get Sts to compare with a partner and then elicit some ideas.

Point out the idiom 'cry over spilt milk' in the third comment (*It's no use crying over spilt milk*.) and elicit its meaning (to waste time worrying about something that has happened that you cannot do anything about).

b Focus on the task and give Sts time to do it.

Check answers.

- 1 I wish I'd travelled more when I had the time. (comment 1)
- 2 There's nothing that I wish was different about my life. (comment 2)
- 3 I wish I'd stayed on at university. (comment 2)
- 4 I wish I'd married my ex. (comment 2)
- 5 I really wish I hadn't wasted all that money on cigarettes. (comment 3)
- 6 I wish there was a song called *Je regrette tout*. (comment 4)

Now ask Sts the two questions and elicit answers.

Sentences 1, 3, 4, and 5 are the past perfect and refer to the past.

Sentences 2 and 6 are the past simple and referto the present.

c (3)18)) 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 wish + past simple or past perfect

• **rule 1:** In the first person *I wish...* is often used as an exclamation.

 rule 2: Remind Sts that both would and had can be contracted to 'd, so they will need to focus on the main verb to see what the structure is. Compare: *I wish he'd come.* (= would come – you want him to come)

I wish he'd come! (= *had come* – you're sorry that he didn't come)

• The information about *If only* in the box on the right applies to all uses of *wish*. *If only* is a stronger and more dramatic way of expressing a wish, e.g. *If only it would stop raining!* We normally use an exclamation mark after *If only*...!

Focus on exercise **b** and get Sts to do it individually or in pairs.

Check answers, getting Sts to read the full sentences.

)		
1 had	7	didn't get
2 didn't live		could
3 'd / had started	9	hadn't packed
4 had		had gone / were going
5 'd / had bought		weren't / wasn't
6 'd / had been	12	'd / had learnt

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.

Extra challenge

- Tell Sts they are going to write their own response to the article. They need to write at least two sentences, one referring to the past using *I wish* + the past perfect and one using *I wish* + past simple for the present. Tell them to write between 50 and 75 words.
- Get Sts to exchange pieces of paper, so they can read each other's regrets.
- Get feedback. You could find out if any Sts had the same regrets or if they found any regrets surprising.

5B

5 PRONUNCIATION

sentence rhythm and intonation

a (3)19)) Focus on the task and play the audio once the whole way through for Sts just to listen.

Then play it again, pausing after each sentences to give Sts time to write.

Finally, play the audio once more for Sts to check their sentences.

Check answers by writing the sentences on the board.

3 19))

- 1 I wish I hadn't eaten two pieces of cake.
- 2 I wish I'd gone to university.
- 3 I wish it wasn't my turn to cook tonight.
- 4 I wish I knew where we were.
- 5 I wish we didn't have to go your parents for dinner.
- 6 I wish I'd bought those shoes I saw in the sales.

Extra support

- Play the audio for Sts to listen and repeat the sentences, trying to copy the rhythm.
- b Focus on the task and give Sts time to match the six *I wish* sentences they wrote in a to A–F. Do the first one with the class as an example.
- c (3)20)) Play the audio for Sts to listen and check.

Check answers.

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

3 20))

- 1 A I wish I hadn't eaten two pieces of cake.
- B Well, it's not my fault. You've got no self-control!
- 2 A I wish I'd gone to university.
- B Well, it isn't too late. You're only 22.
- 3 A I wish it wasn't my turn to cook tonight.
- B Sorry, but it is. And I'm getting hungry.
- 4 A I wish I knew where we were.
- B Well, don't ask me! I've never been here before.
- 5 A I wish we didn't have to go your parents for dinner.
- B Do you want me to phone and make an excuse?
 A I wish I'd bought those shoes I saw in the sales.
- B Why don't you go back to the shop and see if they still have them?

Now put Sts in pairs and get them to practise the six two-lined dialogues. Encourage Sts to concentrate on getting the rhythm right by stressing the longer 'content' words, especially in the *I wish*... sentences.

Get some pairs to practise in front of the class.

6 LISTENING & SPEAKING

a (3)21)) Focus on the task and go through regrets A–F, making sure Sts understand them.

Tell Sts just to listen the first time and try to get the gist of what they hear without writing anything. Remind them that there is one sentence they don't need to use.

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

Then play it again, pausing after each speaker to give Sts time to choose their answer. Play the audio again as necessary. You could get Sts to compare with a partner before checking 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 1	Е	Speaker 3	В	Speaker 5	А
Speaker 2	F	Speaker 4	С	States and	

3 21))

(script in Student's Book on p.125)

1 Man

The only thing I really regret is not having had the courage to chat up a girl who I met at a party last summer. I really fancied her – she was very attractive – but I just wasn't brave enough to start a conversation. I wish I'd tried. I'm absolutely positive we would have got on well. And now it's too late – she's engaged to another guy!

2 Woman

At the risk of sounding really negative, I think the one thing I really regret in my life is getting married, and I wished I'd listened to my sister, who said to me in the car on the way to the registry office 'Someone has to say to you that you really don't have to do this, you know' and, um, I really wish I'd listened to her because it was the biggest mistake of my life, and in fact the next day when I woke up I realized it was a terrible mistake, and I spent the next 15 years trying to get out of it. So...and I would never do it again. So that's probably my biggest regret.

3 Woman

Um, I really wish I'd been able to know my grandmother better. She died when I was 12 and since then I've discovered that she must have been a really fascinating person, and there are so many things I would love to have been able to talk to her about. She was Polish, but she was in Russia, in St Petersburg, during the Russian Revolution and she knew all sorts of interesting people at the time – painters, writers, people like that. I was only a child, so I never asked her much about her own life. Now I'm discovering all about her through reading her old letters and papers, but I wish she had lived longer so that I could have talked to her about those times face-to-face.

4 Man

When I was 15 I had a Saturday job in a supermarket stacking shelves and that kind of thing. My friend also worked there, and he persuaded me one day to help him steal a carton of cigarettes – 200 cigarettes – from the stock room. It was a crazy idea and totally out of character for me to do something like that. I'd always been very honest until then. Anyway, the manager of the shop found where we'd hidden the cigarettes and he called the police. So when we came to work that evening the police were waiting for us. Although we got off with just a warning – we were only kids – the police came to my house and talked to my mum. I felt so awful. But in the long run it was probably a good thing because it meant that I never ever thought about stealing something again.

5 Woman

When I was 16 I got the chance to change schools and go to a better school to do my last two years. My parents were really keen for me to change because they thought I'd probably get better marks in the university entrance exams and so have a better chance of going to university. But I was totally against the idea because I didn't want to leave all my friends behind and I didn't know anyone at the other school. So in the end, I managed to convince them and I stayed at my old school. I did OK in my exams, but not brilliantly. Now I regret not listening to my parents because I think it would have been better for my future career, but at the time I just couldn't see it.

b Focus on the task and give Sts time to read 1–5.

Play the audio again, pausing after each speaker to give Sts time to do the task.

Play each part again if necessary and then check answers.

- 'I really fancied her.' He was attracted to the girl.
 'Now it's too late.' It's too late because the girl who he was too afraid to chat up is now engaged to be married.
- 2 'Someone has to say to you that you really don't have to do this.' - This is what her sister said on the way to her wedding.
- 'I spent the next 15 years trying to get out of it.' This is how long it took her to get divorced.
- 3 the Russian Revolution Her (Polish) grandmother was in Russia during the revolution and met many interesting people (painters, writers). Her granddaughter wishes she could have talked to her about this time. old letters – By reading her old letters the granddaughter is finding out about her life.
- 4 'It was a crazy idea and totally out of character' The man was normally very honest.
 'in the long run it was probably a good thing' He realizes now that in the end it probably had a positive
- effect on his life because he never stole anything again.
 'My parents were really keen for me to change' Her parents wanted her to go to a better school.
 'but I was totally against the idea' At the time she didn't want to change schools.

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** Focus on the task and give Sts time to think about two regrets for each situation.

Now put Sts in small groups of three or four and get them to compare regrets. Encourage Sts to ask each other for more information.

Deal with any general vocabulary problems that arose.

Get some feedback from the class about some of their regrets. You could tell Sts about some of your regrets, too.

7 (3)22)) SONG Same Mistake 🎜

This song was originally made famous by the British singer James Blunt in 2007. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on *p*.233.

3 22)))

Same Mistake

Saw the world turning in my sheets And once again I cannot sleep Walk out the door and up the street Look at the stars beneath my feet Remember rights that I did wrong So here I go

Chorus

I'm not calling for a second chance I'm screaming at the top of my voice Give me reason, but don't give me choice 'Cos I'll just make the same mistake again

And maybe someday we will meet And maybe talk and not just speak Don't buy the promises 'Cos there are no promises I keep And my reflection troubles me So here I go

I'm not calling for a second chance I'm screaming at the top of my voice Give me reason, but don't give me choice Because I'll just make the same mistake I'm not calling for a second chance I'm screaming at the top of my voice Give me reason, but don't give me choice 'Cos I'll just make the same mistake again

Saw the world turning in my sheets And once again I cannot sleep Walk out the door and up the street Look at the stars Look at the stars falling down And wonder where Did I go wrong?

4&5 Talking about...waste

Lesson plan

In the first part of this lesson, the person interviewed is Candida Brady, a British journalist and film-maker.

In the second part of the lesson, people in the street are asked about recycling.

STUDY LINK

- Workbook Talking about...waste
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- Quick Test 5
- File Test 5
- Progress Test Files 1-5
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

• Write the name JEREMY IRONS on the board and ask Sts if they know him and what nationality he is (he is a British actor), and if they have seen him in any films (e.g. The Borgias, Margin Call, The Man in the Iron Mask, Lolita, Casanova, The Kingdom of Heaven, Eragon, Beautiful Creatures, etc.)

1 **THE INTERVIEW** Part 1

a Books open. Focus on the biographical information about Candida Brady. Either read it out loud or give Sts time to read it.

Focus on the question and do it as an open-class activity.

b (3 23)) Focus on the task and give Sts time to read sentences 1–6. Remind Sts that they do not need to correct the false ones at this stage.

Go through the Glossary with the class.

Play the DVD or audio (**Part 1**) once the whole way through for Sts to do the task.

You could get Sts to compare with a partner before checking answers.

Extra support

• You could pause the DVD or audio at the relevant places and, in pairs, get Sts to compare orally what they have understood before marking the sentences true or false.

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

3 23))

(script in Student's Book on *p.125*) I = interviewer, C = Candida Brady

- Part 1
- I What were you hoping to do by making the film *Trashed*?C Well, I think, um, the role of the film, um, for me was to
- raise awareness, um, on the topic and get it into the press so that people could start having a, a meaningful conversation about waste which, um, is not a particularly, um, attractive subject, let's say.
- I How many countries did you film in?
- **C** We ended up actually filming in 11 countries, um, but the stories that I've chosen are universal and obviously I spoke to, to people in communities, um, in more countries, um, than we actually filmed in, um, but their stories are certainly not isolated, they were repeated around the world, sadly wherever you kind of want to pick actually.
- I How did you persuade Jeremy Irons to get involved in the film?
- C I had worked with Jeremy some years ago on a, on a different film and I was generally aware that he doesn't like waste either, um, he will, you know, wear his jumpers until they're worn out, he'll keep his cars until they're falling apart, you know, he'll repair everything, so he's always seen, you know, the value in reusing things, it's just something natural to him as well, so he just felt like a natural, um, first approach, and, and so I sent him the treatment and amazingly he, he loved it.
- I How did you get Vangelis to write the soundtrack?
- C Well, Jeremy and Vangelis have been friends for years, so, um, Jeremy sent him the rough cut of the film and Vangelis absolutely loved it. He, he is also a committed environmentalist, so he's always been aware, um, he was aware because he worked with, um Cousteau, sort of various people, you know, he was aware of issues for the seas and so on, um, but generally again he was very shocked, um, by the film and really wanted to get involved, so...
- I What research did you do before you started making the film?
- **C** I spent about a year, um, talking to communities, talking to experts, um, you know, obviously reading an awful lot, um, and, um, just ingesting it all because obviously again it's such an enormous topic to take on.
- c Focus on the task and play the DVD or audio again the whole way through for Sts to correct sentences 2, 4, and 6.

You could get Sts to compare with a partner before checking answers.

- 2 Jeremy Irons keeps things a long time until they are worn out, e.g. jumpers, car. He doesn't like waste.
- 4 Vangelis is Jeremy's friend.
- 6 She spent a year talking to people communities and experts.

VIDEO Part 2

a (3 24)) Focus on the task and play the DVD or audio (Part 2) once the whole way through for Sts to answer the questions.

You could get Sts to compare with a partner before checking answers.

- 1 trying not to make it too depressing
- 2 water pollution

CE4&5

3 24))

(script in Student's Book on p.125)

Part 2

- I Rubbish isn't very attractive visually. Was that a problem for you as a film-maker?
- C Er, yes and no, um, strangely enough. Obviously I had a wonderful, um, DOP, Director of Photography, so, um he can pretty much make anything look beautiful, I think, but, um, I wanted to choose as, as I've said earlier, um, you know, I'd a lot of research and so sadly these things were repeatable and, and in every country around the world so I wanted to choose, um, beautiful places wherever possible, um, that had been ruined unfortunately by, um man-made rubbish, so, um, the ancient port of Saida in Lebanon, um the fact that, you know, you've got this huge mountain of waste, which was formerly a flat sandy beach.
 I Documentaries about how we're destroying the planet can
- be very depressing, was that also a challenge for you?
- C A huge challenge, yes. Um, I would have preferred to make a much more cheerful, um, documentary than, um, I think *Trashed* is. I think it has got hope, um, I think 'cos we were very much aware that we wanted to offer solutions at the end of it, but you are, um, the subject is not a cheerful subject. Um, I could have gone further I think with it, but I didn't want to because actually, you know, you could sort of end up feeling that you just want to go and shoot yourself which is not what I wanted. I wanted to feel that, you know, people feel that they can make a difference to this topic.
- I In the film you focus on air pollution, land pollution, and water pollution which do you think is the most worrying?
- C Um, if I had to pick one, um, which I would be reluctant to do, er, it would be water without a doubt. I think that what has happened to all of the oceans and beaches actually as well, um, in the world in the last 30 years is astonishing in the scale and the speed. Um, you know, there are certain places in the world, that you know, that you have to dig down on a beach, um over a foot, before you'll find sand that doesn't have plastic in it. Unfortunately what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented that they're the same size as the zooplankton, um, which is obviously in the food chain.
- **b** Focus on the six sentences and the **Glossary**.

Play the DVD or audio again the whole way through for Sts to complete the task. Play again as necessary.

You could get Sts to compare with a partner before checking answers.

Extra support

• When you play the DVD or audio the second time, pause after each question has been answered to give Sts time to write the missing words.

1 wonderful	3	cheerful	5	plastic
2 ruined	4	solutions	6	food

Part 3

a (3,25))) Focus on the task and Glossary.

Give Sts time to read the three questions.

Play the DVD or audio (**Part 3**) once the whole way through for Sts to do the task.

You could get Sts to compare with a partner before checking answers.

Extra support

• You could pause the DVD or audio at appropriate places and, in pairs, get Sts to compare answers.

- 1 She tries not to blame one person.
- 2 because San Francisco shows that zero waste can be
- achieved on a big scale 3 no

3 25))

(script in Student's Book on p.125)

Part 3

- Who do you think is mostly to blame for the problems we have with waste?
- **C** I tried very hard actually not to blame one person or things, um, in the film, actually quite deliberately because I think in a way, um, it lets us off the hook, um, and it also, um, I think we all need to work on the, the problem together because it's too complicated to blame one person or one thing or one act or, um, you know, I think it's, it's multifaceted unfortunately.
- I Your film finishes on an optimistic note with the example of San Francisco's zero waste policy. Can you tell us a bit about that?
- C Well, I, I actually in the film ended up, um, using San Francisco as the example because I wanted to show, er, that zero waste could be achieved on a big scale. When you go and stay in San Francisco in your hotel room, you'll have four different bins and you'll have signs on the wall of what goes into each bin, so it's very very easy to, to recycle and I think that's a huge part of what we should be doing.
- Has the film changed your own habits regarding waste?
 I don't think the film has particularly changed my own habits dramatically, um, because I've always been thrifty, um, by nature because, um, I was lucky enough to spend a lot of time with my grandparents when I was growing up and the post war, sort of, philosophy of never wasting anything, it just, you know, it was instilled in me. I ride the same bicycle that I've had since I was 15 years old and over the years obviously had it repaired and repaired, but I take tremendous pride in the fact that I've always, um, ridden the same bike and you know I have lovely memories of it, so and with it, so, um I think, I think we need a slight change of mindset to make things cool the longer you have them in a way, than actually this perpetual thing of buying new things for the sake of it.
- **b** Focus on the task and give Sts time, in pairs, to see if they can remember why she mentioned the three things.

Play the DVD or audio the whole way through. Play again as necessary.

You could get Sts to compare with a partner before checking answers.

Extra support

- You could pause the DVD or audio at appropriate places and, in pairs, get Sts to compare orally what they have understood.
- 1 They have four different bins and signs on the wall of
- what goes into each bin, so it's very easy to recycle.2 She spent a lot of time with her grandparents when she was growing up. They taught her not to waste anything
- as they had lived through the war.
- 3 She still rides the bike she got when she was 15.

Extra support

• If there's time, you could play the audio again while Sts read the scripts on *p.125*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

CE4&5

LOOKING AT LANGUAGE

3 26))) This exercise focusses on a common feature of spoken English - the use of comment adverbs. Focus on the Comment adverbs box and go through it with the class.

Focus on the task and give Sts time to read extracts 1–7.

Play the DVD or audio, pausing after each extract to give Sts time to write the missing adverbs.

Check answers.

- 1 actually
- 5 strangely
- 2 obviously 3 amazingly
- 6 sadly
- 4 generally
- 7 Unfortunately

- 3 26))
- We ended up actually filming in 11 countries...
- ...but the stories that I've chosen are universal and, 2 obviously, I spoke to, to people in communities, um, in more countries, um, than we actually filmed in..
- 3 ...and so I sent him the treatment and amazingly he, he loved it.
- 4 ...but generally, again, he was very shocked, um, by the film and really wanted to get involved ...
- ...yes and no, strangely enough. Obviously I had a 5 wonderful, DOP, Director of Photography, so he can pretty much make anything look beautiful..
- 6 I did a lot of research and so, sadly, these things were repeatable and, and in every country around the world...
- 7 Unfortunately, what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented...

3 🔜 IN THE STREET

3 27)) Focus on the task.

Play the DVD or audio once the whole way through.

Check the answer.

Jo has the most positive attitude.

3 27)))

(script in Student's Book on p.125)

I = interviewer, S = Sally, Jo = Jo, J = Jill, P = Pranjal Sally

- How much recycling do people in your country do?
- S I don't think we do enough, I think we could do a little bit more. I'm not wonderful myself, but we try and do a little bit of recycling.
- L How responsible are you personally?
- S Well, we probably do about, probably about 30% we recycle.
- 1 What do you think the government, or individuals, could do to make people recycle more?
- S Well, they could give you all these, um, boxes and bins and things at home to help you recycle. The Germans seem to do it quite well.

- Jo
- How much recycling do people in your country do? 1
- Jo I think people are quite good at recycling, I think, um, now that the, the waste companies come and collect recycling from the houses, people haven't really got an excuse not to recycle any more.
- Т How responsible are you personally?
- Jo Err, I, I recycle as much as I can.
- What do you think the government, or individuals, could do to make people recycle more?
- Um, well maybe they could offer a financial incentive for, Jo for recycling, um, or maybe for producing less rubbish that can't be recycled.

Jill Т

- How much recycling do people in your country do?
- I think that recycling is getting better in this country, I J think that we still have a long ways to go. I think it's still done largely in pockets and not necessarily nationwide as much as it could be.
- How responsible are you personally?
- Actually, in the town where I live we have a very strong L recycling program and so I participate in, um, filling it up with cans and bottles, newspapers and all kinds of stuff, and they come and get it every other week, so. Easy, too.
- I What do you think the government, or individuals, could do to make people recycle more?
- Well, incentives always work. Besides, above and beyond J monetary incentives, just incentives to promote, you know, benefits to the environment.

Pranjal

- How much recycling do people in your country do?
- Ρ I don't think people in the US recycle enough. I think we should recycle more and I'm even, uh, you know, I'm even guilty of not recycling enough, but I don't think we recycle enough.
- How responsible are you personally?
- P Personally, I'm not really that responsible in cycling, I'll be honest, I don't really recycle that often, but if I do get the opportunity to recycle, I will.
- L What do you think the government, or individuals, could do to make people recycle more?
- P Well, I think it's important for individuals to realize that even the smallest difference makes a big difference, and so if everyone could just get in that mindset that the smallest change they can make in their lives makes a big difference. I think that will, in fact, make a big difference.
- b Focus on the task and give Sts time to read the questions.

Play the DVD or audio again the whole way through, pausing after each speaker to give Sts time to do the task. Play again as necessary.

Check answers.

Jo and Jill think the government should offer money for recycling and producing less rubbish.

Pranjal thinks it's up to people themselves to realize that it's worth recycling.

Sally thinks the government should provide more containers for recycling.

Jill thinks the government should do more to show people why recycling is good for the environment.

(3 28))) This exercises focusses on some colloquial с expressions which were used by the speakers. Focus on the phrases and give Sts time to read them.

Play the DVD or audio, pausing after the first phrase and playing it again as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other four phrases.

See words in **bold** in script 3.28

CE4&5

3 28))

- 1 ...people haven't really got an **excuse** not to recycle any more.
- 2 ...well maybe they could offer a **financial** incentive for, for recycling...
- 3 ...I think we still have a long way to go.
- 4 ...filling it up with cans and bottles, newspapers and all **kinds** of **stuff**...
- 5 ...so if everyone could just get in that **mindset** that the smallest change they can make in their lives makes a big difference.

Extra support

• Tell Sts to go to *p.125* and to look at the script for **IN THE STREET**. Play the DVD or audio again and tell Sts to read and listen at the same time.

Deal with any vocabulary problems and get feedback from Sts on what parts they found hard to understand and why, e.g. speed of speech, pronunciation, etc.

4 SPEAKING

Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Monitor and help with vocabulary. Deal with any general language problems at the end of the activity.

Get some feedback.

G gerunds and infinitives

V music

words that come from other languages

Music and emotion

Lesson plan

The topic of this lesson is music and how it affects our emotions.

The first half of the lesson begins with a vocabulary and pronunciation focus on common 'borrowed' words related to music, e.g. *cello*, *choir*, and *ballet*, and on other foreign words which are used in English. This is followed by a speaking activity where Sts talk about their musical tastes and experiences. Sts then read an article from *The Times* about a young American whose deafness was cured and who was suddenly able to listen to music for the first time in his life.

In the second half of the lesson, Sts listen to an interview with a music psychologist, who explains why we listen to music and how music can affect us emotionally. The lesson continues with a grammar focus on the uses of gerunds and infinitives. Sts revise the basic rules about when to use a gerund or an infinitive after a verb and then learn about certain verbs (e.g. *remember*, *try*) which can be followed by either a gerund or infinitive, but with a change in meaning. The lessons finishes with the song, *Sing*.

STUDY LINK

- Workbook 6A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar gerunds and infinitives p.161
- **Communicative** Gerund or infinitive? *p.199* (instructions *p.183*)
- Song Sing p.234 (instructions p.227)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.54* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could tell Sts that G.K. Chesterton (1874–1936) is probably best known for his series about the priest-detective Father Brown, who appeared in 50 stories.
- Ask Sts if they agree with the quote.

1 VOCABULARY & PRONUNCIATION

music, words from other languages

a **329**)) Tell Sts they are going to hear some musical extracts and they have to match them to the words in the list.

Play the audio once or twice as necessary.

3 29))

- 1 Bach cello suite number 1
- 2 somebody playing drums
- 3 soprano singing
- 4 somebody playing a bass guitar
- 5 orchestra playing
- 6 jazz player playing saxophone
- 7 somebody playing a flute
- 8 a conductor rehearsing an orchestra
- 9 extract from Beethoven's Ninth Symphony
- 10 somebody playing a keyboard
- 11 somebody playing the violin

b 3 30)) Now play the audio for Sts to listen and check.

Check answers. Elicit and practise the pronunciation of the words, modelling where necessary.

See words in **bold** in script 3.30

3 30))

- 1 Bach cello suite number 1: a cello
- 2 somebody playing drums: drums
- 3 soprano singing: a soprano
- 4 somebody playing a bass guitar: a bass guitar
- 5 orchestra playing: an orchestra
- 6 jazz player playing saxophone: a saxophone
- 7 somebody playing a flute: **a flute**
- 8 a conductor rehearsing an orchestra: a conductor
- 9 extract from Beethoven's Ninth Symphony: a choir
- 10 somebody playing a keyboard: **a keyboard**
- 11 somebody playing the violin: a violin

In pairs Sts practise saying the words.

Give Sts, in pairs, a few minutes to think of any other words they know for instruments and musicians.

Elicit answers on the board in two columns headed INSTRUMENTS and MUSICIANS. Get Sts to spell the words and then elicit / drill pronunciation where necessary.

Possible suggestions

instruments: trumpet, triangle, recorder, harp, harmonica, banjo, trombone, clarinet, organ, etc.

musicians: cellist, drummer, bass guitarist, pianist, violinist, keyboard player, saxophonist, rapper, tenor, singersongwriter, composer, lead singer, band, etc.

Pronunciation notes

English has borrowed many words from other languages. Some of them have been anglicized, e.g. *boeuf* (French) to *beef*. Others have been unchanged, e.g. *cello*. Where English uses a foreign word, the consonants are often pronounced in a way which is similar to the language of origin, e.g. in *cello* the *c* is pronounced /tʃ/ – similar to the Italian pronunciation. On the other hand, vowels are usually anglicized, e.g. the final *o* in *cello* is pronounced /əʋ/ as in English.

Note: in borrowed French words which include the letters *en*, e.g. *genre*, the vowel is pronounced in a similar way to French, and sounds like the *o* in *on*/on/.

c Focus on the Foreign words that are used in English box and go through it with the class.

Now put Sts in pairs and tell them to look at all the words in *Borrowed words related to music*, say them to each other, and underline the stressed syllable.

d (3)31)) Play the audio for Sts to listen and check.

Check answers.

See underlining in script 3.31

3 31))

<u>ce</u>llo, con<u>cer</u>to, mezzo-so<u>pra</u>no

orchestra, choir, chorus, microphone, rhythm, symphony

<u>ba</u>llet, <u>en</u>core, <u>gen</u>re

Now play the audio again, pausing after each group of words. Elicit how the pink letters are pronounced.

The letter c in cello and concerto is pronounced /tʃ/.

- The letters zz in mezzo are pronounced /ts/.
- The letters *ch* in *orchestra*, *choir*, and *chorus* are pronounced /k/.
- The letters *ph* in *microphone* and *symphony* are pronounced /f/.
- The letters *rhy* in *rhythm* are pronounced /rɪ/.
- The letters et in ballet are pronounced /eɪ/.
- The letters en in encore are pronounced /oŋ/.
- The letter g in genre is prononuced /ʒ/ and the letters en are pronounced /ɒn/.

Play the audio again, pausing after each group of words, and get Sts to repeat them.

Then repeat the activity, eliciting responses from individual Sts.

e Focus on the task and point out that these words are not related to music. You might want to highlight that Sts have seen a lot of these words in previous lessons.

Put Sts in pairs, get them to say the words to each other and then guess their origin.

Say each word in turn and ask Sts which language they come from and their meaning. Model and drill pronunciation as necessary.

f (3,32)) Now play the audio for Sts to find out which language the words come from.

Check answers.

3 32)))	
From Italian	barista, cappuccino, graffiti, macchiato, paparazzi, villa
From Greek	architecture, hypochondriac, philosophy, photograph, psychic, psychologist
From French	bouquet, chauffeur, chef, chic, croissant, fiancé

Play the audio again, pausing after each group of words for Sts to repeat.

Then repeat the activity, eliciting responses from individual Sts.

Finally, give Sts time to practise saying them.

2 SPEAKING

Focus on the questionnaire and give Sts time to read through it. Remind them that in the last question *live* is an adjective and is pronounced /laɪv/.

Put Sts in pairs and tell them to take turns to tell each other their answers to the questions (rather than do this as an interview).

Montior and help if necessary.

Deal with any general vocabulary problems that arose.

Finally, get some quick feedback from the class on some of the questions, e.g. find out how many Sts can, e.g. read music, can play an instrument, what the best live concert was that they have seen, etc.

Extra idea

• Tell Sts your own answers to some of the questions in the questionnaire, particularly if you have a keen interest in music or play an instrument, etc.

3 READING

a Focus on the task and then give Sts time to think of their answers.

Either put Sts in pairs and get them to share their answers or do this as an open-class activity. If you have a particular piece of music you remember hearing and liking as a child, tell Sts.

b Focus on the title, *What music would you play to an alien?*, and make sure Sts know the meaning of *an alien*.

Set a time limit for Sts to read the article once to find out why the writer chose this title.

Extra support

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

Check the answer.

Before getting his new hearing aid, Austin Chapman had never heard music. He went on the internet and asked for suggestions of what to listen to. Someone on the site reddit.com wrote that introducing Austin to music is like introducing music to an alien since we imagine that aliens would never have heard any music either.

c Now set a time limit for Sts to re-read the first paragraph of the article and to find the words / phrases for definitions 1–5.

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

- 1 profoundly (line 1)
- 2 make a fool of themselves (line 2)
- 3 moved to tears (line 4)
- 4 with no great expectations (line 7)
- 5 a cacophony (line 9)



d Focus on the question and do it as an open-class activity.

whir = a continuous low sound, for example the sound made by the regular movement of a machine or the wings of a bird

- hum = a low continuous sound, for example which people can make when they sing a tune with their mouths almost shut
- clacking = if two hard objects clack, they make a short loud sound when they hit each other

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

Now get Sts to read the whole article again and to find e why 1–9 are mentioned.

Then, in pairs, Sts use their own words to explain what they read about 1-9.

Check answers.

- 1 The Lacrimosa is the first piece of music Austin listened to. It made him cry.
- 2 After Lacrimosa his friends played all these bands and singers.
- 3 Someone on the reddit.com website told Austin to start with classical music and then move on to music from the fifties.
- Austin decided to listen to music from each decade and 4 he started with Guillaume de Machaut's Agnus Dei.
- 5 Austin isn't keen on country music as he thinks it is too depressing.
- This is his favourite piece for the time being. 6
- 7 These are two pieces of music he is also keen on.
- 8 He hasn't listened to them yet.
- 9 This is still his favourite sound. It makes him feel peaceful.
- f Put Sts in pairs and get them to discuss the questions.

Get some feedback, particularly about the music they would recommend.

LISTENING & SPEAKING 4

(3 33)) Focus on the task. a

> Play the extracts one by one and elicit some opinions to the first question. Then find out with a show of hands how many Sts would like to carry on listening or not. If Sts say yes, you could elicitwhat kind of music it is.

3 33))

Extracts:

- 1 classical music (Lacrimosa from Mozart's Requiem)
- 2 drum and bass
- 3 a waltz (The Blue Danube by Johann Strauss II)
- 4 contemporary classical music 5
- traditional jazz
- 6 Indian sitar music 7 country music
- 8 rap
- 9 New Age

Extra support

 Before playing the music extracts, elicit from Sts how music can make you feel, e.g. happy, sad, sleepy, angry, etc. Write all the adjectives they suggest on the board. Then play each piece of music one at a time.

b (3)34)) Tell Sts that they are going to listen to a music psychologist talking about why we listen to music. Focus on the task and tell Sts that the first time they listen they should try to complete sentences 1-3 with a phrase. The second time they should try to listen for at least one example.

Play the audio twice and give Sts time to write their notes.

You could get Sts to compare with a partner before checking 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 to make us remember important moments in the past, e.g. when we met someone for the first time
- 2 to help us to change activities, e.g. we play a certain kind of music to prepare us to go out in the evening (another kind to relax us when we get home from work).
- 3 to intensify the emotion that we are feeling, e.g. if we are sad, we play sad music to make us even sadder (if we are feeling angry, we play angry music to make us angrier; we play romantic music to make a romantic dinner more romantic).

3 34)))

(script in Student's Book on p.126)

I think it's very interesting that human beings are the only animals which listen to music for pleasure. A lot of research has been done to find out why we listen to music, and there seem to be three main reasons. Firstly, we listen to music to make us remember important moments in the past, for example when we met someone for the first time. Think of Humphrey Bogart in the film Casablanca saying 'Darling, they're playing our song'. When we hear a certain piece of music, we remember hearing it for the first time in some very special circumstances. Obviously, this music varies from person to person.

Secondly, we listen to music to help us to change activities. If we want to go from one activity to another, we often use music to help us make the change. For example, we might play a certain kind of music to prepare us to go out in the evening, or we might play another kind of music to relax us when we get home from work. That's mainly why people listen to music in cars, and they often listen to one kind of music when they're going to work and another kind when they're coming home. The same is true of people on buses and trains with their iPods.

The third reason why we listen to music is to intensify the emotion that we're feeling. For example, if we're feeling sad, sometimes we want to get even sadder, so we play sad music. Or we're feeling angry and we want to intensify the anger then we play angry music. Or when we're planning a romantic dinner, we lay the table, we light candles, and then we think what music would make this even more romantic?

(3 (35))) Focus on the task and give Sts time to look at С the incomplete notes. Make sure they understand to exploit on the last line.

Play the audio twice and give Sts time to complete their notes by pausing between each section.

You could get Sts to compare with a partner before checking 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.

Three important human emotions

2 sadness

- 3 anger
- How we feel affects the way we speak, e.g.
- 2 sad speak more slowly / lower
- 3 angry raise voice / shout
- Music copies this, e.g.
- 2 slow music with falling pitches makes us feel sad
 3 loud music with irregular rhythms makes us feel angry
 Examples (pieces of music):
- 1 happy, e.g. Beethoven's Seventh Symphony
- 2 angry, e.g. Mars from The Planets by Holst
- 3 sad, e.g. Albinoni's Adagio for strings.

This is especially exploited in film soundtracks, e.g. the shower scene in *Psycho* (nothing is happening, but the music makes it terrifying).

3 35))

(script in Student's Book on p.126)

Let's take three important human emotions: happiness, sadness, and anger. When people are happy they speak faster and their voice is higher. When they are sad they speak more slowly and their voice is lower, and when people are angry they raise their voices or shout. Babies can tell whether their mother is happy or not simply by the sound of her voice, not by her words. What music does is it copies this and it produces the same emotions. So faster, higher-pitched music will sound happy. Slow music with lots of falling pitches will sound sad. Loud music with irregular rhythms will sound angry It doesn't matter how good or bad the music is if it has these characteristics, it will make you experience this emotion. Let me give you some examples. For happy, for example, the first movement of Beethoven's Seventh Symphony. For angry, say Mars, from The Planets by Holst. And for sad, something like Albinoni's Adagio for strings.

Of course the people who exploit this most are the people who write film soundtracks. They can take a scene which visually has no emotion and they can make the scene either scary or calm or happy just by the music they write to go with it. Think of the music in the shower scene in Hitchcock's film *Psycho*. All you can see is a woman having a shower, but the music makes it absolutely terrifying.

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.
- d Focus on the questions and then set a time limit for Sts to go through them in pairs and compare answers and choices of music. When answering question 3 encourage Sts to be as specific as possible in their answers, i.e. by specifying not just the kind of music they would play, but also the name of the artist or song / piece of music.

Monitor and help whilst Sts do the task.

Deal with any general vocabulary problems that arose.

Get some feedback from individual Sts.

5 **GRAMMAR** gerunds and infinitives

a Focus on the task and extracts 1–3 and give Sts a couple of minutes to put the verbs into the gerund or infinitive.

Get them to compare with a partner.

b (3)36)) Now play the audio for Sts to listen and check.

Check answers.

1 remember 2 hearing 3 to go, to make

3 36))

- 1 Firstly, we listen to music to make us remember important moments in the past.
- 2 When we hear a certain piece of music we remember hearing it for the first time...
- 3 If we want to go from one activity to another, we often use music to help us make the change.
- **c** This exercise introduces a new grammar point that certain verbs can use either the gerund or infinitive, but with a change in meaning.

Focus on the task and give Sts time to try and work out the difference between the two sentences.

Check answers.

1 is about the past. 2 is about the future.

d (3) 37)) (3) 38)) 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. Make sure they understand the meaning of all the listed verbs and phrases, e.g. *can't stand* = hate, *happen to* = do sth by chance.

Additional grammar notes

 Previously Sts have seen the basic rules governing the use of gerunds and infinitives (with and without to) after certain verbs. Here they revise and expand their knowledge of verbs which can take the gerund and those which take the infinitive with or without to – something that even the most advanced Sts make mistakes with. They then learn to use verbs which can take either form, but with a change in meaning.

verbs followed by the gerund and verbs followed by the infinitive

- rules 1–3: A full list of the most common verbs which take the gerund or infinitive is included in the Appendix Verb patterns: verbs followed by the gerund or infinitive on p.164. After reminding students of the three verb patterns (Rules 1–3) take a few minutes to go through the Appendix and make sure Sts know the meaning of the verbs. You could ask Sts to revise the three groups as selfstudy and test them on the material.
- **rule 3**: *make* and *let* Highlight that the verb form following these verbs depends on whether the sentence is active or passive.

verbs that can be followed by either gerund or infinitive with to

- **rule 2:** This grammar rule will be new to most Sts. In Sts' L1 some of these concepts may be covered by using two different verbs, so if you know your Sts' L1, you can use it to make the meaning clear.
- With need to do | needs doing highlight that needs doing is an alternative to a passive construction, e.g. The house needs painting | to be painted.

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

Check answers, getting Sts to read the full sentences.

out

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.
- e Put Sts in pairs for this oral grammar practice activity and focus on the task. Give Sts time to think and plan what they are going to say before getting them to speak.

Monitor and help Sts, correcting any errors with gerunds and infinitives.

Get some feedback.

6 (3,39)) SONG Sing 5

This song was originally made famous by the American rock band My Chemical Romance in 2010. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on *p.234*.

3 39))

Sing it for the world Sing it for the world

Sing Sing it out Boy, you've got to see what tomorrow brings Sing it out Girl, you've got to be what tomorrow needs For every time that they want to count you out Use your voice every single time you open up your mouth Chorus Sing it for the boys Sing it for the girls Every time that you lose it sing it for the world Sing it from the heart Sing it till you're nuts Sing it out for the ones that'll hate your guts Sing it for the deaf Sing it for the blind Sing about everyone that you left behind Sing it for the world Sing it for the world Sing it out Boy, they're gonna sell what tomorrow means Sing it out Girl, before they kill what tomorrow brings You've got to make a choice If the music drowns you out And raise your voice Every single time they try and shut your mouth Chorus Cleaned up, corporation progress Dying in the process Children that can talk about it Living on the railways People moving sideways Sell it till your last days Buy yourself the motivation **Generation Nothing** Nothing but a dead scene Product of a white dream I am not the singer who you wanted But a dancer I refuse to answer Talk about the past, sir Wrote it for the ones who want to get away Keep running! Chorus We've got to see what tomorrow brings Sing it for the world Sing it for the world Girl, you've got to be what tomorrow needs

G used to, be used to, get used to V sleep

P sentence stress and linking

Sleeping Beauty

Lesson plan

The context of this lesson is several different angles on sleep.

At the start of the first half of the lesson, Sts listen to three people who all have some kind of sleep problem and they then talk about their own experiences. Sentences taken from the listening provide the context for the grammar presentation, which revises the use of *used to* to talk about repeated past actions, and introduces *be used to* and *get used to* (doing something) to talk about actions or activities which have become, or are becoming, familiar. The Pronunciation focus is on sentence stress and linking. Sts then read an article about how video games help people control their dreams, followed by two more articles, which they read separately, and tell each other about, on some other unusual aspects of sleep.

In the second half of the lesson, Sts listen to a radio programme in which they hear about an ex-chef who cooks while sleepwalking. They also hear an expert talking about sleepwalking. The lesson finishes with a vocabulary focus on sleep (e.g. *oversleep*, *jet lagged*) and a speaking activity to recycle the new lexis.

STUDY LINK

- Workbook 6B
- iTutor
 iChecker
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar used to, be used to, get used to p.162
- **Communicative** usually, used to, get used to p.200 (instructions p.183)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.58* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could tell Sts that Anthony Burgess (1917–1993) is best known for his novel A Clockwork Orange.
- Ask Sts what they think the quote means and if they agree with it.

1 LISTENING & SPEAKING

- a Do this in pairs or as an open-class activity.
- **b 3 40**)) **3 41**)) **3 42**)) Focus on the task. Tell Sts they will hear each speaker at least twice. For each person they should write down what the speaker's problems are and what has caused the problem.

Play audio 3.40 for Sts to listen and do the task for the first speaker.

You could get Sts to compare with a partner and then play the audio again for Sts to check and complete their answers.

Then repeat for the other two speakers (audio 3.41 and 3.42).

Check answers.

Extra support

- Before playing the audio, go through the listening scripts and decide if you need to pre-teach / check any lexis to help Sts when they listen, e.g. *blinds*, etc.
- **Speaker 1:** He is a Spanish man living in the UK. He has problems getting to sleep and wakes up when he is asleep because his bedroom isn't dark enough. He prefers to sleep in complete darkness with closed blinds (which he always used to do in Spain), but his English wife doesn't. Their room has thin curtains, which don't keep out all the light. His wife would feel claustrophobic with thicker curtains.
- **Speaker 2:** He is a police officer and has to work shifts (one week nights, the next week days). When he works at night he feels tired, but then he can't get to sleep when he gets home because it's too noisy and everybody else is getting up. Just when his body gets used to working nights, it's time to change to working during the day.
- **Speaker 3:** She travels to New York very often for work and suffers from jet lag because of the time difference. When she arrives it's evening for her, but it's one o'clock local time, so when it is her bed time, she still has to work and go out for dinner. When she finally gets to bed, she wakes up in the night because her body clock is still on UK time. So she feels tired the next day. By the time she gets used to New York time, it's time to go home, but flying home (West to East) is worse – she arrives home in the morning UK time, but it is night for her body.

3 40))

(script in Student's Book on p.126)

- I = interviewer, S = speaker
- 1
- Why do you have problems sleeping?
- S Well, I'm Spanish, but I moved to London a few years ago when I married a British woman. I've been living here for three years now. I have a lot of problems getting to sleep at night because our bedroom just isn't dark enough. I can't get used to sleeping in a bedroom where there's light coming in from the streetlights outside. In Spain, I always used to sleep in complete darkness because my bedroom window had blinds and when I went to bed I used to close the blinds completely. But here in England our bedroom window just has curtains and curtains don't block out the light properly. It takes me a long time to get to sleep at night and I always wake up more often than I used to do in Spain.
- I So why don't you just get thicker curtains?
- **S** Because my wife doesn't like sleeping in a completely dark room. She says that she feels claustrophobic if the room is too dark.
- I Ah yes, a lot of people do feel like that.

6B

3 41))

(script in Student's Book on *p.126*)

- 2
- Why do you have problems sleeping?
- S Well, I'm a policeman and so I have to do shift work, which means I work at night every other week, so I start work at 10 o'clock at night and finish at six in the morning the following day. The main problem is that my body's used to sleeping at night, not during the day. So it's very hard to get used to being awake all night and trying to work and concentrate when your body is just telling you to go to bed.
 I But isn't it something you get used to?
- S Actually no, because I work during the day for one week and then the next week I work at night, which means that just when my body has got used to being awake at night then I go back to working in the day and then of course I can't get to sleep at night because my body thinks it's going to have to work all night. The other problem is that when I get home after working a night shift, everyone else is just starting to wake up so that means that it can be really noisy. The neighbours put on the radio and bang doors, and shout to wake their children up. So even though I'm really tired, it's just very hard to get to sleep.
- I How many hours do you usually sleep?
- S Before I became a policeman I used to sleep about eight or nine hours a night, but I think now I probably don't sleep more than six hours.

3 42))

(script in Student's Book on p.126)

- 3
- I Why do you have problems sleeping?
- S I have a lot of problems sleeping because of jet lag. I have to travel a lot in my job and I take a lot of long-haul flights. I fly to New York quite often and I arrive maybe at six in the evening my time, but when it's only one o'clock in the afternoon in New York. So at five in the afternoon local time, I'll be feeling tired and ready for bed because it's my bed time, but I can't go to sleep because I'm probably still working or having dinner with my American colleagues. Then when I do finally get to bed at say midnight local time, I find that I wake up in the middle of the night because my body thinks that it's morning because it's still working on UK time.
- I And can you get back to sleep when you wake up?
- **S** No, that's the problem, I can't get back to sleep. And then the next day when I have meetings I feel really sleepy. It's very hard to stay awake all day. And just when I'm finally used to being on New York time, then it's time to fly home. And flying west to east is even worse.
- I Oh, why's that?
- **S** Because when I get off the plane it's early morning in the UK. But for me, on New York time, it's the middle of the night. It takes me four or five days to recover from one of these trips.
- I Gosh, that must be really difficult for you.
- S Yes, it is.

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.
- **c** Focus on the three questions and make sure Sts understand them.

Put Sts in pairs and get them to interview each other, giving as much information as possible.

Monitor and help whilst Sts do the task.

Deal with any general vocabulary problems that arose.

Get some feedback.

2 GRAMMAR used to, be used to, get used to

a Focus on the task and the sentences which contrast the meaning of *used to*, *be used to*, and *get used to*.

Give Sts time to match the highlighted phrases to meanings 1–3 and to answer the question.

Check answers.

I always used to sleep	1
It's very hard to get used to being	3
I'm finally used to being on New York time	2

a) After used to the verb which follows is in the infinitive without to.

- b) After *be / get used to* the verb which follows is in the *-ing* form (because *to* is a preposition here, not an infinitive).
- **b** (3)(3)(3)(4))) 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

used to | didn't use to + infinitive

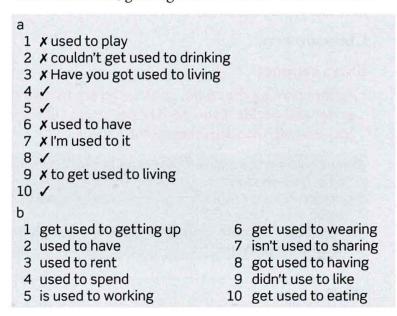
• At this level Sts should be confident about using *used to (do sth)* although they may still make mistakes like using *I use to...* instead of *I usually...* to describe a present habit. This can cause misunderstanding as a listener may understand *I used to...* (i.e. a past habit).

be used to | get used to + gerund

- These structures are introduced for the first time. Their similarity in form to *used to* means that they sometimes get mixed up in Sts' minds. A very common mistake is to use these structures with the infinitive instead of the gerund (e.g. *I'm used to wake up early*).
- Point out to Sts that to here is a preposition, and can also be followed by a noun (e.g. I'm used to living in London now; I'm used to the weather here now).
- The meaning of *be used to doing something* may not be immediately obvious to Sts. A formal equivalent would be *be accustomed to doing something*.
- You may also want to point out that the difference between *be used to* and *get used to* is like the difference between *be angry* and *get angry*, and that *get* here = *become*.
- The use of *would* to refer to repeated actions in the past is referenced here, but not practised in the grammar exercises. You may want to point out that *would* is used, especially in written English, as a variant to used to, e.g. We **used to** spend all our holidays by the sea. We **would** get up early every morning and run to the beach...

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

Check answers, getting Sts to read the full sentences.



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.

3 **PRONUNCIATION** sentence stress and linking

Pronunciation notes

- Although Sts should be quite familiar with the stress patterns of English, i.e. stressing the information words, they will still need more practice to be able to speak fluently with the right rhythm. They should also know the rules for linking words when one ends with a consonant and the next one begins with a vowel, as in *get up*, or when a word ends with a consonant sound and the next one begins with the same or a very similar sound, as is the case with *used to* /ju:stə/.
- a (3)45))) Focus on the task.

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

(3)45))) See sentences in Student's Book on *p.58*

Now play it again, pausing after each sentence for Sts to repeat. Make sure they pay attention to the rhythm and linking.

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

b (3)46)) Focus on the task.

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

3 46))

- 1 I'm not used to sleeping on such a hard bed.
- 2 I'll never get used to living alone.

```
3 Did you use to sleep a lot when you were a teenager?
```

Now play the audio again, pausing after each sentence to give Sts time to write. Play again as necessary. Check answers by eliciting the sentences onto the board.

See sentences in script 3.46

Extra challenge

- Tell Sts to listen again and this time to try and underline the stressed words. Play the audio.
- Elicit the stressed words and underline them on the board:
- 1 I'm not used to sleeping on such a hard bed.
- 2 I'll never get used to living alone.
- 3 Did you use to sleep a lot when you were a teenager?
- Elicit that the stressed words are always the words that carry the information, e.g. nouns and verbs.
- c Put Sts in pairs and get them to say the sentences to each other.

Get some individual Sts to say the sentences.

d This exercise recycles the grammar. Put Sts in pairs and get them to discuss 1–3, giving as much information as possible.

Get some feedback.

Extra support

• Demonstrate the activity by answering some of the questions yourself.

4 READING & SPEAKING

a Focus on the instructions and then give Sts time to read the introduction.

Then elicit answers to the three bulleted questions below the introduction. <u>Don't</u> tell Sts if they are right or not, but tell them they will find out the answers later.

b Focus on the task and sentences 1–6, dealing with any vocabulary problems (the term '*lucid*' *dream* is explained in the article).

Give Sts time to read *Living your dreams* and answer T or F for each statement. Remind them to underline the part in the article that gave them the answer.

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

Extra support

• Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the ones from **d**).

6B

- 1 T (Line 6: A lucid dream is one in which we are aware that we are dreaming.)
- 2 F (Line 7: In a lucid dream, the dreamer is sometimes able to control or influence what is happening to them ...)
- 3 T (Line 12: Gamers spend hours a day in a virtual reality and they are used to controlling their game environments, and this seems to help them to do the same when they are dreaming.)
- T (Line 17: Some experts believe that we have 4 nightmares to help us practise for life-threatening situations in a safe environment.)
- F (Line 19: Since video gamers already practise those 5 (life-threatening) situations regularly in games...video gamers may have less need of nightmares.)
- 6 T (Line 25: When they - a gamer - have a frightening experience in a dream they don't run away like most of us do, they turn round and fight back.)
- С Put Sts in pairs, A and B, and tell them to go to Communication Three things you (probably) didn't know about sleeping, A on p.106, B on p.111 to find out the answers to the other two questions they discussed in **a**.

Give Sts time to read their texts and answer the questions.

When they are ready, they should use their answers to tell each other about what they read.

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 **6B**.

d Focus on the Vocabulary quiz and set Sts a time limit to answer it in pairs. 1-3 are from Sleeping Beauty, 4–6 are from How our ancestors used to sleep, and 7–9 are from Living your dreams.

If Sts wrote their answers on a separate piece of paper, get them to exchange with another pair. Check answers.

1	syndrome	6	pray
2	loyal	7	gamer
3	deep	8	lucid
4	century	9	turn round

- 5 nightfall

Find out with a show of hands how many pairs got all the answers right.

Focus on the questions and then put Sts in pairs to e discuss them.

Monitor and help if necessary.

Get some feedback from the class and tell them what you think.

LISTENING & SPEAKING 5

Focus on the title, The chef who cooks in the middle of the night, and the illustration, and ask Sts why they think he cooks.

Elicit answers, but <u>don't</u> tell Sts if they are right or not.

b (3)47)) Tell Sts they are going to listen to a radio programme about sleep with the chef and his wife as guests. Focus on the task and play the audio once the whole way through.

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

Robert cooks in the middle of the night because he cooks when sleepwalking.

- He cooks all sorts of things, e.g. omelettes, spaghetti bolognese, chips, etc.
- It is a problem because he doesn't know he is doing it and it could be dangerous.

3 47)))

(script in Student's Book on p.126)

- P = presenter, R = Robert, E = Eleanor
- And finally today the story of a sleepwalker from Fife in Scotland who gets up in the middle of the night and goes to the kitchen and starts...you've guessed it, cooking. Robert Wood, who's 55 years old, used to be a chef until he retired last year. We have Robert and his wife Eleanor with us in the studio today. Robert, tell us what happens.
- R Well, I've been a sleepwalker for about 40 years now. I think it first started when I was about 14 or so. Anyway these days I get up about four or five times a week and I always end up in the kitchen and I start cooking something.
- Do you always cook?
- R No, not always. I've done other things, too. I remember once I put the TV on at full volume and once I filled the bath with water, although I didn't get in it. But I usually cook.
- Eleanor, do you wake up when this happens?
- Ε Yes, I usually wake up because he's making a noise. I go downstairs and usually I find him in the kitchen. Once he was just laying the table, but other times he's been cooking.
- P What sort of things does he cook?
- E All sorts of things. I've caught him cooking omelettes and spaghetti bolognese and I even caught him frying chips once. That was a bit scary because he could easily have burnt himself or started a fire.
- Do you ever eat the things that Robert cooks?
- Ε No. It always looks lovely, but I must admit I've never tried it – not at three o'clock in the morning. And the trouble is he always leaves the kitchen in a terrible mess. The last time he sleepwalked he spilt milk all over the place.
- So Robert, you have no idea that you're cooking?
- R No, I haven't. I really am asleep and afterwards I just have no recollection of having cooked anything.
- P You're getting some help to see if you can cure your sleep walking, aren't you?
- R Yes, I've been going to a sleep clinic in Edinburgh, where they think they will be able to help me.
- Well, good luck with that and thank you both for coming into the studio today. Now we're going to a break, but join us again in a few minutes...
- С Focus on the task and give Sts time to read the article and complete the gaps.

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

Check answers.

1	55	5	the bath
2	chef	6	omelettes
3	14	7	chips
4	four or five	8	fire

d Now tell Sts they are going to listen to the second half of the programme where an expert on sleepwalking joins the guests. Put Sts in pairs and tell them to decide with their partner if they think sentences 1-10 are true or false.

e (3)48))) Tell Sts the first time they listen they just need to mark the sentences true or false. Then they will listen again and they will need to correct the false ones.

Play the audio once the whole way through.

Get Sts to compare with their 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 T
 - 2 F (It **isn't** easy to know if someone is sleepwalking as sleepwalkers usually have their eyes open.)
- 3 F (About **18%** of the population have a tendency to sleepwalk.)
- 4 T 5 T
- 6 F (You can wake a sleepwalker up without any problem.)
- 7 F (Sleepwalkers **can** hurt themselves if a sleepwalker is walking around the house, they might trip or fall over a chair, or even fall down stairs.)
- 8 T
- 9 T
- 10 F (Sleepwalking **is** an excuse if you commit a crime a man killed his mother-in-law whilst sleepwalking. The man was charged with murder, but he was found not guilty.)

Extra support

• Before playing the audio a second time, quickly check which sentences are true and which are false. Do <u>not</u> ask Sts yet to correct the false sentences. Then play the audio again.

3 48)))

(script in Student's Book on *p.126*)

P = presenter, M = Professor Maurice

- P We've been talking to Robert, the sleepwalking cook, and his wife, Eleanor. And we're now joined by Professor Maurice from Rochester, New York, who is an expert in sleepwalking.
- M Hello.
- P Welcome. Professor Maurice. Does this story surprise you?
- M No, it doesn't. Not at all. I have treated people who have driven cars, ridden horses, and I had one man who even tried to fly a helicopter while he was asleep.
- P Do people usually have their eyes open when they sleepwalk?
- M Yes, sleepwalkers do usually have their eyes open. That's why sometimes it's difficult to know if someone is sleepwalking or not.
- P How common is sleepwalking?
- M More common than you might think. Research shows that about 18% of the population have a tendency to sleepwalk. But it's much more common in children than in teenagers or adults. And curiously, it's more common among boys than girls. Adults who sleepwalk are normally people who used to sleepwalk when they were children. They might do it after a stressful event, for example, after a traffic accident.
- P People always say that you should never wake a sleepwalker up when they're walking. Is that true?
- M No, it isn't. People used to think that it was dangerous to wake up a sleepwalker. But in fact, this isn't the case. You can wake a sleepwalker up without any problem, although if you do, it is quite common for the sleepwalker to be confused, so he or she probably won't know where they are for a few moments.
- **P** So if we see someone sleepwalking, should we wake them up?
- M Yes, you should remember that another of the myths about sleepwalkers is that they can't injure themselves while they are sleepwalking. But this isn't true. If a sleepwalker is walking around the house, they might trip or fall over a chair, or even fall down stairs. There was a case a while ago of a nine-year-old girl who opened her bedroom window while she was sleepwalking and fell thirty feet to the ground. Luckily, she wasn't seriously injured. So you see Eleanor, you're quite right to worry that Robert might burn himself when he's cooking. You need to wake him up and get him back to bed.
- P How long does sleepwalking usually last?
- M It can be very brief, for example, a few minutes. The most typical cases are people getting up and getting dressed, or people going to the bathroom. But it can occasionally last much longer, maybe half an hour or even more, as in Robert's case.
- **P** And what happens when sleepwalkers wake up? Do they remember the things they did while they were sleepwalking?
- M No, as Robert says, a sleepwalker usually doesn't remember anything afterwards.
- P So, is a sleepwalker responsible for his or her actions?
- M That's a very good question, actually. A few years ago a man from Canada got up in the middle of the night and drove 20 miles from his home to the house where his parents-in-law lived and, for no apparent reason, he killed his mother-in-law. The man was charged with murder, but he was found not guilty because he had been asleep at the time he committed the crime.

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.
- **f** Do this as an open-class question. If you have any experience of sleepwalking or know anyone who does, tell Sts about it.

6 VOCABULARY & SPEAKING sleep

- a Vocabulary race. Put Sts in pairs. Focus on the task and set a time limit. Sts should already know some of these words / phrases, others have come up earlier in the reading text, and others, e.g. *sleep like a log*, may be completely new. Use the example word (*sleepy*) to demonstrate, and elicit / explain the difference between *sleepy* and *tired*.
- **b** (3)49)) Play the audio for Sts to listen and check.

Check Sts understand all the words and phrases. If necessary, explain the difference between *a blanket* (a large cover made of wool) and *a duvet* (a large cloth bag filled with feathers or synthetic material). You might also want to point out that *jet-lagged* is an adjective and *jet-lag* a noun, as seen in **1C**.

Model and drill pronunciation of any words you think might be difficult, e.g. *duvet* /'duver/.

See words in **bold** in script 3.49

3 49))

- 1 Most people start feeling **sleepy** around 11 o'clock at night.
- 2 They often open their mouth and yawn.
- 3 They go to bed and **set** their **alarm** clock.
- 4 They get into bed and put their head on the **pillow**.
- 5 They cover themselves up with a **duvet**, or with **sheets** and **blankets**.
- 6 Soon they fall asleep.
- 7 Some people make a loud noise when they breathe. In other words, they **snore**.
- 8 During the night some people have bad dreams, called **nightmares**.
- 9 If you don't hear your alarm clock, you might oversleep.
- 10 If you drink coffee in the evening, it may keep you awake.
- 11 Some people can't sleep because they suffer from **insomnia**.
- 12 These people often have to take **sleeping tablets**.
- 13 Some people have a siesta or nap after lunch.
- 14 A person who sleeps well 'sleeps like a log'.
- 15 Someone who is tired after flying to another time zone is **jet-lagged**.
- 16 Someone who is sleeping very deeply is fast asleep.
- c Focus on the task and get Sts to cover the words in the right-hand column, and then to try to remember them by reading sentences 1–16 again and saying the missing words from memory.

If there's time, you could quickly elicit the words from the whole class to wrap up the activity.

d Focus on the task and the questions. Give Sts a few moments to read through them, and check they know the meaning of *recurring dreams*.

Put Sts in pairs, **A** and **B**. **A** asks **B** the blue questions and **B** asks the red ones. If you have plenty of time, you could ask Sts to return the questions with *What about you*?.

Monitor and help whilst Sts ask and answer the questions.

Deal with any general vocabulary problems that arose.

Get some feedback from various pairs.

Extra idea

• You could get Sts to ask you some of the questions.

36 Revise and Check

For instructions on how to use these pages see *p*.39.

STUDY LINK

iTutor

Test and Assessment CD-ROM

- Quick Test 6
- File Test 6

GRAMMAR

- 1 hadn't found
- 2 didn't work 3 wouldn't have gone
- 7 to getting up
 - 8 I could speak
 - 9 I'd learnt to play
- wouldn't be 5 used to driving
- 1 meeting

4

b

- 2 cleaning
- 3 to get
- 4 not to be
- 5 living

VOCABULARY

- a 1 proud
 - 2 homesick
 - grateful 3
 - 4 guilty
 - 5 stunned
- b 1 exhausting 2 shocked
 - 3 embarrassed
 - 4 stressful
 - 5 annoys
- 1 a conductor C 2 a band / a choir

 - 3 a cello 4
 - a soprano 5 a keyboard
- d 1 pillow
 - snore 2
 - 3 nap
 - 4 nightmare
 - 5 set

PRONUNCIATION

- 1 really
- 2 alarm
- 3 chauffeur architect 4
- 5 guilty
- b 1 up<u>set</u>
 - 2 devastated
 - 3 orchestra 4 in<u>som</u>nia
 - 5 sleepwalk

- CAN YOU UNDERSTAND THIS TEXT?
- a his contact lens solution (which he drank) and the training he did for a career in the Armed Services

b	1	а	6	С
	2		7	С
	3	С	8	
	4		9	а
	5	а	10	b

CAN YOU UNDERSTAND THIS FILM?

3 50))

		c							
1	С	2	b	3	а	4	b	5	С

3 50)) Available as MP3 on CD1

A Short Film on the Sleep Research Centre

Did you get enough sleep last night? I didn't. Nor the night before. These days lots of people have trouble getting a good night's sleep. Insomnia - the inability to get to sleep - is now a major issue for many people. In Britain over half of the adult population often struggle to fall asleep and ten per cent of people regularly take sleeping pills.

Even when people do get to sleep they often sleep badly. Some people even struggle with sleeping disorders. These range from the common to the bizarre. Common sleep disorders include sleepwalking and somniloquy, also known as sleep-talking. Stranger disorders include Sleep paralysis, where people wake up unable to move and Exploding Head Syndrome, where people hear a loud noise, like a bomb, just before they sleep.

In order to combat these sleep disorders we need to understand more about sleep's effects. The problem is sleep is still a mystery. I've come to the Sleep Unit at the Surrey Clinical Research Centre to meet the scientists who are trying to find out more. These scientists all study sleep. Instead of laboratories they have bedrooms full of high technology equipment. These machines measure a person's brain activity and body movement during sleep. Scientists use these measurements to analyse people's sleeping patterns. They hope to discover what sleep is for and what happens to us when we don't sleep enough. We already know that sleep deprivation affects the part of the brain that controls our behaviour, our personality and our emotions. So, when we don't get enough sleep all of these things are affected.

But why are we so sleep deprived? Researchers here say that we are sleeping enough hours, but that our sleep patterns are more irregular. The average adult sleeps for about seven and a quarter hours per night. This is almost exactly the same amount of sleep our ancestors used to get over a hundred years ago. The difference is they slept for just over seven hours every night, but we don't. Our sleeping patterns have changed to fit modern life. Today, most people lead busy lives and we often sleep less during the week. Sometimes we only sleep for five or six hours because we stay up late to work or spend time with friends. Then, at the weekend, people spend longer in bed and can sleep for ten hours! Perhaps this irregularity in sleeping patterns is something our brains find difficult to get used to. And this, in turn, affects our health and general well-being. That's why sleep clinics like this one are trying to learn more, so we can all sleep a little easier.

6 disappointing

- 8 horrified
- 9 offensive

- 6 to have

- 10 you wouldn't leave
- - - amazes 7

 - 10 scary

G past modals: must have, etc.; would ratherV verbs often confused

P weak form of have

Don't argue!

Lesson plan

The topic of this lesson is arguments: what causes them, how to argue, and how men and women argue differently.

The first half of the lesson starts with the grammar presentation where Sts listen to some people arguing, a context in which past modals of deduction can naturally occur. Your Sts will have learnt to use present modals of deduction (*must | might | can't* + infinitive) and *should* (+ infinitive) for advice at Intermediate level. In this lesson they learn how to use these same modals to make deductions about the past (e.g. *You must have taken a wrong turning*) and to make criticisms (e.g. *You shouldn't have said that*). The pronunciation focus is on weak forms of *have* in sentences with past modals (e.g. *You should have told me*). Then Sts read an article from *The Times* about how men and women argue in different ways.

In the second half of the lesson, Sts listen to an expert talking about how to argue in a sensible and controlled way. Sts then put the advice into action in a speaking activity where they role-play having two arguments. Then there is a Mini Grammar focus on the use of *would rather* and a vocabulary focus on verbs which are sometimes confused, e.g. *argue* and *discuss*. The lesson finishes with the song, *My Girl*.

STUDY LINK

- Workbook 7A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar past modals p.163
- Mini Grammar would rather p.175
- **Communicative** Guess my verb *p.201* (instructions *p.183*)
- Vocabulary Verbs often confused *p.219* (instructions *p.211*)
- Song My Girl p.235 (instructions p.227)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.64* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Make sure Sts know what *an argument* is. Model and drill its pronunciation.
- Ask Sts to tell you what the quote means and if they think it is funny.

- 1 GRAMMAR past modals: must have, etc.
- a (4,2))) Focus on the photos and the question. Elicit ideas for each one, but <u>don't</u> tell Sts if they are right or not.

Play the audio once the whole way through.

Check answers.

- 1 The two people are flatmates and they are arguing because the man has drunk and finished the woman's milk.
- 2 They are arguing about how to get to the woman's cousin's house.

4 2)))

(script in Student's Book on *pp.126–127*) **W = woman, M = man**

Conversation 1

- W Where's my milk? It's not here.
- M I haven't seen it. You must have finished it.
- **W** I definitely didn't finish it. I was keeping a bit for my cereal this morning. You must have used it.
- M Me? I never take anything from the fridge that isn't mine. You might have given it to the cat last night and then forgotten about it.
- W The cat drinks water not milk, so I can't have given it to the cat. Last night there was half a carton of milk in the fridge. <u>My</u> milk.
- M Well, I don't know what's happened to it.
- W What are you drinking?
- M Just coffee.
- W Yes, white coffee. That's where my milk went. Well, you can go to the supermarket and get me some more.
- M OK, OK, calm down. I'll go and get you some milk.

Conversation 2

Satnav At the roundabout take the second exit.

- W Why are you taking the third exit? She said the second exit.M I'm sure it's this one. I remember when we came here
 - last time.
- W According to that sign, this is the A245.
- M The A245? Oh no. We must have gone wrong.
 W Of course we've gone wrong. We should have taken the second exit at the roundabout. What's the point of having a satnav if you don't do what it says?
- M OK. I may have made a mistake. But if you knew the way to your cousin's house, then we wouldn't have to use the satnay.

Satnav Turn round as soon as possible...

b (4,3)) Tell Sts that they are now going to hear how must | might | can't and should can be used to talk about the past. Focus on the instructions.

Give Sts time to read the extracts. Then play the audio, pausing after each conversation for Sts to complete the sentences. Play the audio again as necessary.

Check answers.

See words in **bold** in script 4.3

4 3))

- 1 You **must have** finished it.
- 2 You might have given it to the cat last night.
- 3 I can't have given it to the cat.
- 4 Oh no! We **must have** gone wrong.
- 5 We should have taken the second exit at the roundabout.6 OK, I may have made a mistake.
- **c** Focus on the task and give Sts time to do it in pairs.

Check answers and elicit that A = must have, B = might (or may) have, C = can't have, and D = should have.

Conversation 1

1	А	2	В	3	С
Co	onversation	12			
4	А	5	D	6	В

Extra support

- You could play audio 4.3 again and get Sts to listen and repeat, copying the rhythm and intonation.
- d (4,4))) (4,5))) 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

must | might | may | can't | couldn't + have + past participle

- Sts have previously seen these modal verbs to make deductions about the present, e.g. John must be ill, She might be French, and, in the case of should, to give advice or to express an opinion (You should get a new phone. The government should change the law). Here they learn to use the same modals to make deductions about the past (You must have made a mistake) and criticize somebody's actions (You should have turned left).
- **rule 1:** Sts may sometimes try to use *mustn't have* (which doesn't exist) instead of *can't have*, e.g. You *can't have seen me yesterday*. I was in bed all day. NOT You *mustn't have*...
- **rule 2:** Remind Sts that *may* and *might* in these sentences are interchangeable (although *might have* must be used in reported speech). Highlight that *could* | *couldn't have...* can also be used.

should have + past participle

• Remind Sts that they can also use *ought to have* here. At this level they should be able to use both forms with some fluency.

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

Check answers, getting Sts to read the full sentences.

- a
- 1 She might have had an argument with her boyfriend.
- 2 Ben must have read my email.
- 3 Sam and Ginny can't have got lost.4 You can't have seen Ellie vesterday.
- 4 You can't have seen Ellie yesterday.5 John might not have seen you.
- 5 John might not have seen you.6 Lucy must have bought a new car.
- 7 Alex can't have been very ill.
- 8 They might not have received the invitation.
- 9 You must have used too much sugar.
- 10 It can't have been my phone.

- 1 You should have / ought to have written it down.
- 2 You shouldn't have / oughtn't to have gone by car.
- 3 You shouldn't have / oughtn't to have invited her.
- 4 You shouldn't have / oughtn't to have bought so many shoes.
- 5 I should have/ ought to have gone to bed earlier last night.
- 6 You should have / ought to have taken it out of the freezer earlier.
- 7 You shouldn't have / oughtn't to have sat in the sun all afternoon...

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.

2 PRONUNCIATION weak form of have

Pronunciation notes

- When *have* is an auxiliary verb, not a main verb, it usually has a weak pronunciation, e.g. *I might have lost it* = /əv/. Sts may sometimes misunderstand this as the weak form of *of*.
- If you want to encourage Sts to use the weak form of *have*, the most important thing for Sts is to stress the modal and the participle strongly and not to stress *have* at all.
- a (4,6))) Focus on the instructions and the extracts from the conversations in 1b.

Play the audio, pausing after each sentence for Sts to underline the stressed words.

Check answers and elicit that the modal verbs and the main verbs are stressed, but that *have* is not stressed and is pronounced /əv/.

See underlining in script 4.6

4 6)))

- 1 You must have finished it.
- 2 You might have given it to the cat last night.
- 3 I can't have given it to the cat.
- 4 Oh no! We must have gone wrong.
- 5 We should have taken the second exit at the roundabout.
- 6 OK, I may have made a mistake.

b

7A

• Focus on the task and example. Highlight that in 2–4 Sts are given the modal verb, but in 5–8 they have to choose an appropriate one.

Give Sts time in pairs to complete B's responses.

Elicit ideas from different pairs. Accept responses which are grammatically correct and make sense in the context.

Some possible answers

2 You must have left it at home.

- 3 They may have got lost.
- 4 You shouldn't have gone to bed so late.
- 5 You can't have worked very hard. / You should have practised more.
 6 One of them might have met someone else. / One of
- 6 One of them might have met someone else. / One of them might have cheated.
- 7 He might have been ill. / He should have come it was a really good class.
- 8 We should have left earlier. / We shouldn't have driven.

Then get Sts to read their dialogues in pairs practising stressing the right words.

Finally, check their pronunciation by getting a different pair to read each dialogue.

3 READING & SPEAKING

- **a** Focus on the task and make sure Sts understand the questions. Do this as an open-class activity. You could write the different strategies you elicit from the class on the board.
- **b** Focus on the task and then give Sts time to read the article to find the answers to **a**.

Check answers.

c Focus on the task and give Sts time to read sentences 1–8, making sure they understand all the lexis, e.g. to be supposed to, assertive, and upset.

Now set a time limit for Sts to re-read the article and to mark each sentence true or false whilst underlining where they found the answer.

Get Sts to compare with a partner and then check answers, getting Sts to telling you why the answers are true or false, according to what it says in the article.

- 1 T(Line 4: ...she blamed her husband.)
- 2 F (Line 13: The fury can last up to 45 minutes, during
- which time the husband is expected to keep quiet.) 3 F (Line 20: ...men prefer not to argue at all, wherever
- possible.')
 4 T (Line 28: ...I can only argue properly when I have all the evidence to back up my argument ready to use...)
- 5 T (Line 35: ...the younger men that I see tend to be much more willing to understand their own feelings and talk about them. Older men find it more difficult.)
- 6 F (Line 40: Crying is a good tactic.)
- 7 T (Line 45: When I finally come out after half an hour, he's just watching TV as if nothing has happened.)
- 8 F (Line 50: The way you deal with emotion is learnt in your family. To understand this, and then make a conscious decision that you will do it differently requires a lot of maturity.)

d Focus on the highlighted words and phrases related to arguing. Get Sts, in pairs, to guess their meaning. Tell them to read the whole sentence as the context will help them guess.

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

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

e Do this as an open-class activity.

4 LISTENING & SPEAKING

 a (4,7)) Focus on the task and make sure Sts understand it. You might want to check Sts know the meaning of *mediate* and *postpone*.

Give Sts time to read sentences 1-10.

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.

Sts should have ticked 1, 3, 5, 6, 7, and 9.

47))

(script in Student's Book on p.127)

In life we sometimes have disagreements with people. It could be with your partner, with your boss, with your parents, or with a friend. When this happens, the important thing is to try not to let a difference of opinion turn into a heated argument. But of course, it's easier said than done.

The first thing I would say is that the way you begin the conversation is very important. Imagine you are a student and you share a flat with another student, who you think isn't doing her share of the housework. If you say, 'Look, you never do your share of the housework. What are we going to do about it?', the discussion will very soon turn into an argument. It's much more constructive to say something like, 'I think we'd better have another look about how we divide up the housework. Maybe there's a better way of doing it.'

My second piece of advice is simple. If you're the person who's in the wrong, just admit it! This is the easiest and best way to avoid an argument. Just apologize to your flatmate, your parents, or your husband, and move on. The other person will have more much respect for you if you do that.

The next tip is don't exaggerate. Try not to say things like 'You always come home late when my mother comes to dinner,' when perhaps this has only happened once before, or 'You never remember to buy the toothpaste.' This will just make the other person get very defensive because what you're saying about them just isn't true.

If you follow these tips, you may often be able to avoid an argument. But if an argument does start, it's important to keep things under control and there are ways to do this. The most important thing is not to raise your voice. Raising your voice will just make the other person lose their temper, too. If you find yourself raising your voice, stop for a moment and take a deep breath. Say 'I'm sorry I shouted, but this is very important to me', and continue calmly. If you can talk calmly and quietly, you'll find the other person will be more ready to think about what you're saying.

It's also very important to stick to the point. Try to keep to the topic you're talking about. Don't bring up old arguments, or try to bring in other issues. Just concentrate on solving the one problem you're having, and leave the other things for another time. So, for example, if you're arguing about the housework, don't start talking about mobile phone bills as well.

And my final tip is that if necessary, call 'Time out', like in a sports match. If you think that an argument is getting out of control, then you can say to the other person, 'Listen, I'd rather talk about this tomorrow when we've both calmed down'. You can then continue talking about it the next day when perhaps both of you are feeling less tense and angry. That way there's much more chance that you'll be able to reach an agreement. You'll also probably find that the problem is much easier to solve when you've both had a good night's sleep.

But I want to say one last thing which I think is very important. Some people think that arguing is always bad, but that isn't true. Conflict is a normal part of life, and dealing with conflict is an important part of any relationship, whether it's three people sharing a flat, a married couple, or just two good friends. If you don't learn to argue properly, then when a real problem comes along, you won't be prepared to face it together. Think of the smaller arguments as training sessions. Learn how to argue cleanly and fairly. It will help your relationship become stronger and last longer.

b Get Sts to focus on the six sentences they have ticked. Play the audio again, pausing after each tip is mentioned to give Sts a minute or two to discuss <u>briefly</u> with a partner what else the psychologist said.

Then elicit all the extra information from Sts.

1 The way you begin the conversation is very important.

Repeat for the next five tips.

- 3 If you're in the wrong, admit it. This is the easiest and best way to avoid an argument. Apologize and move on. The other person will have more much respect for you.
- 5 Don't exaggerate. This will just make the other person get very defensive.
- 6 Do not raise your voice. Raising your voice will just make the other person lose their temper, too. If you find yourself raising your voice, stop and take a deep breath, and continue calmly. If you can talk calmly and quietly, you'll find the other person will be more ready to think about what you are saying.
- 7 Stick to the point. Try to keep to the topic you are talking about. Don't bring up old arguments, or try to bring in other issues. Just concentrate on solving the one problem you are having and leave the other things for another time.
- 9 If necessary, call 'Time out'. You can then continue talking about it the next day when perhaps both of you are feeling less tense and angry. That way there's much more chance that you'll be able to reach an agreement.

Finally, play the last part (from *But I want to say one last thing...*). Pause at this point and ask Sts if they can remember what the last important thing was. Elicit ideas and then play the audio to the end.

Elicit the reasons why the psychologist says that arguing can be a good thing.

If you don't learn to argue properly, then when a real problem comes along, you won't be prepared to face it together.

Extra support

• If there's time, you could play the audio again while Sts read the script on *p.127*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases. c (4,8)) Focus on the eight sentences from the listening. Give Sts time, individually or in pairs, to read the sentences and try to guess / remember any of the missing phrases or at least some of the words. Tell them to write their suggestions in pencil at the end of each sentence.

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

You could get Sts to compare with a partner before checking answers. Make sure Sts understand the meaning of the phrases.

See words in **bold** in script 4.8

4 8)))

- 1 But of course it's easier said than done.
- 2 If you're the person who's **in** the **wrong**, just admit it!
- ...it's important to keep things under control...
 Raising your voice will just make the other person lose their temper, too.
- 5 ... stop for a moment and take a deep breath.
- 6 It's also very important to stick to the point.
- 7 There's much more chance that you'll be able to **reach** an **agreement**.
- 8 ...**dealing with** conflict is an important part of any relationship...
- **d** Put Sts in pairs and get them to discuss which two tips they think are the most useful and why.

Get some feedback.

e Sit Sts in pairs, A and B, preferably face to face. Tell them to go to Communication Argument!,
A on p.107, B on p.110. Where you have a mixed-sex pair, get the male to be B. Explain that they are going to 'act out' two arguments and they have to read their roles carefully before they start. A male student may have to play a female role and vice versa.

Get Sts to read their role in role-play 1. Then tell the **B**s to start. Monitor to see if Sts are doing any of the things the psychologist said they shouldn't.

Stop the role-play when you think it has gone on long enough. Then tell Sts to read their roles for the second role-play, and then tell **A**s to start. Monitor as before.

! If you have a young class where you think they might not enjoy or be able to do the husband / wife role-play successfully, just get them to do role-play 2.

Tell Sts to go back to the main lesson 7A.

f Do this as open-class questions. You could also tell Sts about any things you noticed they were doing that, according to the psychologist, they shouldn't have done.

7A

5 MINI GRAMMAR would rather

a Focus on the two examples and read the rules with the class.

Give Sts time to rewrite sentences 1-6 with would rather.

Check answers.

- 1 I'd rather go to the cinema than to a club.
- 2 I'd rather not go to the party ...
- 3 Would you rather meet on Thursday...?
- 4 My wife would rather not fly.
- 5 My husband would rather get a train to Manchester...
- 6 I'd rather come on Sunday...
- **b** Focus on the task and example. Make sure Sts know what a *four-by-four* is.

Put Sts in pairs and get them to take turns asking and answering each question. Remind them to start with *Would you rather*...? when asking their partner a question and to explain their reasons when answering.

Monitor and help, correcting any errors of the use of *would rather*.

Get some feedback.

Extra support

• If you think Sts need more practice, you may want to give them the Mini Grammar photocopiable activity now or leave it for later as consolidation or revision.

6 VOCABULARY verbs often confused

a Focus on the task and give Sts a few minutes to circle the right verb in each extract.

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

- 1 remember (remind = make sb remember, e.g. This song reminds me of last summer.)
- 2 avoid (prevent = stop sb from doing sth)
- 3 raise (rise = to go up, e.g. the sun rises.)
- **b** Tell Sts to go to **Vocabulary Bank** *Verbs often confused* on *p.*158.

Get Sts to do **a** individually or in pairs. Remind Sts they might need to change the form of the verb and to write their answers in the **verbs** column.

(49)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

4 9))

Verbs often confused

- 1 I need to **discuss** the problem with my boss.
- 2 I often argue with my parents about doing housework.
- 3 I didn't **realize** you were so unhappy.
- 4 I didn't **notice** that Karen had changed her hair colour.
- 5 Jack always tries to **avoid** arguing with me.
- 6 My dad can't **prevent** me from seeing my friends.
- 7 I've spoken to her husband twice and he **seems** very nice.
- 8 Carol doesn't **look** very well. I think she's working too hard.
- 9 My parents don't **mind** if I stay out late.
- 10 It doesn't **matter** if we're five minutes late.
- Can you **remind** me to call my mum later?
 Remember to turn off the lights before you
- Remember to turn off the lights before you go.
 I expect that Daniel will forget our anniversary. He always
- does. 14 We'll have to **wait** half an hour for the next train.
- 15 | wish | was a bit taller!
- 16 I hope that you can come on Friday. I haven't seen you for ages.
- 17 Arsenal won the match 5–2.
- 18 Arsenal beat Manchester United 5-2.
- 19 Tom always refuses to discuss the problem.
- 20 Tom always **denies** that he has a problem.
- 21 The cost of living is going to **rise** again this month.
- 22 It's hard not to **raise** your voice when you're arguing with someone.
- 23 Last night I came home and **lay** on the sofa and went to sleep.
- 24 I laid the baby on the bed and changed his nappy.
- 25 The men had been planning to **rob** the bank.
- 26 If you leave your bike unlocked, somebody might **steal** it.
- 27 I think I should **warn** you that Liam doesn't always tell the truth.
- 28 My teachers are going to **advise** me what subjects to study next year.

Testing yourself

Sts can cover the **verbs** column, look at the sentences, and see if they can remember the missing verbs.

Testing a partner

See **Testing a partner** *p*.29.

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.
- c Focus on the task and give Sts a few minutes either in pairs or individually to complete the gaps. Remind Sts that they may need to change the form of the verb.

Check answers.

- 1 mind, matter
- 2 remember, remind
- 3 robbed, stolen
- 4 advise, warn
- 5 prevent, avoid

Now put Sts in pairs and get them to ask each other the questions. Encourage them to ask for more information where appropriate.

Deal with any general vocabulary problems that arose.

Get feedback from different pairs.

7 (4)10)) SONG My Girl 🎜

This song was originally made famous by the British band Madness in 1979. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on *p*.235.

(4 10)))

My Girl

My girl's mad at me I didn't wanna see the film tonight I found it hard to say She thought I'd had enough of her Why can't she see She's lovely to me? But I like to stay in And watch TV on my own Every now and then

My girl's mad at me Been on the telephone for an hour We hardly said a word I tried and tried but I could not be heard Why can't I explain? Why do I feel this pain? 'Cos everything I say She doesn't understand She doesn't realize She takes it all the wrong way

My girl's mad at me We argued just the other night I thought we'd got it straight We talked and talked until it was light I thought we'd agreed I thought we'd talked it out Now when I try to speak She says that I don't care She says I'm unaware And now she says I'm weak G verbs of the senses; as V the body P silent letters

Actors acting

Lesson plan

The general topic of this lesson is body language.

The first half of the lesson is based on a book of photography, where a photographer asked actors to imagine they were a person in a particular situation and then he took their photo. The grammar focus is on verbs of the senses and how they are used grammatically, e.g. *he looks tired, he looks like his father, he looks as if he has seen a ghost*. This is followed by a speaking activity where Sts put the grammar into practice. Sts then listen to an interview with an actor talking about how radio acting is different from other kinds of acting. The first half ends with a Mini Grammar focus on the use of *as*.

In the second half of the lesson, Sts extend their vocabulary related to the body, learning, in addition to new body parts, verbs and verb phrases connected to the body. The pronunciation focus which follows is on silent letters. Then Sts read an article about an FBI agent, who is an expert at analysing body language and has written a book explaining how certain postures and movements can betray our emotions. Sts then look at some pictures and try to work out how the people are feeling; after that, they listen to someone analysing the pictures. The lesson ends with Sts describing two photos to each other and finally writing a description of a photo.

STUDY LINK

- Workbook 7B
- iTutor
- iCheckerwww.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar verbs of the senses p.164
- Mini Grammar as p.176
- **Communicative** Spot the difference *p.202* (instructions *p.183*)
- Vocabulary The body p.220 (instructions p.211)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p*.68 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Check Sts understand the meaning of the quote.
- Ask Sts if they agree with Rachel Weisz.

1 **GRAMMAR** verbs of the senses

a Focus on the task. You could tell Sts that Fran Drescher (1957–) is an American film and television actress, comedian, and producer.

Get Sts to read the introduction, or read it out loud for the class, and then, in pairs, tell them to look at Fran Drescher and choose the best options for 1-3.

Elicit some opinions, but <u>don't</u> tell Sts if they are right or not.

b (4,11))) Tell Sts to listen to the audio to see if their answers to **a** are right.

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

4 11))

(script in Student's Book on p.127)

I love this photo, especially the way she's using her hands... and the expression in her eyes and her mouth. Here she is in the role of a young single mother, who's just heard a noise in the kitchen in the middle of the night. You can see the fear in her eyes, that she's worried about her child. I think she suggests all that beautifully...

Then elicit the answers (1a, 2b, 3c) and ask Sts with a show of hands how many of them chose correctly. If most of them did, then the actress was clearly playing her role well!

c Focus on the task and do it as an open-class activity.

looks + adjective looks like + noun looks as if + subject and verb

d (4,12))) Tell Sts to go to **Grammar Bank** 7**B** 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

look | feel | smell | sound | taste

- Sts have previously studied *look* + adjective and *look like* + noun. Here Sts learn the other verbs of the senses and also the structure *as if* (e.g. *He looks as if he needs a holiday*).
- **rule 3:** Point out to Sts that we sometimes use of *like* instead of *as if* (e.g. *He looks like he needs a holiday*) in conversation. In written English *as if* or *as though* are usually preferred.

• You may want to point out that smell and taste are also often used with of when we think something really is what it smells / tastes of, e.g. Open the window – it smells of gas in here. The strawberry ice cream really tastes of strawberries. When we use these verbs with *like*, we are saying that something smells or tastes similar to something else, e.g. Does rabbit taste like chicken?

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

Check answers, getting Sts to read the full sentences.

а										
2	G	4	В	6	J		8	Е	10	1
3	Α	5	К	7	С		9	D	11	Н
b										
1	look	as	if			6	fe	eels		
2	sme	lls				7	lo	ook		
3	sour	nds	like			8	fe	eels	like	
4	tast	e li	ke			9	ti	aste	S	
5	sour	nd a	as if			10	S	mell	s as i	f

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.
- (4,13)) Focus on the instructions. Tell Sts they are going to hear some sounds which they have to identify. You could do this as a whole-class activity and get Sts to call out answers as you play each sound, or get Sts in pairs to silently write down their answers and check answers at the end.

Point out that Sts may feel they are missing some of the vocabulary they need to describe the sounds accurately (saw, drill, etc.). Encourage them to think laterally and use the words that they know to describe what they think is happening, e.g. It sounds as if someone is cutting down a tree. It sounds like a dentist, etc. with each one.

4 13))

- Sound effects:
- a football crowd reacting to a near miss
- somebody walking on snow 2
- a plane's engines being turned off after the plane has 3 landed
- somebody opening a bag of crisps 4
- 5 someone cleaning their teeth with an electric toothbrush
- 6 an escalator going up (or down)
- 7 somebody cutting vegetables
- 8 water boiling
- somebody turning on a computer 9
- 10 a dog eating dry dog food
- f Put Sts in pairs, A and B, and tell them to go to Communication Guess what it is, A on p.107, **B** on *p*.111.

Go through the instructions, making sure Sts understand they mustn't say what the picture is, but they must describe it using look | smell | feel | taste like or *as if* ..., etc.

When Sts are ready, focus on the instructions in $\mathbf{b}-\mathbf{d}$.

Get feedback and find out who guessed the most right.

Tell Sts to go back to the main lesson 7B.

2 SPEAKING & LISTENING

- **a** Focus on the photos and the instructions. Either put Sts in pairs, small groups, or do it as an open-class activity, and elicit ideas.
- **b** Put Sts in pairs and get them to answer questions 1-6.

Elicit some ideas, but <u>don't</u> tell Sts if they are right or not.

(4,14)) Play the audio for Sts to listen and check their С ideas in **b**.

Play the audio again as necessary and then elicit the answers.

Extra support

3 Ellen Burstyn

- 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.
- Jason Schwartzman 1 Steve Guttenberg
- 4 Dan Hedaya 5 Jane Lynch
- 6 Cheryl Hines

(4)14))

2

(script in Student's Book on p.127)

- A Here's actress Cheryl Hines. If you think she looks furious, that's because she is! She's playing a wife who's opening the door to her husband at one o'clock in the morning. Her husband forgot that she was giving a dinner party and he went off to play poker with his friends and turned his phone off. She looks as if she's going to tell him to leave and never come back.
- B I love this one. This is Jason Schwartzman and he's playing a five-year-old boy. He's in the process of quietly putting his pet rat into his seven-year-old sister's clothes drawer. He looks pretty confident about what he's doing, and as if he's really looking forward to hearing her scream when she finds it!
- C Here, Ellen Burstyn is playing a high school drama teacher. She is in the audience at the Oscar ceremony and one of the winners is an ex-student of hers. Her ex-student actually mentions her name when she makes her winner's speech. You can see how proud she is, and how moved she is to have been mentioned.
- D In this photo I see pure horror and fear. This is the actor Dan Hedaya. He's playing the part of a long-distance truck driver who was tired and closed his eyes for a few moments. He opens them to see that he's - you've guessed it - on the wrong side of the road, with cars racing towards him. Do you think he looks as if he's going to react in time? I think probably not.
- Ε Here the actress Jane Lynch was given the role of a child. She's swallowing a spoonful of medicine that her mom promised would taste good. Of course it didn't, and now her mom is telling her that if it didn't taste awful, it wouldn't work. She looks as if she's about to spit it out! I can remember reacting just like that when I was kid, and my Mom saying those exact same words!
- F When you look at this last one of Steve Guttenberg, I think you can immediately see from his expression that he's worried and maybe nervous. Look at the way he's holding his hands, almost as if he were praying. He's playing the role of a married man, who's begging his wife to give him one more chance. But I think he looks as if he's done something bad, and is pretty desperate, so I'm not sure if his wife is going to forgive him!
- d Focus on the task and make sure Sts understand what they have to listen for.

Play the audio again, pausing after each speaker has finished talking about the photo. Elicit the role the actor was playing and then repeat for the other five photos.

- 7B
 - 1 She was playing a wife who's opening the door to her husband at one o'clock in the morning. Her husband forgot that she was giving a dinner party and he went to play poker with his friends and turned his phone off.
 - 2 He was playing a five-year-old boy who is quietly putting his pet rat into his seven-year-old sister's clothes drawer.
 - 3 She was playing the role of a high school drama teacher, who is in the audience at the Oscar ceremony and one of the winners is an ex-student of hers. Her ex-student mentions her name when she makes her winner's speech.
 - 4 He was playing the part of a long-distance truck driver who was tired and closed his eyes for a few moments. He opens them to see that he's on the wrong side of the road, with cars racing towards him.
 - 5 She was playing the role of a child who's swallowing a spoonful of medicine that her mom promised would taste good.
 - 6 He was playing the role of a married man who's begging his wife to give him one more chance.

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.127*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- e Focus on the question and elicit some ideas from the class.
- f (4,15)) Focus on the task. You could write the question on the board and get Sts to close their books.

! The actor speaks quite fast in this recording, so you may need to replay the recording several times or replay parts of it.

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.

The main way in which radio acting is different is that you can't use your body, only your voice.

(4,15))

(script in Student's Book on *p.127*) I = interviewer, T = Tim Bentinck

- I Interviewer, I = I im Bentinck
- I How difficult is it to express feelings when you can't use body language?
- T Radio acting is a different style of acting from visual acting because, obviously, you only have your voice to, to use. But you can use your voice and you can use timing to convey everything. When I started off as a radio actor somebody said to me, 'You have to be able to raise one eyebrow with your voice', which I loved. Because you haven't got your body, you have to put it into your voice and so therefore the way that a radio actor works isn't totally naturalistic in the way that it would be on the television or on film.
- I What techniques do you use to help you to express emotions, feelings?
- T Mmm, well, there's a big difference between speaking with a smile and not speaking with a smile. There's a huge difference between being happy and being really sad, and really angry.
- I Is it hard for actors who don't have experience in radio to do radio acting?
- Well, people don't realize that it is a different technique. You would get famous people coming in, not realizing that there was a technique to radio acting and thinking that you could do total naturalism and it isn't totally naturalistic.
- It's as naturalistic as you can make it sound to lift it off the page, to make it sound as though you're not reading it.

g Focus on the task and give Sts time to read questions 1–4. Make sure Sts understand *to convey* and *eyebrow*.

Play the audio again the whole way through.

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

Check answers.

- 1 their voice and timing
- 2 You have to be able to **raise** one eyebrow with your **voice**.
- 3 He speaks with a smile.
- 4 They are trying to make it sound like they aren't reading.

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.127*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- h Do this as an open-class activity.

3 MINI GRAMMAR as

- **a** Focus on the extract from Tim Bentinck's interview and go through the five different uses of *as* with the class. In a monolingual class you could also contrast how the examples would be expressed in the Sts' own language.
- **b** Focus on the task and give Sts time to match sentences A–H with uses 1–5 in **a**.

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

А	2	C 1	Е	5	G	5
В	3	D 4	F	3	Н	1

Extra support

• If you think Sts need more practice, you may want to give them the Mini Grammar photocopiable activity now or leave it for later as consolidation or revision.

4 VOCABULARY the body

a (4,16))) Focus on the photo and ask Sts if they know anything about Dame Helen Mirren and what role she is playing here (the Queen, in the film of the same name). Ask if any of them have seen the film and what they thought of it. Elicit / explain that *Dame* is a title given to a woman as a special honour because of the work she has done, and that it is the equivalent of *Sir*.

Extra support

• Before you start the exercise, you could revise the basic vocabulary of the face. Quickly sketch a face on the board with eyes, nose, ears, head, hair and mouth, and check Sts can remember and pronounce these words.

Now focus on the words in the list and get Sts, in pairs or individually, to match them with 1-9 in the photo.

Play the audio for Sts to listen and check.

4 16)))					
6 chee	ek	4	eyelash	7	lips	
8 chin		5	eyelid	9	neck	
3 eyeb	orow		forehead	2	wrinkles	

Give extra practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary. You could use the audio to do this.

b Tell Sts to go to Vocabulary Bank The body on p.159.

Focus on **1 Parts of the body and organs** and get Sts to do **a** individually or in pairs.

(4)17)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

(4)	17)))			
The	body			
Par	ts of the body	and organ	S	
3	ankle	9	chest	
1	calf	13	hip	
2	heel	11	thigh	
6	elbow	10	waist	
5	fist	14	brain	
8	nails	17	heart	
4	palm	16	kidneys	
7	wrist	15	liver	
12	bottom	18	lungs	

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

(4) 18)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

4 18))

Verbs and verb phrases

- а
- 1 bite your nails
- 2 blow your nose
- 3 brush your hair / brush your teeth
- 4 comb your hair
- 5 fold your arms
- 6 hold somebody's hand
- 7 touch your **toes**
- 8 suck your thumb
- 9 shake hands
- 10 shrug your **shoulders**
- shake your head
 raise your eyebrows

Extra idea

• Pause the audio after each line and get Sts to mime the action.

Now focus on **c**. Explain that these verbs are not used with a part of the body as in **a**, but describe the movement of a part of the body, e.g. *wink* (demonstrate it). Then get Sts, individually or in pairs, to do the exercise.

(4)19)) Now do d. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

4 19))

Verbs and verb phrases

- С
- 1 He winked at me to show that he was only joking. eye
- 2 The steak was tough and difficult to chew. teeth
 3 When we met, we were so happy we hugged each other. arms
- 4 Don't scratch the mosquito bite. You'll only make it worse. **nails**
- 5 She waved goodbye sadly to her boyfriend as the train left the station. **hand**
- 6 Some women think a man should kneel down when he proposes marriage. **knee**
- 7 The teacher frowned when she saw all the mistakes I had made. **forehead**
- 8 The painting was so strange I stared at it for a long time. **eyes**
- 9 She got out of bed, and yawned and stretched. mouth / arms
- 10 If you don't know the word for something, just point at what you want. finger

Testing yourself

For **Parts of the body and organs** Sts can cover the words, look at the pictures, and try to remember the words. For **Verbs and verbs phrases** they can cover the parts of the body in the list and try to remember them.

Testing a partner

See Testing a partner p.29.

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 (4,20))) Tell Sts they are going to hear instructions and they have to mime the action. Demonstrate by saying *Shake hands with the person next to you* and check Sts are all doing the right thing.

Play the audio, pausing after each imperative and checking that Sts are doing it correctly.

Extra idea

• You could repeat the activity by reading out the instructions yourself in a different order.

4 20))

Fold your arms. Blow your nose. Raise your hand. Scratch your head. Bite your nails. Wink. Stare at the person next to you. Point at the board. Stretch your arms. Shrug your shoulders. Touch your toes. Wave goodbye.

7B

5 **PRONUNCIATION** silent letters

Pronunciation notes

- Many English words have a silent letter (often a consonant), which is not pronounced. Emphasize to your Sts that when they check the pronunciation of a new word in a dictionary the phonetic transcript will help them to see when a letter (or syllable) is not pronounced.
- **a** Focus on the task. Remind Sts to say the words aloud to help them.
- **b** (4)21)) Play the audio for Sts to listen and check.

Check answers by getting Sts to write the words on the board and cross out the silent consonant.

calf wrist palm wrinkles comb kneel thumb

See words in Student's Book on <i>p.70</i>	

Then ask Sts the two questions.

The w in words beginning with wr is silent as is the k in words beginning with kn. The b is silent in words ending in mb.

Extra idea

- Elicit more words beginning with *wr* and *kn*, e.g. *wrong*, *wrap*, *write*, *know*, *knife*, and ending in *mb*, e.g. *bomb*, *lamb*, etc.
- c Focus on the task and give Sts time to do it in pairs. You could do the first two with the class.
- d (4,22))) Play the audio for Sts to listen and check.

Get Sts to write the words on the board and cross out the silent consonant. You could make sure Sts can remember the meaning of all the words.

ai s le ca l m	dou b t fas t en	k nock mus e le	
clim b	ha l f	whisŧle	
desi g n	honest	₩hole	

4 22)))
See words in Student's Book on p.70

Now focus on the phrases and get Sts to practise saying them in pairs.

Get some Sts to say the phrases to the class.

Extra support

• Read each phrase to the class, getting Sts to repeat it after you. Then put Sts in pairs and get them to practise saying them.

6 READING & LISTENING

a Focus on the task and do it as an open-class activity.

Elicit the answer.

The writer called his book *What Every Body is Saying* because it is about body language – the way we use our bodies, not just our voices, to communicate things to other people – not about what everybody (= all people) is saying.

Ask Sts whether they think the information in the subheading is true. Do they believe 80% of our interaction is through body language?

 b Focus on questions 1–6 and make sure Sts understand them. You could elicit / explain that FBI stands for The Federal Bureau of Investigation and is the police department in the US that is controlled by the national government.

Give Sts time to read the article.

Put Sts in pairs and get them to answer the questions. You could get them to do this either orally or in writing.

Check answers. Highlight that an ice pick is a tool with a very sharp point for breaking ice with.

- 1 Because he had an alibi.
- 2 Because one of the weapons had been used in the murder and only the killer knew which one. The agent wanted to observe the man's reaction when he asked him about each weapon.
- 3 He closed his eyes when the weapon used in the crime, the ice pick, was mentioned and he kept them closed until the next question.
- 4 Because he has caught many criminals. / Because he knows how to 'read' people and has caught many criminals.
- 5 verbal (spoken language) and non-verbal (silent language)
- 6 Because we haven't learnt to recognize them.
- **c** Tell Sts to read the article again and to look for synonyms for the 12 words or phrases.

Check answers.

2	sincere	3	pressed on
2	significance	3	witnessed
2	decipher	3	enable
2	achieve	3	combine
	2 2	 2 sincere 2 significance 2 decipher 2 achieve 	2 significance32 decipher3

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

d Now tell Sts to look at the photos and, in pairs, to tell their partner how they think the people are feeling.

Elicit some ideas, but <u>don't</u> tell Sts if they are right or not.

e Focus on the task and make sure Sts know the meaning of *gesture*. Model and drill its pronunciation /'dʒestʃə/.

In their pairs, Sts now try to match each photo to a feeling.

Elicit some ideas, but <u>don't</u> tell Sts if they are right or not.

Now play the audio for Sts to listen and check their ideas in e.

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 nervous
- in a good mood 2
 - relaxed
- 6 friendly and interested 7 stressed

5 insecure

- 3 4 dominant

4 23))

(script in Student's Book on p.127)

- 1 Touching or stroking their neck is a very typical sign that a person is nervous and is trying to calm themselves down. A woman may also play with a necklace and a man may tighten his tie.
- When somebody's standing and they point one of their toes 2 upwards, this is a clear sign that the person is in a good mood, often because they are thinking about, or have just heard, something positive. If you see someone standing talking on the phone and they suddenly point one foot up, you can be sure that they have just been told some good news.
- Crossing their legs, whether they're sitting or standing, 3 is a sign that a person feels relaxed and comfortable. If the person is sitting with their legs crossed and their feet towards another person, that shows that they are interested in this person. However, if someone they don't like appears, you may find that they quickly uncross their legs.
- This position, standing with your hands on your hips and 4 your elbows pointing out, is a pose used to show dominance. If you watch police officers or soldiers, you'll notice that they often use this pose. Men tend to use it more than women, and it's something we teach women executives to do in meetings, where there are a lot of men present, to show that they are confident and won't be bullied.
- We all know that thumbs up is a positive sign, meaning 5 we feel good or approve of something. But what about when somebody puts their thumbs downwards, in their pockets? As you might guess, this usually means that their confidence is low and they are feeling unsure of themselves. So try not to do this if you are in a situation where you need to look confident and in control.
- Putting their head to one side is a powerful sign that 6 a person feels friendly and interested in someone or something. It's an automatic, genuine gesture, unlike a smile, which might be artificial, and so it's a good sign of real interest. It's also very difficult to do naturally around people you don't like.
- If you look at people in a stressful situation, for example 7 witnesses who are answering questions in courts, you'll often see that it looks as if their lips have disappeared inwards. In fact, this is one of the most universal signs of stress, as if a person wanted to disappear completely.

Play the audio again and get Sts to listen for more details.

Elicit as much information as possible.

See script 4.23

Focus on the instructions and then put Sts in pairs, A g and **B**.

The As start by doing any of the seven gestures for the Bs to guess the meaning.

Extra idea

 Write the adjectives and phrases in e on the board and get the Sts who are guessing the meaning of the gestures to close their books.

Make sure Sts swap roles.

Find out if any Sts guessed all seven gestures correctly.

h Do this as an open-class activity. You could also ask the class if there is a gesture that you do a lot and what they think it means.

SPEAKING & WRITING 7

Put Sts in pairs, A and B, and tell them to go to a Communication Two photos, A on p.108, B on p.112.

Focus on the **Describing a photo** box and tell Sts to use this language when describing their photos.

Then go through the instructions and make sure Sts understand what they have to do.

Monitor and encourage Sts to use the expressions in the box.

Get feedback to find out who did / didn't create an image that their partner then recognized.

Tell Sts to go back to the main lesson **7B**.

b Tell Sts to go to Writing Describing a photo on p.117.

Focus on **a** and give Sts time to look at the photo and read the description. Tell them not to worry about the gaps.

Elicit some opinions.

Now focus on **b**. Remind Sts to think about both the meaning and the position of the gap when they are choosing which word to complete it with.

Check answers.

- 2 In the centre 3 in front of
- 6 In the background 7 behind
- 8 opposite
- 4 To her right 5 outside

saw in Communication.

Focus on the Useful language: describing a photo or picture box and go through it with Sts. You could first ask Sts to cover the box and elicit the phrases they

Focus on \mathbf{c} and go through the instructions. Put Sts in pairs to discuss what they think the people in the photo are thinking or feeling. Tell them also to discuss how they will divide the information into two paragraphs.

Focus on d and either get Sts to write the description in class (set a time limit of e.g. 20 minutes) or get them to write at home for homework.

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

6&7 Talking about...acting

Lesson plan

In the first part of this lesson, the person interviewed is Simon Callow, a British actor, stage director, and author.

In the second part of the lesson, people in the street are asked about acting.

STUDY LINK

- Workbook Talking about...acting
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- Quick Test 7
- File Test 7
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Tell Sts that they are going to listen to an interview with an actor who has worked in the theatre and in the cinema. Write on the board:
 - ACTING IN THE THEATRE / ACTING IN THE CINEMA
- Give Sts two or three minutes in pairs to think of some of the differences between these two kinds of acting.
- Get feedback from the class and write their ideas on the board.

1 **THE INTERVIEW** Part 1

a Books open. Focus on the biographical information about Simon Callow. Either read it out loud or give Sts time to read it. You might want to point out that a CBE (Commander of the Order of the British Empire) is an award given by the Queen to someone who has made a distinguished contribution in their area of activity.

Focus on the question and do it as an open-class activity.

b (424))) Focus on the task and give Sts time to read sentences 1–5. Remind Sts that they do not need to correct the false ones at this stage.

Go through the Glossary with the class.

Play the DVD or audio (**Part 1**) once the whole way through. Play again as necessary.

You could get Sts to compare with a partner before checking answers.

Extra support

• You could pause the DVD or audio at the relevant places and, in pairs, get Sts to compare orally what they have understood before marking the sentences true or false.

1 F 2 T 3 T 4 T 5 F

4 24)))

(script in Student's Book on *pp.127–128*) I = interviewer, S = Simon Callow

Part 1

- I How did you get into acting?
- **S** I was about 18, it was my first real job, and it was a very unusual job because I was working in the box office of the Old Vic theatre. Then, not only did I get to see an awful lot of plays, but I also met the actors and I was able to sneak in to rehearsals, in the theatre, quite illegally, and I became fascinated by the work of the theatre.
- I What in particular fascinated you?
- The thing that fascinated me, as I said, was when I was S in rehearsals there was this, the work of the theatre, the sort of work it was, so I'd stand at the back of the Old Vic theatre when the actors were rehearsing, but mostly it consisted of people sitting rather glumly about saying 'Well, I don't know how to do this, I don't know how to do this, I don't know how to make this scene work, I don't understand my character' and the director would try to help them to understand the character or suggest a move here or a move there or maybe they'd try walking in a different way or putting on a different hat, and bit by bit it started to fall into place and I thought what a wonderful job, what a fantastically interesting job to wrestle with these kinds of problems, try to understand the characters, trying to find out how best to express them and show them off, so I, I came to acting very much from that point of view.
- I The role that first made you famous as a young actor was playing Mozart in the original theatre production of *Amadeus*, which later went on to become a film. What was the most challenging thing about playing the part of Mozart?
- S What was a challenge was that Mozart was a person who'd actually lived and was indeed one of the greatest artistic geniuses of the whole of Western civilization, and I was a great lover and admirer of Mozart's music, so there was a tremendous, er, challenge to bridge the character that Peter Shaffer had written. Peter Shaffer knows all about Mozart, he could so that Mozart was, was, er, er sort of a smutty, er, hysterical child really, er, in a lot of the play. My job was to reconcile that with the fact that he wrote *The Marriage of Figaro* and that was tremendously hard.
- I Was Mozart one of your most satisfying roles?
- **S** No, I wouldn't say that, that it was the most satisfying, it was the most exciting because its, its fame er, almost from the moment it was announced was overwhelmingly greater than anything I had ever done, and to be honest ever have done since. The fact that the play was very very controversial when it opened proved to be, er, very, um, um shocking for many people, only increased the excitement around it, and it was, er, er astonishing to look out into the auditorium every night and to see Paul Newman or, or, or, or Robert Redford or, or, or Ava Gardner, or Margaret Thatcher sitting out there because everybody had to see that play.
- c Before Sts listen again, put them in pairs to discuss why they think 1 and 5 are false.

Play the DVD or audio again the whole way through, pausing as necessary.

Check answers.

- 1 His first job was in the box office of the Old Vic theatre.
- 5 It was the most exciting role he has had because it made him famous.

CE6&7

VIDEO Part 2

• **4 25**)) Focus on the task and **Glossary**.

Give Sts time to read 1-4, making sure they know the meaning of *crucial* and *utterly* in number 2.

Play the DVD or audio (**Part 2**) once the whole way through. Then play again if necessary.

You could get Sts to compare with a partner before checking answers.

- 1 He loves them both.
- 2 There's an audience.
- Every single performance is utterly different.
- 3 The director and editor because they can change the way the scene or the characters appear by the way they edit it (e.g. they can make a sad scene funny or an actor appear to be stupid).
- 4 No because when you act, you have the cameras right in front of you.

4 25)))

(script in Student's Book on p.128)

Part 2

- I Over your career you have acted in the theatre and you have also acted in many films. Which do you prefer?
- S They're absolutely different media, they require different things from you as an actor I love them both. But they are each of them completely different, you bring completely different things to them. Obviously, the crucial difference with the theatre is that there's an audience there and that's such an important aspect of it in every way. It's important because you have to reach out to them, make sure that everybody can hear and see what you're doing. The beauty of the theatre is that every single performance is utterly different from every other one.
- I How do you motivate yourself to play the same character again night after night?
- S I think as you get older you realize that, um, you never get it right. I, I mean I've, I've probably about half a dozen times in my 40 years of acting have thought well that was a really good performance, er, but it can always be better. And so one goes to the theatre every day hoping that it'll be in some way better. Er, er, you know there is always the possibility you might get it right. I mean you never do, you never can.
- So what for you is the main difference with film acting?
 Er, in movies or, or television film which is what almost all television is nowadays, um, a lot of those responsibilities are, lie with the director and the editor. And having directed a film myself, I know perfectly well that you can make a sad scene funny, you can make a slow scene fast,
- er, er, in the editing suite, it's, it's an astonishing, er, power that a director and editor have. Um, er, you can make a character seem stupid just by editing them a certain way or make them seem brilliant by editing them in a different way. So in that sense the actor is rather powerless.
 Anything else?
- S The other thing that's very hard about acting on film is that hilariously it's regarded as a sort of naturalistic medium, but in no sense is it that for the actor, because you're, you're, you know, first of all there are some, you know, little metal objects right in front of you, sort of, staring at you as you're doing your love scene or whatever else it might be.
- **b** Focus on the task and give Sts time to read 1–4.

Play the DVD or audio again the whole way through.

You could get Sts to compare with a partner before checking answers.

Extra support

- When you play the DVD or audio the second time, pause after each question has been answered and get Sts to compare what they have understood.
- 1 He is referring to the audience in a theatre.
- 2 He is saying that you can never give the perfect performance as a theatre actor.
- 3 The film actor can't do anything as the editor has all the power.
- 4 He is referring to the cameras.

Part 3

4 26)) Focus on the photos and ask Sts if they know either of the actors.

Now focus on the **Glossary** and the task.

Play the DVD or audio (**Part 3**) once the whole way through for Sts to do the task. Play again as necessary.

You could get Sts to compare with a partner before checking answers.

Extra support

- When you play the DVD or audio the second time, pause after each question has been answered and get Sts to compare what they have understood.
- 1 When they are good, he loves it. When they aren't good, it is painful.
- 2 He was very lucky to see them. Most people nowadays have forgotten them. They were wonderful on stage.
- 3 He is the only modern actor who approaches his roles as the great actors used to.
- 4 He hates wearing it. It's uncomfortable and sticky.
- 5 He doesn't get stage fright, but he becomes very self-conscious.

4 26))

(script in Student's Book on p.128)

Part 3

- I Do you enjoy watching other actors acting?
- S I love watching other actors acting. I've been obsessed by acting since I was a child and I'm a great connoisseur of it, and I think I'm quite a good judge of it, and so I adore watching other actors work when it's good, when it's not it's a great pain to me.
- I Who were the first great actors you saw?
- S As a young man, and a boy, I was extraordinarily lucky to see that fabled generation of actors, of, of Gielgud and Richardson, Olivier, Edith Evans, Peggy Ashcroft. People now, almost all completely forgotten. Er, er, er even if they made movies, it's unlikely that people, of a younger generation know who they are, but, but er, when, when they were alive and kicking, and, er, doing their extraordinary work on stage it, it, it was something quite, quite remarkable, I mean it was, it was the sort of thing that nobody attempts any more.
- I Do any modern actors come close to that golden generation?
- **S** In movies, not always but, but sometimes Daniel Day-Lewis does, er, I think probably approach a role in the way that a lot of them might have approached it.
- I is there anything you don't like about acting?
- **S** I don't much like wearing make-up. I sweat a lot, it comes off, it's uncomfortable, it's sticky, and I do everything I can to avoid wearing make-up.
- I Do you still get stage fright?
- S I don't get stage fright, but I do get self-conscious and I hate that and I wish I didn't, particularly at events like first nights, because I don't know how it's impossible to ignore the fact that there are at least 100 people sitting out there judging you, you know, I think almost all actors feel tremendous longing for the first night to be over, but it has to happen, it's like a sort of operation, it's, you know it's got to happen, it's going to hurt, but you will feel better afterwards.

CE6&7

Extra support

• If there's time, you could play the DVD or 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.

2 LOOKING AT LANGUAGE

(4 27))) This exercise looks at a feature of spoken English which is illustrated by the interviewer – using modifiers to make his language more expressive. Focus on the **Modifiers** box and go through it with the class.

Now focus on the task and give Sts time to read extracts 1–7.

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

You could get Sts to compare with a partner before checking answers.

- 1 fantastically
- 2 hard
- 3 greater
- 4 absolutely
- 5 completely
- 6 different
- 7 extraordinarily

4 27))

- 1 ...I thought what a wonderful job, what a fantastically interesting job...
- 2 My job was to reconcile that with the fact that he wrote The Marriage of Figaro, and that was tremendously hard.
- 3 ...its fame er, almost from the moment it was announced, was overwhelmingly greater than anything I had ever done...
 4 They're absolutely different media, they require different
- things from you as an actor...
- 5 ... you bring completely different things to them.
- 6 The beauty of the theatre is that every single performance is utterly different from every other one.
- 7 As a young man, and a boy, I was extraordinarily lucky to see that fabled generation of actors, of, of Gielgud and Richardson, Olivier,...

3 IN THE STREET

a (4,28))) Focus on the task.

Play the DVD or audio once the whole way through.

Check answers.

Audrey Hepburn: M	Jodie Foster: N
Judi Dench: J	Kevin Spacey: N
Matt Smith: N	Natalie Portman: M
Olivia Colman: N	Robert De Niro: N, S
Russell Crowe: J	

4 28)))

(script in Student's Book on p.128)

I = interviewer, N = Nathan, S = Sean, J = Jo, M = Mairi

Nathan

- What actors do you particularly enjoy watching?
- N Err, Kevin Spacey, um, Robert De Niro, Matt Smith, um, Olivia Colman, um, Jodie Foster.
- I Why do you like them?
- N I think, well there's two things with actors, one is the ability to take on another character and perform it outside of themselves, but also I think you tend to find that, that actors, who are that famous, have some sort of star quality, for want of a better expression, a pull towards them, like great sport stars.
- I Which performances particularly?
- I Ow, um, err, well Robert De Niro in *Taxi Driver* is something to be beheld, um, I've seen Kevin Spacey a few times on stage and he's been incredibly impressive, um, so, yeah.

Sean

- What actors do you particularly enjoy watching?
- S I don't really have a favourite actor I don't think, but, um, I always enjoy watching Robert De Niro.
- I Why do you like him?
- S I think he just has an intensity, and a presence that makes you want to watch him, makes you want to think about why he's doing what he's doing, I think even if it's something quite silly, um, it's still always interesting to watch.
- I What performance of his do you particularly enjoy?
- **S** I think my favourite film and my favourite performance of all time is *The Deer Hunter*.

Jo

- What actors do you particularly enjoy watching?
- J I really like Judi Dench and I also like Russell Crowe.
- I Why do you like them? What is it about them that you like?
- J Um, I think they show a lot of emotion when they're acting.
- I What roles in particular do you enjoy watching them in?
- J Um, I like Judi Dench in her role, um, in the Bond films and I really enjoyed, um, Russell Crowe in *Gladiator*.

Mairi

- I What actors do you particularly enjoy watching?
- M Um, Audrey Hepburn and Natalie Portman.
- I Why do you like them?
- M Um, I like Audrey Hepburn because I think she was very genuine and I feel like she put her heart into everything, I especially like watching films where she dances because she looks very happy. Um, I like Natalie Portman because, um, I feel like she is a very good actor, um, I don't think 'oh that's Natalie Portman in a film' I think 'Oh that's, that's a character' and I like that she does diff..., a lot of different characters, um, and doesn't just stick to the same kind of film all the time.
- Which of their performances did you particularly enjoy?
 M Um, for Audrey Hepburn I like, err, her performance in Funny Face and for Natalie Portman I like Back...Black Swan.
- **b** Focus on the task and give Sts time to go through the questions. Check Sts understand *versatile* in question 1 (= able to do many different things).

Play the DVD or audio again the whole way through, pausing after each speaker to give Sts time to do the task. Play again as necessary.

Check answers.

Mairi likes one of the actors she mentions because she is very versatile.

Nathan has seen one of the actors he mentions in the theatre.

Jo thinks her favourite actors express feelings very well. Sean says the actor he likes best was also in the film he likes best. c (4,29))) This exercises focusses on some colloquial expressions which were used by the speakers. Focus on the phrases and give Sts time to read them.

Play the DVD or audio, pausing after the first phrase and playing it again as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other four phrases.

See words in **bold** in script 4.29

4 29))

- 1 ...actors who are that famous have some sort of star **quality**,...
- 2 I think he just has an intensity, and a **presence** that makes you want to watch him.
- 3 ...my favourite film and my favourite performance of **all time** is *The Deer Hunter*.
- 4 ...I feel like she put her **heart** into everything,...

Extra support

• Tell Sts to go to *p.128* and to look at the script for **IN THE STREET**. Play the DVD or audio again and tell Sts to read and listen at the same time.

Deal with any vocabulary problems and get feedback from Sts on what parts they found hard to understand and why, e.g. speed of speech, pronunciation, etc.

4 SPEAKING

Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Monitor and help with vocabulary. Deal with any general language problems at the end of the activity.

Get some feedback.

- G the passive (all forms); it is said that..., he is thought to..., etc.; have something done
- V crime and punishment

he letter u

Beat the robbers...and the burglars

Lesson plan

In this lesson, the general topic is crime.

In the first half, there is a reading and listening which give practical tips on how to avoid being robbed in the street and on how to protect your house from being burgled. Sts then expand their crime and punishment vocabulary. The pronunciation focus is on the different pronunciations of the letter *u*. The first half finishes with Sts talking about crime and punishment in their country and a Mini Grammar focus on *have something done*.

In the second half of the lesson, crime provides a natural context for the revision of passive forms and Sts also learn how to use the structure *it is said that... | he is said to...* They then read an article about the problems caused by the illegal downloading of music. Sts then discuss whether certain activities are illegal or not. The lesson finishes with Sts writing a magazine article expressing their opinion on the legality of downloading music or squatters' rights.

STUDY LINK

- Workbook 8A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar the passive p.165
- Mini Grammar have something done p.177
- Communicative Good laws? *p.203* (instructions *p.184*)
- Vocabulary Crime and punishment *p.221* (instructions *p.212*)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p.74* on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Ask Sts what they think of the quote. Do they think it is funny?

1 READING & LISTENING

a First, focus on the title of the lesson and tell Sts they are going to read about how to avoid being robbed in the street and in their home.

Now focus on the questions. Either get Sts to answer the questions in pairs or do them as an open-class activity. If you have been robbed yourself, you could tell your own anecdote.

b Focus on the text, which is adapted from an article on the CNN website, and the reading task. Go through headings A–F and make sure Sts know the meaning of *smart, cab, well off,* and *locals.*

Set a time limit for Sts to read the article and match the headings to the paragraphs.

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

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

c Focus on the instructions and then give Sts time to read the article again.

Put Sts in pairs, get them to cover the article, look at A–F, and tell each other from memory what the advice is.

To round off the activity get the class to tell you from memory the advice for each of the six headings.

Encourage Sts to write down new lexis from the article.

Finally, focus on the question *What advice would you give someone to avoid being robbed in your town?* and elicit ideas.

d Tell Sts they are going to look at some questions about burglars and how to reduce the chances of one breaking into your house.

Elicit / explain the meaning of the word *burglar* and drill its pronunciation /'bɜ:glə/. Highlight the difference between *a robber* (= someone who robs you in the street) and *a burglar* (= someone who breaks into your house and steals things). You could also elicit the verb *to burgle* and you might want to check Sts know the meaning of *valuables* in question 8.

Give Sts time to read each question and predict the answers.

Elicit ideas, but <u>don't</u> tell Sts if they are right or not.

Extra idea

- After focussing on the meaning of *burglar* and *to burgle*, you could ask Sts if they or their family have ever been burgled and what the burglars took.
- e **4 30**)) Now tell Sts they are going to listen to an interview with an ex-burglar. They must listen and check their ideas to the questions in **d**.

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

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 twenty minutes
- 2 laptops or tablets
- 3 a dog
- 4 It looks expensive, there are good places to hide around the house, and no one is at home.
- 5 so they won't get surprised in the house when the owners come home
- 6 during the day
- 7 by removing a door or window
- 8 a child's bedroom

8A

4 30))

(script in Student's Book on p.128)

- I = interviewer, D = Danny
 I So welcome to the programme, Danny. Now you're an exburglar yourself, so you can obviously give us the inside story here. Tell me, how long does a burglar usually take to burgle a house?
- D I'd say that an experienced burglar would never spend more than 20 minutes in a house. Twenty minutes maximum and then out.
- I And how much would they probably take in that time?
- Maybe two thousand or three thousand quid's worth of goods. It depends on the house.
- And what are the favourite things for burglars to steal?
 Well, these days they're usually looking for things like laptops and tablets. They're easy to sell, you see, and not so easy for the owner to identify if, you, if the burglar later gets caught.
- I What one thing would be likely to stop a burglar from breaking into a house?
- D I'd say definitely a dog, especially a noisy one. Burglars don't like dogs because they're unpredictable.
- I What kind of things would actually make a burglar choose a particular house to break into?
- D Well, it's got to look like a house where there'll be things worth taking, so a burglar will normally go for a house that looks quite expensive, in a good area. And they'll also often choose a house where there are trees or bushes outside, which are good places to hide while they're watching the house before they break in – and also where they could hide when they come out of the house. That way there's less chance of neighbours seeing them. And, obviously, they'll normally wait for the house to be empty before they break in.
- I So a burglar wouldn't break in if they thought the owners were at home?
- D Not usually no, though there are some burglars who actually prefer it if the owners are at home in bed. That way they won't get surprised by them suddenly coming home when they're in the middle of things.
- I Oh, not a very nice thought. What's the most common time of day for a burglar to break into your house?
- D People always think of burglars as working at night, and of course some do, but the majority of burglaries happen between around ten in the morning and lunchtime. A burglar will watch a house and then wait for the adults to go to work and the kids go to school, and then he can be sure the house is empty.
- I What's the easiest way for a burglar to break into a house?
- D The easiest way is just taking out a window or a patio door, usually at the back of the house. You can do this really quickly and it doesn't make much noise if you've got good
- equipment, which a serious burglar would usually have.And finally what's the safest room to hide your valuables in? What's the last place a burglar would look?
- D There's a typical order burglars use when they search a house. They start with the main bedroom because that's often where people leave their valuables, and then the living room. Um, after that probably the dining room if there is one, the study, and then the kitchen. The last place would probably be a kid's bedroom. You wouldn't normally expect to find anything worth taking there.
- So a child's bedroom is the best place to hide things?
 Well, in theory, though of course if any burglars out there have been listening to this programme, they might start looking there first...
- **f** Tell Sts they are going to listen to the interview again and this time they must make a note of the reasons the ex-burglar gives for his answers.

Play the audio, pausing after each of the ex-burglar's answers to give Sts time to write. Play again as necessary.

You could get Sts to compare with a partner before checking answers.

- 1 Twenty minutes is the maximum length of time a burglar would spend in a house.
- 2 Laptops and tablets are easy to sell and not so easy for the owner to identify if the burglar gets caught later.
- 3 a dog because it is noisy and unpredictable
- 4 An expensive house will have things worth taking. A house where there are good places to hide, so they can watch the house before they break in and they could hide when they come out. There's also less chance of neighbours seeing them.
- Some burglars wait for no one to be at home. 5 (no extra details)
- 6 You are most likely to be burgled during the day the majority of burglaries happen between around ten in the morning and lunchtime. A burglar will watch a house and then wait for the adults to go to work and the children to go to school.
- 7 Burglars are more likely to get into a house by removing a door or window at the back of the house. They can do this quickly and it doesn't make much noise.
- 8 a child's bedroom as you wouldn't normally expect to find anything worth taking there

Now ask the class what tips they have learnt to avoid being burgled.

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.
- **g** Give Sts time to look back at the article in **b** and the information in **d**, and to decide which they think is the most useful tip.

Get some feedback from the class as to which tip they have chosen and why.

2 VOCABULARY crime and punishment

a Focus on the instructions and give Sts time to match the words with the definitions.

Get them to compare with a partner.

b (4,31)) Play the audio for Sts to listen and check.

Elicit the answers and write them on the board.

See script 4.31

Then play the audio again and get Sts to underline the stressed syllable.

Check answers and drill pronunciation. You can use the audio to do this.

See underlining in script 4.31

4 31))			
1 <u>bur</u> glar	3 <u>shop</u> lifter	5 <u>mu</u> gger	
2 <u>ro</u> bber	4 <u>pick</u> pocket	6 thief	

Extra support

• Help Sts to remember the words by getting them to close their books and ask *What's a thief? What's a shoplifter?* or *What do you call a person who...?*, etc.

Tell Sts to go to Vocabulary Bank Crime and punishment on p.160.

Focus on 1 Crimes and criminals and get Sts to do a individually or in pairs.

(4)32)) Now do b. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

4 32))

Crime and punishment

- **Crimes and criminals**
- 1 J blackmail, blackmailer, blackmail
- 2 M bribery, bribe
- 3 E burglary, burglar, break in / burgle
- 4 G drug dealing, drug dealer, sell drugs 5 L fraud, fraudster, commit fraud
- 6 F hacking, hacker, hack
- 7 C hijacking, hijacker, hijack
- 8 A kidnapping, kidnapper, kidnap
- 9 P mugging, mugger, mug
- 10 B murder, murderer, murder 11 D rape, rapist, rape
- 12 K robbery, robber, rob 13 H smuggling, smuggler, smuggle
- 14 Q stalking, stalker, stalk
- 15 N terrorism, terrorist, set off bombs
- 16 0 theft, thief, steal
- 17 I vandalism, vandal, vandalize

Point out that:

- the words for the criminal and the verb are usually another form of the word for the crime.
 - The exceptions are *drug dealing* where we tend to say sell drugs, terrorism where there is no general verb, fraud where we use the verb to commit fraud, and theft where the verb is steal.
- all new verbs are regular except for set (set set), and steal and sell which Sts should already know.

Now focus on 2 What happens to a criminal and get Sts to do a individually or in pairs.

(4 33)) Now do b. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

4 33))

What happens to a criminal

The crime

- Carl and Adam committed a crime. They robbed a large 1 supermarket.
- The police investigated the crime. 2
- 3 Carl and Adam were caught driving to the airport in a stolen car.
- 4 They were arrested and taken to a police station.
- The police **questioned** them for ten hours. 5
- 6 Finally, they were charged with armed robbery.

The trial

- Two months later, Carl and Adam appeared in court.
- 8 They were accused of armed robbery and car theft.
- Witnesses told the court what they had seen or knew. 9 10 The jury of 12 people looked at and heard all the evidence.
- 11 After two days the jury reached their verdict.
- Carl was found guilty. His fingerprints were on the gun 12 used in the robbery.
- 13 The judge decided what Carl's punishment should be.
- 14 He sentenced him to ten years in prison.
- There was no proof that Adam had committed the crime. 15
- 16 He was acquitted and allowed to go free.

Highlight that:

- charged with sth = formally accused of sth
- trial is used for more serious offences and court case for less serious cases.
- court can refer to the building or to the institution, e.g. judge and jury. Common expressions with court are to go to court or take sb to court.
- the difference between *evidence* (= things which indicate that sb might be guilty) and proof (= things that show that sb is definitely guilty)

Testing yourself

For Crimes and criminals Sts can cover the chart and try to remember the words for the crimes by reading the example cases A-Q. They could then cover the right-hand part of the chart to test themselves on the criminals and verbs. For What happens to a criminal Sts can look at the words in the two lists and try to remember their meaning.

Testing a partner

See Testing a partner p.29.

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

3 PRONUNCIATION & SPEAKING

the letter u

Pronunciation notes

- Like all vowels in English, the letter *u* can be pronounced in different ways and crime vocabulary has several examples of the different pronunciations. Highlight to Sts that ur, unless followed by an e, is normally pronounced /3:/, and they should watch out for the 'hidden' /j/ in words like accuse, music, etc.
- Focus on the task and elicit the sound and picture a word for each column: // up, /31/ bird, /31/ horse, /ju1/, and /uə/ tourist.

Now get Sts, individually or in pairs, to put the words in the correct column. Encourage them to say the words out loud before deciding which column they go into.

b (4 34)) Play the audio for Sts to listen and check.

Check answers and then elicit the answer to the question.

See script 4.34

caught and court are pronounced exactly the same.

4 34))

- $|\Lambda|$ drugs, judge, mugger, punishment, smuggling
- burglar, murderer 13:/
- caught, court, fraud 10:1 /ju:/ accuse
- /uə/ jury

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

Then repeat the activity, eliciting responses from individual Sts.

c Focus on the sentences and get Sts to read them alternately in pairs.

Extra support

• Read each sentence to the class, getting Sts to repeat it after you. Then put Sts in pairs and get them to practise saying them.

Get some Sts to read the sentences to the class.

d Focus on the task and put Sts in pairs.

Give them time to ask and answer the questions. Encourage them to give as much information as possible.

Monitor and correct pronunciation where necessary.

Finally, get feedback from individual Sts and contribute opinions / experiences of your own if appropriate.

Extra support

• You could do this as an open-class activity, especially with a small class, eliciting answers from different Sts and contributing yourself.

4 MINI GRAMMAR have something done

a Focus on the examples and go through the rules. Highlight that *have something done* is used when you get someone else to do something for you, often paying a professional, e.g. *have your car repaired*.

Focus on sentences 1–5 and elicit from the class the answer to the first one.

Then give Sts time to complete the gaps and check answers.

- 1 How often do you have your hair cut?
- 2 Where did you have it repaired?
- 3 Do you usually have your passport or ID card renewed...?
- 4 Have you had a burglar alarm installed ...?
- 5 Have you ever had your photo taken ...?
- **b** Now put Sts in pairs and get them to ask and answer the questions in **a**, giving as many details as possible.

Get some feedback.

Extra support

• If you think Sts need more practice, you may want to give them the Mini Grammar photocopiable activity now or leave it for later as consolidation or revision.

5 **GRAMMAR** the passive (all forms);

it is said that..., he is thought to..., etc.

a Focus on the story and the two questions. Tell Sts not to worry about the alternative forms 1–9 for the time being.

Give Sts time to read the story and answer the questions.

Check answers.

The story advises the readers to be careful with deals that are too good to be true.

The woman paid \$400 for an iPad, which was in fact just a piece of wood with some glass stuck to the front.

Extra challenge

- Alternatively, get Sts in pairs to retell the story from memory.
- **b** This exercise revises different forms of the passive and Sts' ability to choose between the active and passive forms.

Get Sts to read the story again and to circle the right form of the verb.

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

- 1 learnt
- 6 had been cut 7 didn't know
- 2 had3 was later caught
- 8 has been charged
- 9 is being held
- 5 had been made

4 were found

c (4)35))) Tell Sts they are going to listen to another crime story and give them time to read questions 1–6.

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

Get Sts to compare with a partner and play the audio again. Play again as necessary.

Check answers.

- 1 in houses shared by students / (in the area between Broadway and 9th Street) in New York
- 2 drugs, electronics, and other gadgets
- 3 He helped himself to food and had a shower.
- 4 He pretended to know someone there.
- 5 Two students saw him in the area with a laptop and a backpack which he had just stolen from their house.
- 6 hiding behind some bushes

4 35))

(script in Student's Book on pp.128-129)

And last on our crime news stories from round the world, a burglar who's been fooling even the most intelligent students. The area between Broadway and 9th Street in New York is where students often head to when they're looking for a flat share. This was something well known to Daniel Stewart Cooper, who also knew that students in a shared house often go out and leave the door unlocked, maybe thinking that another flatmate is still inside. This situation suited Cooper perfectly, and he is thought to have committed between 50 and 100 burglaries in the area. It is believed that he was mainly interested in finding drugs, but that if he found electronics or other gadgets lying around, he took those, too. And he didn't just steal things. Cooper is also said to have made himself at home in the houses, helping himself to food from the fridge and even having a shower. Although he normally tried to make sure that the residents were out, if he did meet people, it's thought that he would pretend to know someone there, and so was able to leave without raising suspicions.

However, on September 5th Cooper was finally caught after two students saw him in the area with a laptop and a backpack which he had just stolen from their house. Dylan John, one of the victims, told CBS news that Cooper had taken some food, too. Cooper, who ran off as soon as he realized that the students suspected him, was found by the police hiding behind some nearby bushes.

8A

d Focus on the task and give Sts time to read the four extracts from the listening.

Play the audio once the whole way through for Sts to listen and complete the gaps. Play the audio again, pausing after each sentence to give Sts time to write.

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

- 1 ...he is thought **to have committed** between 50 and 100 burglaries in the area.
- 2 It is believed **that he was** mainly interested in finding drugs...
- 3 Cooper is also said **to have made** himself at home in the houses.
- 4 ...it is thought **that he would pretend** to know someone there.

Now ask Sts how the structure changes after *he is thought* and after *it is thought*.

After he is thought (said / believed), etc. you use to + infinitive.

After it is thought (said / believed), etc. you use that + a clause.

You might want to highlight that after *I* | you | we | they, you also use *to* + infinitive.

e **4 36**)) **4 37**)) 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

the passive (all forms)

• Sts at this level should be familiar with all the different forms of the passive, but it is likely that they will be more confident with the present and past forms that they have been using since Pre-intermediate level than with the more complex forms (e.g. past continuous, past perfect, gerund, and infinitive).

the use of by in passive sentences

• Some Sts may tend to overuse *by* and want to include it every time they use the passive. One of the exercises here tries to correct this tendency.

it is said that..., he is thought to...

• These 'advanced' passive structures are included more for recognition than production as they are low frequency in spoken English. However, Sts will certainly come across them if they read news websites or watch TV in English.

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

Check answers, getting Sts to read the full sentences.

а

- 1 The road was closed after the accident.
- 2 My handbag has been stolen.
- 3 My house is being painted.
- 4 A meeting will be held / is being held tomorrow...
- 5 If the bomb hadn't been found in time,...
- 6 You can be arrested for driving without a licence.
- 7 Miranda thinks she was followed / was being followed last night.
- 8 I hate being / to be woken up when I'm fast asleep.
- 9 The local police station is going to be closed.
- b
- 1 It is believed that the burglar is a local man. The burglar is believed to be a local man.
- It is said that the muggers are very dangerous. The muggers are said to be very dangerous.
- 3 It is thought that the robber entered through an open window.
- The robber is thought to have entered through an open window.
- 4 It is said that the murderer has disappeared. The murderer is said to have disappeared.
- 5 It is expected that the trial will last three weeks. The trial is expected to last three weeks.

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.
- **f** Focus on the newspaper story and get Sts to use the prompts to write the missing phrases.

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

- 1 is believed to be Britain's most polite armed robber
- 2 is said to be a tall man in his early forties
- 3 is thought that he has robbed
- 4 is reported to be polite to his victims

Finally, ask Sts which of the three stories they thought was the most incredible (although they are all true).

6 READING

- a Focus on the title of the article, *Crime online*, and elicit from the class what kind of crime(s) they think will be mentioned. <u>Don't</u> tell them if they are right or not.
- **b** Focus on the task and the three summaries, making sure Sts know the meaning of *ultimately* and *harm* in **C**.

Set a time limit for Sts to read the article once and choose the best summary according to the writer's opinion.

Check the answer.

The best summary is C.

c Give Sts time to read questions 1–6, making sure they understand *idol*, *drown*, and *in the long run*.

Get Sts to read the article again.

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

Extra idea

• You could get Sts to underline the parts of the text that give them the answers.

Check answers.

- People think that anything in the online world is free.
 If people wanted a song on a CD, they wouldn't just take
- it from the shop as it is stealing, but online they feel they can help themselves.
- 3 The government wanted to punish illegal downloaders with internet disconnection. A group of artists and musicians opposed this because they said it reduced people's rights.
- 4 She thinks people who download music illegally should be punished (for example being banned from using the internet).
- 5 Because they love music, but they are watching the music industry suffer.
- 6 Because the music industry will get smaller and music magazines will close. People who want to work in the music industry will find that the salaries are very low because of money lost through illegal downloading.
- **d** Focus on the highlighted words and phrases related to crime. 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.

7 SPEAKING

a Focus on the Useful language: saying what you think (1) box and go through it with the class. Model and drill the pronunciation of *illegal* /ɪ'li:gl/ and *law* /lo:/.

Now focus on the instructions and go through each activity, eliciting the meaning of any words you think your Sts don't know, e.g. *breed*, *squatting*, *fence*, etc.

Put Sts in groups of three or four. They should choose a secretary who will make notes of their decisions. You may want to set a time limit, but extend it if they need more time.

Monitor and encourage Sts to use the structures from the **Useful language** box.

b Get feedback. Start with the first activity and ask each secretary what their group concluded.

If there's time, do the same with the other activities.

Deal with any general vocabulary problems that arose.

8 WRITING expressing your opinion

Tell Sts to go to **Writing** *Expressing your opinion* on *p.118*.

a Focus on the task and read the title of the magazine article out loud to the class. Elicit / explain what *a minor offence* means. Then ask Sts if they agree or disagree.

Give Sts time to quickly read the article to find out what the writer's opinion is. Tell them not to worry about the gaps.

Elicit the writer's opinion.

The writer thinks that in general community service is the best punishment for young people who commit a minor offence.

b Tell Sts to read the article again and this time to complete the gaps with words or phrases from the list.

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

2	In most cases	7	In addition	
3	Firstly	8	Finally	
4	For instance	9	SO	
5	whereas	10	In conclusion	
6	Secondly			

c Focus on the task and the two titles.

Give Sts a little time to think about which title they want to write about.

Get Sts to find someone who has chosen the same title.

d Focus on the instructions and go through points 1–3 with the class.

Now give Sts time, in their pairs, to discuss the reasons they are going to write about in the main paragraphs.

e Focus on the Useful language: ways of giving your opinion and Ways of giving examples box and go through it with the class.

Go through the instructions. Then either get Sts to do the writing in class (set a time limit of e.g. 20 minutes) or get them to write at home for homework.

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

G reporting verbs V the media P word stress

Breaking news

Lesson plan

The topic of this lesson is the media.

The first half starts with a questionnaire where Sts talk about the different media they use, e.g. for the news, weather, etc., and which sections of newspapers they read. They then listen to a story from the press and read two more stories which provide a context to revise the basic rules of reported speech. A fourth news story introduces reporting verbs, such as *offer*, *convince*, *admit*, *deny*, etc., which are followed by gerund or infinitive constructions. Sts then decide which story is in fact invented. After Sts have been to the Grammar Bank and learn more reporting verbs, there is a pronunciation focus on word stress in two-syllable verbs.

In the second half of the lesson, Sts read an extract from the book 24 *Hours in Journalism* about what six journalists do between 6.00 and 8.00 in the morning. The vocabulary of the media is developed in the Vocabulary Bank and a speaking activity about the media. Sts then listen to an interview with a paparazza and then discuss their opinion of the paparazzi in general. Finally, they listen to the song *News of the World*.

STUDY LINK

- Workbook 8B
- iTutor
- iCheckerwww.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar reporting verbs p.166
- **Communicative** TV political debate *p.204* (instructions *p.184*)
- Vocabulary The media *p.222* (instructions *p.212*)
- Song News of the World p.236 (instructions p.228)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p*.78 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Ask Sts what they think the quote means and whether they agree with it.

1 SPEAKING & LISTENING

a Focus on the title of the lesson, *Breaking news*, and ask Sts where they have seen this phrase (on TV news programmes and websites). Elicit the meaning (it is used when a news channel has an important new story).

Now focus on questions 1–3 and get Sts to discuss them in pairs.

Get some feedback. You could do question 3 as an open-class activity.

b Focus on the task and either put Sts in pairs or do it as an open-class activity. You could ask Sts why the headline is amusing (Because it is a play on the expression *Love at first sight*).

If Sts worked in pairs, elicit some ideas, but <u>don't</u> tell Sts if they are right or not.

c (4,38))) Focus on the task.

Play the audio once the whole way through for Sts to listen and check their guesses in **b**.

Find out if any Sts had guessed correctly.

Extra support

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

The story is about a tiger who ate a tiny video camera keepers had put in a snowman.

4 38))

(script in Student's Book on p.129)

And for our last story today, have you ever wondered what it would be like to be eaten by a tiger? Well, now we know, thanks to Soundari, a seven-year-old Siberian tiger, living at Longleat Safari park in Wiltshire. Last week when it snowed the animal keepers decided to build some snowmen to entertain the tigers, and they hid a tiny video camera inside one of the snowmen to film the tigers' reactions. At first the tigers just sniffed at the snowman, but then one of them, called Soundari, began attacking the snowman and started to eat it and the camera. However, she didn't like the taste of the camera, so after a while she spat it out. Amazingly, the camera had never stopped recording and was still working when the animal keepers recovered it. The film that the hidden camera had taken was incredible. For the first time you could feel what it would be like to be attacked by a tiger and see its open mouth coming at you, and see its enormous razor sharp teeth and its rough tongue. In fact, a spokesman for the safari park said that the shots of Soundari's teeth were so clear that it gave them the opportunity to have a quick health check on her mouth, gums, and teeth!

d Give Sts time to read questions 1–6.

Play the audio again the whole way through for Sts to listen and answer the questions.

You could get Sts to compare with a partner before checking answers.

- 1 Soundari is a seven-year-old Siberian tiger living at Longleat Safari park in Wiltshire.
- 2 to entertain the tigers
- 3 a tiny video camera
- 4 She ate it.
- 5 because you could feel what it would be like to be attacked by a tiger and see its open mouth, its enormous sharp teeth and its rough tongue
- 6 They could see what it would be like to be eaten by a tiger and they managed to give Soundari's mouth, gums, and teeth a quick health check.

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 Focus on the task and either put Sts in pairs to discuss the two headlines or do it as an open-class activity.

If Sts worked in pairs, elicit some ideas, but don't tell them if they are right or not. Tell Sts they will find out later.

f Put Sts in pairs, A and B, and tell them to go to Communication Strange, but true, A on p.107, **B** on *p*.112.

Go through the instructions, making sure Sts understand they must highlight key information to help them retell the story to their partner.

Extra support

• You could put As and Bs together to do a first. Then get them to check they have got the key elements of the story before putting them in their pairs, A and B.

When Sts are ready, focus on the instructions in **b** and **c**.

Get some Sts to tell the stories to the class, making sure they mention the main points.

Extra challenge

• As feedback to the class, get As to retell the story of Dog phones for help and Bs to retell Lost tourist finds herself.

Find out if any Sts had made correct guesses in e.

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.

2 **GRAMMAR** reporting verbs

Focus attention on the photo of the two chefs and the a title. Give Sts time to read the article and answer the questions.

Check answers.

Two chefs got into a fight about a dish which they both said they had invented.

The newspaper invited both chefs to prepare the dish at a restaurant. Newspaper staff ate both dishes and voted for Andrew's dish.

Elicit what the dish is (cold chicken with strawberry mayonnaise) and then ask Sts whether they would like to try it.

b Here Sts quickly revise the basic rules for reported speech. Focus on the task and then give Sts time to read the article again and match the highlighted phrases with A-F.

Check answers.

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

c Do this as an open-class activity, getting Sts to vote with a show of hands for the story they think isn't true.

Finally, tell Sts that the invented story is *Chicken fight*. The others are all true news stories.

d **4 39**)) Tell Sts to go to Grammar Bank 8B on *p.147*. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

 Sts should be familiar with normal reported speech with say | tell | ask, e.g.

Direct speech: 'I'm sorry.' Reported (or indirect) speech: He said he was sorry.

- In this lesson Sts are introduced to a number of specific reporting verbs which are followed by either the infinitive or gerund. Some of these verbs and the structure following them have already been studied in 6A.
- Highlight that using these reporting verbs is an alternative and more exact way of reporting what someone says, e.g. d

direct speech	'I'm sorry I stole your recipe.'
reported speech	He said he was sorry he had
	stolen the recipe.
reporting verb	He apologized for stealing the
	recipe.

- Emphasize the use of the negative infinitive (not to go) and the negative gerund (not going) after these reporting verbs.
- Some of these verbs can also be used with that + clause, e.g. *He admitted that he had stolen the recipe*.

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

Check answers, getting Sts to read the full sentences.

а			
1	paying	6	not to leave
2	to work	7	trying / having tried
3	not to walk	8	not remembering
4	stealing	9	to come
5	to give up	10	damaging
b			
1	suggested going	5	invited me to have
2	accused him of copying	6	reminded Jack to phone
3	threatened to call	7	promised never to do
4	refused to go	8	recommended trying

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.

8B

3 PRONUNCIATION word stress

Pronunciation notes

- Sts have, by now, built up an instinct for how words in English are pronounced and will know that many English two-syllable nouns are stressed on the first syllable. However, many two-syllable verbs are stressed on the second syllable (e.g. *depend*). In fact, almost all the reporting verbs which Sts learn in this lesson are stressed on the second syllable.
- Highlight the difference between the /s/ sound in *convince*, *persuade*, *promise*, and *suggest*, and the /z/ sound in *accuse*, *advise*, and *refuse*.
- **a** Focus on the task and give Sts time, individually or in pairs, to underline the stressed syllable in each verb and to circle the four exceptions.
- **b** (4,40))) Play the audio for Sts to listen and check.

Elicit the four exceptions with the stress on the first syllable.

Students should have circled offer, order, promise, and threaten.

4 40))

a<u>ccuse</u>, ad<u>mit</u>, ad<u>vise</u>, a<u>gree</u>, con<u>vince</u>, de<u>ny</u>, in<u>sist</u>, in<u>vite</u>, offer, <u>or</u>der, per<u>suade</u>, <u>pro</u>mise, re<u>fuse</u>, re<u>gret</u>, re<u>mind</u>, suggest, <u>threa</u>ten

Focus on the **Spelling of two-syllable verbs** box and go through it with the class.

c Focus on the task and give Sts time to complete the sentences with the correct reporting verb.

Get them to compare with a partner.

d (4,41))) Play the audio for Sts to listen and check.

Check answers.

See verbs in **bold** in script 4.41

4 41))

- 1 He offered to make some coffee.
- 2 He refused to go.
- 3 He **agreed** to help me.
- 4 He **promised** to call me.
- 5 He **reminded** me to lock the door.
- 6 He **advised** me to buy a new car.
- 7 He **invited** me to have dinner.
- 8 He **denied** breaking the window.
- 9 He **admitted** stealing the money.
- 10 He **regretted** marrying Susan.
- He suggested going to a club.
 The police accused him of killing his bo
- 12 The police **accused** him of killing his boss.
- e **4.42**)) Focus on the task and explain that Sts are going to hear the sentences on the left in **c**, but in a different order and that they must respond with the corresponding reported sentence. Focus on the example or demonstrate the activity yourself before you play the audio. Highlight that Sts should use the pronoun *He* each time, except with the verb *accuse* when they should begin *'The police...'*

Now get Sts to either close their books or cover the examples in **c**. Play the audio, pausing after each sentence for Sts to call out the reported sentence.

4 42)))

- 1 I didn't break the window! (*pause*) He denied breaking the window.
- 2 I wish I hadn't married Susan. (*pause*) He regretted marrying Susan.
- 3 I'll call you. Believe me. (pause) He promised to call me.
- 4 Let's go to a club. (*pause*) He suggested going to a club.5 You killed your boss. (*pause*) The police accused him of
- killing his boss.
- 6 No, I won't go. (*pause*) He refused to go.
- 7 OK, I'll help you. (*pause*) He agreed to help me.
 8 Remember to lock the door! (*pause*) He reminded me to lock the door.
- 9 Shall I make some coffee? (pause) He offered to make some coffee.
- 10 Would you like to have dinner? (*pause*) He invited me to have dinner.
- 11 Yes, it was me. I stole the money. (*pause*) He admitted stealing the money.
- 12 You should buy a new car. (*pause*) He advised me to buy a new car.

Extra challenge

• You could play the audio again and this time get individual Sts to respond.

4 **READING & VOCABULARY** the media

a Focus on the task and point out the Glossary to Sts.

Then read the first paragraph of 24 Hours in Journalism with the class.

Set a time limit for Sts to read the extract and match each section with a kind of journalist. Tell them not to worry about the gaps at this stage. Sts may not know *agony aunt*, but they should be able to match it to its piece of text by a process of elimination and then work out its meaning. Highlight that *paparazzo* is the singular form of *paparazzi*.

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

- 1 the online editor of the magazine Marie Claire
- 2 a radio news presenter
- 3 a war reporter
- 4 a paparazzo
- 5 a freelance journalist
- 6 an agony aunt
- **b** Tell Sts to read the extract again and this time to complete each gap with one of the options, a, b, or c.

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

1	а	4	а	7	b	10 c
2	с	5	b	8	а	11 a
3	b	6	а	9	b	12 b

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

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

Get some feedback from the class.

d Tell Sts to go to Vocabulary Bank The media on p.161.

Focus on **1 Journalists and people in the media** and get Sts to do **a** individually or in pairs.

(4,43)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

4 43)) The media

Journalists and people in the media

- 1 critic
- commentator 2 3
- 6 freelance journalist
- reporter
- 4 editor
- 5 presenter

7 newsreader

- 8 paparazzi 9 agony aunt

Focus on 2 Adjectives to describe the media and get Sts to do a individually or in pairs.

(4 44)) Now do b. Play the audio for Sts to check answers.

Check answers.

4 44)))

Adjectives to describe the media

- 1 D The reporting in the paper was very sensational.
- 2 E The news on Channel 12 is really biased.
- 3 B I think The Observer is the most objective of the
- Sunday papers.
- 4 A The film review was quite accurate.
- 5 C I think the report was censored.

Then get Sts to look at the adjectives and try to guess their exact meaning. In a monolingual class, and if you know the L1, elicit the meaning in your Sts' language or get them to check with a dictionary. Give practice of any words your Sts find difficult to pronounce, modelling and drilling as necessary.

Now look at 3 The language of headlines and focus on the information box. Go through it with the class.

Get Sts to do a individually or in pairs.

(4 45))) Now do b. Play the audio for Sts to check answers.

Check answers.

4 45))

The language of headlines

- 1 A Famous actress in restaurant bill row
- 2 E United boss to quit after shock cup defeat
- 3 G Prince to wed 18-year-old TV soap star
- 4L Prime Minister backs his Chancellor in latest scandal
- 51 Tarantino tipped to win Best Director
- 6 B Thousands of jobs axed by UK firms
- 7 K Stock market hit by oil fears
- 8 C Police quiz witness in murder trial
- 9 **D** Astronaut bids to be first man on Mars
- Ministers clash over new car tax proposal 10 J 11 H Bayern Munich boss vows to avenge defeat
- 12 F Footballer and wife split over affair with cleaner

! Highlight that wed, quiz, and vows would not normally be used in conversation.

Then look at the headlines again and ask Sts to think how they would say them in normal English. Ask Sts What kind of words get left out in headlines? What form or tense is used for a) the future b) the passive (all tenses)? Elicit that articles and auxiliary verbs are often left out, e.g. A man was run over by a bus becomes Man run over by bus. The future is expressed by an infinitive, e.g. Becks to go, and passives by a past participle, e.g. Man stabbed on Tube.

Testing yourself

For Journalists and people in the media Sts can, cover the words, look at the definitions, and try to remember the words. For Adjectives to describe the media they can cover 1-5, look at sentences A-E, and try to remember the adjectives. For The language of headlines they can cover definitions A–L, read the headlines, and try to remember what the highlighted verbs mean.

Testing a partner

See Testing a partner p.29.

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.

5 SPEAKING

The new vocabulary is recycled in this speaking activity. Focus on the Useful language: saying what you think (2) box and go through it with the class.

Focus on questions 1-4 and give Sts time to read them and think about how they are going to answer.

Put Sts in small groups of three or four. Now set a time limit for the groups to discuss each question.

Monitor and help if necessary.

Get some feedback and deal with any general vocabulary problems that arose.

Extra support

 Answer the questions yourself first to help Sts with ideas.

6 LISTENING

(4,46))) Focus on the photos and find out if Sts know a anything about these celebrities.

Now focus on the task.

Play the audio once the whole way through for Sts to listen and take notes. Play the audio if necessary, pausing after the celebrities are mentioned, 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 Brad Pitt doesn't like the paparazzi.
- 2 and 3 Britney Spears and Lindsay Lohan call the paparazzi to tell them where they are going and then get money from the photos taken.
- 4 and 5 Julia Roberts and Kate Bosworth hate being photographed by paparazzi.
- Jennifer Buhl got the most money from a photo she took of Paris Hilton going into jail, carrying a Bible.

8B

4 46)))

(script in Student's Book on p.129) I = interviewer, J = Jennifer Buhl

- Brad Pitt said recently, 'They call my kids by their names. They shove cameras in their faces. I really believe there should be a law against it.' He was talking, of course, about paparazzi. But are the paparazzi really as bad as Brad Pitt says they are? Today in the studio with us is Jennifer Buhl, who is an actual – er, is it paparazzi or paparazzo?
- J Paparazzo for a man, paparazza for a woman. Paparazzi is the plural.
- So Jennifer, are you good, bad, or in between? L
- Well, I think I'm a good girl. But some people would probably J not like me.
- L A lot of people say there's a working relationship between celebrities and paparazzi. Would you say that was true? That celebrities actually tell you where they're going to be.
- Yes, of course. That happens all the time. But I think that's J what a lot of the public doesn't realize. You know, people shout at us and insult us when there is a big crowd of us around let's say Britney Spears or Lindsay Lohan. I just want to tell them that they called us. And, after we've sold the photographs, we split the money between the stars and us.
- T I've often thought that must be true. I mean nobody just goes to the gym with their hair done and make-up on unless they're actually expecting to be photographed.
- Exactly. But don't get me wrong, it's not like all the J celebrities want to be photographed. If a celebrity wants to go out and avoid the paparazzi, it's pretty easy to do. Celebrities that don't like it rarely get photographed, they very rarely get photographed.
- Give me some example of celebrities who genuinely don't I want to be photographed. Like who really hates it?
- Julia Roberts hates it. Kate Bosworth hates it.
- Are photos of them worth more money if they hate it? L J It depends. No, not necessarily. Because they don't get photographed often then nobody sees them in magazines and they lose interest in them. Because they become boring.
- L What shot have you taken that you got the most money for? Probably one of the shots that sold the best, that I didn't
- expect, didn't even know, was Paris Hilton carrying the Bible right before she went to jail. There were lots of paparazzi there, but I was the only one that got the Bible. L Do you think we need stricter laws to keep paparazzi away?
- There are already enough laws. We don't need more laws, J or anti-paparazzi laws, or anything else. There are places where celebrities can go to where they know they won't be followed and places where they know they will be. L
- For example?
- We don't go into restaurants, we don't go into stores, and J of course we don't go into people's homes. That's private property. But a beach or a park isn't.
- Т So you don't think that being followed and photographed by the paparazzi is really stressful for celebrities?
- I think there are only a few people for whom it's really and J truly stressful. I'd say that in most cases the star not only doesn't mind, but has actually told the paparazzi 'This is where I'm going to be this afternoon.'
- 1 Fascinating. Thank you very much for coming into the studio. Jennifer Buhl, everybody!
- Tell Sts they are going to listen to the interview again b and this time they must tick the things in 1–9 that Jennifer says.

Give Sts time to read 1–9.

Play the audio again the whole way through for Sts to listen and do the task.

Check answers.

Extra support

· You could get Sts to compare their answers with a partner between playing the first and second playing of the audio.

Sts should have ticked: 1, 4, 5, 6, 8, and 9.

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.
- c Do this as an open-class activity.

7 (4, 47)) SONG News of the World J

This song was originally made famous by the British band The Jam in 1978. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.236.

4 47)))
News of the World
Punk rock Power pop
Read about the things that happen throughout the world Don't believe in everything you see or hear The neighbours talk Day in day out About the goings on They tell us what they want They don't give an inch
Look at the pictures taken by the cameras They cannot lie The truth is in what you see Not what you read Little men tapping things out Points of view Remember their views Are not the gospel truth
Don't believe it all Find out for yourself Check before you spread News of the world News of the world
Never doubt Never ask Never moan Never search Never find Never know News of the world News of the world
Each morning our key to the world comes through the door More than often it's just a comic, not much more Don't take it too serious – not many do Read between the lines and you'll find the truth
Read all about it Read all about it News of the world News of the world
Read all about it Read all about it News of the world News of the world

38 Revise and Check

For instructions on how to use these pages see *p*.39.

STUDY LINK

iTutor

Test and Assessment CD-ROM

- Quick Test 8
- File Test 8

GRAMMAR

- 1 must have
- should have told 2 3
- can't have got 4 rather do
- 5 as if
- 6 tastes like
- 7 as a waiter
- 8 was being repaired
- VOCABULARY
- a 1 remind 3 stole 2 matter 4 raise
- 5 argue 6 refuses
- 1 calf (The others relate to hands.) h
- 2 hip (The others are organs.)
- 3 wink (The others are things you do with your hand.)
- vandal (The others are all kinds of thieves.) 4
- 5 smuggler (The others are crimes.)
- 6 evidence (The others are people.)
- 5 hack 1 chew С
- 2 scratch 6 blackmail 7 bribe 3 stare
- 8 quit 4 frown
- 3 censored 5 accurate d 1 critic 2 biased 4 newsreader

PRONUNCIATION

3 fraud 1 frown 5 jury 2 biased 4 stare 1 <u>re</u>alize 3 kidnap 5 objective b <u>kid</u>ney 4 commentator 2

CAN YOU UNDERSTAND THIS TEXT?

a She presented a TV programme called Crimewatch about unsolved crimes in the UK and then she was murdered and the police couldn't solve the crime.

b	1	F	3	F	5	Т	7	F	9	Т
	2	Т	4	Т	6	Т	8	Т	10	F

CAN YOU UNDERSTAND THIS FILM?

4 48)))

- 1 They just have to post an article online.
- 2 30,000
- 3 Blackbeard / Edward Teach
- Journalists would ride their horses to the nearest town that had a printing press.
- 5 because the roads were very bad

- 6 the telegraph
- They were very biased / had no objectivity and they were 7 usually censored.
- 8 radio and television
- 9 by (live) Twitter (feeds)
- 10 because photos were taken on smartphones and uploaded to Twitter within seconds

4 48))) Available as MP3 on CD1

A Short Film on the Speed of News

Hi, my name's Matt Wilder. I'm a freelance journalist based in Washington DC. At the moment I'm trying to find a good story. I have a six o'clock deadline, but nothing's going on. I know, I'll see what topics are trending on Twitter.

Today we live in the era of new media. People can access the news at any time, from any place on all kinds of digital devices. The internet and social media sites such as Twitter and Facebook allow these news consumers to become news producers. If you want to be a journalist, all you have to do is post an article online and it can be read instantly by anyone anywhere in the world.

Journalism has changed a lot during the first days of the newspaper and most of these changes have been driven by technology. There's no better place to discover this than Washington DC - home of the Newseum. There are over 30,000 newspapers here covering over 500 years of news. This is the Boston News-Letter, thought to be the first continuously published newspaper in North America. This edition, from 1718, reports on the sensational killing of Edward Teach - better known as Blackbeard - believed to be one of the most dangerous pirates at the time

Reporting in the early days of journalism must have been very difficult. Journalists would ride their horses to the nearest town that had a printing press. Their reports were then published in a newspaper, which was often just a single sheet of paper, and distributed on horseback. The roads were bad, so it was very difficult to send news over long distances. By the time most people read these newspapers, the news was often very out-ofdate.

This all changed when the first telegraph line was built in 1844. Suddenly, journalists could send stories quickly. The telegraph is said to have revolutionized news reporting. This new style of journalism came just in time for the American Civil War. For the first time news could be sent at the same time as battles were being fought. War correspondents, and the stories they sent, became very popular. But there were still problems. These war reports were very biased because journalists represented their own side in the war. There was no objectivity and reports were usually censored by the army or the government. So stories were often inaccurate and sometimes completely wrong!

It wasn't until the invention of radio and television that news could be broadcast live. This completely transformed news and created the age of the mass media, where news could be communicated to a huge audience. Throughout the twentieth century demand for news stories increased and news technology continued to advance. By the end of the century there were hundreds of cable TV channels, lots of 24-hour news channels and the internet had been invented. Suddenly, we were in the Information Age.

This is the HP New Media Gallery. It shows the news as it is today. Visitors to this exhibit are placed right at the centre of the digital news revolution. They are instantly connected to the day's news by live Twitter feeds showing the day's trending news stories. They can also check out major news stories which were first reported on social media. These pictures of a plane landing on New York's Hudson River were taken on a smartphone and uploaded to Twitter seconds after the incident had occurred.

Speaking of smartphones...Ah, fantastic! A tweet from The White House. Oh! There's a big announcement in 25 minutes. I'd better go! Bve!

- 9 never be found 10 to be 11 is said
- 12 burglar alarm installed
- 15 apologized for being
- 13 to talk 14 killing her husband

- G clauses of contrast and purpose; whatever, whenever, etc.
- v advertising, business
- P changing stress on nouns and verbs

Truth and lies

Lesson plan

The topic and lexical area of this lesson is business and advertising.

In the first half, the focus is on honesty (or dishonesty) in advertising. Sts read an article about four famous misleading advertisements and then listen to a radio programme about how companies try to trick us through the use of misleading advertisements. This leads to the grammar, which is on clauses of contrast after expressions like Even though..., In spite of..., etc. and clauses of purpose or reason after expressions like so that..., in order to..., etc.

The honesty link is continued in the second half of the lesson where Sts read and listen to an extract from the best-selling book Freakonomics about a man who set up a business selling bagels in companies and unintentionally designed an interesting test of honesty. This is followed by a Mini Grammar focus on whatever, wherever, etc. In Vocabulary, Sts look at words and phrases related to business, and there is a pronunciation focus on how stress changes in words like export, which can be used both as nouns and verbs. Sts then talk about business in their country before finally listening to the song, The Truth.

STUDY LINK

- Workbook 9A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar clauses of contrast and purpose p.167
- Mini Grammar whatever, whenever, etc. p.178
- Communicative Tell me about... p.205 (instructions p.184)
- Vocabulary Business p.223 (instructions p.212)
- Song The Truth p.237 (instructions p.228) www.oup.com/elt/teacher/englishfile

Optional lead-in – the quote

- Write the quote at the top of *p*.84 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Ask Sts if they agree with the quote.

1 **READING & VOCABULARY**

In pairs, Sts look at the advertisement and discuss questions 1-3. Tell them not to read the article. Before they start you could elicit / explain what a physician is.

Elicit answers, but <u>don't</u> tell Sts if they are right or not.

b Now tell Sts to read the first paragraph of the article and check their answers to a.

Check answers.

- 1 Lucky Strike cigarettes
- 2 the 1920s
- 3 The ad used doctors to advertise smoking to suggest that they approved of it and that some brands were better for your throat than others.
- Sts now read the whole article. Focus on the task and С sentences A–F, making sure Sts understand them. Point out to Sts that they might need to write more than one number next to some of the sentences.

When they have finished, get them to compare with a partner and then check answers.

Α	3 and 4	С	2	Е	2	
В	1 and 4	D	3	F	3	

d Focus on the highlighted words and phrases, and give Sts time to try and work out what they mean. Remind them to read the whole sentence or paragraph.

Then get Sts to match the highlighted words and phrases with definitions 2–11.

Check answers, and model and drill pronunciation.

- 2 commercials 7 brands 3 advert, ads 8 sued 9 misleading 4 claiming
- 5 celebrity endorsers airbrushed 6
- 10 consumers
 - 11 an advertising campaign

Give Sts some practice pronouncing the words.

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

Do this in pairs, small groups, or as an open-class e activity.

LISTENING & SPEAKING 2

Focus on the task and the photo, and make sure Sts a know what mascara is.

Put Sts in pairs and give them time to discuss the question.

Elicit some ideas and then tell Sts that the ad was withdrawn after people complained (and L'Oréal admitted) that Penélope Cruz, the actress in the ad, was wearing false eyelashes, rather than simply the mascara she was advertising.

(5 2))) Focus on the task and make sure Sts know what b a trick is.

Give Sts time to look at all the items in the list. You might also want to check Sts know what a slogan is.

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

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.

Sts should have ticked: free gifts, limited supplies of the product, crowds of people, attractive models, doctors and celebrities, and recent studies

5 2))

(script in Student's Book on p.129)

The first point to bear in mind is that nothing, but nothing is ever free. How often have you seen adverts saying things like 'Get a free MP3 player when you subscribe to our magazine for six months'? There's something about the word 'free' that immediately attracts us – I want it! It makes us feel clever, as if we are going to get something for nothing. But, of course, that MP3 player (which, incidentally, will probably break the second time you use it) wasn't free at all. In spite of what the advert said, its price was really included in the magazine subscription. So don't trust any advert which offers something for free.

A second trick which advertisers use is when they tell us 'There are only a few left! Buy now while stocks last!' What happens to us when we read or hear these words? Even though we don't really need the products, and maybe don't even like them, we immediately want to be among the lucky few who have them. But – let's be clear about this – companies just don't run out of products. Do you really think the manufacturers couldn't produce a few more if they thought they could sell them? Of course they could.

When it comes to new products we, the consumers, are like sheep and we follow each other. So another way advertisers have of getting us to use something is to tell us 'Everybody's using it'. And of course, we think everybody can't be wrong, so the product must be fantastic. So as to make us believe it, they use expressions like, 'It's a must-have' or 'It's the in-thing', and they combine this with a photograph of a large group of people, so that we can't fail to get the message. But don't be fooled. Even if everybody <u>is</u> using it (and they may not be), everybody <u>can</u> be wrong.

Another favourite message is 'You too can look like this', accompanied by a photo of a fabulous looking man or woman. But the problem is, you can't look like this because actually the woman or man in the photo is a model and also because he or she doesn't really look like that either. The photo has been airbrushed in order to make the model look even slimmer, with perfect skin, and even more attractive than they are in real life.

Finally, what most annoys me is, 'Trust me, I'm a doctor' or 'Trust me, I'm a celebrity'. The idea is that if a celebrity is using the product, it must be fantastic, or if a doctor recommends it, it must really work. But be careful. Although the actress is holding the product in the photo, do you really think she colours her hair with it at home? And the doctor in the advert, is he really a doctor or just an actor wearing a white coat? Adverts also often mention a particular organization which recommends their product, for example, things like 'Our dog biscuits are recommended by the International Association of Dog Nutritionists' - well, that's probably an organization which the company set up themselves. Or 'A recent independent study found that our toothpaste cleans your teeth better than any other brand.' What study was it? Who commissioned the study? It was probably produced for the company itself and paid for by them, too.

c Focus on the task and get Sts to write the six things they ticked on a piece of paper as headings for the notes they are going to be taking.

Now play the audio again. You could pause after each trick is mentioned to give Sts time to make notes.

You could get Sts to compare with a partner and then if necessary, play again.

Check answers.

- free gifts: consumers are attracted to the word 'free', but nothing is free. The price of the 'free gift' is included in the price of the product.
- limited supplies of the product: companies don't run out of products. They could easily produce more.
- crowds of people: advertisers say 'everyone is using it'; this might not be true, plus everyone could have made a bad choice.
- attractive models: advertisers say we can look like models, but we can't because we aren't models and also because the photos have been airbrushed.
- doctors and celebrities: the celebrity advertising the product might not be using it. The 'doctor' advertising a product might not even be a doctor.
- recent studies: these might have been done or paid for by the advertising company themselves.

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.129*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- **d** Focus on the task and go through the questions, making sure Sts know the meaning of *logo* and the correct pronunciation of *viral* /'vaɪrəl/.

Put Sts in small groups and give them time to discuss 1–5. If they ask you what a viral advert is (in number 3), you can give the example of a video clip advertising a product which is produced by a company, but is then spread like a virus from person to person via the internet and other social networks.

Monitor and help whilst Sts are doing the activity.

Deal with any general vocabulary problems that arose.

Get some feedback.

3 **GRAMMAR** clauses of contrast and purpose

a Focus on the task and on phrases A–G, which Sts have to insert in the extracts. Although this grammar is being focussed on for the first time, Sts should have seen most of the highlighted expressions before and the context will help them to complete the gaps even if they are unsure of the exact meaning of some of the highlighted phrases.

Get Sts to compare their answers with a partner.

Extra support

- You could do the first one with the class as an example.
- **b** (5,3)) Play the audio for Sts to listen and check.

Check answers.

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

9A

5 3))

- 1 In spite of what the advert said, its price was really included in the magazine subscription.
- 2 Even though we don't really need the products, and maybe don't even like them, we immediately want to be among the lucky few who have them.
- 3 So as to make us believe it, they use expressions like, 'It's a must-have'...
- 4 ...and they combine this with a photograph of a large group of people, so that we can't fail to get the message.
- 5 The photo has been airbrushed in order to make the model look even slimmer, with perfect skin, and even more attractive than they are in real life.
- 6 Although the actress is holding the product in the photo, do you really think she colours her hair with it at home?
- 7 It was probably produced for the company itself, and paid for by them, too.

Now focus Sts' attention on the seven highlighted phrases and ask them, in pairs, to decide if they express a contrast or a purpose (= the aim or function of something).

Check answers.

A contrastIn spite of..., Even though..., Although...A purposeSo as to, so that, in order to, for

c (5,4)) (5,5)) 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

clauses of contrast

- **rule 1:** Sts should be familiar with the meaning and use of *although*. Here they are introduced to *even though* and *though*.
- rule 2: Sts will have seen *in spite of* or *despite*, e.g. in reading texts, but in this lesson they learn how to use them.

clauses of purpose

- Sts have previously learnt to use *to* + infinitive to express purpose. Here they learn other ways of expressing the same idea.
- **rule 1:** *In order to* and *so as to* are more formal than to. Make sure Sts don't use *for* + infinitive here. NOT *I* went to the bank *for* to talk to my bank manager.
- **rule 2:** Stress that *for* + gerund is used to describe the purpose of a thing (often in answer to the question *What's it for?*). For can also be used to express the purpose of an action if that purpose is expressed with a noun, e.g. We went to Venezuela for a holiday, but not when it is expressed with a verb phrase, e.g. NOT I come to this school for learning English.

- **rule 3:** Point out that when there is a new subject in a clause of purpose we <u>must</u> use so that (and not to, in order to, so as to), e.g. We bought a big car so that the children would have more space. NOT ...in order to the children have more space.
- **rule 4:** The main point to stress here is that the most common way of expressing purpose in spoken English (*to* + infinitive) <u>can't</u> be used to express negative purpose; you have to use *so as not to...* or *in order not to...*

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

Check answers, getting Sts to read the full sentences.

а			
1	despite	6	spite
2	even	7	that
3	to	8	although
4	as	9	for
5	order	10	Despite

b

- 1 ...we wouldn't spend too much money on accommodation.
- 2 ... she earns a fortune, she drives a very old car.
- 3 ...the sad ending. / the ending being sad. / the fact that the ending was sad.
- 4 ...the weather conditions were terrible.
- 5 ... not to offend her.
- 6 ...to explain the new policy.

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.
- d Sentence race: Put Sts in pairs. Focus on the task and make sure Sts know what they have to do and how long they have to do it.

Monitor while pairs are writing their sentences and point out any incorrect sentences you see, but do not correct them.

When the time limit is up, elicit several possible answers for each sentence and write them on the board.

Some possible answers

- 1 ...small children don't see them.
- 2 ...the new product didn't sell very well.
- 3 ... young people still buy them.
- 4 ... experience life in a big city.
- 5 ...not being very good at his job.
- 6 ...it wasn't true.
- 7 ...get a refund.
- 8 ...a meeting.

4 READING & LISTENING

- **a** Focus on the instructions. Elicit some ideas from Sts, but <u>don't</u> tell them if they are right or not.
- **b** Set Sts a time limit to read the article to find the answer to **a**.

Check the answer.

The bagel test showed how honest his customers were – what type of people / companies stole compared to those who didn't. It also looked at whether certain circumstances made people less honest.

Now focus on phrases 1–7, making sure Sts understand all the lexis.

Put Sts in pairs and tell them to discuss what they can remember about items 1–7. If necessary, let them read the article again.

Check answers.

- 1 He worked in Washington. / He worked for the US Navy. / He held senior-level jobs. / He earned a good salary. / He was the head of the public research group.
- 2 At the office Christmas party his colleagues introduced him as 'the guy who brings in the bagels' (instead of 'the head of the public research group').
- 3 It started as a way of thanking his employees when they won a contract. Every Friday he bought in bagels and cream cheese.
- 4 People from other departments wanted bagels, too. Finally, he was bringing in so many bagels that he needed to charge to cover his costs. 95% of people paid.
- 5 His friends thought he was mad ('lost his mind'). His wife supported him.
- 6 Within a few years he was delivering thousands of bagels (8,400) a week to many companies (140).
- 7 He discovered how honest his customers were and what kind of people and companies stole more or less.
- **c** Focus on the task and give Sts time, in pairs, to predict the answers to questions 1–6.

Get some feedback from the class on what they think the right answers will be and why. <u>Don't</u> tell them if they are right or not.

d **5**6)) Play the audio all the way through for Sts to check their answers to **c**.

Check answers and find out how many Sts had guessed correctly.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.
- 1 b (80-90%)
- 2 Smaller offices were more honest.
- 3 The cash box has hardly ever been stolen.
- 4 They cheated more during bad weather.
- 5 They cheated more before Christmas because many people often feel anxious and stressed before this holiday and don't look forward it.
- 6 Executives cheated more than lower status employees.

5 6))

(script in Student's Book on p.129)

When Paul Feldman started his business, you know, he really thought that at least 95 per cent of the people would pay for their bagels. This was presumably because that was the payment rate that he got in his own office. But, in fact, this rate wasn't representative at all. I mean, in his office, most people paid probably just because Feldman worked there himself, and they knew him personally, and probably liked him.

So when Feldman sold his bagels in other offices, he had to accept less. After a while, he considered that a company was 'honest' if over 90 per cent of the people paid. Between 80 and 90 per cent was what he considered to be normal, you know, the average rate. He didn't like it, but he had to accept it. It was only if a company habitually paid less than 80 per cent – which luckily not many did – that he would feel he had to do something. First, he would leave a note, sort of giving them a warning, and then, if things didn't improve, he would simply stop selling there. Interestingly, since he started the business, the boxes he leaves to collect the cash have hardly ever been stolen. Obviously in the mind of an office worker, to steal a bagel isn't a crime, but to steal the money box is.

So, what does the bagel data tell us about the kind of offices that were not honest, the ones that didn't pay? Well, first of all, it shows that smaller offices are more honest than big ones. An office with 20 to 30 employees generally pays three to five per cent more than an office with two to three hundred employees. This seems to be because in a smaller community people are more worried about being dishonest – probably because they would feel worse if they were caught.

The bagel data also suggests that your mood, how you feel, affects how honest you are. For example, the weather is a really important factor. When the weather is unusually good, more people pay, but if it's unusually cold or rainy, fewer people pay. And people are also affected by public holidays, but in different ways – it depends which public holiday. Before Christmas and Thanksgiving, people are less honest, but just before the 4th of July and Labour Day they are more honest. This seems to be because holidays like the 4th of July are just a day off work, and people always look forward to them. But Christmas and Thanksgiving are holidays where people often feel quite stressed or miserable. So their bad mood makes them less honest.

The other thing Feldman believes affects how honest people are is the morale in an office. When employees like their boss and like their job, then the office is more honest. He also thinks that the higher people are promoted, the less honest they are. He reached this conclusion because, over several years, he'd been delivering three baskets of bagels to a company that was on three floors. The top floor was the executive floor, and the lower two floors were people who worked in sales, and service, and administrative employees. Well, it turned out that the least honest floor was the executive floor! It makes you wonder whether maybe these guys got to be executives because they were good at cheating!

But in general the story of Feldman's bagel business is a really positive one. It's true that some people do steal from him, but the vast majority, even though no one is watching them, are honest.

e Focus on the task and give Sts time to go through 1–5 and read the options.

Play the audio again pausing, if necessary, after each paragraph to give Sts time to choose the right answer. Play the audio again if necessary.

Check answers.

1 c 2 a 3 b 4 c 5 c

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.
- f Focus on the question and elicit opinions from the class.

9A

5 MINI GRAMMAR whatever, whenever, etc.

Focus on the example from the article, *Honest workers or thieves?*, and on the explanation. Then go through the rules with the class regarding *whatever*, *whichever*, etc. writing some or all of these examples on the board:

You can have **whatever** *you want.* = It doesn't matter what you want, you can have it.

He offered me two watches and said I could have whichever *one I wanted.* = It doesn't matter which one you have.

I'll buy it however much it costs. = I'll buy it.

However hard I try, I can never remember birthdays. = It doesn't matter how hard I try, I always forget birthdays.

I always take my identity card **wherever** *I go.* = It doesn't matter where I go, I always take my identity card.

Highlight that *whichever* is used instead of *whatever* when there is a very limited choice, usually two or three.

Focus on the exercise and give Sts time to complete it.

Check answers.

1	wherever	3	Whenever	5	Whatever	
2	whoever	4	however	6	whichever	

Extra support

• If you think Sts need more practice, you may want to give them the Mini Grammar photocopiable activity now or leave it for later as consolidation or revision.

6 VOCABULARY business

a Focus on the task and get Sts, in pairs, to discuss what all the terms mean.

Check answers.

```
the head = the person in charge (of the company)
a colleague = a person that you work with, especially in a
profession or a business
employees = people who are paid to work for sb
a department = a section of a large organization
set up = to create sth, to start it
customers = people who buy sth
```

b Tell Sts to go to Vocabulary Bank Business on p.162.

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

(57)) Now do **b**. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

57))

Business Verbs and expressions

a

- 1 Although GAP stands for Genuine American Product, most of its clothes are **manufactured** in Asia.
- 2 In 1989 Pepsi-Cola launched a new product called Pepsi A.M., which was aimed at the 'breakfast cola drinker'. It was an immediate flop.
- 3 The Spanish airline Iberia **merged** with British Airways in 2011.
- 4 Apple is considered one of the best companies in the world for the way they **market** their products.

- 5 *Prosciutto* is a kind of Italian ham. Two of the best known kinds are San Daniele and Parma, which are **produced** in the Friuli and Emilia regions of Italy, and are **exported** all over the world.
- 6 The Royal Bank of Scotland **took over** NatWest Bank in 2000 even though it was in fact a smaller rival.
- 7 The supermarket chain Tesco **became** the market leader in 1995 and is still the UK's biggest-selling chain.
- 8 Zara shops were opened in Spain in 1975, but the company soon **expanded** internationally.
- 9 Nowadays it is quite a risk to set up a new business. In the UK, 20% of businesses fail in their first year.
- The cost of living in Iceland is so high because so many food products have to be imported.
- During a boom period, the economy grows quickly and living standards improve.
- 12 During a recession, many companies **close down** and living standards **drop**.

Now focus on **c** and give Sts time to put the words into the correct column.

(5) Now do **d**. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

58))

Verbs and expressions

do business, do a job, do market research, do well, do badly

make a deal, make a decision, make a loss, make money, make somebody redundant

Highlight that *a deal* = a business agreement and *make* somebody redundant = to take somebody's job away from them because he / she isn't needed any more or because for example the company is losing money and needs to cut down on staff. Compare this with sack somebody, which Sts learnt in English File Intermediate, which means take someone's job away from them because they have done something wrong.

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

5(9)) Now do c. Play the audio for Sts to check answers. Give extra practice of any words your Sts find difficult to pronounce.

59))		
Organizations and peo	ple	
Organizations 1 a chain 2 a business 3 a multinational		head office a branch
People1the staff2a customer3a client4a colleague	5 6 7	the CEO the owner a manager

You might also want to teach the word *worker*, which is often used to describe someone who works in an office or factory, etc. The word *colleague* is synonymous with *co-worker*.

Testing yourself

For **Verbs and expressions a** Sts can cover the sentences and try to remember them by reading the words in the list. For **c** they can look at the words in the list and remember if they go with *do* or *make*. For **Organizations and people** they can cover the definitions and read the words in the lists to see if they can remember their meaning.

Testing a partner See **Testing a partner** *p*.29.

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 photocopiable activity at this point or leave it for later as consolidation or revision.
- **c** This is an oral vocabulary practice activity. Focus on the questions and give Sts time to do this in pairs.

Check answers.

- 1 A customer is normally used for someone who buys a product (e.g. in a shop) or a service (e.g. a meal in a restaurant). A client is normally used for someone who pays a professional for a service, e.g. a lawyer or accountant.
- 2 A boom is a sudden increase in trade and economic activity. A recession is a difficult time for the economy of a country, when there is less trade and industrial activity than usual and more people are unemployed.
- 3 *Increase* means to become or to make something greater in amount, number, value, etc. This can be a verb or noun. *Improve* is a verb and means to become better than before.
- 4 Rise is both a verb and a noun. The verb means to come or go upwards, to reach a higher level or position. Fall is also both a verb and a noun. The verb means to drop down from a higher level to a lower level.
- 5 *Export a product* means to sell it to another country whereas *import a product* means to buy it from another country.
- 6 A manager is a person who is in charge of running a business, a shop, or a similar organization. An owner is the person who owns, e.g. the shop or the business.

7 PRONUNCIATION & SPEAKING

changing stress on nouns and verbs

a Focus on the **Changing stress on two-syllable nouns and verbs** box and go through it with the class.

Then get the class to practise saying the eight words (*increase*, *decrease*, etc.) both ways, first as a noun then as a verb, e.g. noun: *increase*, verb *increase*.

b Focus on the task and give Sts time to underline the stress on the words in bold.

Get Sts to compare with a partner.

c (5)10)) Now play the audio for Sts to check their answers. You could pause after each sentence and elicit the right answers as you go or check answers after you have played the recording.

See underlining in words in **bold** in script 5.10

5 10))

- 1 We're making good **progress** with the report.
- 2 The new building is **progressing** well.
- 3 We export to customers all over the world.
- 4 One of our main <u>exports</u> is wine.
 5 A Can you refund me the cost of
 - A Can you refund me the cost of my ticket?
 B Sorry, we don't give refunds.

- 6 Sales have increased by 10% this month, so there has been an increase in profits.
- 7 The demand for organic **<u>pro</u>duce** has grown enormously.
- 8 Most toys nowadays are **produced** in China.
- 9 They're planning to **transport** the goods by sea.
- 10 There has been a rise in the number of people using public <u>transport</u>.

Now get Sts to practise saying the sentences. They could do this individually or in pairs.

Extra support

- You could get Sts to listen and repeat after the audio.
- **d** Focus on questions 1–3. Elicit the correct pronunciation of *exports* and *imported* in 2, and *increased* and *decreased* in 3.

Put Sts in pairs or small groups and get them to discuss the questions, giving as much information as possible.

Monitor and help Sts with any vocabulary they need.

Get some feedback.

8 (5)11)) SONG The Truth J

This song was originally made famous by the American rock band Good Charlotte 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.237*.

5 11))

The Truth So here we are We are alone There's weight on your mind I wanna know The truth, if this is how you feel Say it to me If this was ever real

Chorus

I want the truth from you Gimme the truth, even if it hurts me I want the truth from you Gimme the truth, even if it hurts me I want the truth

So this is you You're talking to me You found a million ways to let me down So I'm not hurt when you're not around I was blind But now I see This is how you feel Just say it to me If this was ever real

Chorus

I know that this will break me I know that this might make me cry You gotta say what's on your mind, on your mind I know that this will hurt me and break my heart and soul inside I don't wanna live this lie

I want the truth from you Gimme the truth, even if it hurts me I want the truth from you Gimme the truth, even if it hurts I don't care no more, no Just gimme the truth, gimme the truth 'Cause I don't care no more Gimme the truth 'Cause I don't care no more, no Just gimme the truth Gimme the truth (x4) 'Cause I don't care no more, no G uncountable and plural nouns

V word building: prefixes and suffixesP word stress with prefixes and suffixes

Megacities

Lesson plan

The context of this lesson is big cities.

In the first half of the lesson, Sts read about Tokyo and Mexico City, which are two of the big cities that journalist Andrew Marr visited as part of the BBC documentary series *Megacities*. There is then a vocabulary focus on word building with prefixes and suffixes, and the pronunciation focus is on word stress.

In the second half, Sts listen to a British travel writer for the Lonely Planet guidebook series who talks about his five favourite cities and his personal connection with each. Sts then talk about which of the places mentioned they would like to visit, and their favourite and least favourite cities. This is followed by the grammar focus, where Sts extend their knowledge of uncountable nouns (e.g. *luggage*, *furniture*, etc.) and plural nouns (e.g. *news*, *politics*). The lesson ends with Sts writing a report.

STUDY LINK

- Workbook 9B
- iTutor
- iChecker
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar uncountable and plural nouns p.168
- Communicative Give your opinion! p.206 (instructions p.185)
- Vocabulary Word building p.224 (instructions p.212)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p*.88 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could tell Sts that Rupert Brooke (1887–1915) was an English poet known for his idealistic war poems written during the First World War.
- Ask Sts what they think the quote means and if they agree with it.

1 READING & SPEAKING

a Focus on the task and elicit from the class what a 'megacity' is.

Tell Sts to quickly read the introduction of the article to find out.

Check the answer.

A megacity is a city with more than ten million inhabitants.

You may want to tell Sts that the other megacities that Andrew Marr visited were Dhaka in Bangladesh (the world's fastest-growing megacity), London, and Shanghai. Now put Sts in pairs and get them to list the biggest problems that they think people might have in megacities. Set a time limit of two minutes.

When time is up, elicit some of the problems and write them on the board.

b Now tell Sts to read the whole article to find if the problems they discussed in **a** are mentioned. If so, are they linked to Tokyo (T), Mexico City (MC), both (B), or neither (N)?

Check answers by writing the initials next to the items on the board.

c Focus on the items under the headings, **Tokyo** and **Mexico City**. Tell Sts to read the article again to find out why the items are mentioned.

Put Sts in pairs and get them to answer the questions together.

Check answers.

Tokyo

- 33 million the population
- eight million the number of commuters on the subway every day
- a letter from the train company If you are late for work and you say the train was late, you need a letter from the train company as proof.
- driving schools Some are on top of buildings.
- **25 square metres** A family of six could live in a flat of 25 square metres.
- the Hikikomori inhabitants of Tokyo who don't like living in a megacity and rarely go out

Rent a friend a company that 'rents friends' to people who need someone to talk to or to go to a wedding with

the Hashiriya a group of men who drive as fast as they can around Tokyo on a Saturday night

Mexico City

- taco stands The city is full of them and people meet there to socialize.
- Mariachi bands They walk through the streets and squares playing songs for money.

two-and-a-half hours This is how long it can take commuters to drive to and from work during rush hour.social imbalance There is great wealth and extreme

poverty. Because of this it can be a dangerous city. **kidnapping** This is quite common.

Kevlar In some shops you can buy men's clothes which are made of Kevlar (a bulletproof material).

d Focus on the task and give Sts time to read the ten definitions and then to find the words in the article.

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

1	automated	5	alienation	9	poverty
2	unthinkable	6	loneliness	10	homeless
3	unemployment	7	pollution		
4	overcrowded	8	wealth		

Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article, e.g. *commuters*.

Put Sts in pairs and get them to discuss the three e questions, giving as much information as possible.

Monitor and help whilst Sts do the task.

Get some feedback. With a show of hands you could find out which city, Tokyo or Mexico City, Sts would choose to live in.

Extra idea

• You could do question 2 as an open-class activity.

2 VOCABULARY

word building: prefixes and suffixes

Focus on the Prefixes and suffixes box and go a through it with the class.

Do the questions as an open-class activity. You could elicit the following adjectives ending in -less: careless, useless, penniless, etc. Highlight that in the Tokyo text the meaning of *friendless* = without friends – the suffix less = without. In the Mexico City text highlight the meaning of *a liveable place* = a place which you are able to live in – the suffix *able* = you can.

Extra challenge

- Before reading the Prefixes and suffixes box, ask the class what prefixes and suffixes are and elicit some examples.
- b Tell Sts to go to Vocabulary Bank Word building on p.163.

Focus on 1 Prefixes and suffixes which add meaning and get Sts to do a individually or in pairs.

(5)12)) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

5 12))

Word building Prefixes and suffixes which add meaning

а

- 1 **G** Mumbai is a very overcrowded city.
- Tokyo is one of 20 megacities. 2 C
- This part of the city is very poor and underdeveloped. 3 **D**
- 4 B London is a very multicultural city, with many different races and religions.
- 5 J The quickest way to get around New York is on the subway.
- Montreal is probably the most bilingual city in the 6 H world – most inhabitants speak English and French.
- 7 E If you want to avoid the traffic jams in Bangkok, get the monorail.
- The autopilot was switched on after the plane had 8 F taken off.
- Vandalism, especially breaking public property, is very antisocial behaviour.
- 10 K I misunderstood the directions that man gave me, and now I'm completely lost.
- He's doing a postgraduate degree in aeronautical 111 engineering.

Get Sts to do c individually or in pairs.

(5,13)) Now do d. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

5 13))

Prefixes and suffixes which add meaning

- 1 D There are a lot of homeless people in this city. The situation is hopeless.
- Be careful how you drive! The instructions were very 2 A useful.
- 3 C The police usually wear bullet-proof vests. My watch is waterproof.
- 4 B Their new laptops are completely unbreakable. I don't think the tap water here is drinkable.

Now focus on 2 Nouns formed with suffixes and go through the Noun suffixes box with the class.

Get Sts to do a individually or in pairs.

(5)14)) Now do b. Play the audio for Sts to check answers. Write answers onto the board, eliciting the spelling. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

5 14))

Nouns formed with suffixes

accommodation, intention, pollution, reduction entertainment, excitement, government, improvement coldness, friendliness, ugliness, weakness absence, convenience, distance, ignorance alcoholism, racism brotherhood, childhood

Now focus on 3 Nouns which are different words and go through the Noun formation with spelling or word change box with the class.

Get Sts to do a individually or in pairs.

(5)15)) Now do b. Play the audio for Sts to check answers. Write answers onto the board, elicit the spelling if necessary. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

7

(5 15))

Nouns which are different words

1 lose loss

5

- die, death 2 3 succeed, success
- 4 think, thought believe, belief
- 9 high, height 10 long, length

6 hot, heat

strong, strength

8 hungry, hunger

Testing yourself

For Prefixes and suffixes which add meaning

exercises a and c Sts can cover the meanings, look at the sentences and remember the bold prefixes and suffixes. For Nouns formed with suffixes they can cover the chart and remember the nouns in the list. For Nouns which are different words they can cover the column on the left, look at the nouns on the right, and remember the verbs and adjectives.

Testing a partner

See Testing a partner p.29.

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

3 PRONUNCIATION & SPEAKING

word stress with prefixes and suffixes

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

Now give Sts time to underline the main stressed syllable in the multi-syllable nouns and adjectives in the list. Encourage them to say the word out loud.

Get them to compare with a partner.

Extra support

- Get Sts to do a in pairs.
- **b (5)16**)) Play the audio for Sts to listen and check.

Check answers and then give Sts time to practise saying the words.

See underlining in script 5.16

516))) accommo<u>da</u>tion anti<u>so</u>cial bi<u>ling</u>ual enter<u>tain</u>ment government <u>home</u>less <u>lone</u>liness multi<u>cul</u>tural <u>neigh</u>bourhood over<u>crow</u>ded <u>poverty</u> underde<u>ve</u>loped unem<u>ploy</u>ment <u>van</u>dalism

c Put Sts in pairs and get them to discuss the questions about their cities or regions, giving as much information as possible.

Monitor and help if necessary.

Get some feedback.

Extra support

• Do these as open-class questions.

4 LISTENING & SPEAKING

- **a** Do this as an open-class activity. You could also tell the class what you do.
- **b** Focus on the task and ask Sts if they know the Lonely Planet guidebooks and what they think of them. If you have used them yourself, you could tell Sts your opinion of them, too.

Either put Sts in pairs or do this as an open-class activity.

If Sts worked in pairs, elicit some ideas. You could write these on the board, but <u>don't</u> tell Sts if they are right or not.

c (5)17)) Tell Sts they are now going to listen to Miles Roddis, the travel writer, talking about each place. They must listen to find out where each photo is and what Miles's personal connection with each place is.

Play the audio once the whole way through for Sts to find out what the places are and what his personal connection is to each place.

You could get Sts to compare with a partner before checking 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 Sydney in Australia: His son and family live there.
- 2 Edinburgh in Scotland: He went there for his honeymoon.
- 3 Cairo in Egypt: He lived there for five years in the 70s and both his sons were born there.
- 4 Lucca in Italy: It is the birthplace of Puccini, who is one of Miles's all-time favourite composers.
- 5 Vientiane in Laos: He went there after finishing university and it was his first experience of living and working outside Western Europe.

5 17))

(script in Student's Book on pp.129-130)

- I = interviewer, M = Miles Roddis
- So Miles, you're going to tell us about your top five cities.
 M Yes. It was a difficult question for me because, of course, as a travel writer I've been to so many places. But in the end I decided that if I was making a personal choice, they had to be cities that meant something to me personally, that had a personal connection. So these aren't necessarily big tourist cities, though some of them are, but the cities that are my own personal top five. Incidentally, these five aren't in any particular order.
 So what's the first one in your top five?
- M Well, the first one is Sydney. The personal connection is that my son and his family live there, so, of course, my wife and I have been there quite often and got to know it well. Of course, there are lots of other amazing things about Sydney. For one thing it's a waterfront city, it has the sea all around it; there's wonderful surfing on Bondi beach and plenty of great little bays for sunbathing and swimming. It's also a very cosmopolitan city. Sydneysiders – which is what people from Sydney are called – come from all corners of the world, so for example the choice of places to eat is endless. You can find everything from simple soup kitchens to elegant, world-class restaurants, so you can choose to eat Thai, Vietnamese, Greek, Italian, and many, many other kinds of cuisine.
- I And your second city?
- M My wife and I spent our honeymoon in Edinburgh, so it's always been a special place for me. But I think it's especially exciting during the festival, which happens every August. Of course, there's a fantastic programme of music, and dance, and the arts. But what gives the city a special buzz during the festival is 'the Fringe'. 'The Fringe' is a massive alternative festival, and it has literally hundreds of events – comedy, theatre, amateur student groups, street entertainers. And of course the pubs stay open until much later than usual during the Festival and that adds to the atmosphere, too. However, it's really hard to get accommodation during the festival, so you need to book well in advance.
- I must say I've never been to the festival, though I've often thought about going. Next year I must really try to get there. What about your third city?
- M My third city is Cairo. We lived there for five years in the 70s and both our sons were born there, beside the River Nile. People always associate Cairo with the Pyramids, and of course they are amazing, but for me the best thing about it is the museums, which are absolutely fantastic. The Egyptian Museum has the world's largest and best collection from Pharaonic times. Then the Coptic museum, which is in the suburb of Al Fustat has the best of Egypt's Christian culture. And the Museum of Islamic Art has a whole lot of exquisite pieces from Muslim times. So if you're someone who likes museums and antiquities, my advice is go to Cairo.

- I must say that I have been to Cairo and I completely agree with you. And your next one?
- For my next one we're back in Europe in Italy. I've chosen M Lucca, in Tuscany. Tuscany's two major tourist towns, Florence and Pisa, are absolutely jam-packed with tourists all year round, but most of them never get to Lucca. You can only really explore it on foot, which is the way I like to move around a town, and in about an hour you can do the four-kilometre circuit all around its Renaissance town walls. These walls are amazing - they're completely intact, and you can peer into people's living rooms as you walk past. Or you can walk from one end of the town to the other along Via Fillungo. Also, Lucca is the birthplace of Puccini, who's one of my all-time favourite composers. He played the organ of the town's magnificent cathedral when he was a young man, and there's a wonderful openair festival every year where they perform his operas at a place called Torre del Lago, which is just nearby. And your last city?
- M My last city is one that not many people have been to it's not on the usual tourist route. I'd just finished university and I was curious about the wider world, so I went to Laos in South East Asia. Laos and its capital, Vientiane, were my first experience of living and working outside Western Europe. The Laotians are a lovely, gentle, laid-back people. They taught me to relax. And they showed me how it's quite possible to be happy with very little money. The scenery is spectacular, too. The impressive Mekong River flows far away over the sands in the dry season and speeds by the city like a wide, rushing torrent once the rainy season begins. I remember looking down on it from one of the restaurants along its banks, and feeling that it was sweeping away all my troubles.
- **d** Tell Sts they will now listen to the interview again and this time they must make notes why each place is special.

Play the audio, pausing after each city is mentioned to give Sts time to write.

Play the audio again as necessary and then check answers.

- 1 Sydney: it is a waterfront city with the sea all around it; there's wonderful surfing and plenty of bays for sunbathing and swimming. It's also a very cosmopolitan city, so there's a wonderful choice of restaurants.
- 2 Edinburgh: it is especially exciting every August during the festival, when there's a programme of music, dance, and the arts. There is also 'the Fringe', a massive alternative festival, which has hundreds of events – comedy, theatre, amateur student groups, street entertainers. And the pubs stay open until much later than usual during the Festival, which adds to the atmosphere.
- 3 Cairo: The pyramids are amazing, but the best thing about Cairo is the museums, which are absolutely fantastic.
- 4 Lucca: It isn't as crowded as nearby Florence and Pisa. You can explore Lucca on foot in about an hour. It is surrounded by Renaissance town walls, which are amazing – they are completely intact and you can peer into people's living rooms as you walk past. Or you can walk from one end of the town to the other along *Via Fillungo*. Nearby there's a wonderful open-air festival every year, where they perform Puccini's operas.
- 5 Vientiane: The Laotians are lovely people. They showed him how it is possible to be happy with very little money. The scenery is spectacular. The Mekong River is impressive; it flows far away over the sands in the dry season and speeds by the city like a torrent when the rainy season begins.

e (5,18)) Focus on the task and give Sts time to read the extracts from the interview.

Play the audio, pausing after the first extract. Elicit from Sts what they think the word is, how they think it is spelt, and what they think it means.

1 bays (= a part of the sea, or of a large lake, partly surrounded by a wide curve of the land)

Repeat with the other extracts.

- 2 endless (= very large in size or amount and seeming to have no end)
- 3 buzz (= to be full of excitement, activity, etc.)
- 4 exquisite (= extremely beautiful or carefully made)
- 5 jam-packed (= very full or crowded)
- 6 peer (= to look closely or carefully at something, especially when you cannot see it clearly)
- 7 gentle (= calm and kind; doing things in a quiet and careful way)
- 8 sweeping away (= to get rid of something completely)

You might want to point out that *jam-packed* is an informal adjective based on the meaning of *jam* as in *traffic jam* (not what you put on toast) and that *to sweep away* is a phrasal verb.

5 18))

- ...there's wonderful surfing on Bondi beach and plenty of great little bays for sunbathing and swimming.
- ...the choice of places to eat is endless.
 Duturbat gives the situe endless during the
- 3 But what gives the city a special buzz during the festival is 'the Fringe'.
- 4 And the Museum of Islamic Art has a whole lot of exquisite pieces from Muslim times.
- 5 Tuscany's two major tourist towns, Florence and Pisa, are absolutely jam-packed with tourists all year round...
- 6 These walls are amazing they're complete intact, and you can peer into people's living rooms as you walk past.
- 7 The Laotians are a lovely, gentle, laid-back people.
- 8 I remember looking down on it from one of the restaurants along its banks, and feeling that it was sweeping away all my troubles.

Extra support

- If there's time, you could play the audio again while Sts read the script on *pp.*129–130, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- **f** Put Sts in small groups of three or four and get them to discuss the questions.

Monitor and help whilst Sts do the task.

Get feedback. For question 1, you could find out with a show of hands which city is the most / least popular and why.

Extra idea

• Before doing **f**, find out if any Sts have been to any of the five cities Miles Roddis mentioned in the interview. If they have, ask if they agree with him.

5 GRAMMAR uncountable and plural nouns

a Focus on the task. Encourage Sts to use their instinct if they are not sure.

Get Sts to compare with a partner and then check answers. Elicit why the other form is wrong and that these nouns (i.e. *advice*, *weather*, etc.) are uncountable, and so can't be used with *a* or in the plural, although they may not be in Sts' L1.

- 1 advice
- 2 some bad weather
- 3 the accommodation was4 too much luggage
- 5 the outskirts are
- 6 ✓
- **5** 19)) **5** 20)) 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

uncountable nouns

- rules 1 and 2: Sts will be familiar with the concept of countable (C) and uncountable (U) nouns, especially in the context of food, e.g. an orange (C), some water (U), etc. However, there are many non-food nouns which are uncountable in English, though they may be countable in Sts' L1, e.g. information, advice, furniture. Other uncountable nouns can be confusing because they end in s and so would seem to be plural, e.g. politics, news, but are uncountable. Here Sts are introduced to the most common nouns of this type and shown to use some of them with a piece of to talk about individual items, e.g. Do you want a piece of toast? I'll give you a piece of advice. Some can also be used with these words to mean an unspecified amount, e.g. Do you want some toast? I want to buy some new furniture.
- As the list of nouns here is not very long encourage Sts to learn them by heart.
- rule 3: Sts probably already know the different uses of these words passively. Words like this include many materials, and also abstract nouns like *light* and *space*, which are uncountable, but have a different meaning when they are countable. Check that Sts know the difference in meaning between the two forms, e.g. *business* (= general word to describe commercial activity), *a business* (= a company) *paper* (= the material), *a paper* (= a newspaper) *light* (= the energy from the sun), *a light* (= a lamp) *time* (= what is measured in minutes, hours, etc.), *a time* (= an occasion)

space (= where the planets are), *a space* (= an area that is empty)

plural and collective nouns

- rule 1: Make sure Sts know the meaning of these words, e.g. *belongings* = things that are yours. Remind Sts that words that can be used with *a pair* of can also be used with *some*. Other words in this group are *jeans*, *pyjamas*, *pants* | *knickers*, *tights*, (*sun*)*glasses*.
- **rule 2:** These nouns, though singular, are often used with a plural verb as they refer to a group of people. Other similar words are *orchestra*, *choir*, *government*, *class*, and *army*.

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

Check answers, getting Sts to read the full sentences.

а 1 X We had beautiful weather 2 X some lovely furniture 3 1 4 X a pair of scissors 5 X some new trousers / a new pair of trousers 6 7 1 8 X The homework was 9 / 10 X The police are sure b 1 is 6 a piece of paper 2 1 7 some 3 look 8 some 4 9 1 progress 1 5 10 an

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.
- c This is an oral grammar practice activity. You could tell Sts that it is a very popular radio programme on BBC Radio 4 and has been running since 1967.

Focus on the task and go through the rules with the class. Stress that they have to try and keep going for one minute and not 'dry up'. If a student hesitates for too long, then he or she is 'out' and the next student must continue speaking on the same topic until the minute is up. However, he / she mustn't just repeat things that the previous person said. Point out to Sts that you will be the time-keeper.

Give Sts a minute to look at all the topics.

Now put Sts in small groups of three or four and get them to decide which order they will go in.

Tell Sts to start and stop them after one minute. Then get the next student in the group to take the next topic. Stop the activity either when Sts have been through all the topics or each student has spoken at least twice. Monitor while Sts are talking and help with the scoring.

Find out who got the most points.

6 WRITING a report

Tell Sts to go to Writing A report on p.119.

a Focus on the report. Highlight that the second paragraph has a heading and tell Sts to read the report and then, in pairs, to think of headings for the other three paragraphs.

Extra support

• Put Sts in pairs and suggest that they begin the headings for 1 and 3 with *When...* and point out that section 4 is different from the first three as it is more general.

Get feedback and write the different suggestions on the board. You could get Sts to vote for the best heading.

Possible headings

- 1 When you want to eat out cheaply / If you are on a small budget
- 3 When you are celebrating something / For a special occasion
- 4 General advice / Things to remember about eating out in London
- **b** Focus on the task and put Sts in pairs. If you want to challenge your Sts, you could encourage them to do the one about entertainment.

Get Sts to brainstorm useful information for their chosen report by going through points 1–3.

Extra support

- Focus on the first topic, *good places for eating out*, and elicit headings from the class. Write their ideas on the board. Then elicit some information for each heading. Do the same with the second topic, *entertainment in your town*.
- c Focus on the **Useful language: talking in general** box and go through it with the class.

Now go through the instructions. Then either get Sts to write the report in class (set a time limit of e.g. 20 minutes) or get them to write at home for homework.

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

8&9 Talking about...advertising

Lesson plan

In the first part of this lesson, the person interviewed is George Tannenbaum, an ad executive, who owns his own ad agency and is the director of an international one.

In the second part, people are asked whether they are influenced by advertising campaigns and if they think any products should be banned from advertising.

STUDY LINK

- Workbook Talking about...advertising
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- Quick Test 9
- File Test 9
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Tell Sts that they are going to watch / listen to an interview with a man who makes adverts. Write the word JINGLE on the board and elicit / explain that it is a short song or tune which is used in advertising and is easy to remember.
- Elicit from the class any jingles which have been used in their country either now or in the past.

1 **THE INTERVIEW** Part 1

a Books open. Focus on the photo and the biographical information about George Tannenbaum. Either read it out loud or give Sts time to read it.

Focus on the question and do it as an open-class activity.

b 5 21)) Focus on the **Glossary** and go through it with the class.

Now focus on the task and give Sts time to read questions 1–6.

Play the DVD or audio (**Part 1**) once the whole way through. Then play it again, pausing as necessary to give Sts time to answer the questions.

You could get Sts to compare with a partner before checking answers.

- 1 his father's brother / his uncle and his father
- 2 1984
- 3 talk when the commercials were on
- 4 because they get into your head and you can't get them out, and you sometimes hear them several times a day
- 5 animated cartoons advertising cereal for children
- 6 Willie trips over a rock every day, so one day Wilhelmina tells him to move it. When he says he can't as it is too big, she says she will do it. Willie says she isn't strong enough, but he is wrong – Wilhelmina eats H. O. Farina, so she is strong.

5 21))

(script in Student's Book on *p.130*) I = interviewer, G = George Tannenbaum

Part 1

- I What first drew you to advertising as a career choice?
- **G** What drew me to advertising was actually, in a weird way, I had no choice, I'm a third generation advertising guy. My father's brother, my uncle, who was 15 years older than he, was in advertising believe it or not in the 1940s in Philadelphia. My father kind of took the baton from him, was in advertising and I grew up with it, so I've been making a living in the business since 1984. It's a long time. It's 30 years.
- I Do you still remember any commercials from your childhood?
- **G** So I remember a lot of commercials, you know, growing up in an advertising household as we did, TV was more of a social event in those days, there wasn't a TV in every room, like the family would gather to watch television. And, we were told not to talk, you know, during the commercials, we could talk during the shows, so I grew up kind of watching commercials. I remember a lot of commercials. I bet you most people of my ,er, generation would remember a lot of...I feel kind of guilty saying this because they are usually decried as not very creative, but you remember a lot of jingles.
- I What do you think makes jingles memorable?
- G Among purists in the field, jingles are, you know, laughed at, scoffed at, but God you remember them. You know they, what do they call them, ear worms? They get into your head and you can't get them out sometimes and you add that to you know almost everyday exposure six times a day, it's going to get in there. I can do, there was a, you know, there was a, there was a, I could sing one for you, there was a kids hot cereal, a hot cereal for children called H. O. Farina and it was an animated cartoon, it was very rudimentary. If you saw it today, you wouldn't believe it was a national-broadcast cartoon and it was a little story of Willie and Wilhelmina, and Willie trips on a rock and he goes, 'Every day I trip over that rock, Wilhelmina.' And she says, 'Move it, Willie.' And he says, 'Can't, too big.' And I bet you I'm getting this word for word if you could find it. And she says, 'I will.' And he says, 'Huh, you're a girl.' And she picks it up and then the jingle comes up and it goes 'Strong Wilhelmina eats her Farina.' Like I said, I probably heard that 500 times, maybe more, when I was growing up because it was, it was every weekend for about eight years.

VIDEO Part 2

5 22)) Focus on the **Glossary** and go through it with the class.

Give Sts time to read notes 1–4 and make sure they know what *an acronym* is. Remind them to only write one or two words in each gap.

Now play the DVD or audio (**Part 2**) once the whole way through. Then play it again, pausing as necessary to give Sts time to complete the task.

You could get Sts to compare with a partner before checking answers.

Extra support

• When you play the DVD or audio the second time, pause after each question has been answered and get Sts to compare what they have understood.

with a partner before kines

CE8&9

1 1 impact 2 communication

- 2 Attention, Interest, Desire, Action
- 3 getting impact, (giant) fan
- 4 incredibly important

5 22))

(script in Student's Book on p.130)

Part 2

- What elements of a commercial are the most important? To me, a commercial basically is built in three parts. If you G think of it as a pyramid, the top part of the pyramid I would say is impact. I have to intrude upon your life because you are probably working on your computer while you're watching TV or you're doing something, and when I'm talking about a TV commercial it's the same for a web ad or an app. So you have to get impact, you have to intrude, you have to kind of knock on the door. The second thing is communication, what do you want the person to know. And, and that needs to be clear and precise. And the third thing is the hardest, it's persuasion because you ultimately you're running a commercial to get people to do something, so it's that amalgamation. Another way of talking about it - and this is old school - but there's an acronym that probably comes from the Mad Men era that is called AIDA, you know like the opera: Attention, Interest, Desire, Action.
- How do you feel about using celebrities to sell things?
- G Sometimes it's a short, using a celebrity is a short cut to, er, intrusion because people pay attention to celebrities. Hopefully, it's a celebrity that has some bearing on the brand. I don't think if I was working on a depilatory I'd want to use Tommy Lee Jones, but um, that would just be gross. But, you know, if you find the right person, they can have special, um, special meaning, I think, and we do live in a celebrity culture, and people, you know their ears perk up when they see a celebrity. So, if you go back to that pyramid I drew, it's a way of getting impact. I'm not a giant fan of it, but sometimes you do things you're not a giant fan of.
- 1 On your website you say, 'I can make people laugh.' How important is humour in advertising?
- I tend not to be funny in TV commercials, I'm just, partly because I am a kind of cerebral guy and I wind up having to use that more than humour, but I think humour is incredibly important in the business and a lot of the commercials that really resonate with people I think are funny, a lot of the movies, a lot of everything, you know.

Part 3

5 23)) Focus on the task and give Sts time to read the Glossary and sentences 1–5, making sure they understand all the lexis.

Now play the DVD or audio (**Part 3**) once the whole way through for Sts to do the task.

Give Sts time to discuss what they understood with a partner.

Then play the DVD or audio again as necessary.

You could get Sts to compare with a partner before checking answers.

Extra support

- When you play the DVD or audio the second time, pause after each question has been answered and get Sts to compare what they have understood.
- 1 remain important
- both good and bad adverts 2
- because they make people feel good about themselves 3
- 4 innovative
- 5 honest and clear

5 23))

(script in Student's Book on p.130)

- Part 3
- With all the technology, viral advertising, etc., do you think 1 billboards and TV commercials have had their day?
- G Um, have billboards and TV commercials had their day? You know what, I don't think so. I mean, I can tell you empirically and I can tell you rationally that 75% of all media dollars is spent on broadcast, and I know it's like current to say 'I don't have a TV' or 'I never watch TV', but people do. The fact is, TV viewership is at an all-time high. So I don't think TV is dead and I don't think billboards will be, you know, something as kind of passé as a billboard will be dead as long as, like, the highways are crowded, because you've got a captive audience, and until we can kind of pixelize ourselves and beam ourselves to work, I think there will be billboards. I mean, they can be effective.
- As a consumer, and obviously as an advertiser, does L advertising influence the decisions you make?
- G Yeah, you know, I'm very, I'm very susceptible to advertising. I think 'cause I tend to notice it. You know, I think I am very sensitive, er, to, um, I think I'm very sensitive to, um, stuff that isn't true. But when I see something that's well crafted and appeals I think to both my head and my heart, you know, I think, I think I register those things.
- I. Is there an existing advertising campaign you wish you'd come up with, and why do you think it is so effective?
- Um. Is there an existing advertising campaign? Yeah, that G I wish I did? There's a few. Um, I think the stuff that is being done for Nike just in general for 30 years has been exemplary, you know. They tapped into a mind-set, and they made everyone feel like they were athletic, and and they became kind of the gold standard, and they rarely hit a false note. Same thing with Apple, though people are just stressed in the industry about the latest direction Apple has been taking, which seems less sincere.
- Why do you think the Apple campaign is so effective? You know Apple took...I think Apple is effective because they looked at an industry and they said 'Here's what's wrong with the industry, and everything that that industry does we're going to do differently.' So that industry, for years and years and years and years, was talking about speeds and feeds, and they were talking about 697 megahertz and 4 megabytes of RAM or gigabytes of RAM, whatever it is, and Apple just said 'It works.' And they, what they did was say is that 'You want to be creative? This machine makes you creative.' And they simplified, they simplified, and they were compelling, um, and they never lied, yeah.

Extra support

 If there's time, you could play the audio again while Sts read the scripts on *p*.130, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

2 LOOKING AT LANGUAGE

(5 24))) This exercise focusses on a feature of spoken a English which the interviewer illustrates – in this case using idiomatic language. Focus on the Metaphors and idiomatic expressions box and go through it.

Focus on the task and give Sts time to read extracts 1–7.

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

Check answers. You could tell Sts that the expression perk up your ears is American English and in British English it is prick up your ears.

Extra challenge

 Ask Sts if they can remember any of the missing words before they listen to the extracts.

3 persuasion

CE8&9

1 ear	3 word	5 day	7 false
2 head	4 perk	6 audience	
5 24)))			
			0
		they call them, ear v	
2 They ge sometin		and you can't get th	em out

- 3 And I bet you I'm getting this word for word if you could find it.
- 4 ...we do live in a celebrity culture and people, you know, their ears perk up when they see a celebrity.
- 5 Um, have billboards and TV commercials had their day?
- 6 ...because you've got a captive audience.
- 7 ...they became kind of the gold standard and they rarely hit a false note.
- **b** Put Sts in pairs and give them time to discuss the meaning of each expression.

Elicit the meaning of each expression.

Deal with any vocabulary problems that arose and get feedback from Sts on what parts they found hard to understand and why, e.g. speed of speech, etc.

3 IN THE STREET

a **5 25**)) Focus on the task and then play the DVD or audio once the whole way through.

Check the answer.

four of them

5 25))

(script in Student's Book on pp.130–131)

I = interviewer, J = Jeanine, D = Dustin, El = Elvira,

lv = Ivan, Y = Yasuko

- Jeanine
- Do you think you're influenced by advertising campaigns?
 Most definitely.
- I Is there any product that shouldn't be advertised, in your opinion?
- J Alcohol and junk food to children.
- I Why should those ads be banned?
- J Because it's promoting something that's unhealthy and that, especially junk food for children, when they see it they're very susceptible to the adverts and then they want it immediately and it's a problem.

Dustin

- I Do you think you're influenced by advertising campaigns?
- D I am sure I am, probably not consciously, but I'm sure subconsciously.
- I Is there any product that shouldn't be advertised, in your opinion? Why should those ads be banned?
- D I mean I, I don't care for, for cigarette ads or alcohol ads, but should they be ad..., or should they not be advertised? That is not a decision I should make, so I don't think so.

Elvira

- I Do you think you're influenced by advertising campaigns?
 E I'm not very influenced by ad campaigns, I'm influenced by
- reviews. I Is there any product that shouldn't be advertised, in your opinion? Why should those ads be banned?
- E The only thing that comes to mind that should be banned from advertisements is, I think they tend to use the female body, um, inappropriately to sell things and items. That's pretty much the only thing that I can think of.

Ivan

- Do you think you're influenced by advertising campaigns?
 I think that everyone is somewhat influenced by
- advertising campaigns, even on a minor level. I s there any product that shouldn't be advertised, in your
- opinion? Why should those ads be banned?
- Iv Perhaps cigarettes shouldn't be advertised because children, um, probably shouldn't be seeing them advertised in a cool or exciting manner.

Yasuko

- Do you think you're influenced by advertising campaigns?
- Y I think a lot of people are usually influenced, you know, a little by advertisement, especially because we've, there's so much advertisement on media. And we watch a lot of TV, you know, internet. I try not to be, I try to research the product on my own using internet or whatnot, and choose the, and try to choose the best product. Not because of the advertisement.
- I Is there any product that shouldn't be advertised, in your opinion? Why should those ads be banned?
- Y Advertisements for, er, cigarettes, I think should be banned. Um, I don't think there's anything positive about cigarette smoking, so I think that anything that causes health issues or bad influences or addiction should be banned from being on commercials.
- **b** Focus on the task and give Sts time to read the questions.

Play the DVD or audio again, pausing after each speaker to give Sts time to do the task. Play again as necessary.

Check answers.

Ivan is against adverts which can make smoking seem attractive to young people.

Yasuko prefers to do her own research before she buys a product.

Jeanine and Ivan say that they are concerned about young people's health.

Dustin is not sure we should ban the advertising of unhealthy products.

Elvira thinks that women are sometimes exploited in advertising.

c (5)26))) This exercises focusses on some colloquial expressions which were used by the speakers. Focus on the phrases and give Sts time to read them.

Play the DVD or audio, pausing after the first phrase and playing it again as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other four phrases.

See words in **bold** in script 5.26

5 26))

- 1 ...when they see it they're very **susceptible** to the adverts
- and then they want it immediately and it's a problem. 2 I am sure I am, probably not consciously, but I'm sure
- subconsciously.
- 3 The only thing that **comes** to **mind** that should be banned from advertisements is...
- That's **pretty much** the only thing that I can think of.
- 5 ...so I think that anything that causes health **issues** or bad influences or addiction should be banned from being on commercials.

Extra support

• Tell Sts to go to *pp.130–131* and to look at the script for **IN THE STREET**. Play the DVD or audio again and tell Sts to read and listen at the same time.

Deal with any vocabulary problems and get feedback on what parts Sts found hard to understand and why.

4 SPEAKING

Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Monitor and help with vocabulary. Deal with any general language problems at the end of the activity.

Get some feedback.

n. J? ng that's unhealthy and G quantifiers: *all, every, both*, etc. V science

stress in word families

A The dark side of the moon

Lesson plan

The topic is science.

In the first half of the lesson, Sts give their opinion as to whether some well-known scientific 'facts' are true or whether they are myths. Then they listen to an expert to find out. The vocabulary focus is on words related to science, and pronunciation deals with changing stress in word families (e.g. *science*, *scientist*, *scientific*). The first half ends with Sts interviewing each other about science-related issues.

In the second half of the lesson, Sts read about four scientists who suffered in order to make their discoveries. Then the Grammar – revision and extension of the use of a variety of quantifiers – is presented through sentences about the four scientists and later practised in a science quiz.

STUDY LINK

- Workbook 10A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- Grammar quantifiers p.169
- Communicative Science quiz p.207 (instructions p.185)
- www.oup.com/elt/teacher/englishfile

Optional lead-in - the quote

- Write the quote at the top of *p*.94 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- Elicit / explain the meaning of *exquisitely* (= beautifully, carefully made) and ask Sts if they agree with the quote and why (not).

1 SPEAKING & LISTENING

a Focus on the task, eliciting what a myth is.

Put Sts in pairs and get them to discuss each statement, giving their opinion.

Get some feedback, but <u>don't</u> tell Sts if they are right or not. You could get a show of hands for each statement and write the results on the board.

b 5(27))) Tell Sts they are now going to listen to a radio programme in which a scientist discusses each statement.

Play the audio, pausing after each statement has been mentioned, and elicit whether it is a fact or a myth. At this stage <u>don't</u> elicit why as this is done in **c**.

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.

Find out who got the most correct answers.

1	myth	3	myth	5	myth	7	myth
2	myth	4	myth	6	fact	8	myth

5 27))

(script in Student's Book on p.131)

Let's start with the first one about the coin. Many people think that a coin dropped from the top of the Empire State Building, for example, would be travelling so fast that if it hit a person on the ground, it would kill them. However, this just isn't true. Coins are <u>not</u> aerodynamic and they are also relatively small and light, so although a person on the ground would certainly feel the impact, the coin wouldn't kill him. It wouldn't even hurt him very much!

Number two is one of the most popular scientific myths – that we only use ten per cent of our brains. Perhaps this is because people would like to think that they could be much more intelligent if they were able to find a way to use the other 90%! In fact, neurologists haven't been able to find any area of our brains which isn't being used for something.

Number three. The dark side of the moon – well, that only exists as the title of a Pink Floyd album. People used to think that there was a side of the moon that was always dark, that never got the sun, but of course that isn't true. The sun illuminates every part of the moon at some point during the 24-hour cycle. It is true that there's a side of the moon that we never see, that's to say we always see the same side of the moon, but the other side isn't always dark.

Now number four, the one about rubber tyres. A lot of people think that rubber tyres on a car will protect you from lightning in the same way that wearing rubber shoes will protect you from an electric shock. Well, it's certainly true that if you're caught in a thunderstorm, it's much safer to be inside a car than outside. But the tyres have nothing to do with it. When lightning strikes a car, it's actually the car's metal body that protects the passengers. It acts as a conductor and passes the electrical current down to the ground.

Number five. Poor old Einstein. Over the years he's often been used as an example to show that you can do very badly at school and still be very successful in life. And people have actually said that he wasn't very good at maths or science. But in fact, records show that the young Albert, as you would expect, got very high marks in maths and science.

Number six. Antibiotics don't kill viruses. No, they don't, and it's a waste of time taking them if you have a virus. Antibiotics help your body to kill <u>bacteria</u>, not viruses. What's more, you can't exactly 'kill' a virus at all, since a virus is not really alive to begin with. Stick to your doctor's advice and only take antibiotics when he or she specifically prescribes them. The problem is that it's often very difficult for a doctor to know if you're suffering from a virus or from a bacterial infection.

Number seven. I love the idea that a full moon can make people go mad, but I think this is only true for werewolves. For centuries nearly all cultures have attributed special mystical powers to the full moon, and in fact the English word 'lunatic', which can be used to describe a mad person, comes from the word 'lunar', which means to do with the moon. But in spite of a lot of scientific research, nobody has found any link at all between the full moon and insanity or crime.

And finally, number eight, are bats really blind? Most British people probably think that they are because we have the expression in English 'as blind as a bat'. But it's just not true. In fact, bats can see just as well as humans, even if they don't depend on their sight in the same way. Like dogs, bats rely heavily on other senses like hearing and smell. They have a very advanced sound-based system called echolocation, which allows them to know where they are when they're flying at night. But they can certainly see.

10A

e Put Sts in pairs and get them to discuss what information they can remember from the radio programme about each statement.

Then play the audio again, pausing after each statement to give Sts time to write.

Play again if necessary and then check answers.

- 1 Coins are <u>not</u> aerodynamic and they are relatively small and light, so although a person on the ground would feel the impact, the coin wouldn't kill him. It wouldn't even hurt very much.
- 2 Neurologists haven't been able to find any area of our brains which isn't being used for something.
- 3 The sun illuminates every part of the moon at some point during the 24-hour cycle. It is true that there's a side of the moon that we never see, but the other side isn't always dark.
- 4 If you are caught in a thunderstorm, it is much safer to be inside a car than outside. But the tyres have nothing to do with it. When lightning strikes a car, it is the car's metal body that protects the passengers. It acts as a conductor and passes the electrical current down to the ground.
- 5 Records show that the young Albert got very high marks in maths and science.
- 6 Antibiotics help your body to kill bacteria, not viruses. You can't exactly 'kill' a virus since a virus is not really alive to begin with.
- 7 In spite of a lot of scientific research, nobody has found any link at all between the full moon and insanity or crime.
- 8 Bats can see just as well as humans. Like dogs, bats rely heavily on other senses like hearing and smell. They have a very advanced sound-based system called echolocation, which allows them to know where they are when they are flying at night.

Extra support

- If there's time, you could play the audio again while Sts read the script on *p.131*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- d Do this as an open-class question. If your Sts can't think of any more, you could elicit / suggest 'Lightning never strikes twice in the same place.' (Lightning can strike any location more than once. The Empire State Building, for example, gets struck more than a hundred times a year.) and 'Food that drops on the floor is safe to eat if you pick it up within five seconds.' (Bacteria can attach themselves to your food even if you pick it up immediately.)

2 VOCABULARY & PRONUNCIATION

stress in word families, science

Pronunciation notes

- In some 'word families', i.e. groups of words from the same root, the stress is always on the same syllable, e.g. in all the words related to physics (*physical*, *physicist*), the stress is on the first syllable. In others, however, the stress shifts, e.g. <u>scientist</u>, scientific, and these groups are often problematic.
- a Focus on the task and the three extracts from the audio in 1b. Point out that the first word in the chart (*scientist*) has been done for them. Then elicit which highlighted word is an adjective (*scientific*) and which is a subject (*science*). Write them on the board in columns.
- **b** Now tell Sts to complete the chart for the four other words for people who study or work in a certain area of science (highlight the *-ist* ending).
- c (5)28)) Play the audio for Sts to listen and check.

! Some Sts may come up with the word *physician*. If they do, explain that this is also related to physics, but does not mean a scientist who studies physics, but is another word for a doctor (They saw this word in **9A**).

See words in script 5.28

Now focus on the **Stress in word families** box and go through it with the class.

Play the audio again, pausing after each word or group of words for Sts to underline the stressed syllables.

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

See underlining in script 5.28

5 28))

<u>sci</u>entist, scien<u>ti</u>fic, <u>sci</u>ence <u>che</u>mist, <u>che</u>mical, <u>che</u>mistry bi<u>o</u>logist, bio<u>log</u>ical, bi<u>o</u>logy <u>phy</u>sicist, <u>phy</u>sical, <u>phy</u>sics ge<u>ne</u>ticist, ge<u>ne</u>tic, ge<u>ne</u>tics

Now elicit in which groups the stress changes.

The adjectives from *science* and *biology* have the stress on a different syllable from the base word.

Extra challenge

- Get Sts to underline the stressed syllables in the words before they listen to the audio. Get feedback and then play the audio to check answers.
- **d** Give Sts time to practise saying the word groups. They could do this individually or in pairs.

Extra support

- Drill the pronunciation with the whole class first and them get them to practise in pairs. You could use the audio to do this.
- e Focus on the task and go through the words in the list. Elicit / explain *laboratory*, <u>the</u>ory, and <u>gui</u>nea pigs /'gini pigz/.

Give Sts time to complete the sentences.

Get them to compare with a partner.

5 (5 29)) Play the audio for Sts to listen and check.

Check answers.

- 1 laboratory
- 2 discovery
- 3 theory
- 4 drugs, tests
- 5 research, side effects
- 6 guinea pigs

5 29))

- 1 Scientists <u>ca</u>rry out experiments in a laboratory.
- 2 Archimedes made an important discovery in his bath.
- 3 Isaac Newton's experiments proved his theory that gravity existed.
- 4 Before a pharmaceutical company can sell new drugs, they have to do tests to make sure they are safe.
- 5 Scientists have to do a lot of research into the possible
- side effects of new drugs.
- 6 People can volun<u>teer</u> to be guinea pigs in <u>cli</u>nical <u>tri</u>als.

Now get Sts to underline the stress on the bold multisyllable words in 1–6.

Play the audio again, pausing after each sentence.

Check answers.

See underlining in script 5.29

Give Sts time to practise saying the sentences.

3 SPEAKING

The vocabulary from **2e** is now put into practice in this speaking activity.

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

Put Sts in pairs, **A** and **B**, and give them time to read the questions. Check Sts understand the word *cosmetics* and the phrase *genetically modified food*.

Then get the As to ask the Bs the questions in the red circles. Encourage the Bs to answer each question in as much detail as possible. Bs then asks the As the questions in the blue circles.

Monitor and help, correcting any mispronunciation of the new lexis.

Get feedback from the whole class on some of the questions.

Extra challenge

• Sts could return the questions they answer by saying *What about you?* or if they finish quickly, ask each other the questions which they previously answered.

Extra idea

• Get Sts to choose two or three questions to ask you after they have done the activity.

4 READING

a Focus on the instructions and pictures. Ask Sts if they have heard of any of these scientists.

Set a time limit for Sts to read about them and find out how many were killed by their own experiments or inventions.

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

Three (Alexander Bogdanov, Thomas Midgley, and Louis Slotin) died as a result of their experiments or inventions.

b Focus on the task and questions, making sure Sts understand all the lexis in questions 1–8.

Tell Sts to read the extracts again.

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

1	С	3	В	5	A, C	7	С
2	B, D	4	D	6	В	8	А

Extra challenge

- Get Sts to cover the extracts and answer the questions from memory.
- c (5)30)) Focus on the instructions and give Sts time, in pairs, to look at the highlighted words related to science and medicine.

Play the audio, pausing after each word. Give Sts practice of the pronunciation and then elicit / explain the meaning and ask if the word is similar in Sts' L1.

Write the words on the board and get Sts to tell you the stressed syllable and mark it on the words.

anaes<u>the</u>tic /ænəs'θetɪk/ <u>ni</u>trogen /'naɪtrədʒən/ blood trans<u>fu</u>sion /blʌd træns'fjuːʒn/ <u>do</u>nors /'dəʊnəz/ malaria /mə'leərɪə/ tuberculosis /tjuːbɜːkju'ləʊsɪs/ lead /led/ <u>a</u>dditive /'ædətɪv/ polio /'pəʊliəʊ/ <u>nu</u>clear /'njuːklɪə/ <u>le</u>thal dose /'liːθl dəʊs/

Highlight that the spelling of *lead* is the same as the verb *lead* /litd/, but the pronunciation is different.

5 30))

anaesthetic, nitrogen, blood transfusion, donors, malaria, tuberculosis, lead, additive, polio, nuclear, lethal dose

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

10A

GRAMMAR quantifiers: all, every, both, etc.

Focus on the instructions. Point out to Sts that they are going to be looking at quantifiers – all of which they probably will have seen before. However, the rules of use will probably be new, although they may instinctively know what sounds right.

Give Sts time to circle the right form and then check answers. If Sts ask why, say that they are now going to the Grammar Bank to find out.

1	Both	3 all	5	everything	
2	Neither	4 All the			

b 5 31)) 5 32)) 5 33)) 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 will have frequently seen and heard all the quantifiers they learn here and should know what they mean. They should also have an instinct for how to use them correctly. For example, a phrase like every animals should sound wrong even if they don't know why.
- The rules here have been simplified (i.e. there are some other uses or positions which we haven't referred to). If Sts find the rules a little overwhelming, focus particularly on the examples and encourage them to use their instinct when they do the exercises and are not sure which form to choose.

all | every | most

• You might also want to point out that all can sometimes be used without a noun when it is followed by a relative clause, e.g. I've forgotten all (that) I learnt at school | everything (that) I learnt at school.

no, none, any

 Sts should know the difference between no and none, but the use of none of + pronoun / noun and any meaning it doesn't matter what / who, etc. may be new. They may still be making mistakes with double negatives (we haven't got no time) or using any on its own to mean none.

both, neither, either

• You may also want to point out that you can use not + either instead of neither...nor, e.g. Neither Tim nor Andrew can come. Tim can't come and Andrew can't (come) either. This is also more informal than neither...nor, which can sound quite formal in spoken English.

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

Check answers, getting Sts to read the full sentences.

а			
1	Most of	6	any
2	any	7	None
3	Everything	8	Anybody
4	Most	9	neither
5	every	10	no
h			

- Both the kitchen and the bathroom need cleaning. 1
- The food wasn't cheap or tasty. / The food was neither 2 cheap nor tasty.
- 3 1

a 1

b

- 4 The journey was both long and boring.
- 5 It's either Jane's or Karen's birthday today.
- 6
- Both her aunt and her cousin came to visit. / Her aunt 7 and her cousin both came to visit.
- 8 We can either walk or take the bus.
- ✓ (Or I have two children, but neither of them looks like me.)
- 10 My parents love horses, and both of them ride every day.

Tell Sts to go back to the main lesson 10A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.
- This is an oral grammar practice activity. Focus on С the quiz and give Sts time to do it with a partner. You might want to check Sts know the meaning of some of the words, e.g. a current, intense, and a circuit.

Elicit some ideas from Sts, but <u>don't</u> tell them if they are right or not.

d **5 34**)) Play the audio for Sts to listen and check.

Check answers. Find out which pair got the most correct answers.

1	а	3	b	5	b	7	b	9	С	
2	С	4	а	6	с	8	с	10	а	

5 34))

- In Direct current, the electrons move in only one direction. 1
- Helium gas can be found in both liquid and solid form. 2
- Adult giraffes remain standing all day. 3
- 4 Of all the water on our planet, hardly any of it is found underground.
- 5 Snakes eat either other animals or eggs.
- A diamond can be destroyed only by intense heat. 6
- The human brain can continue to live without oxygen for 7 nearly six minutes.
- In our solar system, Pluto is no longer considered to be a 8 planet.
- When we breathe out, some of that air is oxygen. 9
- 10 An individual blood cell makes a whole circuit of the body in nearly 60 seconds.

G articles V collocation: word pairs P pausing and sentence stress

10B The power of words

Lesson plan

The topic of this final lesson is public speaking.

In the first half, Sts listen to several famous historical speeches. They begin by listening to a programme about the controversy surrounding Neil Armstrong's famous words when he stepped on the moon (Did he make a mistake by omitting an indefinite article?). This leads into the Grammar, where Sts revise and extend their knowledge of use and non-use of the definite and indefinite articles. They then read extracts from four famous speeches, and listen to the original recordings of three of them and an actress giving Emmeline Pankhurst's speech.

In the second half of the lesson, Sts hear people talking about disasters that have happened to them when speaking in public and read and discuss tips for giving a good presentation. The vocabulary focus is on word pairs, e.g. *ladies and gentlemen, now and then,* and in Pronunciation Sts learn how pausing in the right places and stressing sentences correctly will make them much easier to understand if they are giving a presentation in English. They then have the opportunity to give a short presentation to the class. The lesson ends with the song *World*.

STUDY LINK

- Workbook 10B
- iTutor
- iCheckerwww.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** articles *p.170* revision: grammar auction *p.171*
- **Communicative** General knowledge quiz *p.208* (instructions *p.185*)
- Revision p.209 (instructions p.185)
- Vocabulary Revision p.225 (instructions p.212)
- Song World p.238 (instructions p.228)
- www.oup.com/elt/teacher/englishfile

Optional lead-in – the quote

- Write the quote at the top of *p*.98 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could tell Sts that Gore Vidal (1925–2012) was an American writer known for his essays, novels, screenplays, and plays.
- Ask Sts what they think the quote means. Do they agree with him?

1 GRAMMAR articles

a Do this as an open-class question.

The first man to land on the moon was Neil Armstrong in 1969.

b 535)) Tell Sts that they are going to hear the original recording of Neil Armstrong speaking from the moon. Warn them that, understandably, the recording is quite crackly.

Play the audio for Sts to listen.

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

See words in **bold** in script 5.35

5 35))

Neil Armstrong original recording That's one **small** step for **man**, one giant leap for **mankind**.

Now get Sts to look at questions 1 and 2 with their partner.

Check answers.

- 1 a step = the act of lifting your foot and putting it down in order to walk or move somewhere a leap = a long or high jump; a sudden large change or increase in something
- 2 *mankind* = all humans, thought about as one large group; the human race
- c (5)36))) Tell Sts they are going to listen to an interview about the moon landing. Focus on the three questions they need to answer and make sure they know the meaning of *controversy*.

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

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

Check answers.

- The controversy is whether he said 'one small step for <u>man</u>' or 'one small step for <u>a man</u>'. The version without <u>a</u> doesn't really make sense.
- 'One small step for **a** man' means one small step for an individual human being.

'One small step for man' means one small step for all men, i.e. the human race (which is the same as *mankind*). It proved him right.

10B

5 36))

(script in Student's Book on *p.131*)

P = presenter, J = James

- P When Neil Armstrong became the first man to walk on the moon on July 20th 1969, a global audience of 500 million people were watching and listening. As he climbed down the steps from the spacecraft and stepped onto the moon they heard him say, 'That's one small step for man, one giant leap for mankind.' It seemed like the perfect quote for such a momentous occasion. But from the moment he said it, people have argued about whether Armstrong got his lines wrong and made a mistake. James, tell us about it.
- J Well, Armstrong always said that he wrote those words himself, which became some of the most famous and memorable words in history, during the time between landing on the moon and actually stepping out of the capsule onto the moon. That was nearly seven hours.
- **P** And so what is the controversy about what Armstrong said when he stepped down the ladder onto the moon?
- J The question is, did he say, 'one small step for <u>man</u>' or 'one small step for <u>a</u> man'? That's to say did he use the indefinite article or not? It's just a little word, but there's a big difference in meaning. Armstrong always insisted that he wrote 'one small step

for <u>a</u> man, one giant leap for mankind.' Of course, this would have been a meaningful sentence. If you say <u>a</u> man, then it clearly means that this was one small step for an individual man, i.e. himself, but one giant leap for mankind, that's to say men and women in general. But what everybody actually <u>heard</u> was, 'one small step for man, one giant leap for mankind' with no indefinite article, and that sentence means, 'one small step for people in general, one giant leap for people in general.' And that doesn't really make sense.

- P So did he just get the line wrong when he said it?
- J Well, Armstrong himself was never sure if he actually said what he wrote. In his biography *First Man* he told the author James Hansen, 'I must admit that it doesn't sound like the word *a* is there. On the other hand, certainly the *a* was intended, because that's the only way it makes sense.' He always regretted that there had been so much confusion about it.

But almost four decades later, Armstrong was proved to be right. Peter Shann Ford, an Australian computer expert, used very hi-tech sound techniques to analyse his sentence, and he discovered that the <u>a was</u> said by Armstrong. It's just that he said it so quickly that you couldn't hear it on the recording, which was broadcast to the world on 20th July 1969.

- Was Armstrong relieved to hear this?
- J Yes, he was. I think it meant a lot to him to know that he didn't make a mistake.
- **d** Tell Sts they are going to listen to the interview again and this time they need to answer questions 1–6. Give Sts time to read the questions.

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

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

Check answers.

- 1 during the time (nearly seven hours) between landing on the moon and actually stepping out of the capsule onto the moon
- 2 He says he wrote 'That's one small step for a man...'.
- 3 Because that sentence means 'one small step for people in general, one giant leap for people in general.'
 4 He thought be said 'one small step for a man.'
- 4 He thought he said 'one small step for a man...'.
- 5 He is an Australian computer expert, who used very hi-tech sound techniques to analyse Armstrong's sentence. He discovered that in fact Armstrong <u>did</u> say *a* man, but he said it so quickly that you can only hear it with special sound equipment.
- 6 He felt relieved.

e Focus on the task and make it clear to Sts that the mistakes are all to do with using or not using the indefinite article *a* | *an* or the definite article *the*.

Give Sts time to do the task.

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

- 1 the USA 🗸
- 2 a shy boy ✓, the books and the music
- 3 at the university
- 4 the first man /, the moon
- 5 by people all over the world \checkmark
- 6 an astronaut, the US navy ✓
- 7 the autographs
- 8 the Armstrong's hair
- f 5 37)) 5 38)) 5 39)) 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

• Sts should be familiar with the basic rules for using articles, but this is an area that can be very difficult for some nationalities who don't have articles in their L1. The basic rules are revised here, as well as introducing Sts to new areas, such as the use of articles with institutions, e.g. hospital, and with geographical and other place names, e.g. streets, hotels, etc.

basic rules: a | an | the, no article

• **rule 2:** (non-use of the definite article when generalizing) is an area where Sts often make mistakes, e.g. *The men are better at parking...*

institutions

- The use and non-use of *the* with *church*, *hospital*, and *school* is a tricky little point, but with a clear rule. It will help to give Sts other examples, e.g. *I'm studying at university* (= I am a student there) NOT ... at the university. The university is in the centre of town. (= we are talking about the buildings).
- Other words which are used like this are *college*, *mosque* | *synagogue* (and other places of worship).

more rules: geographical names

• The number of rules here, most of which are new for Sts, may seem overwhelming. Emphasize, however, that Sts should already have a good instinct for whether they need to use *the* or not, and also that the easiest way to internalize the rules is by learning and remembering a clear example, e.g. *Fifth Avenue*, *the River Nile*, *the Mediterranean Sea*, (Mount) Everest, *the Andes*, etc.

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

Check answers, getting Sts to read the full sentences.

а										
1	-	3	-	5	The	7	the	9	а	
2	The	4	-	6		8	- 1-	10	the	
b										
1	-, the	3	the	5	-, the	7	the	9	the	
	the	4	-		the	8	the	10	-	

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.
- **g** Put Sts in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication** *Geography true or false*, **A** on *p.108*, **B** on *p.111*.

Go through the instructions and make sure Sts know what they have to do.

When Sts have completed their sentences check answers using the key below. Don't read out the sentences, just tell them where articles are necessary and which ones.

Α		В	
1	The, the, the	1	The, the, –
2	-, the	2	The, the, the
3	The, the, -	3	The, the, the
	-, the	4	The, the, –
5	The, the, -		The, –
6	-,-		The, the, –, –
7	-,-	7	–, the, the
8	-, -, -	8	

When the activity has finished you could ask who got the most right answers in each pair.

Tell Sts to go back to the main lesson **10B**.

2 READING

a Tell Sts they are going to read extracts from four famous speeches. Ask Sts to look at the four names and photos, and elicit anything Sts know about these people. Don't worry if Sts don't know some of the people as each extract has a short introduction.

Focus on the summaries 1–4, making sure Sts understand all the lexis, e.g. *starve* and *racial*.

Now give Sts time to read the information about the four speakers and the extracts, and match them to the summaries.

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

1 BO 2 EP 3 WC 4 NM

Extra support

- Before checking answers to a, you could check Sts have understood by asking them a few questions about each speaker, e.g. Who was Emmeline Pankhurst?
- What were the suffragettes fighting for?

What did the women in prison do to try and be let free?, etc.

b Now tell Sts to read the extracts again and find words or phrases for the definitions.

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

Emmeline Pank	hurst		
1 hunger strik	е	3	the authorities
2 (you are) at	death's door	4	sacred
Winston Churc	hill		
1 go on	2 growing	3	surrender
Nelson Mandel	a		
1 cherished	2 if needs be		
Barack Obama			
1 withstand	3 a reality cl	neck	
2 a cynic	4 hope		

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

c Do this as an open-class question and make sure Sts understand *inspirational*.

Elicit opinions from the class.

d **5**40)) Tell Sts that they are now going to hear historical recordings of three of the speeches (i.e. delivered by the people themselves) and an actress who played Emmeline Pankhurst in a radio play giving her speech.

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

Either elicit opinions from the class or put Sts in pairs and get them to discuss the two questions.

5 40))

See extracts in Student's Book on p.99

Finally, you could ask who they think is the best / most charismatic speaker.

Extra idea

• Ask Sts who they think are (or were) charismatic speakers from their country or foreign speakers that they have heard giving speeches, e.g. on TV.

3 LISTENING & SPEAKING

- a Either get Sts to answer the questions in pairs and get feedback, or do them as open-class activity and elicit Sts' experiences. If you have a story of your own, tell it to the class.
- **b** Focus on the article, *Presentation disasters!*, and the illustration, and ask Sts what they think is wrong with the presenter's title Powerpoint slide (the *s!* has gone onto the line below, which makes the title slide look very messy).

Now focus on the task and give Sts time to read the article.

Check the answer.

The speaker should have remembered to get to know as much as possible about his / her audience beforehand (tip 3).

c (5,41)) Focus on the task and the chart. Tell Sts that the first time they listen they only need to find out what the disaster was (the first column). Before Sts start,

10B

get them to copy the chart into their exercise books, so they have more space to write.

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

You could get Sts to compare with a partner before checking 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 1	The speaker only spoke English and his
	audience only spoke Chinese.
Speaker 2	The speaker arrived a bit late. He went into the
	women's toilet by mistake and had to wait a
	while to get out. He was nearly late for the talk.
Speaker 3	The equipment she needed – a video player –
	wouldn't work at first.
Speaker 4	Her skirt fell down as she was speaking.

5 41))

(script in Student's Book on p.131)

1 Man

I was doing a tour of Asia where I was giving a presentation about database programs. I assumed the audiences would understand English – the organizers knew that I couldn't speak Chinese – and I knew they would be familiar with the technical language of the products I was going to talk about, which were dBase and Clipper. Well, for most of the tour the talks seemed to go extremely well; there were big audiences and the venues were great. Questions I was asked by the audience at the end of the talk showed that everyone had really understood what I was saying. When we arrived in the penultimate city, whose name I'm not going to mention, I started my session as I usually did with a few questions to get to know something about the audience. So first I asked them, 'How many of you use dBase?' I raised my own hand, because I use it myself and

dBase?' I raised my own hand, because I use it myself and pretty much the whole audience raised their hands. So then I asked, 'How many of you here use Clipper?' And once again, nearly 100% of the audience raised their hands. This was extremely unusual – in fact, almost impossible. With a sinking feeling I then asked them, 'How many of you want to be an astronaut?' and I watched as everyone's hands went up. I might as well have been speaking to a group of aliens – as it turned out most of the audience spoke Chinese and only Chinese. But I could see that two or three people in audience spoke English, because they were practically rolling on the floor laughing.

2 Man

I was giving a talk in Hungary to a group of about 200 English teachers. I got to the place where I was giving the talk a bit late, only about ten minutes before I was supposed to start. I rushed to the room and saw that everything was set up and most of the audience were already waiting and I told the organizers that I just needed to quickly go to the toilet and then I would start. They pointed me in the right direction, but when I got to the toilets I saw that there were two doors with words on them in Hungarian, but no signs. I looked at the words and decided that one of them must be the men's toilet and I went in and went into a cubicle. Suddenly I heard voices of other people coming in - but, to my horror, they were women's voices, and I realized that I had guessed wrongly and had gone into the women's toilets. I guessed that these women must be teachers coming to my talk, so there was no way I could open the door and come out. I waited and waited, getting more and more stressed by the minute and worrying about being late to start my talk. After about five minutes or so, everything went quiet and I was able to rush out and go back to the room where the audience was waiting for me to start as it was already five minutes past the start time. Thank goodness nobody saw me...

3 Woman

My very first ever presentation was at a conference for English teachers in Spain in about 1988. I wanted to show the audience some good ideas for using video in the classroom. I explained one of the ideas and then I went to turn on the video player and nothing happened... and then again...nothing...and again. By this time I was so stressed and annoyed that in the end I said, 'OK if it doesn't work this time, I'm leaving.' ...and I really meant it. Amazingly, almost as if it had heard me, it worked. I never forgot that talk and it taught me to never rely 100% on technology in a presentation.

4 Woman

Some years ago, I had to do a presentation to a group of construction workers about health and safety at work. When I was getting dressed that morning, I put on a silk skirt, and as I was doing it up, the button at the waist broke. I didn't bother to change, because the skirt had a zip and anyway I was in a hurry.

During the presentation, as I walked backwards and forwards across the stage, I started to feel something silky hit the back of my ankles. My skirt was falling down! The audience was absolutely entranced – and not by what I was saying. I quickly pulled it up and said, 'Now that I have your attention...' The audience roared with laughter and one of them shouted out, 'I thought that was part of your presentation!' I felt terribly embarrassed and I could hear my mother's voice in my ear saying, 'You should always wear nice underwear, in case you're ever in an accident.' I managed to finish my presentation and I rushed outside and started to shake. That audience may never remember a thing I said, but I'm sure they won't forget me.

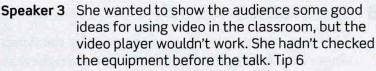
d Tell Sts they are going to listen to the audio again and this time they need to complete the next column (*How and why it happened*) as they listen.

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

Finally, tell Sts to look at their answers and decide which of the top ten tips the speaker should have remembered.

You could get Sts to compare with a partner before checking answers.

Speaker 1	He was doing a tour of Asia and he assumed the audiences would understand English as the organizers knew that he couldn't speak Chinese. Tip 3
Speaker 2	There were two doors with words on them in Hungarian, but no signs. He didn't speak Hungarian, so he looked at the words and
	decided that one of them was the men's toilet and he went in. Tip 5



Speaker 4 When she was getting dressed, she put on a silk skirt and as she was doing it up, the button at the waist broke. She didn't bother to change, because the skirt had a zip and she was in a hurry. As she walked backwards and forwards across the stage, her skirt fell down. Tip 4

Extra support

- If there's time, you could play the audio again while Sts read the script on p.131, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- e Do this in pairs, small groups, or as an open-class activity. If you have ever been to a presentation where something went badly wrong or if you have experienced your own disastrous presentation, you could tell the class about it.

4 VOCABULARY collocation: word pairs

Focus on the **Word pairs** box and go through it with a the class.

Focus on the questions and elicit the equivalent expressions in the Sts' languages and ask them which order the words come in.

b Focus on the instructions. Do one with the class. Ask Sts which word (from circle B) often goes with pepper (from circle A) and elicit salt. Then ask Sts if we say salt and pepper or pepper and salt, and elicit that it is the former.

Sts then continue matching the pairs. Don't check answers yet.

Focus on the task and get Sts to do it individually or in pairs. Sts should know most of these or be able to guess them.

Extra support

Get Sts to do b and c in pairs.

d **5** 42)) Play the audio for Sts to listen and check their answers to **b** and **c**.

Check answers.

See words pairs in script 5.42

5 42))

b salt and pepper ice and lemon bread and butter thunder and lightning knife and fork bed and breakfast peace and quiet backwards and forwards right or wrong now or never more or less sooner or later all or nothing once or twice dead or alive

Elicit / explain that in these word pairs and is usually pronounced /ən/ (which is why you sometimes see signs for fish and chip shops written 'Fish 'n chips'). Then give Sts time to practise saying the phrases. You could use the audio to do this.

Extra idea

- You could get Sts to test each other by saying the first word from each pair for the partner to complete the expression, e.g. A (book open) *ice* B (book closed) and lemon. Make sure they swap roles.
- Tell Sts that they are now going to look at some more e word pairs which are idioms. Focus on the task and give Sts time to match the idioms and meanings.

Check answers and make sure Sts are clear about the meaning of these idioms.

1	С	3 F	5 E	7 B	
2	G	4 H	6 A	8 D	

Then tell Sts to cover sentences 1–8 and call out in random order the phrases in A-H to prompt the idiom. Alternatively, you could get Sts to do this in pairs.

This exercise recycles some of the expressions Sts have f just learnt. Focus on the sentences and give Sts time to complete them.

Check answers.

1	now and again	6 Sooner or later	
2	now or never	7 More or less	
3	black and white	8 law and order	
4	safe and sound	9 sick and tired	

- 5 peace and quiet
- 10 thunder and lightning

Extra idea

 You could do this in pairs or small groups as a timed race.

5 PRONUNCIATION & SPEAKING

pausing and sentence stress

(5)43))) Focus on the instructions and elicit / explain a that a chunk is a reasonable amount of something, e.g. a chunk of cheese. Highlight that there will always be a pause after full stops and commas, but that there are sometimes more pauses, which help the listener to follow what is being said. Point out the first pause, which has already been marked.

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

Then play it again and get Sts to mark the pauses.

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

Check answers.

See the pause marks in script 5.43

10B

5 43))

Good <u>afternoon everyone</u> / and <u>thank you</u> for <u>coming</u>. / l'm <u>going</u> to <u>talk</u> to you <u>today</u> / about <u>one</u> of my <u>hobbies</u>, / <u>collecting adult comics</u>. / <u>Since</u> I was a <u>child</u> / I've been <u>mad</u> about <u>comics</u> / and <u>comic books</u>. / I <u>started reading Tintin</u> and <u>Asterix</u> / when I was <u>seven</u> or <u>eight</u>. / <u>Later</u> / when I was a <u>teenager</u> / some <u>friends</u> at <u>school</u> / <u>introduced</u> me to <u>Manga</u>, / which are <u>Japanese comics</u>. / I've been <u>collecting</u> them now / for about <u>five years</u> / and I'm <u>also learning</u> to <u>draw</u> them.

Extra challenge

- Play the audio again, pausing after each sentence for Sts to underline the stressed words. See underlining in script 5.43.
- **b** Get Sts in pairs to practise reading the speech, making the right pauses and trying to get a good rhythm.

Extra support

- Play the audio again and get Sts to listen and repeat at the same time. Then put them in pairs to practise again.
- c Focus on the instructions. Set a time limit for Sts to prepare their presentation, and monitor and help with vocabulary. Encourage Sts to make a plan and write notes rather than writing the presentation out in full.

! If you know that some of your Sts will be nervous about giving a presentation, tell them now that they won't be doing it in front of the whole class, but in small groups.

Extra support

- Less confident / proficient Sts might want to write up their presentation at home and learn it before doing the presentation in the following class.
- **d** When Sts are ready to give their presentations, focus on the **Giving a presentation** box and go through it with the class.

Now divide Sts into groups of three or four to give the presentations to each other. Remind them of the question and answer session after each presentation.

Try to listen to as many Sts as possible and to give positive feedback to the whole class, as this may be one of the most challenging speaking activities that they have done.

Extra idea

• If you have a video camera, you could film some or all of the presentations to show later, provided Sts feel comfortable with this.

6 (5) 44)) SONG World 5

This song was originally made famous by the American singer Five for Fighting in 2006. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on *p*.238.

5 44))

World Got a package full of wishes A time machine, a magic wand A globe made out of gold No instructions or commandments Laws of gravity or indecisions to uphold Printed on the box I see ACME's Build-a-World-to-Be Take a chance, grab a piece Help me to believe it Chorus What kind of world do you want? Think anything Let's start at the start Build a masterpiece Be careful what you wish for History starts now... Should there be people or peoples? Money, funny pedestals for fools who never pay Raise your army, choose your steeple Don't be shy, the satellites can look the other way Lose the earthquakes, keep the faults Fill the oceans without the salt Let every man own his own hand Can you dig it, baby? Chorus Sunlight's on the bridge Sunlight's on the way Tomorrow's calling There's more to this than love What kind of world do you want? What kind of world do you want? What kind of world do you want? Think anything Let's start at the start Build a masterpiece, yeah History starts now

Starts now

Be careful what you wish for Start now Now

Extra idea

• Before doing the **Revise and Check** lesson you could give Sts one or all of the final three photocopiable activities (Grammar, Communicative, and Vocabulary), which include questions to revise all the grammar points and lexis they studied in this level.

3810 Revise and Check

For instructions on how to use these pages see p.39.

STUDY LINK

iTutor

Test and Assessment CD-ROM

- Quick Test 10
- File Test 10
- Progress Test Files 6-10
- End-of-course Test

GRAMMAR

1	b	6	b	11	С
2	С	7	а	12	b
3	а	8	С	13	а
4	С	9	а	14	b
5	С	10	С	15	а

VOCABULARY

а		genetics scientific	3 4	neighbourhood loneliness	5	death
b	1 2 3 4 5	overpopulated mispronounced multinational autobiography underpaid				
С	1 2 3 4 5	loss set up leader launch branches	6 7 8 9 10	staff rise side carry guinea		
d	1 2	quiet sound	3 4	later order	5	never

PRONUNCIATION

а	neighbourhood prove	research launch	5	colleague
b	bio <u>lo</u> gical <u>phy</u> sicist	multi <u>cul</u> tural in <u>crease</u>	5	manu <u>fac</u> ture

CAN YOU UNDERSTAND THIS TEXT?

a Billy Ray Harris feels surprised and sad.

b	1	b	3	а	5	а	7	а	9	С	
	2	С	4	С	6	С	8	b	10	b	

CAN YOU UNDERSTAND THIS FILM?

5 45))

- 1 radio waves
- 2 biologists
- 3 blackboard, Oxford / 1931
- 4 1925, scientific instruments, astronomy
- 5 sun, moon, stars
- 6 time, angles
- 7 world, stars
- 8 silver, George III

(5 45))) Available as MP3 on CD1

A Short Film on the Museum of the History of Science

Hello, I'm Amy. Welcome to the Museum of the History of Science. Instruments from some of the most important scientific breakthroughs of the modern era are here.

The museum has an unrivalled collection of scientific artefacts, and there are incredible objects wherever you look. This device was used by the Italian inventor Guglielmo Marconi to illustrate how radio waves work. Whenever he pushed a button a bell would ring on the other side of the room. This was the first step towards the invention of the radio, which began the age of the mass media.

Biologists in the 1930s and 40s used this apparatus to develop and test the revolutionary drug penicillin. It was wartime so they had to be innovative and even improvised with biscuit tins. But despite the lack of proper equipment this research led to the large-scale production of the world's first antibiotic. Since then the drug has saved millions of lives.

But neither this penicillin apparatus nor Marconi's radio wave device are the most popular items on display in the museum. The museum's most celebrated artefact is this small blackboard. It might not look like much, but it was used by the genius physicist Albert Einstein. He visited Oxford in 1931 and explained his theories on the age and size of the universe using this very blackboard. You can still read his equations today – if you can understand them!

The Museum of the History of Science is home to one of the largest collections of scientific instruments in the world. It opened as a science museum in 1925, thanks to the donation of a huge collection of scientific instruments from this man - Lewis Evans. Evans was a paper manufacturer but always had a keen interest in science, even as a child. He didn't do well at school, and contemporaries reported that he 'could not spell, but liked blowing himself up with chemicals'. As an adult he travelled around the world collecting artefacts from the worlds of mathematics, astronomy, and navigation. He was particularly famous for his outstanding collection of astrolabes. These are historical instruments that predict the positions of the sun, moon, and stars. They were used by philosophers, navigators, and astronomers for centuries. They were a central tool of science in Ancient Greece and Rome, and had a huge influence on the Islamic Golden Age and the European Renaissance. Evans also collected sundials - ancient devices for telling the time - and quadrants - instruments used for measuring angles.

Today Evans's items are still central to the museum's exhibition, but over the last ninety years the collection has grown. These two beautiful 18th-century globes, for example, one showing a map of the world, the other showing a map of the stars, used to sit in the library of Oxford University's All Souls College.

This ornate silver microscope belonged to King George III, this old astrolabe was Queen Elizabeth I's, and the famous British engineer Isambard Kingdom Brunel owned this sextant, an instrument used to measure the angles between two points. There's an old clockwork universe showing the orbits of the solar system, and a variety of timepieces from ancient civilizations.

Some people think that science is all about facts and figures. But the items on display here, whether it's a beautifully crafted 16thcentury astrolabe or a wartime biscuit tin, really bring science to life. It's a wonderful combination of science and history, and thanks to the passion of people like Lewis Evans, visitors can enjoy these fascinating objects for generations to come.

Photocopiable activities

Contents

- 147 Grammar activity answers
- 150 Grammar activities
- 172 Mini grammar answers
- 173 Mini grammar activities
- 179 Communicative activity instructions
- 186 Communicative activities
- 210 Vocabulary activity instructions
- 213 Vocabulary activities
- 226 Song activity instructions
- 229 Songs activities

Photocopiable material

- There is a **Grammar activity** for each main (A and B) lesson of the Student's Book.
- There is a **Mini Grammar activity** for every Mini grammar item in the Student's Book.
- There is a **Communicative activity** for each main lesson of the Student's Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student's Book.
- There is a **Song activity** for every File of the Student's Book, in either lesson A or B. The recording of the song can be found on the relevant part of the Class CDs.

Using extra activities in mixedability 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 fastfinishers 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 and abilities of your students and 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 which gives students a chance to practise the language either by testing their memories, or gives freer practice to produce the target language. 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

2 decided to move 3 is five / five years old 4 who are 5 the oldest / eldest child 6 He used to be 7 in charge of 8 to meet 9 I've been learning 10 went to 11 as a waitress 12 very hard work / a very hard job 13 had improved 14 to be able to speak 15 good at reading 16 is good enough 17 have very little 18 I'd learn

1A question formation

- a 1 Who paid for it?
 - 2 Do you know who that woman is over there?
 - **3** Where are they going on their honeymoon? How long are they going for?
 - 4 Who did Tony come with? Why did she leave him?
 - 5 How long have Matt and Claire known each other? Where did they meet? Who told you that?
- **b 2** Do you know why Sarah didn't come to the wedding?
 - **3** Do you know if / whether that tall woman over there is Claire's mother?
 - 4 Do you remember what Molly's husband does?
 - **5** Do you have any idea if / whether I can get a taxi after midnight?
 - 6 Do you remember if / whether Claire's sister got married here?
 - 7 Do you think they'll be happy?
 - 8 Do you know where they put our coats?

1B auxiliary verbs

- a 2 do 3 isn't 4 Have 5 aren't 6 do 7 Is 8 will
- b 2 am 3 are 4 do/did 5 Did 6 did 7 Couldn't 8 do 9 can't

2A present perfect simple and continuous

- a 2 Have you been eating 3 haven't had 4 haven't wanted 5 Have you been having / Have you had
 6 've taken 7 Have you been working 8 have been
 9 've been getting 10 haven't been sleeping
 11 've been overworking 12 've just been promoted
- b 2 Have you ever been injured... 3 Have you been coming... 4 have you missed 5 have you been living / have you lived 6 Have you ever studied

2B adjectives

- a 2 The French 3 homeless people 4 Japanese girl
 5 ✓ 6 The Spanish 7 the poor 8 ✓
 9 The Chinese 10 The young
- b 2 blue denim 3 awful modern 4 big dark
 5 long black silk 6 beautiful old wooden
 7 small black leather 8 delicious Thai
 9 short curly brown 10 new striped

3A narrative tenses

- a 1 hadn't noticed, had stopped2 had been (carefully) saving, had been concentrating,
 - and been (carefully) saving, had been concentrating, had been watching, had (only) been looking
 a was leaving, was happening, were looking
- b 2 asked 3 mentioned 4 had been looking
 5 had accused / accused 6 had searched / searched
 7 made 8 had said 9 jumped up 10 made
 11 had never seen 12 drove 13 parked
 14 had taken place 15 came 16 started
 17 had never stolen 18 made 19 found
 20 had stopped 21 were watching

3B adverbs and adverbial phrases

- a 2 do you really mean that; were absolutely awful3 England played well
 - 4 Unfortunately, England never play well
 - 5 were incredibly lucky
 - **6** do you ever have
 - 7 To be honest, England were quite lucky
 - 8 were extremely lucky
 - **9** Personally, I thought both teams played badly; England were a bit better, especially in the second half
 - 10 in Munich next, so let's see how they do there
- b 2 slowly 3 quickly 4 earlier that day 5 obviously
 6 actually 7 angrily 8 a little 9 badly
 10 incredibly 11 here 12 always 13 well
 14 naturally 15 in quarter of an hour

4A future perfect and continuous

- a 1 won't be thinking
 - 2 'll (still) be working; 'll have been promoted3 will have left
 - 4 won't be using
 - 5 won't have gone; 'll (still) be watching
 - 6 'll have graduated; 'll be looking for
 - 7 won't have had
 - 8 Will (you) be coming
 - 9 Will (you) be picking me up
 - 10 will (they) have visited
 - 11 'll have finished; 'll be celebrating
 - 12 won't have saved

4B conditionals, future time clauses

- a 2 a and b 3 a 4 b 5 b 6 c 7 a and c 8 a and b 9 a 10 c 11 b 12 a and c 13 b and c 14 a and b 15 c
- **5A** unreal conditionals
- a 2 had put; would have tasted / would taste3 found; be
 - **4** wouldn't have got; 'd taken
 - 5 were; wouldn't swim
 - 6 wouldn't have left; hadn't fallen
 - 7 hadn't used; wouldn't have found
 - 8 'd buy; could
 - 9 would have gone; hadn't been
 - 10 didn't (both) work; wouldn't be able to
 - 11 would have bought; 'd known
 - 12 wouldn't be; did

5B structures after wish

- a 2 wouldn't borrow 3 would stop raining
 4 would let 5 would do 6 wouldn't make
 7 would tidy 8 wouldn't wear
- b 2 hadn't told 3 were / was 4 had 5 earnt 6 had tried on 7 hadn't shouted 8 wasn't

6A gerunds and infinitives

- a 2 going to see 3 go out 4 to have 5 not stay
 6 working 7 to wear 8 live 9 laughing
 10 to finish 11 seeing 12 not to tell 13 work
 14 seeing 15 to help 16 waiting 17 to park
 18 speaking 19 getting up / to get up 20 not come
 21 spending 22 to give
- b 2 not to be 3 changing 4 meeting 5 arriving 6 to revise 7 to tell 8 turning

6B used to, be used to, get used to

- a 2 get used to 3 usually 4 was used to being able 5 used to be 6 usually go
- b 2 'm used to 3 get used to 4 used to 5 usually
 6 get used to 7 'm used to 8 get used to
 9 get used to 10 used to
- c 2 being 3 seeing 4 get up 5 eating

7A past modals

- a 2 might have broken 3 must have left 4 might have been 5 can't have drunk 6 might not have seen 7 must have worked 8 can't have finished
 9 might not have been able to get / might not have got 10 must have switched off
- b 2 shouldn't have used 3 shouldn't have broken up
 4 should have come 5 should have waited
 6 should have kept 7 should have told
 8 shouldn't have worn

7B verbs of the senses

a 2 smells 3 smells as if (like) 4 smells like 5 feels
6 feels like 7 feels as if (like) 8 feels 9 tastes
10 tastes like 11 tastes as if (like) 12 tastes
13 look as if (like) 14 look 15 look as if (like)
16 look 17 look like 18 look 19 sounds
20 sounds 21 sounds as if (like) 22 sound like

8A the passive

- a 2 have been stolen 3 are being interrogated
 4 was being driven 5 were discovered, was stopped
 6 be taken 7 are caught 8 has been vandalized
 9 had been broken 10 are going to / will be robbed
 11 to be sent
- b 2 is thought that 3 is said to 4 are understood to 5 is expected that 6 are thought to

8B reporting verbs

- a 1 to give 2 to come 3 having / having had
 4 not going / not having gone 5 to tell; breaking
 6 going 7 not to leave 8 making
- **b 2** promised to clean
 - 3 apologized for forgetting
 - 4 advised (his father) not to put
 - 5 suggested trying
 - 6 admitted eating
 - 7 invited (me) to come 8 blamed (us) for losing

9A clauses of contrast and purpose

- a 2 j 3 h 4 i 5 f 6 e 7 a 8 c 9 d 10 b
- **b** 2 A lot of companies have reduced staff numbers in order to save money.
 - **3** Despite the long flight / Despite the fact the flight was long she felt great when she arrived in New York.
 - **4** Nick didn't tell Louisa the truth so as not to hurt her feelings.
 - **5** I bought the shoes even though they were ridiculously expensive.
 - 6 The company has a big market share in spite of doing very little advertising / in spite of the fact that they do very little advertising.
 - 7 They had to leave the hotel early so that they wouldn't miss their train.
 - 8 She didn't get the job though she was a strong candidate.

9B uncountable and plural nouns

a 2 some jeans 3 says 4 have 5 is 6 a piece of 7 some 8 equipment 9 business 10 staff 11 is 12 is 13 experience 14 advice 15 some 16 some 17 those 18 them 19 the 20 homework 21 rubbish

10A quantifiers

- a 2 either of them; both
 - **3** everything
 - 4 all day; any
 - **5** They all passed
 - 6 any; every
 - 7 all of the research; all of it
 - 8 nor; Both; neither of them
- b 2 Neither 3 Every 4 All 5 Most of 6 no
 7 Anyone 8 Most 9 all 10 both 11 every
 12 none of

10B articles

a 2 the 3-4 an 5-6 The 7 the 8-9 The 10-11-12 an 13 The 14 the 15 the 16 a 17 The 18-19 the 20-21-22 the 23 the 24-25 the 26 the 27-28 a 29-30 the 31 the 32 the 33-34 the 35-36 the 37 the

Revision Grammar auction

Instructions

Sts revise the main grammar points of the book by playing a game where, in pairs, they have to bid to try to 'buy' correct sentences. Copy one sheet per pair.

- Put Sts in pairs. Give each pair the list of 20 sentences. Elicit what an auction is = a public sale where things are sold to the person who offers the most money. Explain that Sts have 1,000 euros (or dollars, depending on which currency they are most familiar with). They have a list of sentences, some of which are correct and some incorrect. They to bid to 'buy' as many correct sentences as they can. Bids start at 50, the next bid is 100, then 150, etc. Sts must record on their sheet how much they have spent on a sentence, in order to calculate how much money they have left. The pair which buys the most correct sentences is the winner.
- Start with the first sentence and invite bids. Make the activity more fun by using typical language of an auctioneer, e.g. How much am I offered for this fantastic sentence? 50 euros, 100? Do I hear 150? Going, going, gone to Marc and Andrea for 150 euros.
- When you have 'sold' all the sentences, go through each one eliciting whether it is correct or not, and what the mistake is. Then find out who bought the most correct sentences.
 - 11
 - 2 × Her name's Marta, isn't it?
 - 31
 - 4 X She has beautiful long dark hair.
 - 51
 - 6 X I like classical music very much.
 - 7 🗸
 - 81
 - 9 X I would have enjoyed the film more if it hadn't had subtitles.
 - 10 X I wish I had more free time! / I wish I could have more free time!
 - 11 🗡 It's getting late. We'd better go now.
 - 12 🗸
 - 13 ★ He can't have seen you or he would have said hello.
 - 14 X It looks like / as if it's going to rain.

- 15 ★ The missing man is thought be from Manchester.
 16 ✓
- 17 ✗ Lilly is going to hospital this afternoon to visit her husband.
- 18 ★ I need to buy some new furniture for my living room.

19 🗸

20 \times The man was sent to prison for ten years.

GRAMMAR introduction

Read about Beata. Then correct the **bold** phrases 1–18.

y name's Beata and I'm from Poznań in Poland. I was born there and 'I have lived there until I was 14. Then my family ²decided move to Warsaw, and that's where I live now.

I'm divorced and I have a son called Filip, who ³is five years. He spends weekdays with me and weekends with his father. I have two brothers, ⁴which are both studying at university. I am ⁵the older child in the family. My mother works in a bank and my father is retired. ⁶He use to be a business consultant.

I work for a big clothing company. I am ⁷**on charge of** foreign suppliers, which means that I have to use English when I talk to them on the phone, and sometimes I travel to other countries such as Morocco and Turkey ⁸**for to meet** suppliers.



⁹I am learning English for about nine years. I studied it at school, and then after I left school I spent eight weeks in Ireland. During the day I ¹⁰was going to English classes, and in the evening I worked ¹¹like a waitress in a restaurant. It was ¹²a very hard work. When I came home my English ¹³has improved a lot, but that was a few years ago and I've forgotten a lot since then. My main aim this year is ¹⁴to be able speak more fluently and to improve my writing. I think I am quite ¹⁵good at read in English. As soon as my level of English ¹⁶will be good enough, I'll take the IELTS exam.

I ¹⁷**have very few** free time, but when I can, I go horse riding. If I had more time, ¹⁸**I'll learn** another language, maybe French or German.

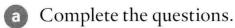
1 <u>I lived there</u>	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

activation

b Write a similar text about yourself, in five paragraphs. Include the following information:

- where you live
- your family
- what you do
- how long you've been learning English and why
- what you do in your free time

1A GRAMMAR question formation





1 A I don't like her dress.

- B What don't you like about it?
- A The style. I think it's awful.
- B It must have cost a fortune though.
- A Yes. Who ______ it?
- B Her grandparents paid. It was a wedding present.
- 2 A Do you know _____
 - _____ over there?
 - **B** That woman there? I think she's Claire's cousin.
 - A Her hairstyle is very old-fashioned!
- 3 A Where _____ on their honeymoon?
 - **B** On an African safari, I think.
 - A How _____ going _____ going
 - B Three weeks!

b Change the direct questions to indirect questions.

- 1 'Where are the toilets?'
- 2 'Why didn't Sarah come to the wedding?'
- 3 'Is that tall woman over there Claire's mother?'
- 4 'What does Molly's husband do?'
- 5 'Can I get a taxi after midnight?'
- 6 'Did Claire's sister get married here?'
- 7 'Will they be happy?'
- 8 'Where did they put our coats?'

activation

Work with a partner. Write two direct and two indirect questions to find out something you didn't know about your partner. Ask for more information.

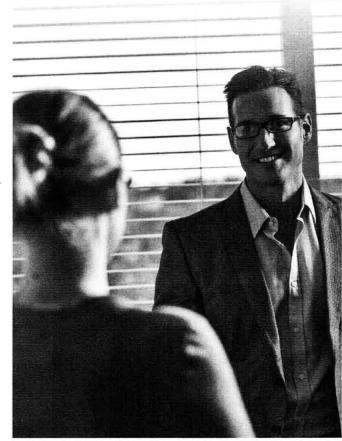
- 4 A Who _____ Tony _____ ?
 - **B** Nobody. He came on his own. His girlfriend left him last month.
 - A Why _____ him?
 - **B** I think she met someone else.
- 5 A _____ long _____ Matt and Claire _____ each other?
 - B For about a year, I think.
 - A Where _____?
 - B Someone told me they met on an online dating site.
 - A Online dating? Who _____ that?
 - B I think Alex told me. He's Matt's best friend.
- 'Could you tell me <u>where the toilets are</u>?'
 'Do you know _____?'
 'Do you remember ____?'
 'Do you have any idea ____?'
 'Do you remember ____?'
 'Do you think ____?'
 'Do you know ___?'

1

1B GRAMMAR auxiliary verbs

Circle the correct answer.

- A Hello.
- B Good morning. Are you here for an interview too?
- A Yes. They say it's a good company to work for, don't / do they?
- B Yes, they ² do / are / don't say that.
- A By the way, I'm Andreas Kourkoulos.
- B That's a Greek name, ³ is / does / isn't it?
- A Yes. I'm from Athens, but I've been living in New York for the past two years.
- B *Do / Are / Have you? I've got a friend who lives there. Anyway, I'm Beatriz Flores, from Buenos Aires, in Argentina.
- A Nice to meet you.
- B You're a bit nervous, ⁵ are / don't / aren't you?
- A A little. Don't you get nervous before interviews?
- **B** Not really. I ⁶ **am** / **will** / **do** get nervous before exams, but not interviews. What's the time now?
- A 2.30. My interview's at 2.45.
- B ⁷Is / Has / Does it? Mine's at 3 o'clock. We won't have to wait much longer, ⁸have / will / do we?



b Complete the next part of the dialogue with auxiliary verbs.

- A Are you hungry?
- B No, I'm not.
- A Neither ¹*am* I, but I wouldn't mind a coffee.
- B Me too. Where are you staying, by the way?
- A At the Hotel Europe.
- B Ah, so ²_____ I. The rooms aren't very nice, ³_____ they?
- A No, they aren't. But I ⁴______ like the restaurant. I had a good meal there last night.
- B 5_____ you? Are you working at the moment?
- A No, I resigned last week.
- B Why? Didn't you like your job?
- A Oh, I⁶______ like the job, but, to be honest, I couldn't stand my boss!
- B⁷______ you? I get on with my boss, but I think I need a new challenge.
- A So⁸_____ I. Ah, it's your turn now. Good luck, Beatriz.
- B Thanks. I'll go to the coffee bar on the corner when I finish.
- A OK. And we can compare notes, ⁹_____ we?

activation

Practise the dialogues in **a** and **b** with a partner. Try to use the correct rhythm and intonation.

2A GRAMMAR present perfect simple and continuous

Complete the dialogue with the verbs in brackets in the present perfect simple or continuous. Sometimes both tenses are possible.



DOCTOR	So, what seems to be the problem?
PATIENT	Well, for about a week now I ' <u>'ve been feeling</u> quite dizzy. I even thought I was going to faint once or twice. (feel)
DOCTOR	I see. ² normally? (you / eat)
PATIENT	Well, to tell you the truth I ³ much of an appetite recently. I'm just not hungry. (not have)
DOCTOR	You need to eat regularly, you know, even if you're not hungry.
PATIENT	I know, but I ⁴ to eat anything recently. (not want).
DOCTOR	Hmm. Any other symptoms? ⁵ headaches or any other aches or pains? (you / have)
PATIENT	Well, I ⁶ my blood pressure three times this week, and it's a little bit high. (take)
DOCTOR	I'll check that in a minute. ⁷ harder than usual? (you / work)
PATIENT	Yes, I suppose I have. This is a very important time of the year for us and things
	⁸ incredibly busy recently. I ⁹ home very late, and to be honest I ¹⁰ very well for the last few days. (be, get, not sleep)
DOCTOR	home very late, and to be honest I ¹⁰ very well for the last few
DOCTOR PATIENT	home very late, and to be honest I ¹⁰ very well for the last few days. (be , get , not sleep) I think you ¹¹ I want you to take a week off work and have a
	<pre>home very late, and to be honest I ¹⁰ very well for the last few days. (be, get, not sleep) I think you ¹¹ I want you to take a week off work and have a complete rest. (overwork) I can't possibly have a week off at the moment. I ¹² to head of</pre>
PATIENT DOCTOR	<pre>home very late, and to be honest I ¹⁰ very well for the last few days. (be, get, not sleep) I think you ¹¹ I want you to take a week off work and have a complete rest. (overwork) I can't possibly have a week off at the moment. I ¹² to head of department. (just / be promote).</pre>
PATIENT DOCTOR Write ques	home very late, and to be honest I ¹⁰
PATIENT DOCTOR Write ques 1 How lo	home very late, and to be honest I ¹⁰
PATIENT DOCTOR Write ques 1 How lo 2	home very late, and to be honest I ¹⁰
PATIENT DOCTOR Write ques 1 How lo 2 3 How lo	home very late, and to be honest I 10
PATIENT DOCTOR Write ques 1 How lo 2 3 How lo 4 How m	home very late, and to be honest 10

activation

Ь

Work with a partner. Ask and answer the questions in **b**. Ask your partner for more information.

2B GRAMMAR adjectives

(a) $Circle the correct form. Tick (\checkmark) if both phrases are correct.$

- 1 *The unemployed | Unemployed people* can apply to do these training courses free of charge. ✓
- 2 *The French | The Frenchs* are very proud of their language and culture.
- 3 There are a lot of homeless | homeless people sleeping on the streets at night.
- 4 I met a very nice Japanese | Japanese girl in Bath. She was really friendly.
- 5 The rich | Rich people always live in the best part of a city.
- 6 The Spanish | Spanish are now famous for their world-class restaurants.
- 7 'Prime Minister, a lot of people say that your government just doesn't care about poor | the poor.'
- 8 Don't talk like that you should show more respect for *elderly people* | *the elderly*.
- 9 The Chinese | The Chineses invented paper.
- 10 The young | Young are finding it very difficult to buy their first flat or house.

Complete the sentences with the adjectives in brackets in the correct order. Use your instinct if you are not sure.

- 1 A Can I help you?
 B Yes, I'm looking for some <u>smart high-heeled</u> sandals. (high-heeled / smart)
- 2 A Did you see either of the robbers?
 - B It all happened so fast. I saw a young man wearing a ______ jacket running out of the restaurant. (denim / blue)
- 3 A Your granddaughter's boyfriend is a rock musician, isn't he, Mrs Jones?
 - B Yes, he is, but I can't stand the _____ music he plays! (modern / awful)
- 4 A Your son looks really like you he has your ______ eyes. (dark / big)
 B Do you think so? I think he looks more like my husband.
- 5 A Are you looking for something?
 B Yes. I've lost a ______ scarf. Have you seen it? (silk / long / black)
- 6 A We used to live in a ______ house near the river. (wooden / beautiful / old)
 B How lovely. It must have been really peaceful.
- 7 A I've just arrived on the flight from Athens, but my suitcase hasn't arrived.
 - B Can you describe it?
 - A It's a _____ case. (black / leather / small)
- 8 A Ever since Simon came back from Bangkok he's been cooking me ______ curries. (delicious / Thai)
 - B Lucky you! I love curries.
- 9 A What does Adam's wife look like?
 - B She's quite slim and she has ______ hair. (brown / curly / short)
- 10 A I'm going to wear my ______ shirt to the party. (new / striped)
 - **B** Good idea. It really suits you.

activation

Describe three items that you own, e.g. clothes, a car, a guitar, etc., using two or three adjectives in the correct order. Use the frame to help you.

item	adjectives	description
bag	lovely, leather, brown	I have a lovely brown leather bag that I bought in Italy last summer.

3A GRAMMAR narrative tenses

Read the first part of the story and find examples of each tense below.

- 1 the past perfect *had finished* ______
- 2 the past perfect continuous ______ _____
- 3 the past continuous _

The most embarrassing moment of my life (Richard, Sussex)

Part 1

When I was about nine years old I used to go to the cinema every Saturday morning – in those days it was very popular. After the film had finished, I would go to a toy shop and look at model planes and trains, and sometimes I bought them with the pocket money that I had been carefully saving. One day after the film, I went to a big department store to have a look at the model planes they had. I didn't buy anything, but as I was leaving a very large man grabbed my arm quite violently and accused me of shoplifting. The man said that he was a store detective. As I had been concentrating on the toys, I hadn't noticed that he had been watching me. He made me empty my pockets and he went through my coat, searching for stolen goods, even though I told him very clearly that I had only been looking. Of course he didn't find anything, but by this time several people had stopped to see what was happening. I felt very embarrassed and humiliated that so many people were looking at me, and I was very glad to leave the shop when it was all over.



b Complete the second part of the story with the correct form of the verbs in brackets: past simple, past continuous, past perfect, or past perfect continuous.

Part 2

An hour or so later, when I $\frac{1}{was having}$ (have) lunch with my family at home, my father $\frac{2}{was having}$					
(ask) me about the film. I then ³					
(mention) that	at I 4		(look) at toys in a		
department s	tore when	a store	detective		
5	_ (accuse)	me of s	shoplifting and		
6	_ (search)	me in th	he middle of the shop	э.	
My father 7_		_ (make	e) me repeat what		
I ⁸	(say), a	nd then	n immediately		
9	_ (jump u	p) from t	the table. Without		
either of us having finished our lunch, he					
10	(make)	me get i	into the car. I		
11	(never s	see) my	father so angry!		
He 12	(driv	re) quick	kly to the store,		
13	(park) o	utside, a	and took me to		
where the inc	cident 14		(take place).		
			nanager and the		



store detective. When the manager ¹⁵					
(come), my father ¹⁶ (start) shouting					
at him and he told him that I ¹⁷					
(never steal) anything in my life. He ¹⁸					
(make) the manager and store detective apologize					
to me for having accused me of shoplifting and for					
embarrassing me. But the thing is, I ¹⁹					
(find) this scene even more embarrassing than					
the first one, especially as I could see that a lot of					
customers ²⁰ (stop) and ²¹					
(watch) us!					

activation

• Work with a partner.

Student A: Cover the text. Try to remember what happened to Richard in Part 1. Student B: Cover the text. Try to remember what happened to Richard in Part 2.

3B GRAMMAR adverbs and adverbial phrases

a Put the adverbs in the best place in the dialogue.

GARY So, what did you think of the match? brilliantly tonight

CRAIG 'Even though they lost, I think Scotland played/again/. (brilliantly / tonight)

- ²Craig, do you mean that? (really) I thought they were awful. JOHN (absolutely)
- **CRAIG** ³I suppose you think England played. (well)
- JOHN *No, I don't. England play these days. (unfortunately / never / well) But they deserved to win.
- **CRAIG** ⁵But you must admit that England were lucky. (incredibly)
- ⁶Craig, do you have anything good to say about England? (ever) GARY
- ⁷England were lucky with their second goal. (quite / to be honest) JOHN
- **CRAIG** ⁸Come on, John, England were lucky with both the first and second goals! (extremely)
- ⁹I thought both teams played (personally / badly), but at the end of the day, Craig, I'd say GARY England were better in the second half. (a bit / especially)
- JOHN ¹⁰Well, England are playing Germany in Munich, so let's see how they do. (next / there)
- Complete the dialogue with the correct adverbs from the list.

absolutely actually always angrily a little badly earlier that day here in quarter of an hour incredibly naturally obviously quickly slowly well

- DIRECTOR Jason, that was *absolutely* marvelous, but you've got to get to the centre of the stage.
- JASON But I have to wait for Tanya to finish her line and she's doing it too²
- TANYA Well, I could try saying it more ³_____ if you want me to.
- DIRECTOR Yes, could you? Now, Jason, remember when Tanya tells you she's going to marry Henry, you know about it, because you heard them talking in the garden ⁴_____, so you aren't at all surprised.
- JASON Well, ⁵_ $_$ I know about it, but I thought maybe I should pretend at first that I didn't know.
- **DIRECTOR** No, we want to see your emotion! You reacted very calmly, but ⁶_ _ you're not a calm person at all. I want you to react 7_____, OK? Now the next scene. Sally, you were great. But, when you've finished reading Tanya's letter, when you're on the last couple _____ and look up at the audience. Let them feel how ⁹_ of lines, pause ⁸___ you've been treated by her.

SALLY Do you want me to cry? I am ¹⁰_____ good at crying.

_____, not in this scene. Look out at the audience. DIRECTOR Not 11_

_____ ask me to play horrible characters? Can I just ask why you 12____ TANYA

DIRECTOR Because you do it so ¹³_____, darling. It just comes ¹⁴_____ to you. Right everyone, take a break and come back ¹⁵_

activation

Write five sentences using the adverbs. Then compare your ideas with a partner.

- 1 gradually
- 2 incredibly
- 3 fortunately
- 4 sadly
- 5 brilliantly





4A GRAMMAR future perfect and continuous

a C	omp	lete the dialogues with the verbs in brackets in the future perfect or future continuous.				
-	l A	I'm really looking forward to our trip to Paris on Friday.				
	В	Me, too! This time tomorrow we <u>'ll be getting on</u> (get on) the plane, and we (not				
	-	think) about work!				
2	2 A	Do you think you still (work) here in ten years' time?				
	В	Probably. But I hope I (be promoted) to head of department by then.				
3	3 A	Why are you walking so fast?				
	в	If we don't hurry, by the time we get to the station, the train (leave).				
4	ł A	Oh no! My car won't start and I need to pick up a friend at the airport.				
	в	You can borrow mine. I (not use) it today.				
5	5 A	Do you think it's too late to phone Hilary?				
	В	No, it's only 11 o'clock. Knowing her, she (not go) to bed yet. She still				
6	5 A	Is this your son's final year at university?				
	В	Yes, by this time next year he (graduate), and he (look for) for a job.				
7	7 A	Shall I make some soup or something for your parents when they arrive?				
	в	Good idea! They'll be starving as they (not have) time for lunch.				
8	3 A	you (come) with us to see the new Bond film tonight?				
	В	Sorry, I'd love to, but I still have lots of work to do.				
9	A	What time does your plane land?				
	в	At seven in the morning you (pick me up) from the airport?				
	Α	Of course. I always do!				
10) A	Mark and Paul are travelling around Asia. They've already been to China and Thailand.				
	В	Wow! How many countries they (visit) by the time they get back home?				
11	Α	I'm fed up with all these exams.				
	В	Yes, but just think – we (finish) them all by Friday, we (celebrate)!				
12	2 A	Tim's going to South Africa next month, isn't he?				
	в	No, he's decided to wait until July. He (not save) enough money until then.				

activation

b Write **one** thing that you will ...

- 1 be doing at midday tomorrow.
- 2 have done by the end of next week.
- 3 have done a year from now.

C Work with a partner. Compare your sentences. Ask for more information.

4B GRAMMAR conditionals and future time clauses



Circle the correct answer. Sometimes two answers are possible.

- I'll have my mobile phone with me ______.

 in case you need to call me
 in case you'll need to call me
 in case you've needed to call me

 Phone him as soon as ______ that report.

 a you finish
 b you've finished
 c you'll finish

 I'll play football with you when ______.

 a I've had my dinner
 b I'll have my dinner
 c I have my dinner
- 4 I'm not going to go to the party unless ____
 - a you'll go too
 - b you go too
 - **c** you've gone too
- **5** Could you get me some milk if ____?
 - a you'll go to the shop
 - **b** you go to the shop
 - **c** you're going to the shop
- 6 If the weather _____, we'll go for a walk.
 - a will have improved
 - **b** will improve
 - **c** improves
- 7 I won't tell my boss I'm leaving _____.
 - a until I find a new job
 - **b** until I'm finding a new job
 - **c** until I've found a new job
- 8 If I don't have breakfast, _____
 - **a** I'll be hungry all morning
 - **b** I'm hungry all morning
 - c I'll be being hungry all morning

- **9** Please come in quietly because ____
 - **a** we'll be sleeping when you arrive
 - **b** we'll sleep when you arrive
 - **c** we're sleeping when you arrive
- **10** Take a jacket in case _____ later.
 - a it'll have got cold
 - **b** it's getting cold
 - **c** it gets cold
- **11** Their flight was delayed, so they _____ back until after midnight.
 - a 'll be
 - **b** won't be
 - **c** 'll have been
- **12** We're going to have a picnic tomorrow unless _____.
 - **a** it rains
 - **b** it will be raining
 - **c** it's raining
- **13** I <u>book</u> our flights until we've found a hotel.
 - **a** don't
 - **b** am not going to
 - **c** won't
- **14** If you want to improve your spoken English, _____.
 - **a** you'll have to practise
 - **b** you have to practise
 - **c** you've had to practise
- **15** Come and say goodbye tomorrow ____
 - a before you'll leave
 - **b** before you've left
 - c before you leave

15

- 11–15 Excellent. You can use conditionals and future time clauses very well.
- **8–10** Good. But check the rules in the Grammar Bank (Student's Book p.139) for any questions that you got wrong.
 - **0–7** This is difficult for you. Read the rules in the Grammar Bank again (Student's Book p.139). Then ask your teacher for another photocopy and do the exercise again at home.

activation

b Complete the sentences with your own ideas. Then compare your ideas with a partner.

- 1 As soon as I get home, I_
- 2 If I don't have time for breakfast _____
- 3 I'm not going to buy a new phone until _____
- 4 When my English is better _____
- 5 I'll stay in tonight unless _____
- 6 I always _

5A GRAMMAR unreal conditionals

Complete the sentences with the correct form of the verbs in brackets, using second or third conditionals. 1 They met in Paris at a conference. If they *hadn't gone* to the conference in Paris, they wouldn't have met. (not go | not meet) 2 The curry is a little tasteless. I should have put more spices in it. If I _____ more spices in the curry, it _____ better. (put / taste) 3 I'm not very happy in my present job. Maybe I should quit and look for another. If I ______ another job, I might _ happier. (find / be) 4 We got wet because you wouldn't take the bus. You wanted to walk. _ wet if we _____ the bus. We_ (not get / take) 5 Don't swim in that river; there might be crocodiles. ____ you, I ____ _____ in that river as there might be crocodiles. (be / not swim) 6 Laura fell in love with Tom. She left Liam. _ Liam if she _ in love Laura with Tom. (not leave / not fall) 7 He used the stolen credit card at a hotel, so the 8 police found him. Grand 15.000 _____ the stolen credit card at a hotel, If he ____ the police ______ him. (not use / not find) 8 They don't have enough money to buy a new car. They _____ a new car if they ____ afford one. (**buy** / **can**) 9 We didn't go on the London Eye because the queue was too long. We ______ on the London Eye, if the queue ______ so long. (**go** / **not be**) 10 My husband I both work, so we can pay all the bills. _____, we If we_ _to pay all the bills. (**not work** / **not be able**) 11 I didn't know you wanted to go to the concert. I didn't buy you a ticket. _____ you a ticket if I ______ that you wanted to go to the concert. (**buy** / **know**) 12 Nicola is overweight because she doesn't do any exercise. _____ so overweight if she Nicola _____ _____ some exercise. (**be** / **do**)

activation

Cover the sentences. Look at the pictures and try to remember the sentences.

5B GRAMMAR structures after wish



Complete the sentences with *would* | *wouldn't* and a verb from the list.

leave let tidy stop raining do not borrow not make not wear

Rachel

- 1 I wish my mum *would leave* me alone! She's always interfering in what I do.
- 2 I wish my brother _____ my things. He never puts them back.

Frankie

- 3 I wish it _____! Then we could go out and play football.
- 4 I wish Mum and Dad _____ me have a dog. Then I could take him for walks.

Mr Taylor

- 5 I wish the kids ______ their homework without me having to help them.
- 6 I wish my wife _____ me eat salad every day. I'd rather have chips and a burger!

Mrs Taylor

- 7 I wish the children ______ their bedrooms. Then I wouldn't have to do it!
- 8 I wish my husband ______ that old jacket! He looks awful in it.









Complete the sentences with a verb from the list in the past simple or past perfect.

be earn have not argue not be not shout not tell try on

- 1 Rachel: I wish I <u>hadn't argued</u> with Lilly and Sophie. Now I've got no one to go out with.
- 2 Rachel: I wish I ______ Mum and Dad about my school results. Now they're worried I won't get into university.
- 3 Frankie: I wish I ______ taller. Then I could be in the basketball team.
- 4 Frankie: I wish I ______ the latest version of this game. The one I've got is two years old! `
- 5 Mr Taylor: I wish we _____ more money. Then we could have a bigger house.
- 6 **Mr Taylor:** I wish I ______ these trousers before buying them. They're too tight.
- 7 Mrs Taylor: I wish I ______ at my boss yesterday. Now he won't promote me.
- 8 **Mrs Taylor:** I wish everything ______ so expensive. Then we could save for a holiday.

activation

Write three sentences beginning *I wish*: one with past simple, one with past perfect, and one with person + *would*.

6A GRAMMAR gerunds and infinitives

B Complete the sentences with the verbs in brackets in the infinitive (with or without to) or the gerund (-ing).

- 1 I learnt to speak French when I was at school. (speak)
- 2 Do you fancy ______ a film tonight? (go see)
- 3 Laura's mother lets her _____ when she wants. (go out)
- 4 I can't afford ______ a holiday this year. (have)
- 5 It's getting late. We'd better _____ much longer. (**not stay**)
- 6 I'm going to carry on _____ until 8.00 tonight. (work)
- 7 What are you planning ______ to the party? (wear)
- 8 Would you rather _____ in the country or in a town? (live)
- 9 I couldn't help ______ when my brother fell off his bicycle. (laugh)
- 10 Did you manage ______ the report before the meeting? (finish)
- 11 We're really looking forward to ______ you again. (see)
- 12 If I tell you a secret, do you promise ______ anybody? (not tell)
- 13 My boss made me _____ late last night. (work)
- 14 Since I've moved abroad I really miss _____ my friends. (see)
- 15 Would you like me _____ you with the dinner? (help)
- 16 I don't mind _____. I'm not in a hurry. (wait)
- 17 Sorry, you aren't allowed ______ here. (park)
 18 We need to practise ______ before the oral exam. (speak)
- 19 I like ______ early in the morning in the summer. (get up)
- 20 Monica might ______ tomorrow. She's ill. (not come)
- 21 I love ______ time with my grandparents. (spend)
- 22 Will you be able _____ me a lift to work tomorrow? (give)

Complete the sentences with the verbs in brackets in the gerund or the infinitive with to.

- 1 You forgot *to buy* the milk. (**buy**)
- 2 Could you try _____ late tomorrow? (**not be**)
- 3 The sheets on this bed are dirty. They need _____. (change)
- 4 Don't you remember ______ his wife at that party at Christmas? (meet)
- 5 I'll never forget ______ in New York for the first time. (arrive)
- 6 I think you need ______ the irregular verbs. (revise)
- 7 Did you remember ______ James about the meeting tomorrow? (tell)
- 8 If the computer doesn't work, try ______ it off and on again. (turn)
- **25–30** Excellent. You can use gerunds and infinitives very well.
- 16-24 Quite good. But check the rules in the Grammar Bank (Student's Book p.142) for any questions that you got wrong.
- 0–15 This is difficult for you. Read the rules in the Grammar Bank again (Student's Book p.142). Then ask your teacher for another photocopy and do the exercise again at home.

activation

Write sentences that are true for you, using the prompts. Compare your ideas with a partner. Ask him / her for more details.

- 1 something you learnt to do when you were a child
- 2 something your parents didn't let you do when you were younger
- 3 a place you remember visiting
- 4 a person you enjoy spending time with
- 5 something you often forget to do
- 6 something that you try not to do

6B GRAMMAR used to, be used to, get used to

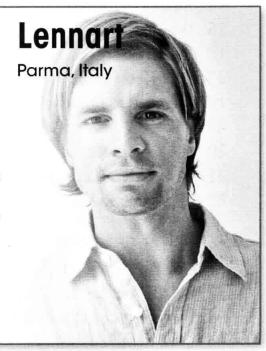
Orclethe correct form.



I come from Germany, and I¹**used to live**/ **am used to living** in the north, in Hamburg, but then I moved to Madrid about five years ago. I had to ²**be used to** / **get used to** having lunch quite late, at about 2.00 p.m., and dinner as late as 9.00 or 10.00 p.m. I love the weather in Spain – there are more sunny days and it's a lot warmer. In Germany, things ³**usually** / **use to** happen exactly on time, but here things are much more relaxed. I like that, too. The only thing I really miss is the bread! I ⁴**was used to being able** / **was used to be able** to choose from between 20 or 30 different kinds of bread, but here it's more like two or three, and white, not wholemeal. And sometimes I have problems with noisy neighbours, especially at night. That never ⁵**used to be** / **was used to being** a problem in Hamburg. People there ⁶**usually go** / **are used to going** to bed earlier.

b Complete the text with *used to*, *am used to*, *get used to*, or *usually*.

I¹used to live in Sweden, but I married an Italian woman and now I live in Parma, Italy. I've been here for six years now, so I 2 _ _____ the lifestyle. Life is more hectic here than in Sweden. Italian people socialize more than Swedish people, and I really enjoy that. I had to ³_ eating lots of pasta, particularly tortellini, which are Parma's local speciality. In Sweden I⁴_ _____eat pasta once or twice a month, and now I have it once or twice a week! I also had to ⁶ _ the different mentality. For example, people here are very family-orientated. This was new to me and hard to understand at first. But now I⁷_ having lunch every Sunday with my in-laws! It was also quite hard for me to _ the dialect they speak in Parma. I still sometimes have to ask people to repeat things. The only thing I can't⁹______ is the coffee. I know, espresso is supposed to be the best coffee in the world, but it's just too strong for me. In Sweden I¹⁰_____ drink a lot of coffee, but it was much weaker. Still, I do love the smell of espresso!



Complete the text with a verb from the list in the correct form.

Neil and Shirley



be eat get up live see

We used to ¹<u>live</u> in England, but we've been living in Queensland, Australia, since 2010. We're used to ²______ here now, but at first it was quite hard. We live in the country, and when we first moved into the house I just couldn't get used to ³______ snakes in the garden, but now it's not a problem. We just leave them alone. Although we speak the same language, there are still some things here that are strange. People here usually ⁴______ really early, at about 5.00 a.m., which we still haven't got used to. Christmas doesn't feel right either – I haven't got used to ⁵______ roast turkey when the temperature is 40 degrees!

activation

d Complete the sentences with information about your life. Compare your answers with a partner.

- 1 I usually ______.
- 2 I used to ______.
- 3 I'm used to _____

- 4 I'm not used to _____
- 5 It's difficult to get used to _____.
- 6 I didn't use to _____

7A GRAMMAR past modals

Complete the dialogues. Rewrite the phrases in brackets using *might (not) have, must have*, or *can't have* + past participle.

- 1 A Why is there so much traffic today?
 - B I don't know. There _____ an accident. (Maybe there was)
- 2 A Can you move your leg?
 - B No, it hurts too much. I think I ______ it. (Perhaps I have broken it)
- 3 A Look! The gate's open and the dog has gone.
 - B Oh no! We _____ it open when we went out. (I'm sure we left it open)
- 4 A Oh no, the cake's burning!
 - B You *must have put the oven on* too high. (You definitely put the oven on)
- 5 A I can't find the milk. We ______ it all. (I'm sure we didn't drink it)
 - B Yes, you're right. It must be in there somewhere.
- 6 A Where's Jeremy? He should be here.
 - B He _____ the email about the meeting. (Perhaps he didn't see)
- 7 A Ellen passed all her exams with top marks!
 - B Wow! She _____ really hard. (I'm sure she worked)
- 8 A Mum, I'm going to play football now.
 - B What? You ______ all of your homework. (It's impossible you've finished)
- 9 A We didn't see Dan and Sarah at the concert.
 - B They ______ tickets. I think the concert was sold out. (Perhaps they weren't able to get)
- 10 A I called you earlier, but I got your voicemail.
 - B Sorry. I _____ my phone by mistake. (I'm sure I switched off)

b Complete the sentences with *should* | *shouldn't have* and the past participle of a verb from the list.

break up come keep take tell use wait wear

- 1 We're lost. I knew we <u>should have taken</u> the second exit at the roundabout!
- 2 This tastes really spicy. You ______ so much chilli.
- 3 You ______ with James. He was such a nice guy.
- 4 The concert was amazing. You ______ with us.
- 5 Jim's already gone? I don't believe it he ______ for us.
- 6 I'm afraid we can't exchange the jacket now. You ______ the receipt.
- 7 You _______ us that you were in hospital. We would have visited you.
- 8 I ______ these jeans. They really don't suit me.

activation

Write **four** dialogues of two lines using *must have*, *might have*, *can't have*, and *should(n't)*.





English File 3rd edition Teacher's Book Upper-intermediate Photocopiable © Oxford University Press 2014

7B GRAMMAR verbs of the senses



(a) Complete the dialogue with *smells*, *smells like*, or *smells as if*.

Customer	I'm looking for a perfume for my wife that 1 smells nice and fresh.		
Assistant	What about this one? It ² very flowery.		
Customer	No, I don't like it. It ³ it's for an older woman.		
Assistant	Try this one then – it's called 'Paris'.		
Customer	That's very nice. It 4 roses.		

Complete the dialogue with feels, feels like, or feels as if.

Assistant	It's very good quality and it ⁵ very smooth. Touch it and see.	SCARVES
Tourist	Hmm,yes. It ⁶ silk. Is it silk?	
Assistant	No, it's cotton, but it ⁷ it's made of silk.	
Tourist	The material ⁸ very soft. I like it.	C AAA AMMA AAAA

Complete the dialogue with tastes, tastes like, or tastes as if.

Woman 1	Try a piece of this. It $^{9}-$	delicious.	Zin
Woman 2	Mmm. This one 10	the cakes my grandma used to make.	17
Woman 1	It's very nice. It 11	there's a little bit of orange in there.	AJ CA
Woman 2	That's right! And it ¹² shop-bought cakes.	much better than the	

Complete the dialogue with look, look like, or look as if.

Woman Man	You shouldn't have said you wanted to come if you didn't. Why do you say that?					
Woman	You ¹³ you are totally bored.					
Man	I did want to come. It's just that they all 14 fine to me.					
Woman	Even the ones that make me ¹⁵ I'm 60 years old?					
Man	OK, those ones do ¹⁶ a bit old fashioned.					
Woman	And these ones that ¹⁷ something a 13-year-old woul wear?					
Man	They ¹⁸ OK to me.					
Woman	Oh, you're so helpful.					

Complete the dialogue with *sound(s)*, *sound(s)* like, or *sound(s)* as if.

Engineer	Wait! You're coming in too soon. It		
Guitarist	It 20 fine to me.		
Engineer	No, it ²¹ you're rushing in.		
Guitarist	Well, how should it sound?		
Engineer	It should ²² an early 80s rock band, remember?		



activation

Practise the dialogues with a partner. Then cover the dialogues and try to act them out from memory.

8A GRAMMAR the passive

Complete the sentences by putting the verbs in brackets into the correct form of the passive.

- 1 Three men were arrested this evening and <u>will be questioned</u> by police tomorrow morning. (**question**)
- 2 Oh no. My bike isn't here! It must _____. (steal)
- 3 At the moment three suspects _____ by the police. (interrogate)
- 4 The accident happened because the car _____ at 180 kph. (drive)
- 5 The drugs ______ when the lorry ______ at the border. (discover, stop)
- 6 Strong measures must ______ to reduce the amount of crime in the city. (take)
- 7 People who ______ shoplifting often turn out to have some kind of psychological problem. (catch)
- 8 The town hall ______ again someone has painted graffiti over the walls. It's the third time this year. (vandalize)
- 9 As soon as we got home we could see that the kitchen window ______ and that there were two men in the living room. (**break**)
- 10 Police are worried that a lot of tourists ______ this weekend during the carnival. (**rob**)
- 11 In the past people used ______ to prison for speaking out against the government. (send)

b Complete the newspaper report with the verbs in brackets in the passive. Add any other necessary words e.g. *to* or *that*.

Investigation after seaside incident

Police have begun an enquiry after a fight broke out between several people in Lindhurst Road, Poole. The fight ¹*is believed to* (**believe**) have started in the early hours of Friday morning at an address near the corner of Lindhurst Road. It²_____(think) the fight started after a car was damaged by one of the men. At least one of the men involved ³_____ (say) have been armed. Three men remain in hospital and are being treated for injuries, which 4_ (understand) be the result of the fight. It ⁵_____ (expect) one man will be released from hospital later today.

Five men, who ⁶_____ (**think**) be from the Brighton area, and are aged between 21 and 32, have been arrested. The police are asking anyone who witnessed the incident to contact them urgently. All information will be treated confidentially.



activation

Choose one of the headlines below and write a short news article in about 100 words.

- Vandals attack cars in supermarket car park
- Two men escape from prison van
- Armed men steal £50,000 from post office
- Robbery at town centre jeweller's
- Woman attacked by mugger in local park

8B GRAMMAR reporting verbs

a Complete each sentence with the correct form of the verb in brackets.

- 1 A Remind me <u>to book</u> a taxi to the airport. (book)
 - B We don't need one, Andy's offered _____ us a lift. (give)
- 2 A Hi, Tom. I'm surprised to see you here. I didn't think you liked opera.
 - **B** I don't, but Delia persuaded me _____ tonight. (come)
- 3 A Have the police found the men that robbed the supermarket?
- B Apparently, they've arrested one man, but he denies _____ anything to do with it. (have)
- 4 A I've always regretted ______ to university when I was younger. (not go)
 - B Well it's never too late. Why don't you apply?
- 5 A Have the kids been arguing again? Oliver's really upset, but he refuses _____ me why. (tell)
 - **B** Oh, Harry's accused Oliver of ______ one of his toys, and now they aren't speaking to each other. (**break**)
- 6 A Where are you going on holiday this year?B We haven't decided yet. Molly suggested _____ on a cruise, but I always get seasick. (go)
- 7 A Someone broke into the car and stole my laptop while I was in the supermarket.
 - B I warned you ______ it in the car. Have you reported it to the police? (not leave)
- 8 A There's a funny smell in the kitchen.
 - B That's because your dad insisted on _____ curry for dinner and he burnt it. (make)

b Complete the sentences using the reporting verb in brackets and a verb from the list.

come cook eat forget keep lose tidy try

- 1 Adam offered to cook dinner for everyone. (offer)
- 2 Andy ______ his room at the weekend. (promise)
- 3 Roger ______ to call. (apologize)
- 4 Bill ______ his father ______ all of his money in the bank. (advise)
- 5 Kathy ______ the new pizza place. (suggest)
- 6 Ruby ______ all of the chocolates. (admit)
- 7 Mike ______ me _____ to the theatre with him. (invite)
- 8 Jamie ______ us _____ the match. (blame)

activation

C Think of a time when you...

- received some good advice. My sister advised me to do a course to improve my computer skills.
- apologized to someone.
- offered to help someone.
- made a suggestion.
- were blamed for something you didn't do.
- regretted something you did / didn't do.

Make sentences using reported speech. Then compare your sentences with your partner.

9A GRAMMAR clauses of contrast and purpose



a Match 1–10 with a–j to make complete sentences.

- 1 I They went to London for...
- 2 She flew to São Paulo to...
- 3 Although Josh played really well,...
- 4 We downloaded a travel app so that...
- 5 Despite losing the first set,...
- 6 Even though I wasn't feeling very well,...
- 7 🗌 I took a taxi so as not to...
- 8 He went for a walk in spite of...
- 9 We left early in order to...
- 10 \Box The men went out fishing in spite of...

- a be late.
- b the rough sea.
- c the fact that it was raining.
- d avoid the traffic.
- e I still went to work.
- f she won the match.
- g a weekend break.
- h he lost in the end.
- i we would know the best things to see.
- . j visit her brother.
- **b** Rewrite the sentences using the words in brackets so that both sentences mean the same.
 - 1 In spite of the cold weather, the barbecue was a success. (although) <u>Although the weather was cold, the barbecue was a success.</u>
 - 2 A lot of companies have reduced staff numbers so that they can save money. (in order to)
 - 3 Even though the flight was long, she felt great when she arrived in New York. (despite)
 - 4 Nick didn't tell Louisa the truth because he didn't want to hurt her feelings. (so as)
 - 5 I bought the shoes in spite of the fact they were ridiculously expensive. (even though)
 - 6 The company has a big market share even though they do very little advertising. (in spite of)
 - 7 They had to leave the hotel early. If not, they would have missed their train. (so that)
 - 8 She didn't get the job in spite of being a strong candidate. (though)

activation

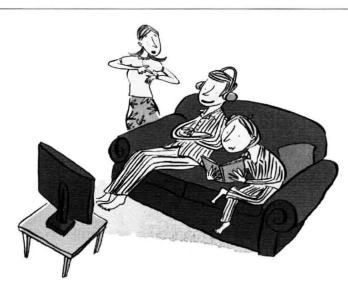
Complete the sentences with your own ideas. Then compare your ideas with a partner.

- 1 Sara is learning English so that <u>she can get a job in the USA</u>.
- 2 My husband isn't making very good progress in English even though _____
- 3 Nicola watches films in English to ____
- 4 Jan passed his English exam despite _
- 5 Our English teacher took us to London for the weekend so that _____
- Write two true sentences about yourself and learning English. Use expressions of contrast and purpose. Then compare your ideas with a partner.

9B GRAMMAR uncountable and plural nouns

1

a Circle the correct option.



Daniel! Bertha! I want to see you out of your ¹pyjama/oyjamas and in ²a jeans/some jeans and a T-shirt in two minutes – OK? Your breakfast is on the table. The news ³says/say there's been an accident and the police ⁴has/have closed the motorway. The traffic ⁵is/are sure to be bad, so hurry up!



OK everybody, listen, I've got ⁶a/a piece of very good news. You'll remember that we did ⁷a/some research about new sports ⁸equipment/equipments for Central Arenas. Well, we're going to be doing ⁹a business/business with them! We'll be organizing a party for the ¹⁰staff/staffs to celebrate.



¹² is/are what you spend your time doing at the weekend. But tell me about the work ¹³ experience/experiences you did this summer? What practical skills did you learn which you could you bring to this company?



I know what you're going to say, doctor. You're going to give me some ¹⁴**advices/advice** about reducing stress, and tell me to take ¹⁵**a/some** homeopathic medicine when I need to. But I read ¹⁶**an/some** information on the internet which said it didn't really help.



Bertha put ¹⁷**that/those** scissors down – you could hurt yourself with ¹⁸**it/them**, or scratch ¹⁹**a/the** furniture. Have you finished your ²⁰**homework/homeworks**? Good, then come and help me. Daniel, stop writing and take the ²¹**rubbish/rubbishes** out.

activation

Choose four nouns from the list and write a sentence using each one. Compare your sentences with a partner.

advice cabin crew furniture information police politics rubbish staff

10A GRAMMAR quantifiers

Orclethe correct form.

- 1 A How did the trip to the science museum go?
- B It was fine. Most / Most of the students enjoyed it.
- 2 A What subject do you like best physics or chemistry?
- B I don't like either of them / both of them. They're either / both boring!
- 3 A How often do you use the library?
 - **B** Hardly ever. I can find **everything** / **all** on the internet.
- 4 A When can I see you to discuss my science project?
 - **B** I'll be in my office **all day** / **every day** today. Come **any** / **all** time.
- 5 A How did your students do in the biology exam?
- B Not too badly. They passed all. / They all passed.
- 6 A We don't do any / no experiments in our chemistry class.
 - **B** Don't you? We do something practical in **every** / **all** class.
- 7 A Did you do all research / all of the research yourself?
 - B Yes, I did all / all of it myself.
- 8 A Neither my mother or / nor father went to university.
 - B Really? Both / Either my parents studied law, but either of them / neither of them worked as lawyers.
- **b** Complete the sentences with words from the list.

all all anyone both every every most most of neither no none of

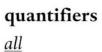
- 1 Not birds can fly.
- 2 kiwis nor penguins can fly.
- 3 country in South America, except Bolivia and Paraguay, has a coastline.
- 4 cars nowadays are fitted with seatbelts at the front and the back.
- 5 the students in my class, but about 80%, live very near the school.
- 6 There are wild tigers in Africa. Some can still be found in parts of Asia.
- 7 In Ireland, who is aged 18 or over can vote in an election.
- 8 Canadians speak English as their first language (77%), but some speak French.
- 9 Nocturnal animals are animals that sleep day and hunt for food at night.
- 10 Alexander Graham Bell and Elisha Gray invented the telephone at the same time.
- 11 Trains in France run day of the year, including Christmas Day.
- 12 the people who survived the sinking of the Titanic are still alive today. The last survivor, Millvina Dean, died in 2009.

activation

Cover the **quantifiers** column in **b**. Work with a partner and try to remember the missing words in each sentence.

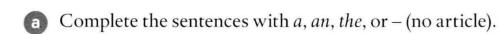




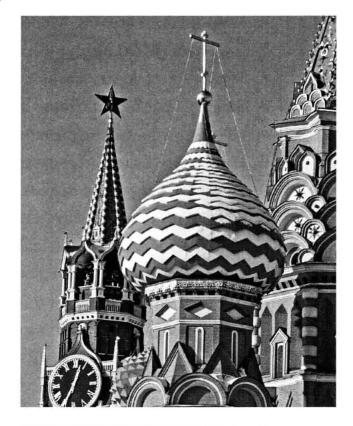


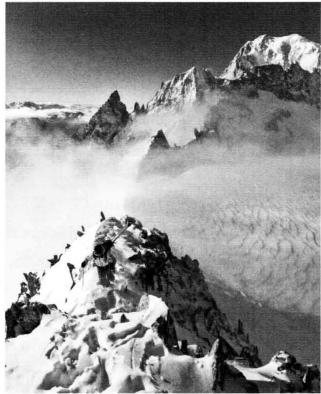


10B GRAMMAR articles



- 1 ¹<u>*The*</u> Kremlin is probably ²_____ most famous building in ³_____ Moscow.
- 2 James had ⁴_____ accident while he was skiing in Austria and now he's in ⁵_____ hospital.
- 3 ⁶_____ first state in ⁷_____ USA where ⁸_____ women could vote was Wyoming.
- 4 ⁹_____ population of ¹⁰_____ South Africa is approximately 47 million.
- 5 I went to ¹¹ _____ university the year after I finished school. First I worked as ¹² _____ au-pair in Italy for six months.
- 6 ¹³_____ River Ebro in Spain flows into ¹⁴_____ Mediterranean Sea.
- 7 We couldn't visit ¹⁵_____ village church yesterday because there was ¹⁶_____ wedding taking place.
- 8 ¹⁷_____ quickest way to get from London to Oxford by ¹⁸_____ car is to take ¹⁹_____ M40 motorway.
- 9 ²⁰ Lake Superior, in ²¹ Canada, is ²² biggest lake in ²³ world.
- 10 I'm not usually frightened of ²⁴_____ spiders, but ²⁵_____ spiders in ²⁶_____ zoo were enormous!
- 11 The man was sent to ²⁷_____ prison for eight years for robbing ²⁸_____ bank in Zürich.
- 12 I love eating at ²⁹ _____ Mario's. I think it's the best pizza restaurant in the city.
- 13 Whenever I'm in London, I take ³⁰ bus to ³¹ Science Museum and spend the morning looking around.
- 14 We spent our honeymoon in Morocco and camped in ³²_____ Sahara desert for two nights.
- 15 My sister doesn't normally like ³³ heights, but she managed to climb to the top of ³⁴ Eiffel Tower.
- 16 ³⁵_____ Mont Blanc is ³⁶_____ highest mountain in ³⁷_____ Alps.





- 28–37 Excellent. You can use articles very well.
- 10–27 Good. But check the rules in the Grammar Bank (Student's Book p.151) for any questions that you got wrong.
 - **0–9** This is difficult for you. Read the rules in the Grammar Bank (Student's Book p.151). Then ask your teacher for another photocopy and do the exercise again at home.

activation

b Write two paragraphs about your country and city or town. Include the following information:

Your country:

- Where is it?
- What are the most important geographical features, e.g. mountains, lakes, rivers, etc.?

Your city or town:

- Where is it?
- What are the most important buildings, tourist sites, shops, etc.?

Revision GRAMMAR Auction



Se	entences	Price
1	Can you tell me what the time is?	
2	Her name's Marta, isn't she?	
3	How long have you been having driving lessons?	
4	She has long beautiful dark hair.	
5	The accident happened because the driver had been drinking.	
6	I like very much classical music.	
7	This time tomorrow we'll have finished all our exams.	
8	Are you going to tell them the news when they're having dinner?	
9	I would have enjoyed the film more if it wouldn't have had subtitles.	
10	I wish I would have more free time!	
11	It's getting late. We'd better to go now.	
12	I'm not used to getting up so early.	
13	He mustn't have seen you or he would have said hello.	
14	It looks like if it's going to rain.	
15	The missing man is thought that he is from Manchester.	
16	Nick insisted on paying for the meal.	
17	Lilly is going to hospital this afternoon for to visit her husband.	
18	I need to buy some new furnitures for my living room.	
19	You can have either the chocolate or vanilla ice cream. Not both.	
20	The man was sent to the prison for ten years.	

Mini Grammar Activity Answers

1B the...the... + comparatives

a 2a 3g 4b 5d 6f 7e 8c

- b 2 The bigger a car is, the more petrol it uses.3 The older you get, the wiser you become.
 - 4 The more things people have, the more they want.
 - **5** The hotter the weather is, the more you need to drink.
 - **6** The more you know her, the less you like her.
 - 7 The more slowly you cook it, the better it'll taste.
 - 8 The more work we do now, the less we'll have to do tomorrow.

3A so / such...that

- a 2 such a 3 so many 4 such 5 so many 6 so 7 such a 8 such 9 so much 10 so
- **b** 2 It was such a bad film (that) we left after half an hour.
 - **3** The food was so disgusting (that) nobody could eat it.
 - **4** He made so many / such a lot of mistakes (that) the boss sacked him.
 - **5** It was such beautiful music (that) everyone stopped to listen.
 - 6 They were such good seats (that) we had a perfect view.
 - 7 There was so much / such a lot of traffic (that) we missed our flight.
 - 8 Joe ate so many biscuits (that) he felt sick.

7A would rather

- a 2 would rather not see 3 would you rather have
 4 would rather stay 5 would rather not do
 6 would (you) rather have 7 Would (you) rather go
 8 would rather not go out
- **b** 2 I'd rather not go shopping today.
 - **3** Would Karen rather work for herself or for a company?
 - 4 Would you rather get a takeaway or go out for dinner?
 - 5 Hamish would rather not work at night...
 - 6 I'd rather not see my in-laws so often...

7B as

a	2 f	3 h	4 c	5 g	6 i	7 a	8 j	9 d	10 e
b	2 as	3 li	ike	4 like	5 as	6	as	7 as	8 like

8A have something done

- a 2 She's having her hair washed.
 - 3 She's having her hair cut.
 - 4 She's having her hair dried.
 - 5 She's having her hair curled.
- b 2 had my portrait painted3 having my photo taken
 - 4 are having our kitchen redecorated
 - 5 have your blood pressure checked
 - 6 had your fortune told
 - 7 'm having my car serviced / 'm going to have my car serviced
 - 8 to have my watch repaired
 - 9 have the big tree cut down
 - 10 have our house repainted
 - 11 have the brakes tested
 - 12 had a lot of new furniture delivered

9A whatever, whenever, etc.

- a 2 Whenever 3 Whoever 4 however 5 whatever
 6 wherever 7 Whenever 8 however 9 whichever
 10 Whoever 11 whichever 12 wherever
- b 2b 3a 4d 5c

1B MINI GRAMMAR the...the... + comparatives

- Match 1–8 with a–h to make complete sentences.
 - 1 h The more dangerous the sport,...
 - 2 The longer I waited,...
 - 3 The more hours you do in this job,...
 - 4 🗌 The younger you are,...
 - 5 The older you are,...

 - 7 The longer I stay in bed,...
 - 8 🗌 The faster I you drive,...
 - a the angrier I got.
 - b the easier it is to learn something.
 - c the more likely you are to have an accident.
 - d the harder it is to make new friends.
 - e the worse I feel.
 - f the more traffic there will be.
 - g the more you earn.
 - h the more I enjoy it.



The sooner we start, the sooner we'll finish.

b Rewrite the sentences using *The...the...* + a comparative.

- 1 If we start soon we'll finish soon.
- 2 If a car is big it uses a lot of petrol.
- 3 When you get old you become wise.
- 4 If people have a lot of things, they want more.
- 5 If the weather is hot you need to drink more.
- 6 When you know her more you like her less.
- 7 If you cook it slowly, it'll taste good.
- 8 If we do a lot of work now, we'll have less to do tomorrow. _

activation

Complete the sentences with your own ideas. Then compare your ideas with a partner.

- 1 The more you practise your English, the better you will get.
- 2 The sooner I finish these exercises, _____
- 3 The more exercise you do, ____
- 4 The colder the weather is, _____
- 5 The more free time I have, ____

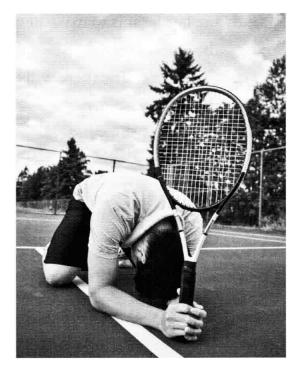
3A MINI GRAMMAR so / such...that

(a) Complete the sentences with *so*, *such*, *so much* | *many*, or *such* a.

- 1 My case is <u>so</u> heavy (that) I can hardly pick it up.
- 2 It was ______ small airport (that) there were only two flights per day.
- 3 There were ______ people at the airport (that) we couldn't see my cousin.
- 4 It was ______ awful weather (that) we couldn't leave the hotel.
- 5 I bought ______ souvenirs in Mexico (that) I had to buy another bag.
- 6 The staff at the first hotel were ______ unfriendly (that) we decided not to stay there.
- 7 The receptionist was ______ rude man (that) most people complained to the owner.
- 8 They were _____ cheap tickets (that) we decided to buy them.
- 9 I ate ______ food at the barbecue (that) I had to lie down.
- 10 The service at the restaurant was ______ good (that) I left a big tip.

Rewrite the sentences using so, such, so much | many, or such a.

- I played badly. I lost 6–0, 6–0.
 I played <u>so badly (that) I lost 6–0, 6–0</u>.
- 2 The film was very bad. We left after half an hour. The film was _____
- 3 The food was disgusting. Nobody could eat it. The food _____
- 4 He made a lot of mistakes. The boss sacked him. He made _____
- 5 The music was beautiful. Everyone stopped to listen. It was _____
- 6 They were good seats. We had a perfect view. They were _____
- 7 There was a lot of traffic. We missed our flight. There was _____
- 8 Joe ate a lot of biscuits. He felt sick. Joe ate _____



activation

Complete the sentences with your own ideas. Then compare your ideas with a partner.

- 1 It was such a hot day (that)
- 2 She has so many clothes (that) _____
- 3 I have so much work (that)
- 4 We were so tired (that)
- 5 They were playing such loud music (that)

7A MINI GRAMMAR would rather

Complete the sentences with would rather and a verb from the list.

go have (x2) not do not go out not see stay walk

- 1 Would you *rather walk* or go by car tonight?
- 2 I'm not going to the party because I _____ my ex-boyfriend.
- 3 _____ meat or fish for lunch?
- 4 I ______ in a hotel than go camping this summer.
- 5 Most of the students ______ homework, but they have to do it.
- 6 Where ______ you _____ lunch today, at home or at a restaurant?
- 7 ______ you ______ to the cinema tomorrow instead of this evening?

?

?

8 I ______ tonight as I'm feeling quite tired.

b Rewrite the sentences using would rather.

- 1 I'd prefer to stay at home tonight. I'm exhausted. <u>I'd rather stay at home tonight.</u>
- 2 I'd prefer not to go shopping today. The shops will be really crowded.
- 3 Would Karen prefer to work for herself or for a company?
- 4 Would you prefer to get a takeaway or go out for dinner?
- 5 Hamish would prefer not to work at night, but he doesn't have any choice.
- 6 I'd prefer not to see my in-laws so often, but they live nearby.

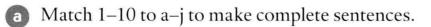
activation

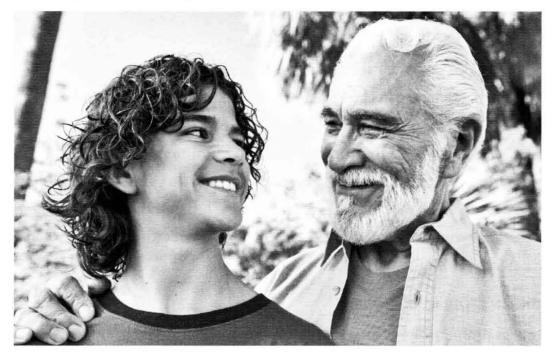
C Ask a partner the questions.

- 1 Would you rather go on holiday with friends or with your family? Why?
- 2 Would you rather work at home or in an office? Why?
- 3 Would you rather live in your town or somewhere else? Why?
- 4 Would you rather be an only child or have brothers and sisters? Why?



7B MINI GRAMMAR as





- 1 b You're nearly as tall...
- 2 D The burglar was arrested...
- 3 He's very well known...
- 4 We'll have to use this scarf...
- 5 I didn't go and see that film...
- 6 As I wasn't feeling very well...
- 7 🗌 The pasta tasted awful...
- 8 Turn the light off...
- 9 I never read that newspaper...
- 10 As I was coming here...

- a as if it had been cooked for too long.
- b as me.
- c as a bandage.
- d as it's too biased.
- e I met an old friend.
- f just as he was leaving the house.
- g as the reviews were awful.
- h as a composer and conductor.
- i I didn't go to work.
- j as you leave.
- Complete the sentences with *like* or *as*.
 - 1 This tastes *like* chicken, or is it turkey?
 - 2 My brother works ______ a freelance journalist.
 - 3 Tim looks ______ his father. They have the same mouth and nose.
 - 4 That sounds ______ thunder. Do you think it's going to rain?
 - 5 It isn't as cold ______ yesterday.
 - 6 When I was camping I had to use my sweater _____ a pillow.
 - 7 You sound ______ if you are very tired.
 - 8 I'm not sure what it is, but it smells _____ petrol.

activation

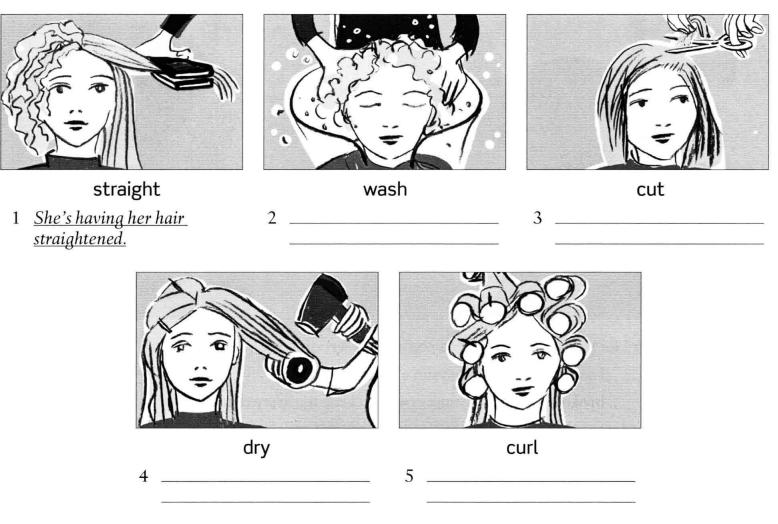
b

Complete the sentences with your own ideas. Then compare your ideas with a partner.

- 1 As I was coming out of the cinema *I met an old school friend*.
- 2 I won't be able to go away this weekend as _
- 3 I haven't heard the weather forecast, but it looks as if _____
- 4 I would love to work as _____
- 5 I'm not as ______ as my ____

8A MINI GRAMMAR have something done

a Look at the pictures. What are these people having done?



b Complete the sentences with the correct form of *have*, the past participle, and the words in brackets.

- 1 I need to have my suit cleaned before my cousin's wedding. (suit / clean)
- 2 When we were in Paris I ______ by a street artist. (my portrait / paint)
- 3 I absolutely hate ______. I always look awful! (my photo / take)
- 4 We ________ at the moment. (our kitchen / redecorate)
- 5 If you are feeling dizzy, you should ______. (blood pressure / check)
- 6 Have you ever _____? (your fortune / tell)
- 7 I ______ tomorrow. Could you give me a lift to work? (my car / service)
- _____ it's not working properly. (my watch / repair) 8 I need ____
- 9 They had to ______ in their garden. It was damaged in a storm. (the big tree / cut down)
- 10 We usually ______ every five years. (our house / repaint)
- 11 I nearly couldn't stop in time at the traffic lights today. I must ______ tomorrow. (brakes (test)
- 12 Our neighbours ______ yesterday. (a lot of new furniture / deliver)

activation

• Work with a partner. Ask and answer the questions.

- 1 Where do you have your hair cut?
- 2 Do you mind having your photo taken?
- 3 When was the last time you had your blood pressure checked?
- 4 How often do you have your eyes tested?
- 5 Have you ever had your portrait painted? If not, would you like to?

9A MINI GRAMMAR whatever, whenever, etc.



(a) Complete the sentences with *whatever*, *whichever*, *whoever*, *whenever*, *however*, or *wherever*.



- 1 <u>Whatever</u> I do my boss always finds something wrong with it.
- 2 _____ I see Naila she's always in a good mood.
- 3 _____ broke the window must come and see me after school.
- 4 I'm lucky. I never put on weight _____ much I eat.
- 5 We've decided that we are going to go _____ happens.
- 6 In Thailand people were really friendly to us ______ we went.
- 7 _____ I go to New York on business I always try to see a show on Broadway.
- 8 I never seem to get better at tennis _____ much I practise.
- 9 I like both cakes, so you have _____ one you want and I'll have the other one.
- 10 ______ said 'It's better to be poor, but happy' was wrong!
- 11 We could fly or get the train to Prague, ______ is quicker.
- 12 I'm sure the police will find the murderer, ______ he's hiding.

b Match 1–5 to a–e to make complete sentences.

- 1 [e] I am happy to cook or go out. We'll do...
- 2 🔲 Whenever you have a problem,...
- 3 \square The theme park is open every day,...
- 4 \square I am going to finish this today...

- a whatever the weather.
- b you can come and see me.
- c is in big trouble!
- d however long it takes.
- e whichever you prefer.

activation

Complete the sentences with your own ideas. Then compare your ideas with a partner.

- 1 I'll always love you whatever <u>you do</u>.
- 2 However rich people are, _____
- 3 You must come and see me whenever _____
- 4 Let's buy this one or that one, whichever _____
- 5 Wherever you go in the world you'll always find _____

5 Whoever borrowed my jacket without asking...

6 You can invite whoever _____



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 up 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.

Introduction Tell me about it

A pairwork activity

Sts write information about themselves. They then swap with a partner and ask each other to explain the information. **This is a two-page activity**. Copy one page of questions and 'snakes' (**A** and **B**) per student.

Language

General revision of Intermediate grammar and vocabulary

- Put Sts in pairs, A and B, and give each student a sheet (A or B). Focus on a-c.
- Give Sts five minutes to write answers in the appropriate spaces. When they have finished tell Sts to fold the paper in half.
- Now get Sts to swap 'snakes'. Demonstrate the activity by taking a 'snake' 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 they have 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 Ask me a question

A semi-controlled speaking activity

Sts practise question formation. Copy one sheet per student.

Language

Question formation

• Give out the copies. Tell Sts they have five minutes in pairs to decide what the missing words are for each question. They must **NOT** write the missing words in.

• Check answers.

Your home

- 1 Where **do you** live?
- 2 How long have you lived there?
- 3 Who do you live with?
- 4 What **do you** like most about your home?
- 5 Is there anything you don't like about your neighbourhood? Why not?

Getting around

- 1 How do you usually get to work (or school / university)?
- 2 How long does it take?
- 3 Do you drive? What car do you drive?
- 4 How often do you use public transport?
- 5 What's the best way to get round your town / city?

Free time

- 1 What do you enjoy doing in your free time?
- 2 What kind / type of music do you listen to?
- 3 How often do you go out during the week?
- 4 What sport(s) do you like doing?
- 5 How much time do you spend on social network sites every day?

Lifestyle

- 1 How much tea or coffee do you drink a day?
- 2 How many hours do you sleep at night?
- 3 What do you do to relax?
- 4 What do you do to keep healthy?
- 5 What was the last live event you went to?

Travel

- 1 What's **the most** beautiful place you've / have ever been to?
- 2 Where **are** you going **to go** for your next holiday?
- 3 **Do you** think it's better **to** travel alone **or** with other people?
- 4 Do you prefer having holidays at home or abroad?
- 5 Have you ever been to an English-speaking country?

Family

- 1 How many people are there in your immediate family?
- 2 Who in your family do you most like talking to?
- 3 Who do you prefer spending time with? Family or friends?
- 4 How much do you know about your family tree?
- 5 When **was the** last time all **your** family did something together?

Childhood and school

- 1 Where were you born?
- 2 Which secondary school did / do you go to?
- 3 What was / is your best / worst subject?
- 4 Have you ever cheated in an exam? Did you get caught?
- 5 What did you want to be when you were a child?

A male or female relative

- 1 What's his / her name?
- 2 How old is he / she?
- 3 What does he / she do?
- 4 What does he / she look like? 5 What's / is he / she like?
- J What S / IS He / SHe like?
- Sts carry on choosing topics and asking and answering the questions until you feel the activity has gone on for long enough.
- Get feedback from a few pairs.
- If a pair has finished early, get them to try another topic.

1B The Island

A psychological test and free-speaking activity

Sts use their imagination to describe an experience they have on an island. They interpret each other's descriptions.

Copy one sheet per student and cut into two separate pieces: **The story** and **The interpretation**.

Language

Vocabulary: personality

Present simple (narrative): It's a cold island. It makes me feel afraid. I start to look around me slowly. The the + comparatives: The darker the forest is, the more negative you feel about your life.

- Tell Sts that they are going to use their imagination to describe an experience they have on an island. They will describe the situation to each other, and then ask their partner to imagine the details.
- Put Sts in pairs, ideally facing each other and give out just **the story** part, not **the interpretation**, and give them time to read it.
- Tell **As** to put their sheet face down. They have to answer **B's** questions about the island in as much detail as they can. **B** begins by reading the introduction to **A** ('You are travelling on a boat. There is a terrible storm...) and then asks **A** the questions and notes **A's** answers.
- When **B** has finished they change roles: **B** turns the sheet over, **A** asks all the questions, and takes notes of his / her answers.
- When both Sts have described their island to each other, tell Sts that this was a psychological personality test and that now they are going to interpret each other's answers. Give out the other half of the photocopied sheet: **The interpretation**
- Give Sts time to read the interpretation and then tell them to take turns using the information to interpret their partner's answers. Encourage them to do this in as imaginative a way as possible.
- Get some quick feedback from pairs to find out if Sts agreed with the interpretation of their personality.

2A Doctor, doctor

Two role-plays

Sts take the parts of doctor / patient and revise the grammar and vocabulary of the lesson. Copy one sheet per pair and cut into **A** and **B**.

Language

Present Perfect: How long have you been feeling like this? Vocabulary: illness and medicine

• Put Sts in pairs, A and B, ideally facing each other. Give out the sheets. Make sure Sts can't see each other's sheets. If you have odd numbers, make one pair a three and have two As (or take part in the roleplay yourself).

Extra support

- You could pre-teach / check the meaning and pronunciation of *alternative medicine* = non-traditional medicine; *acupuncture* = a way of treating illness or stopping pain by inserting thin needles into the body; *diagnosis* = what a doctor thinks is wrong with a patient; *homeopathy* = a system of treating diseases or conditions using very small amounts of the substance that causes the disease or condition.
- Give Sts time to read the instructions for Role-play 1. Sts should think about their role and what they are going to say. Encourage the patients and doctors to be as imaginative and inventive as possible in their questions and answers. Tell the patients they can invent a new persona (age, job, etc.).
- When Sts are ready, tell the **Bs** to begin. Give Sts time to act out the role-play. While they do this, move around the class monitoring and noting down anything you might want to draw their attention to afterwards.
- Repeat the process for Role-play 2, but with A starting. If a pair finishes early, get them to repeat the role-play, but changing roles.
- Finally, get feedback from some pairs on what the outcome of the patient / doctor conversation was.

2B Spot the difference

A pairwork information gap activity

Sts describe their pictures to each other to find twelve differences between them. Copy one sheet per pair and cut into A and B.

Language

Adjective order: She's wearing a pair of high-heeled leather sandals. He's a tall, thin man. Vocabulary: clothes and appearance

- Put Sts in pairs, A and B, ideally facing each other, and give out the sheets. Make sure Sts can't see each other's sheets.
- Focus on the instructions and explain that they both have a very similar picture, but there are twelve differences.
- Now get **A** to start by describing the first person on the left (*My first person is a man. He's quite short and fat, and he has short, dark hair.*). **B** should listen, and ask questions if necessary, to see if there are any differences. Then **B** describes the next person.
- Sts continue in pairs. When they've described all the people and found the differences they can finally show each other the pictures to check.
- Check the differences, correcting any mistakes with adjective order.

- 1 In A man 1 is wearing is wearing a plain black, sleeveless T-shirt; in **B** it's a short-sleeved T-shirt.
- In A man 1 is wearing a baseball cap backwards; in B it's 2 round the right way.
- In A woman 2 is wearing a dark, striped jacket; in B it's 3 dark and plain.
- 4 In A woman 2 has dark shoulder length hair; in B it's short.
- In A man 3 is wearing a pair of tight, black cycling shorts; 5 in B they're loose, black shorts.
- In A man 3 is wearing patterned socks; in B the socks 6 are plain.
- In A woman 4 is wearing knee-high boots; in B they're ankle high.
- In A woman 4 is wearing a sweater with a collar; in B the 8 sweater has no collar.
- In A man 5 is wearing jean with holes in the knee; in B 9 he's wearing jeans without holes.
- 10 In A man 5 is wearing a belt; in B he's not wearing a belt.
- 11 In **A** woman 6 is wearing a short woollen cardigan; in **B** she's wearing a long woollen cardigan.
- 12 In A woman 6 is wearing a long scarf; in B she's wearing a long scarf with a pattern of flowers on it.

3A Talk about it

A groupwork activity

Sts are dealt cards with prompts for anecdotes. They plan what they are going to say. Copy and cut up one set of cards per group of three.

Language

Narrative tenses: past simple, past continuous, past perfect (simple and continuous)

Put Sts in groups of three and give each group a set of cards. They must each choose two that they can talk about. Set a time limit, e.g. two minutes, for Sts to plan what they are going to say. Help Sts with the vocabulary they need.

Extra support

- Sts may want to make notes on their cards to help them tell their anecdotes.
- Suggest that each student starts with 'I'm going to tell you about a time when...'. Then Sts take turns to tell their first anecdote. Monitor, help, and make a note of any misuse of narrative tenses to check at the end.
- If there is time, let each student tell three anecdotes.
- Get feedback to find out if there were any unusual / interesting stories.

Non-cut alternative

 Make one copy per pair. Put Sts into pairs and give them a few moments to read through the cards. Tell Sts to choose two anecdotes each to tell each other. Give them a few minutes to plan what they are going to say. They then tell alternate anecdotes.

3B Tell the story

A group work activity

Sts describe pictures to each other and then put them in the right order to make a story. Copy one cut-up sheet per group of four.

Language

Adverbs Narrative tenses revision Linkers

Cut up the sheet into four strips with two pictures on each. Put Sts into groups of four. Shuffle the strips, and give Sts one each.

Extra idea

- If you have a group of three or a pair, give one or both Sts two strips.
- Tell Sts that the pictures they have tell a story. Sts have to describe their two pictures to the rest of the group (without letting them see them), and decide which order the strips go in. Tell Sts the adverbs on the picture will later be used for telling the story.
- Monitor while Sts describe their pictures. When they have finished, tell them to look at the four strips and decide if their order is right.
- Check Sts have the strips in the right order. Now tell Sts to tell the story using narrative tenses and the adverbs on each picture.
- Finally get feedback by getting students from different groups to tell the story picture by picture.
 - 1 obviously all night

2

- 5 five minutes later
- 6 two weeks later
- 3 unfortunately
- 7 immediately 8 In the end
- 4 incredibly
- Extra idea
- As a follow up activity, get Sts to write the story in pairs.

Non-cut alternative

 Make one copy per group. Sts work together to tell the story, using all the adverbs and narrative tenses. Ask one / two groups to tell their story during feedback.

4A In 20 years' time

A groupwork activity

Sts revise the two new future tenses by discussing predictions.

Language

Will be + gerund Will have + past participle It's already happening I think it's very unlikely will probably/definitely happen

Put Sts into groups of three and give out the sheets. Go through the predictions and make sure Sts understand them all. Sts then discuss each one in turn and decide if they think it will happen, and if they think it will be a good thing. They then take a group vote before making a decision and moving onto the next prediction.

Extra support

- Discuss the first prediction with the whole class eliciting opinions and giving your own opinion.
- Stop the activity when Sts have discussed all the predictions or when you think it has gone on for long enough. Get feedback from different groups, and find out which prediction Sts think is the most positive and which is the most negative.

4B Finish the sentences

A groupwork activity.

Sts race to complete sentences. Copy and cut up one sheet per groups of four or five.

Language

Future time clauses.

- Put Sts into groups. Give each group a set of cards, either face down or in an envelope. Make one person the secretary.
- Each group picks up a card, and together they decide on a way to correctly finish the sentence. Then, the secretary writes out the sentence and takes it to the teacher who checks if it is correct. If it's correct, their group scores a point. If not, they must re-write it.
- Set a time limit, e.g. ten minutes. When the time is up, the group with the most points wins.

Extra idea

• You could do this as a competition between pairs. Give one sheet to each pair. The pair who makes the most sentences within a time limit wins.

Non-cut alternative

• Copy one sheet per pair. Set a time limit for the pair to write continuations of the sentences. When the time is up check answers. The pair with the most correct continuations wins.

5A Would you survive?

A survival test and free-speaking activity

Sts read about some extreme situations and have to choose the correct answer.

Copy one sheet per student and cut into two separate pieces: **Would you survive** and **the answers**.

Language

Second conditional: What would you do?

- Tell Sts that they are going to look at some survival questions and at the end of the activity, they'll find out whether they'd survive or not.
- Put Sts in groups of four and give out a sheet to each group (just the **Would you survive** part, not **the answers**). Give them time to read it.
- Ask Sts to discuss and agree on what the best thing to do in each situation would be. Encourage them to give as much information as possible.
- When Sts have answered the questions, hand out **the answers**. Sts read through the answers and see if they knew any of the answers.
- Get some quick feedback from the groups to find out which Sts might have survived in each situation.

5B Wishes

A pairwork activity

Sts write their wishes into circles. They then swap circles with a partner, and ask each other to explain the information. **This is a two-page activity**. Copy an **A** and a **B** page for each pair.

Language

wish + past simple, would or past perfect

- Put Sts in pairs, **A** and **B**, and give each student their corresponding sheet.
- Focus on a and the instructions for the circles. Point out that they each have different instructions for what to write. Make it clear that Sts should just write words in the circles, not sentences with *wish*, e.g. in A's circle 1 he / she should write a celebrity's name not I wish I could meet George Clooney.
- Give Sts five minutes to write the answers in at least seven circles. When they have finished, focus on **b** and **c**, and tell them to fold their sheet in half (or tear off the instructions).
- Now get Sts to swap circles. Demonstrate the activity by taking a copy from one student and asking him / her *Why did you write...*? And elicit: *Because I wish...* Ask follow-up questions to continue the conversation.
- Sts now do the activity in pairs. Tell Sts that they can ask about the information in any order. Monitor and help where necessary, correcting any errors Sts make using *wish* during feedback.

6A Gerund or infinitive?

A pairwork activity

Sts complete questions with gerunds or infinitives and then ask the questions to each other. Copy one sheet per pair and cut into **A** and **B**.

Language

Verbs + gerund or infinitive (with or without to)

- Put Sts in pairs, **A** and **B**, and give out the sheets. Focus on instruction **a** and explain that Sts should write in the **Verb** column on the right (not in the sentences). Give Sts time to write the verbs in, and then check answers – first **A**'s and then **B**'s. See key on next page.
- Focus on instruction **b**. Tell Sts to fold their sheet on the fold line, so they cannot see the verbs in the **Verb** column, and to remember the right form of the bold verb in brackets. **A** asks **B** the questions, and then **B** asks **A** his / her questions. Encourage Sts to react to what their partner says, and ask for more information when they can.
- Monitor and correct any mistakes with gerunds and infinitives. Finally, get feedback on some of the more interesting answers.

Α	B
1 to live	1 having
2 speaking	2 doing
3 to like	3 to assemble / assembling
4 doing	4 emigrating
5 eating	5 read
6 doing	6 doing
7 to worry	7 meeting
8 play	8 eating
9 to do	9 learn
10 visiting	10 studying
11 getting	11 to seeing
12 to watch	12 to spend

6B usually, used to, get used to

A pairwork activity

Sts practise asking and talking about things people used to do, usually do, or could / couldn't get used to doing. Copy one sheet per pair and cut into **A** and **B**.

Language

Did you use to...? Do you usually...? Do you think you could get used to...?

- Put Sts into pairs, **A** and **B**, and give out the sheets. Focus on the instruction **a** and on the three questions forms. Highlight that for each prompt Sts must use the most appropriate question form. Ask an **A** student to ask the first question: *Do you usually read everything on a tablet*? Then elicit **B's** first question: *Did you use to have a favourite toy*?
- Remind Sts that after *get used to* they will need to use the gerund and highlight that the *get used to* questions need to be about something their partner doesn't already do.

Extra support

- You could elicit all the possible questions for each category before moving to the next stage.
- In pairs, Sts take turns to ask and answer the questions. Remind them that the 'questioner' should show interest and ask follow-up questions wherever possible.
- Get some feedback from individual pairs.

7A Guess my verb

A groupwork activity

Sts practise using past modals by trying to guess their partner's sentences. Copy one sheet per pair and cut into **A** and **B**.

Language

Past modals: He may have got lost, He can't have seen you, He shouldn'y have done it, etc.

- Put Sts in pairs A and B, and give out the sheets. If possible, sit A and B face to face so that they can't see each other's sheet.
- Demonstrate the activity by writing (secretly) on a piece of paper in big letters: Jack didn't come to my party last night, He must have forgotten. Then write the same sentences on the board like this: Jack didn't come to my party last night He must have _____

and get Sts to suggest ways of finishing the sentence.

- Highlight that there are often several possibilities but they have to guess the ending you have on the piece of paper. If they say a correct sentence (but not your original ending) say 'Try again!'. When they guess correctly say, 'That's right.' Finally, show them the sentence you wrote on the piece of paper.
- Focus on the instructions and ask Sts to look at their sentences. Explain that half of their sentences have gaps, and that the missing words are *have* + a verb phrase. Where A has a gapped sentence, B has the completed sentence and vice versa. The aim of the activity is for Sts to try and guess the missing verbs by making guesses. They should try guessing until they say the exact phrase their partner has. Remind Sts they have a maximum of three guesses. If the guess is almost right, e.g. they say *gone home early* rather than *left early* then Sts can help each other.
- Give Sts a few minutes to read their sentences and try to think of possible verbs to fill their gaps.
- Student A begins by trying to guess the missing verbs in his / her first sentence. Emphasize that when Sts make their guesses they should say the whole sentence. If the verb is wrong, **B** should say: *Try again*, and **A** has another guess. When **A** correctly guesses the missing verbs, he / she writes it in the gap.
- Now **B** tries to guess his / her first verbs, etc.

Extra challenge

• At the end of the activity, you could get Sts to turn over the sheets and try to recall the verbs by reading out the sentences one by one. Get them to say 'blank' or make a noise where the missing verbs are, and let the class call them out.

7B Spot the difference

A pairwork information gap activity

Sts describe their pictures to each other to find twelve differences between them. Copy one sheet per pair and cut into **A** and **B**.

Language

Present continuous: she's typing with her right hand. Vocabulary: Clothes and appearance: She's wearing jeans. Verbs describing body language: She's staring angrily.

- Put Sts in pairs, A and B, ideally facing each other and give out the sheets. Make sure Sts can't see each other's sheets.
- Focus on the instructions and explain that they both have a very similar picture, but there are nine differences.
- Now get **A** to start by describing the first person on the left (*My first person is a woman. She looks nervous and biting her nails.*) **B** should listen, and ask questions, to find out if there are any differences. If there is a difference, both Sts should note them down.
- Sts continue in pairs. When they've described all the people and found the differences they can finally show each other the pictures to check.
- Check the differences.

From left to right

- 1 Woman 1: In **A** she is sucking a pencil; in **B** she is biting her nails.
- 2 Woman 2: In **A** she is sitting up; in **B** she is leaning forward.
- 3 Woman 3: In **A** her legs aren't crossed; in **B** her legs are crossed at the ankles.
- 4 Woman 3: In **A** she is looking in front of her. She looks as if she's thinking; in **B** she is looking at the man on the phone and frowning.
- 5 Man 1: In **A** he is scratching his head with his left hand; in **B** he's making a fist with his left hand.
- 6 Woman 4: In **A** she has her arms crossed across her chest; in **B** she's stretching, you can see the palms of both her hands.
- 7 Woman 4: In **A** she is asleep; in **B** she is yawning.
- 8 Man 2: In **A** he is asleep; in **B** he's staring to his left.
- 9 Man 2: In **A** he has his arm around his girlfriend. His right hand is on her shoulder; in **B** both his hands are behind his head, his elbows are raised.

8A Good laws?

A group speaking activity

Sts read about laws in different countries and discuss whether they think they are good or not. They then invent some new laws they would like to see introduced in their own countries. Copy one sheet per group.

Language

Passive (all forms) Vocabulary: Crime and punishment

- Focus on the instructions and go through them. Emphasize that all these laws are <u>real</u> laws. Tell the Sts to read the two laws about animals and set a time limit for Sts to discuss them (you can adjust the time limit as necessary if sts have a lot to say). When the time is up, tell them to now think of a new law related to animals. Monitor while Sts are talking, helping with vocabulary. Repeat the process for the other topics.
- Finally, get each group to explain their new law to the class. Get the other Sts to vote if they think it is a good law.

8B TV political debate

A roleplay

Sts discuss political ideas. Copy one sheet per group of four Sts and cut into A & B, and C & D.

Language

Reporting verbs: We promise to give free internet access to all. Media vocabulary

Divide the class into groups of four. Ideally, Sts A and B should sit opposite C and D. If you have an odd number you could have two Sts representing one political party and only one representing the other. Go through the instructions with Sts. Highlight that they have to **first** decide how to defend their own policies, and **second** how to attack the opposition's policies.

- Set Sts a time limit for them to prepare for the debate. Monitor and help with vocabulary. Stress that Sts are playing the role of politicians and it doesn't matter if they don't personally agree with the policies they have to defend.
- Set the scene by reminding them that it's a live TV debate the day before elections, and it's the politicians' last chance to convince viewers to vote for them.
- Sts now have their debate. A and B begin by introducing their first policy and the reasons. B and C then try to attack the policy giving reasons. Then B and C introduce their first policy.
- When Sts have debated all the policies, ask Sts which ones they think would be a good idea in their country and why.

9A Tell me about...

A pairwork speaking activity

Sts complete circles and then use the information to talk about each of the things in the circles. Copy and cut one sheet per pair.

Language

Vocabulary: clauses of contrast and purpose, e.g. *in spite of, in order to,* etc.

- Focus on instruction **b**. Sts take turns to ask each other What did you write in circle 1? Why? Encourage Sts to ask for more information to get a small conversation going. e.g.:
 - **B** What did you write in Cirlce 1?
 - A Thailand
 - B Why?
 - A Because it's a country I'd like to visit in order to try to cuisine.
 - **B** How did you discover Thai food? etc.
- When they have finished asking about what they have written in all the circles get some feedback from the class.

9B Give your opinion!

A group board game

Sts revise countable and uncountable nouns by trying to talk for a minute about their opinion on different statements. Copy one sheet per three or four Sts. The emphasis of the activity is fluency, but the teacher and Sts should also watch out for mistakes with the target language.

Language

Vocabulary: countable and plural nouns

• Put Sts into groups of three or four players. Each group needs counters, e.g. small pieces of paper or small coins, and a dice. If you don't have a dice Sts could toss a coin. Heads = move one, tails = move two.

- Explain the rules of the game: when a player lands on a speaking square, he / she must talk for one minute on that subject. If they land on a blank square, their turn is over and the next person plays. If Sts land on a square with a statement, they must then talk for one minute about the topic on that square. They should first read out the statement, and then say what they think. Ask someone in each group to monitor the time. Before Sts start, remind them that the main emphasis of the activity is fluency. However, both teacher and Sts should watch out for mistakes with the target language.
- If Sts successfully speak for one minute about the subject, they can keep their counter where it is. If they 'dry up' before the minute is up, they must move their counter back to the last square it was on. The winner is the first St in each group to reach the end of the board.
- When everyone has finished, highlight any common or important errors with the target language and get Sts to provide the correct answers in feedback.

10A Science quiz

A quiz about natural sciences

Sts revise quantifiers by doing a true / false science quiz. Copy one sheet per pair.

Language

Quantifiers: *each, all neither,* etc. Vocabulary: animal vocabulary

- Put Sts in pairs A and B, and give out the sheets.
- Focus on instruction **a**. Give Sts time, e.g. five minutes, to circle the correct quantifier.
- Check answers. First A's and then B's.

Α	В
1 most	1 both
2 all	2 no
3 all	3 every
4 none	4 most
5 anything	5 both
6 either	6 any
7 any	7 nor

- Tell Sts to read the information again and ask them to remember the explanation for each question.
- Focus on **b**. A can ask all his / her questions first.
- Encourage them to try and give an explanation for their answers and to use their own words when giving the explanation for a wrong answer.
- At the end of the activity, see who got the most answers right.

10B General knowledge quiz

A quiz on a range of subjects

Sts revise articles by completing quiz questions and try to answer them in pairs. Copy one sheet per pair.

Language

Definite and indefinite articles.

- Put Sts in pairs **A** and **B** and give out the sheets.
- Focus on instruction **a** and set a time limit for Sts to complete the questions. Check answers.

1- 2the/the 3a 4the 5the/the 6- 7-8the/the 9the/the 10-/- 11the 12-/- 13the 14a 15a 16the/the 17-/the 18the/the 19a/-20the 21- 22a/an 23the/a 24the 25-/-

- Focus on instruction **b**. Set a time limit, e.g. five minutes, for Sts to try to answer as many questions as possible.
- When the time is up check answers, making sure Sts use the article correctly in their answers, and see which pair had most correct answers.

1 Kenya, Uganda, Tanzania 2 Buzz Aldrin 3 4 4 Indian Ocean 5 Mont Blanc 6 25 7 Blue for Caucasian babies

7 Blue for Caucasian babies, grey or brown for babies of African or Asian descent.

8 The Bald Eagle

- 9 'W' on a 'QWERTY' keyboard, 'P' on an 'AZERTY' keyboard. NB. You may wish to check the keyboard type used in your country, as there are sometimes national differences.
- 10 dogs
- 11 Neptune
- 12 The most common answer amongst researchers in this area is that there are slightly more men than women.
- 13 4: England, Scotland, Wales, Northern Ireland

14 apple

- 15 5 16 Aries
- 17 New Zealand
- 18 Yuri Gagarin
- 19 Switzerland
- 20 The Great Wall of China
- 21 potatoes
- 22 no it's an arachnid
- 23 orange
- 24 Russia
- 25 light

Revision

Questions to revise vocabulary, verb forms, and tenses

Sts ask each other questions about the main vocabulary areas from *English File Third Edition Upperintermediate* using a range of tenses and verb forms from Files 1-10. This could be used as a final 'pre-test' revision. Alternatively, it could be used as an oral exam. Copy and cut up one set of cards per pair.

Language

Grammar and vocabulary of the course

 Sts work in pairs or groups. Give each pair / group a set of cards. Sts take turns to choose a card and talk to their partners about the topic on the card, using the prompts. Encourage Sts to ask follow-up questions. Monitor, help, and correct.

Non-cut alternative

• Give one sheet to each pair of Sts. They take it in turns to ask their partner questions on one topic. They continue until they have used up all their topics.

COMMUNICATIVE Tell me about it

Student A Instructions

(a) Read the instructions and write your answers in the correct place.

In the snake's head, write your first name. In number 2, write the name of a café or bar you often go to. In number 3, write the name of the last film you really enjoyed. In number 4, write the place you went to on your last holiday. In number 5, write the name of an app you use a lot. In number 6, write the number of years you've been living in this town. In number 7, write your favourite day of the week. In number 8, write a date that is important for you. In number 9, write the name of the person in your family you get on with best. In number 10, write two things you like doing in your free time.

b Swap charts with **B**. Ask **B** to explain the information in his / her snake. Ask for more information.

Why did you write '4'?)

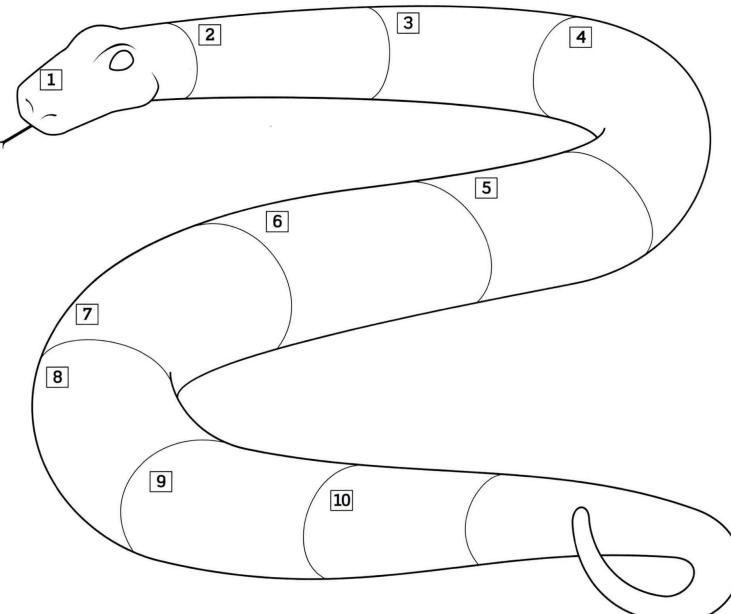
(Because I've been learning English for 4 years.

C Explain your answers to **B**.

Where did you study before?)

FOLD

Student A Chart



COMMUNICATIVE Tell me about it

Student B Instructions

(a) Read the instructions and write your answers in the correct place.

In the snake's head, write your first name. In number 2, write the number of years you've been learning English. In number 3, write your favourite food or drink. In number 4, write the name of a website you've used to improve your English. In number 5, write the last new gadget you bought. In number 6, write the name of a TV series you've been watching recently. In number 7, write the name of the game you play most on your phone or computer. In number 8, write a number that is important to you in some way. In number 9, write the name of a sport you like watching or doing. In number 10, write the name of your oldest friend.

b Swap charts with **A**. Ask **A** to explain the information in his / her snake. Ask for more information.

Why did you write Starbucks?)

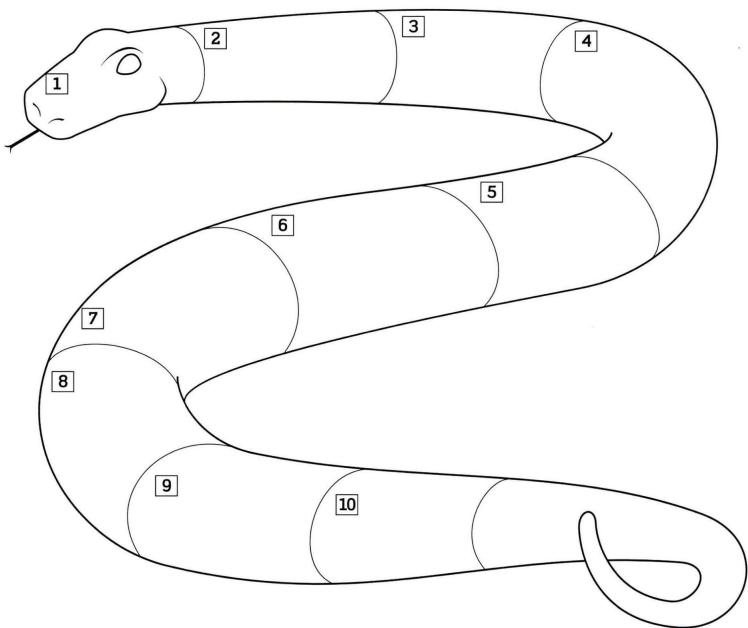
(Because I often go there for coffee.

C Explain your answers to A.

Why do you like it?)

FOLD





1A COMMUNICATIVE Ask me a question

In pairs, read the questions and think about what the missing words are. Don't write them in.

b Choose a topic. Interview your partner. Ask for more information.

Your home

- 1 Where live?
- 2 How long we lived there?
- 3 Who live ?
- 4 What 📰 📰 like most about your home?
- 5 Is anything you like about your neighbourhood? Why not?

Getting around

- 1 How substantial usually get work (or school / university)?
- 2 How long take?
- 3 drive? car ?
- 4 often you public transport?
- 5 If the best way get your town / city?

Free time

- 1 What see enjoy doing in your free time?
- 2 of music listen ?
- 3 How is go out during the week?
- 4 sport(s) like doing?
- 5 Im time do you spend on social network sites every day?

Lifestyle

- 1 How tea or coffee drink day?
- 2 hours sleep at night?
- 3 What do relax?
- 4 What do 📰 do 📰 keep healthy?
- 5 What is the last live event you went i?

Travel

- 1 What's see beautiful place you see been to?
- 2 Where you going in for your next holiday?
- 3 In think it's better in travel alone in with other people?
- 4 prefer having holidays home or abroad?
- 5 Have 📰 📰 been 📰 an English-speaking country?

Family

- 1 people there in your immediate family?
- 2 in your family most like talking ?
- 3 prefer spending time ? Family friends?
- 4 How much is know your family tree?
- 5 When 📰 📰 last time all 📰 family did something together?

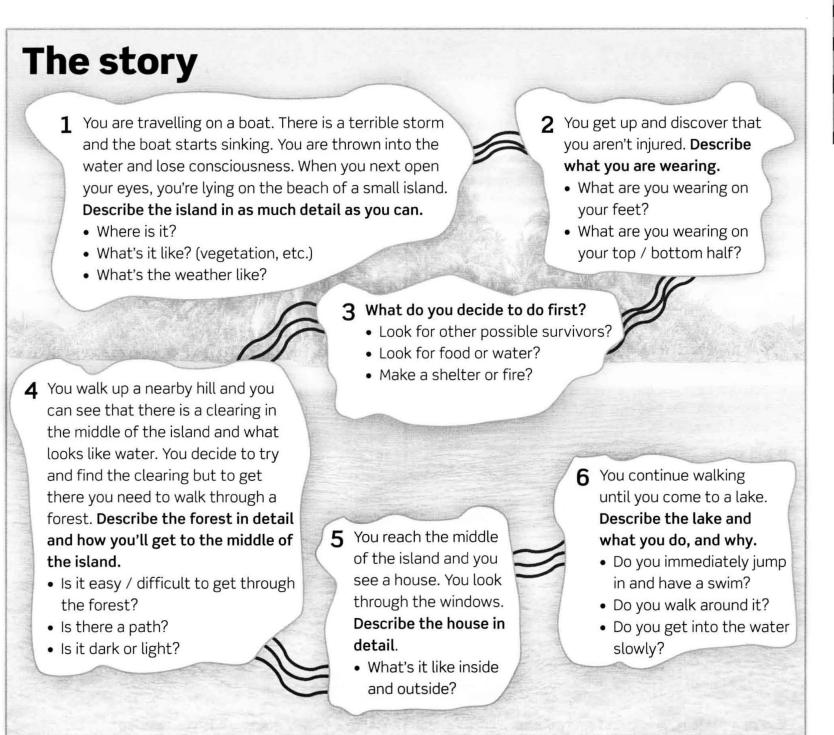
Childhood and school

- 1 Where born?
- 2 Which secondary set set go set ?
- 3 What subject?
- 4 ever cheated in an exam? E get caught?
- 5 What is want be when you were a child?

A male or female relative (e.g., brother, nephew, aunt, grandmother)

- 1 name?
- 2 How old ?
- 3 do?
- 4 look ? (appearance)
- 5 📰 📰 like? (personality)

1B COMMUNICATIVE The island



The interpretation

- 1 the island = where in the world you would ideally like to live. Did you see palm trees and tropical vegetation? Was it hot? If so, you'd probably like to live in a warm, tropical climate, etc.
- 2 the clothes = how you feel about the way you look. The fewer clothes you're wearing, the happier you are about your body and the way you look.
- 3 actions = the action you do first shows what your priorities are in life, e.g. if you decide to look for other survivors this probably means that you're a caring sort of person who tends to think of other people. If you choose to look for food / or water first, this could mean that you're someone who is quite self-centred. If you decide to make a shelter or fire it may mean that you're a practical person who tries to solve problems in a logical way.
- 4 the forest = the way you see life. If the forest is easy to get through and there's a clear path, then this could mean that your life is well-planned and

organized. You know exactly what you want to do and how to achieve it. If there's no path marked and you have to cut your way through the vegetation to make one, this could indicate that you are a person who sees life as a struggle and does not have clear goals. The darker the forest is, the more negative you feel about the way your life is going.

- 5 the house = what you expect from life. If you describe a very simple, basic house this could mean that your needs in life are equally simple. If you describe a very big, luxurious house this probably means that you would like to have a very extravagant life style.
- 6 the lake = your attitude to love and relationships. If you walk around the lake but don't go into the water this could mean that you are afraid of committing yourself in a relationship. If you go into the lake this could show the way you deal with new relationships. Do you jump in head first (you're a risk taker) or do you walk into the lake very slowly and carefully?

-

2A COMMUNICATIVE Doctor, doctor

A Role-play 1

You're a family doctor. B is your patient.

You've just finished medical school, and today is your first day in this surgery. You feel very enthusiastic! At medical school, they taught you to find out as much as you can about a patient when you first meet them. You're a great believer in alternative medicine like homeopathy and acupuncture. You really believe that some conditions can be better treated using alternative remedies, e.g. hypnotherapy for people with phobias or weight problems.

- Find out as much information as you can about the patient, e.g. age, job, family life, previous illnesses, operations, etc.
- Ask the reason for today's visit. Find out how long he / she's had this problem.
- You don't like the medicine the patient usually takes, Calmozone. You prefer a natural, homeopathic one called Tranquilium.

B will start.

Role-play 2

You're a patient. B is your family doctor.

You know your doctor very well because you make an appointment to see him / her at least once a week. You're a favourite patient! You think of him / her as a friend and that's why you call him / her by his / her first name (Chris) and not Dr Jones.

- Today, you've made an appointment with the doctor because you've got some very strange symptoms (decide what they are), and you're convinced that you have a problem with your heart. You want the doctor to take you seriously and agree with what you think is the problem.
- Explain all your symptoms to the doctor.
- Ask the doctor to check your blood pressure and take your pulse.
- Tell him / her that you'd like to see a specialist. Be prepared to argue with him / her if necessary.

You start the conversation. Hi Chris. How are you?

B Role-play 1

You're a patient. A is your family doctor.

You haven't been to the doctor's for about a year, so you're really surprised to see that you have a new family doctor. He / she's very young! What experience does he / she have? You'd known your previous doctor all your life. He knew all about your fear of flying and was very sympathetic to the problem. You're going on holiday next week – by plane. Your old doctor always prescribed Calmozone, a tablet which relaxes you when you fly. If you take two before the plane takes off, you don't feel nervous. You know what you want – Calmozone! If you don't get it, you can't go on holiday. You aren't very convinced by alternative remedies, especially hypnotherapy and homeopathy!

- Answer any questions the doctor asks you. Explain the reason for today's visit.
- Ask the doctor to prescribe Calmozone and explain why you need it.
- Only accept an alternative remedy you feel completely happy with.

You start the conversation.

Good morning doctor. You're new, aren't you?

Role-play 2

You're a family doctor. A is your patient.

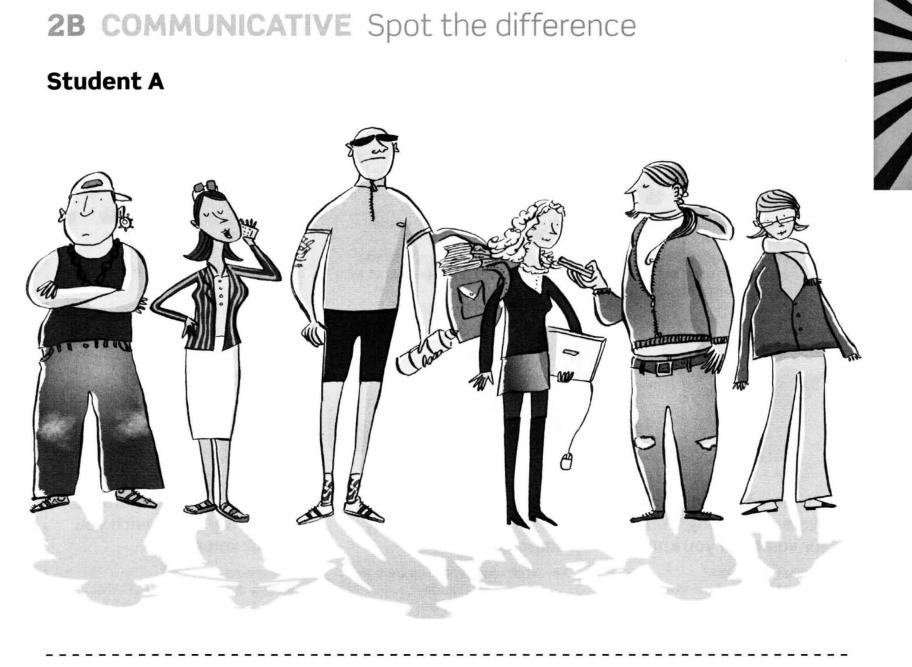
You're fed up and exhausted! The government spending cuts mean that today you've worked for eight hours on your own in the surgery and there's still paperwork to do. You want to go home! Unfortunately, you have one more patient to see and he /she is a nightmare! He / she comes to see you at least once a week, always with a different problem. You think he / she is a hypochondriac. For some reason, this patient always calls you by your first name. You hate that!

- Ask him / her not to call you by your first name. Ask him / her to call you Dr Jones.
- Ask him / her what his / her symptoms are (this week!) and how long he / she has had them.
- Give your diagnosis (decide what you think) and decide what medication (if any) to prescribe. You don't think he / she needs to see a specialist.



2B COMMUNICATIVE Spot the difference

Student A



Student B



3A COMMUNICATIVE Talk about it

something you wanted for a long time and that you recently bought

- What exactly did you get? Why had you wanted it for so
- long? Did you do any research before
- you got it? How?
- Where did you get it?
- Have you been using it much since you got it?



a time when someone stole something from you (or someone you know)

- What was taken?
- What had you been doing just before it was stolen?
- How did you feel after you realized it had been stolen?
- Did you call the police? Were they helpful?
- Did you ever get it back?



a time you met or were very close to a celebrity

- When did it happen?
- Where were you?
- What were you doing?
- Which celebrity did you see?
- What was he / she doing there? .
- Did you speak to him / her? What about?
- Did you take a photo of him / her?



a time you went for an interview for a job or course

- What job / course was it for?
- Where had you found out about the job / course?
- How did you feel before the interview?
- Were there any questions you found hard to answer? What were they?
- Did you get the place on the job / course?



a time when you overslept and missed something important

- What important thing were you going to do that day?
- Had you gone to bed very late the night before? Why?
- Had you set an alarm?
- How late did you wake up? What did you do? What happened in the end?



a time you won something

What was it?

do?

- When? Where? How old were you?
- Were you expecting to win? How did you feel when you
- realized you'd won? Did you celebrate? What did you



a time you had a really bad restaurant meal

- When / Where did you have it? Who with?
- Why had you decided to go to this particular restaurant?
- Why was the meal so bad?
- Were you or any of the other people ill afterwards?
- Did you complain? If not, why not?



a time when your parents were very angry with you about something

- How old were you?
- Why did they get angry? What had you done / been doing?
- How did your parents find out?
- Did they punish you? How?
- Have you parents forgotten about it?



a holiday you didn't enjoy

- Where / when was it?
- Who went?
- Had you been there before?
- What did you do there?
- Why didn't you enjoy it? Did you ever go there again?





3B COMMUNICATIVE Tell the story



4A COMMUNICATIVE In 20 years' time

Discuss each prediction with your group. Decide:

- a if you think it will happen
- **b** if you think it will be a good thing



4B COMMUNICATIVE Finish the sentences

,	
As soon as we've arrived	Carry on taking the
at the hotel	antibiotics until
What are you going	Don't disturb the
to do when	boss unless
I'll give you a call after	Let's take the Satnav in case
I'll do the washing up if	I'm going to buy a motorbike as soon as
I'm sure your husband	We'll be having a barbecue
will understand if	tomorrow unless
Shh! Don't make a noise in case	Unless you hurry up
We could go for	If his wife has told
a walk after	him to do it,
We must say goodbye	We need to book the holiday
to Louise before	soon in case
If you're not feeling	We're going to open a bottle
better tomorrow	of champagne when
You might get an	I won't be able to start
electric shock if	cooking dinner until



5A COMMUNICATIVE Would you survive?

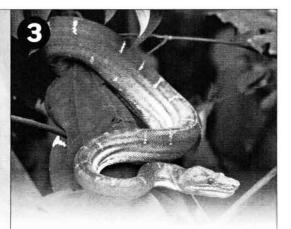
Would you survive?



You're driving your car along a road by a river. Suddenly your brakes fail on a bend and you can't stop your car going into the water. What would you do?



You're skiing on your own 'off piste' when you suddenly hear a very loud noise behind you. It's an avalanche! What would you do?



You're walking in a forest near where you live when suddenly you feel a terrible pain in your leg. You've been bitten by a snake that you think is poisonous. What would you do?



You're camping in a forest, and decide to go for a walk. Suddenly, you come face to face with a black bear. It looks ready to attack you! What would you do?



You're in a city street and suddenly shooting starts between two rival gangs. What would you do? You're swimming in the sea when you see the dark fin of a shark approaching you. What would you do?

The answers

- 1 As soon as you hit the water, open the window. This allows water to come in and equalize the pressure so that you can open the door. If you can't open the window or break it, wait until the water reaches your head and hold your breath. When the pressure is equal inside and outside the car you'll be able to open the door.
- 2 Your only hope is to try to stay on top of the snow by using a swimming action. Avalanches tend to occur in areas with new snow on sunny afternoons.
- 3 Wash the bite with soap and water as soon as you can. Keep the area where the bite is lower than your heart. Wrap a bandage tightly around your leg above the bite to help slow the poison until you can get medical help. Don't suck out the poison and don't tie the bandage too tight.
- 4 Lie still and quiet. An attack by a mother bear often ends when the person stops fighting. Don't run or climb a tree as a bear can run much faster than you, and is an expert at climbing trees. If you lie still and the bear still attacks you, try to scare it away by hitting it with anything you can find. Try to aim for the eyes or nose if possible.
- 5 Get down on the ground and stay there. Lie flat on your stomach. If there are cars, lie down behind one of the wheels. If there are no cars, lie in the road right next to the pavement. Don't run away because that will only draw attention to you and you could be shot by mistake.
- 6 Your only hope if the shark attacks you is to try to hit the shark in the eyes, which are the area most sensitive to pain.

5B COMMUNICATIVE Wishes A

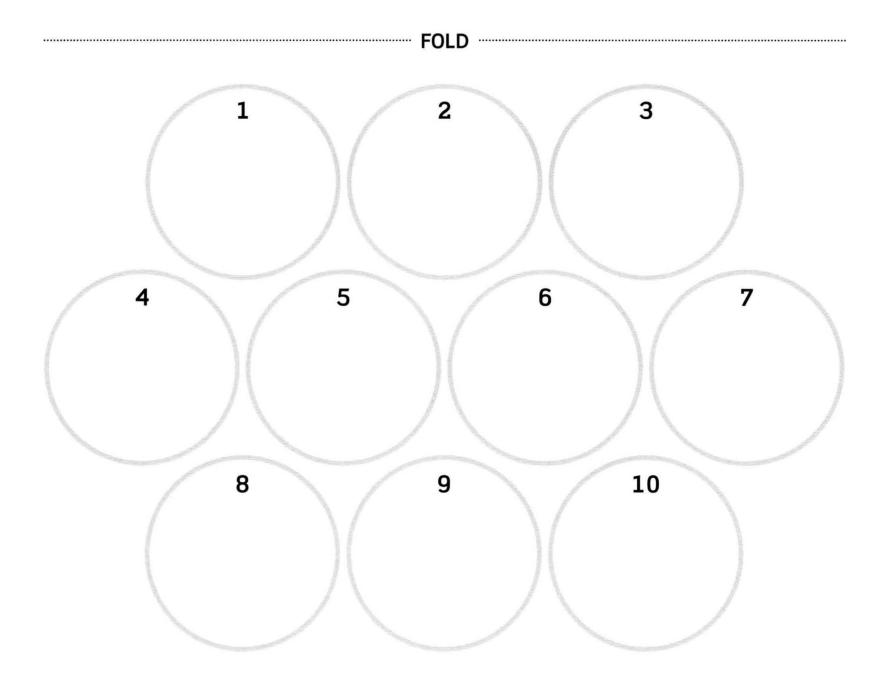
Student A

Write something in at least seven of your circles.
Circle 1: a well-known person you wish you could meet or could have met
Circle 2: a new gadget you wish you had
Circle 3: a name you wish your parents had called you (instead of the one they gave you)
Circle 4: something you wish the local government would do to improve your town / city
Circle 5: a concert or sporting event you wish you'd been able to go to
Circle 6: something you wish people wouldn't do in the cinema
Circle 7: an activity you wish you didn't have to do every day
Circle 8: a language (other than English) you wish you could speak
Circle 10: something you wish you hadn't spent money on **b** Give your sheet to **B**. He / She will ask you to explain what you have written.

C Ask **B** to explain what he / she has written.

Why did you write Breaking Bad in circle 1?)

Because I wish they would (make more series of it. I love it.



5B COMMUNICATIVE Wishes B

Student B

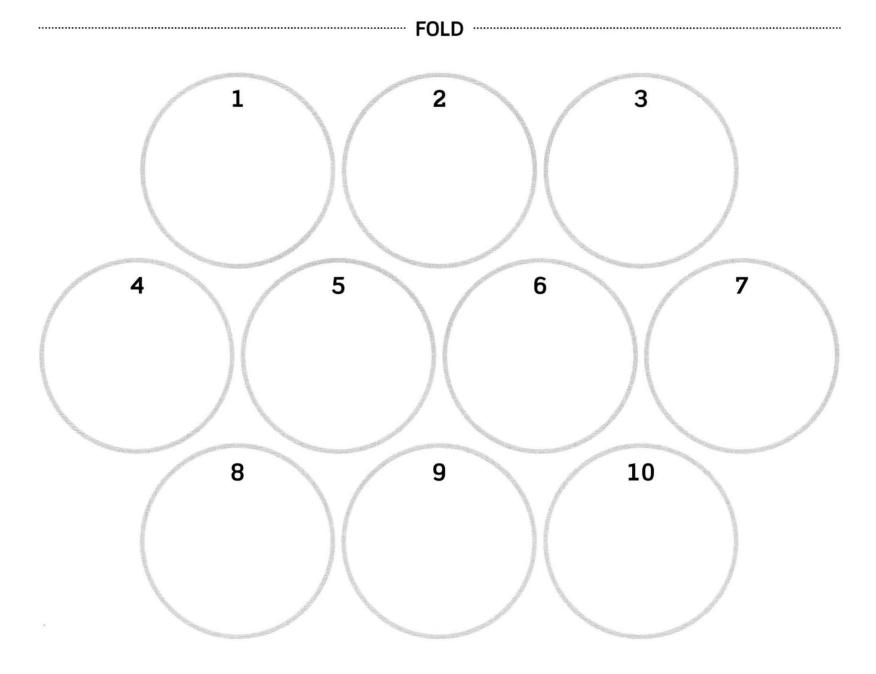
Write something in at least seven of your circles.
 Circle 1: a TV drama or comedy you wish they had made more series of Circle 2: something you wish drivers or cyclists would or wouldn't do Circle 3: somebody you wish you could see more often
 Circle 4: somewhere you wish you had a house or flat
 Circle 5: a free time activity you wish you had more time to do
 Circle 6: a group or singer you wish would come and play in your city
 Circle 7: something you wish people wouldn't do on social networking sites
 Circle 9: something annoying you wish someone in your family wouldn't do

b Give your sheet to **A**. He / She will ask you to explain what you have written.

C Ask A to explain what he / she has written.

Why did you write Salvador Dali in circle 1?)

Because I wish I had met $\langle him. He was a great artist. \rangle$



6A COMMUNICATIVE Gerund or infinitive?

Student A

(a) Complete the **verb** column with the correct form of the verbs in brackets.



b Ask your partner the questions in \mathbf{a} .

C Answer **B**'s questions.

			Verb
1	Could you manage 🌌 for a week without your phone? (live)	-	
2	Do you ever get the chance to practise 🔤 English outside class? (speak)	1-	
3	If you really hated your friend's partner, would you pretend E him / her? (like)	.=	
4	Is there any kind of housework you can't you stand 🔤 ? (do)	-	
5	Would you ever risk 📰 something which was past its sell-by-date? (eat)	-	
6	Is there anything that you think you ought to give up 🔤 ? (do)	<u>-</u>	
7	What kind of things do you tend 📰 about? (worry)	Ľ -	
8	Did your parents let you 📰 in the street when you were a child? (play)	-	
9	Do you sometimes forget 🔤 things or do you have a good memory? (do)	-	
10	Is there a city or country that you really fancy 📰 ? (visit)	-	
11	Are there any apps you'd recommend 📰 ? (get)	=	
12	Is there a TV programme you can't help we even though you don't think it's very good? (watch)	.=	

Student B

- -

(a) Complete the verb column with the correct form of the verbs in brackets.

b Ask your partner the questions in **a**.

C Answer A's questions.

			Verb
1	Do you think it's worth 📰 a yearly medical check up? (have)	-	
2	Is there anything that really needs 🔤 to your house or flat? (do)	-	
3	Have you ever tried 📰 flat pack furniture? (assemble)	-	
4	Can you imagine 📰 to another country? (emigrate)	-	
5	Would you rather 📰 an e-book or a paper book? (read))=	
6	Are there any jobs in the house that you don't mind 🔤 ? (do)	3 -	
7	Are there any jobs in the house that you don't mind ? (do) Do you remember your best friend for the first time? (meet)	5	
8	Have you ever had to stop a type of food because you were told it wasn't good for you? (eat)	-	
9	Did your parents ever make you something you really didn't enjoy? (learn)	-	
10	Do you think that you'll carry on English next year? (study)	-	
11	Is there a film you're looking forward to sat the cinema? (see)	-	
12	Would you prefer a week on the beach or a week in the country? (spend)	-	

1

.....

6B COMMUNICATIVE usually, used to, get used to

2

Student A

Complete the questions with verb (study) in the evenings or at night phrases from the list in the right form. You don't need to use all the phrases. Do you usually 2 ? 2 ? Did you use to ? _? Do you think you 2 could get used to ?

b Ask **B** the questions.

c Answer **B**'s questions.

Student B

Complete the questions with verb phrases from the list in the right form. You don't need to use all the phrases.

?
5
?

b Answer **A**'s questions.

c Ask **A** your questions.

(share) a bedroom with a brother or sister (eat) a lot of sweets when you were a child (cook) for yourself (watch) cartoons on TV when you were young

(buy) books and music online

(read) everything on a tablet

(live) in the UK or the USA

(cheat) in exams at school

(go) to bed before midnight

(not eat) meat

(have) only two weeks holiday a year

(have) a favourite toy

(cycle) to work or school

(get up) at 5.30 every morning

(listen) to music in the car

(celebrate) your birthday

(live) on your own

(read) Harry Potter when you were a child

(drive) on the left

(live) without having access to the internet

(watch) TV in the morning

(hate) a particular food or drink when you were a child

> (go) to the hairdresser's more than twice a month

7A COMMUNICATIVE Guess my verb

Student A

(a) Complete the bold sentences in a natural way using *have* and a verb phrase.

b Read sentence 1 to **B**, who has the completed sentence. If you say what **B** has, he / she will say *'That's right'*, if not he / she will say *'Try again'*. You can have a maximum of three guesses.

C If all your three endings are different from what **B** has, **B** will tell you his / her sentence.

- 1 Greg's really late. He may ____
- 2 I didn't know they didn't accept credit cards. We should have brought some cash.
- 3 You can't _____. You only started it yesterday and it's got over 600 pages!
- 4 Maria looks so tired. She can't have slept very well last night.
- 5 You should _____ last night. We had a great time!
- 6 Nobody's answering the phone at the Town Hall. They might have left early.
- 7 Ellie always rings me on my birthday, but this year she didn't. She must _____.
- 8 I don't have my wallet with me! I must have left it at home.
- 9 My neighbour's just bought a really expensive new car. She might _____!
- 10 It's your own fault you got sunburnt! You ought to have put on sunscreen.
- 11 It's OK to call them. It's only 10.00 They can't _____
- 12 The cat got into the kitchen last night! You must have left the window open.
- 13 Have you seen Kathy's huge engagement ring? It must _____!
- 14 They can't have gone out. Their car's outside.
- 15 I've got a stomach-ache. I ought not to _____
- 16 Michelle isn't in her office. She may have gone home. She wasn't feeling very well.

Student B

(a) Complete the bold sentences in a natural way using *have* and a verb phrase.

b A is going to invent an ending for 1. He / She has three turns to try to say exactly what you have written. If all **A's** three endings are different from what you have, tell **A** the sentence.

C Now read sentence 2 to A, who has the completed sentence. If you say what A has, he / she will say '*That's right*', if not, he / she will say '*Try again*'. You can have a maximum of three guesses.

- 1 Greg's really late. He may have got lost.
- 2 I didn't know they didn't accept credit cards. We should _____
- 3 You can't have finished that book. You only started it yesterday and it's got over 600 pages!
- 4 Maria looks so tired. She can't _____ last night.
- 5 You should have come with us last night. We had a great time!
- 6 Nobody's answering the phone at the Town Hall. They might _____
- 7 Ellie always rings me on my birthday, but this year she didn't. She must have forgotten.
- 8 I don't have my wallet with me! I must _
- 9 My neighbour has just bought a really expensive new car. She might have won the lottery!
- 10 It's your own fault you got sunburnt! You ought to _____
- 11 It's OK to call them. It's only 10.00. They can't have gone to bed yet.
- 12 The cat got into the kitchen last night! You must _____
- 13 Have you seen Kathy's huge engagement ring? It must have cost a fortune!
- 14 They can't _____. Their car's outside.
- 15 I've got a stomach-ache. I ought not to have eaten so much.
- 16 Michelle isn't in her office. She may _____. She wasn't feeling very well.



7B COMMUNICATIVE Spot the difference

Student A



Student B



8A COMMUNICATIVE Good laws?

a Read about some existing laws in different countries. In pairs or small groups, discuss whether you think each law is a good one, and whether you would like to have it in your country.

b For each section write one new law that you would like to see introduced in your country.

Animals

1 Poland

If you have a dog, it must always wear a muzzle and be kept on a lead when you take it for walks.



2 Sweden

All animals which are kept inside a house / flat must have access to natural light.

3 New law





1 Germany

People who want to get a driving licence have to do a first-aid training course.

They must also carry a first-aid kit in their cars.

2 Spain

Car drivers are not allowed to wear flip-flops while driving.

3 New law

In the street

1 Iceland

Teenagers aged between 13-16 are not allowed to be outdoors after 10.00 at night unless they are on their way home from a recognized event organized by a school, sports organization, or



youth club. During the summer months they can be outdoors for two hours longer.

2 Italy

In Genoa, people are not allowed to walk around with a bottle of wine or a can of beer in their hand.

3 New law



1 Norway

When you buy a bottle or a can of drink you have to pay a deposit. When the bottle or can is empty, you take it



back to a recycling centre where your deposit is refunded.

2 Mexico

There is a complete ban on free plastic bags in Mexico City. Customers are charged if they want them, and the bags must be biodegradable.

3 New law

Food and health

1 Brazil

All Brazilian state-school children are given one free meal at school every day. 70% of this food has to be fresh, and the other 30% must come from local family



must come from local family farmers.

2 Japan

There is a special tax on food or drink which the government considers to be unhealthy. People who want to buy these things have to pay a lot more than they would for healthier options.

3 New law

8B COMMUNICATIVE TV political debate

A & B

You're the leader and deputy leader of a local political party. Tonight you're going to appear 'live' on TV in a face to face debate with the leader and deputy leader of the opposition party.

- Prepare some ideas to <u>defend</u> your six policies before the interview. Think of reasons which explain why your policies are good ideas. Make notes. Add one new policy of your own.
- **b** Now prepare some other ideas to '<u>attack</u>' your opponent's policies. Think of reasons which explain why the other party's policies aren't good ideas. Make notes.
- Sit opposite C & D and take turns to present and debate your policies.

Your party's policies

- To ban all dogs from the town centre
 To close the town centre to traffic on Saturday mornings from 9 a.m. –
- 1.00 p.m.To promote tourism in the town by organizing a big sporting event (decide which)
- To introduce strict fines for people who download music or films from the internet without paying
- To ban fast food restaurants near all schools and universities

Your opponent's policies

- To ban cyclists from using all main roads
- To make it compulsory for everyone to
- vote in local elections To make tourists pay a tax when they come into the country.
- To make bars and restaurants in the town centre close before 11 p.m. during the week
- To give free internet access to all homes and mobile devices



C & D

You're the leader and deputy leader of a local political party. Tonight you're going to appear 'live' on TV in a face to face debate with the leader and deputy leader of the opposition party.

- Prepare some ideas to <u>defend</u> your six policies before the interview. Think of reasons which explain why your policies are good ideas. Make notes. Add a new policy of your own.
- **b** Now prepare some other ideas to '<u>attack</u>' your opponent's policies. Think of reasons which explain why the other party's policies aren't good ideas. Make notes.
 - Sit opposite **A** & **B** and take turns to present and debate your policies.

Your party's policies

- To ban cyclists from using all main roads
 To make it compulsory for everyone to vote in local elections
- To make tourists pay a tax when they come into the country.
- To make bars and restaurants in the town centre close before 11 p.m. during the week
- To give free internet access to all homes and mobile devices

Your opponent's policies

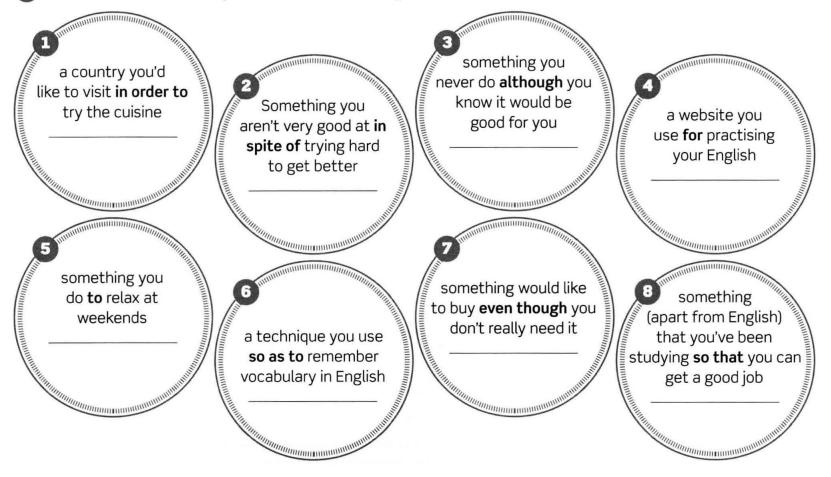
- To ban all dogs from the town centre
 To close the town centre to traffic on Saturday mornings from 9 a.m. – 1.00 p.m.
- To promote tourism in the town by organizing a big sporting event (decide which)
- To introduce large fines for people who download music or films from the internet without paying
- To ban fast food restaurants near all schools and universities



9A COMMUNICATIVE Tell me about...

Student A

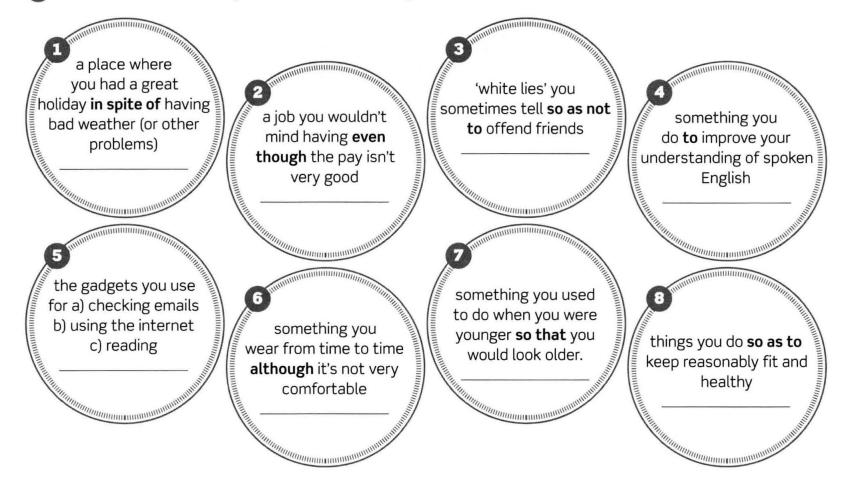
Look at the circles. Try and write something in at least six of them.



b Ask student **B** what he / she wrote in circle 1, and why.

Student B

a Look at the circles. Try and write something in at least six of them.



b Ask student **A** what he / she wrote in circle 1, and why.



9B COMMUNICATIVE Give your opinion!

29	30			
		FIN	ISH	
28	27 Modern furniture is usually less comfortable than old fashioned furniture .	26 GO FORWARD FOUR SPACES	25 All uniforms should be unisex, with shorts or trousers for both men and women.	24 GO FORWARD ONE SPACE
19 GO FORWARD SIX SPACES	20 Parents should teach their children good manners . It's not the teacher's job.	21 GO FORWARD TWO SPACES	22 If you want to get information about an illness, the worst place to look is the internet.	23 Hotel and restaurant staff in my country are usually neither friendly nor efficient.
18 Most of the news on TV is not worth watching.	17 The police should not be allowed to carry arms .	16 The most important things to consider if you are buying or renting a flat are the amount of light and space .	15 GO FORWARD TWO SPACES	14 The best way of testing students' progress is through exams.
9 Children nowadays have too much homework .	10 You should never travel abroad without booking accommodation in advance.	11 GO FORWARD TWO SPACES	12 The clothes people wear can tell you a lot about them.	13 The most useful subjects to study at university are economics and business studies .
8 Children's behaviour today is much worse than it was in the past.	7 The best place to go for a holiday is somewhere with beautiful scenery.	6 The weather is a major influence on a country's economy and lifestyle.	5 GO FORWARD THREE SPACES	4 Friends are better at giving advice than family.
1	START	>	2 GO FORWARD SEVEN SPACES	3

10A COMMUNICATIVE Science quiz

Student A Science quiz

a Read the sentences. Circle the correct quantifier, and read the answers so that you can re-tell them from memory.

b Read your sentences to **B**, and ask if they are True or False. If **B** is wrong, tell him / her the answer, and give him / her the explanation.

Listen to **B**'s sentnces and say whether they are True or False. If you can, say why.

- 1 Most / Most of thunderstorms happen at night. (False. Most happen late afternoon, as the ground and air are warmest at that time of day. This heat fuels the storms. But thunderstorms can happen any time of the day if the conditions are right.)
- 2 All the / All bones in our body continue to grow until we are 16 and then they stop growing.

(False. Our bones continue growing until we are around 20.)

- 3 12% of every / all humans that have ever been born are alive at this very moment.
 (True. The total human population today is around seven billion. Scientist estimate that 57 billion people have existed since humans first evolved 200,000 years ago.)
- 4 No / None of the footprints or tyre marks made on the moon are still visible today. (False. Footprints from the astronauts who landed on the
 - moon in 1969 could be there forever as there is no wind to blow them away.)
- 5 A snake can't see anything / nothing if both its eyes are closed.

(False. It can see through its eyelids.)

- 6 A new-born shark doesn't swim close to either / neither of its parents. (True. As soon as it's born it swims away so that the
- mother doesn't eat it.) **7** Whales don't have any / no teeth. (False. The whole family is divided into two types: toothed whales such as dolphins, and baleen whales which have a 'filter feeder' instead of teeth, e.g. blue whales.)

Student B Science quiz

a Read the sentences. Circle the correct quantifier, and read the answers so that you can re-tell them from memory.

b Listen to **A**'s sentences and say whether they are True or False. If you can, say why.

Read your sentences to **A**. Choose the correct quantifier. Ask if they are True or False. If **A** is wrong, tell him / her the answer.

- 1 If a child's parents the both / both have blue eyes, it is impossible for the child to have brown eyes (False. It is not common, but it is possible for the child to have brown eyes if both parents carry the brown-eye gene.)
- 2 Almost no / none wild birds sing during the summer. (True. Birds usually sing during spring and early summer to establish a territory and attract a mate. By the middle of summer most birds have already mated, so there is no need for them to sing.)
- 3 Every / All the time we sneeze, our heart stops for one second.

(False. Although it feels as if our heart stops for a very short period, it doesn't, it's just a change in pressure in our chests.)

4 Most / Most of fruit and vegetables (but not all) contain vitamin C.

(False. All fruit and vegetables contain some vitamin C. Among those containing the highest amounts are citrus fruits, kiwi fruit, broccoli, and green and red peppers.) 5 Both / Both of men and women who are left-handed live longer than people who are right-handed.

(False. Although some studies showed that righthanded people live for longer, the figures were in fact misinterpreted. There is no connection between right or left-handed and life span.)

6 Children grow more quickly in the summer than in *any* / *no* other season.

(False. Children grow in 'spurts' or stages, and grow very slightly more in spring than any other season.)

7 Neither dogs or /nor cats should be given cow's milk to drink.

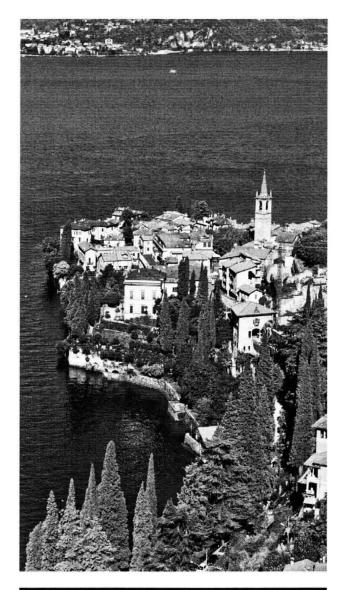
(True. Neither of them have systems that can break down lactose, a chemical found in some types of milk. They should only be given water to drink.)

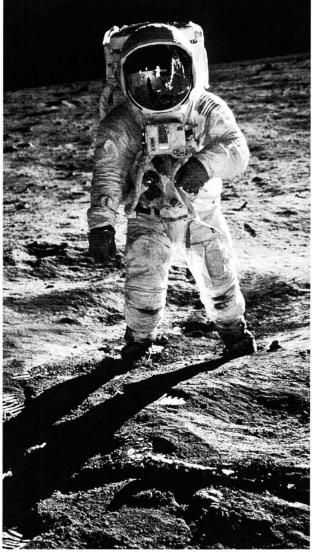
10B COMMUNICATIVE General knowledge quiz

(a) Complete the questions with *a*, *an*, *the* or – (nothing) where necessary.

b In pairs, see how many questions you can answer.

- 1 What country is _____ Lake Victoria in?
- 2 Who was _____ second person to walk on _____ moon?
- 3 How many strings does _____ bass guitar have?
- 4 In which ocean can you find _____ Seychelles?
- 5 What's _____ highest mountain in _____ Alps?
- 6 What is _____ 50% of 50?
- 7 What colour are _____ babys' eyes at birth?
- 8 Which bird is _____ symbol of _____ USA?
- 9 What letter is on _____ right of _____ 'O' on a keyboard?
- 10 Which animals were domesticated first _____ cats or _____ dogs?
- 11 Which planet in our solar system is furthest from _____ sun?
- 12 Who are more numerous in the world, _____ men or _____ women ?
- 13 How many countries are there in _____ UK?
- 14 What type of fruit is _____ Granny Smith?
- 15 How many players can be on court in _____ basketball team?
- 16 What is _____ first sign of _____ zodiac?
- 17 Which nation first gave _____ women ____ right to vote?
- 18 What was _____ name of _____ first man to be sent into space?
- 19 Which European country hasn't fought in _____ war since _____ 1815?
- 20 What is _____ largest man-made structure on Earth?
- 21 What vegetable is _____ vodka often made from?
- 22 Is _____ spider _____ insect?
- 23 What colour is _____ black box flight recorder on _____ plane?
- 24 What country does _____ Volga river flow through?
- 25 Which travels faster _____ light or _____ sound?





1	Personalities	2 Your style
•	Tell your partner about two of the following people: somebody you know who is very bad-tempered somebody you know who is incredibly absent-minded somebody you know who is extremely big-headed somebody you know who is rather tight-fisted somebody you know who is a bit two-faced	 Do you have a lot of clothes that you never wear? Do you prefer wearing plain or patterned clothes? Do you consider yourself to be quite trendy? What's your favourite items of clothing? Where do you tend to buy most of your clothes? Why? Do you ever buy clothes online?
3	Your town	4 Your health
• • • •	In which part of your town / city do you live? (in the centre, on the outskirts, etc.) What do you like best / least about your neighbourhood? Are there any famous landmarks or sights in your town? Are there any problems with? a homeless people b pollution c crime If you had to choose one adjective to describe your town what would it be? Are you happy living there or would you like to move?	 Tell your partner about a time when you or someone you know needed stitches. fainted. had food poisoning. choked on something. had an allergic reaction to something. twisted their ankle.
5	Music	6 The Media
	When and where do you normally listen to music? What kind of music do you listen to? Did your parents listen to a lot of music when you were growing up? What kind? Is your taste in music similar in any way to your parents'? Do you tend to have friends who share your musical tastes? If you could be a world-class musician what instrument would you choose to play?	 How up-to-date are you with what's going on in the world? Where do you usually get the news from? Do you think news reporting in your country is objective or biased? What's the biggest story in the news at the moment' What kind of reviews do you usually read? Are you influenced by them?
7	Feelings	8 The weather
•	Tell your partner about a time you felt really disappointed about something. a bit homesick. very grateful for something someone did for you. proud because of something a friend or family member did. scared stiff before you had to do something.	 Tell your partner about the kind of weather you enjoy. the kind of weather you hate. the most extreme weather you have ever experienced. a holiday, trip, or excursion that was a disaster because of the weather.
9	Crime and punishment	10 Advertising
•	What are the most common crimes in your town / city? Have you or someone you know ever been the victim of a crime? What would you do to reduce crime? Have you or someone you know ever been on a jury? Do you enjoy? reading detective novels watching TV crime series	 Talk about an advert (or TV commercial) you love. an advert which really irritates you. a brand that has a memorable logo or slogan. an advert which made you buy something.

I

Vocabulary activity instructions

2A Illnesses and injuries

A pairwork vocabulary race

Sts race to think of answers to questions. Copy one sheet per student or per pair.

Vocabulary

Illnesses and injuries

- Put Sts in pairs and give out the sheets to individual Sts or pairs. Set a time limit, but give Sts more time if you can see that they need it. Tell Sts that they have to read the question or definition and write down the answers.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

2 blood pressure 3 sunburn 4 painkillers 5 get over 6 sniff / sneeze, cough 7 allergic reaction 8 lie down 9 faint; pass out; come round 10 flu 11 bleed 12 twisted, sprained 13 burn 14 plaster 15 food poisoning 16 choke 17 swollen 18 vomit, throw up

2B Clothes and fashion

A crossword

Sts read the definitions and write the answers into the crossword. Copy one sheet per student or per pair.

Vocabulary

Clothes and fashion

- Give out the sheets to individual Sts or to pairs. Make sure Sts understand the difference between across and down. Set a time limit, e.g. five minutes, to fill in their words.
- When they've finished, they can compare their answers with a partner.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

Across: 4 suede 5 checked 6 trendy 7 cardigan 9 sleeveless 12 hooded 14 dress up 15 fit 16 denim Down: 1 match 2 scarf 3 get dressed 4 sandals 8 tight 10 scruffy 11 wool 13 try on

3A Air travel An alphabet race

Sts read the sentences and fill them in with the correct word. Copy one sheet per student or per pair.

Vocabulary

air travel

- Give out the sheets to individual Sts or to pairs and set a time limit e.g. five minutes.
- Highlight that each word begins with a different letter of the alphabet. You may want to give Sts a bit longer than five minutes, or until at least one pair has finished.
- If they did the activity individually, get them to compare with a partner before checking answers.

B boarding pass C check-in desk D domestic E excess F fill in G gate H hand I illegal J jet lag L long haul M metal N noisy / naughty O online P pick up Q queue R runway S security T turbulence U unpack V visa W wait

3B Adverbs and adverbial phrases

A vocabulary completion and discrimination activity

Sts complete the sentences with the correct adverb / adverbial phrase. Copy one sheet per student or per pair.

Vocabulary

Adverbs and adverbial phrases

- Give out the sheets to individual Sts or to pairs. Focus on 1 Confusing Adverbs and adverbial phrases. Set Sts a time limit e.g. five minutes to write the missing adverb / adverbial phrase in **a**.
- If Sts did the activity individually, get them to compare their answers before you check them. Make sure Sts are pronouncing the words and phrases correctly.

1 Confusing Adverbs and adverbial phrases 2 ever 3 hardly 4 specially 5 in the end 6 even 7 near 8 late 9 nearly 10 lately 11 at the end 12 hard 13 yet 14 at the moment 15 still 16 actually

- Now focus on 2 Comment Adverbs, and set a time limit for Sts to choose the correct one.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

2 Comment Adverbs

1 apparently 2 obviously 3 basically 4 eventually 5 Ideally 6 gradually 7 in fact 8 anyway

4A The weather

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**.

Vocabulary	
Weather	

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the sheets. Make sure that Sts can't see each other's sheets. Explain that **A** and **B** have the same crossword, but with different words missing. They have to describe / define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If Sts don't know what a word means, they can look it up in Vocabulary Bank *Weather* on p.156.
- Sts take turns to ask each other for their missing words. 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.
- Monitor and make sure Sts are pronouncing the words and phrases correctly.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelt them correctly.

5A Feelings

A vocabulary discrimination activity

Sts circle the correct adjective. Copy one sheet per student or per pair.

Vocabulary

Adjectives of feeling

- Give out the sheets to individual Sts or to pairs and set a time limit.
- Focus on the instructions and give Sts time to circle the right word in each pair.
- If they did the activity individually, get them to compare with a partner before checking answers.
- Make sure Sts are pronouncing the words and phrases correctly.

2 upset 3 thrilled 4 shattered 5 lonely 6 scared stiff 7 overwhelmed 8 terrified 9 proud 10 relieved 11 bewildered 12 stunned 13 devastated 14 fed up with 15 guilty 16 desperate 17 offended 18 gutted

7A Verbs often confused

A vocabulary discrimination activity

Sts circle the right word. Copy one sheet per student or per pair.

Vocabulary

Verbs which are often confused

- Give out the sheets to individual Sts or to pairs, and set a time limit.
- Focus on the instructions and give Sts time to circle the right word in each pair.
- If they did the activity individually, get them to compare with a partner before checking answers.
- Make sure Sts are pronouncing the words and phrases correctly.

2 advise 3 refuses 4 discuss 5 warned 6 denied 7 lying 8 preventing 9 robbed 10 avoid 11 realizes 12 seems 13 laid 14 beat 15 matter 16 notice 17 mind 18 stole 19 win 20 risen 21 arguing 22 raising

7B The body

A pairwork activity race

Sts read a series of clues and write the words. Copy one sheet per student or per pair.

Vocabulary

The body

- Put Sts in pairs and give out the sheets to individual Sts or to pairs. Set a time limit. Tell Sts that they have to write as many words as they can within the time limit.
- The pair who completes all the words correctly is the winner.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

2 brush your teeth 3 heart 4 suck your thumb 5 lungs 6 waist 7 fist 8 shrug your shoulders 9 wink 10 blow your nose 11 raise your eyebrows 12 yawn 13 hug 14 wave 15 shake hands 16 nod your head 17 elbow 18 stare 19 stretch 20 frown

8A Crime and Punishment

Alphabet quiz

Sts read the sentences and fill them in with the correct word. Copy one sheet per student or per pair.

Vocabulary

Crime and punishment

- Give out the sheets to individual Sts or to pairs and set a five-minute time limit.
- Highlight that each word begins with a different letter of the alphabet. You may want to give Sts a bit longer than five minutes, until at least one pair has finished.
- If they did the activity individually, get them to compare with a partner before checking answers. Make sure Sts are pronouncing the words and phrases correctly.

B burglar C committed D dealer E evidence F fraud G guilty H hacker I innocent J jury K kidnapped L let M mugger O offence P pickpockets Q question R robberies S stalker T theft V verdict W witnesses

8B The media

Vocabulary race

Sts read definitions and write the answers into the spaces. Copy one sheet per student or per pair.

Vocabulary

The media

- Give out the sheets to individual Sts or to pairs.
- Focus on the instructions and point out that the missing letters are all consonants. Set a time limit for Sts to complete the words.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

2 headline 3 objective 4 journalist 5 paparazzi 6 wed 7 freelance 8 censored 9 agony aunt 10 accurate 11 row 12 split 13 critic 14 commentator 15 presenter 16 editor

9A Business

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**.

```
Vocabulary
Business
```

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the sheets. Make sure that Sts can't see each other's sheets. Explain that **A** and **B** have the same crossword, but with different words missing. They have to describe / define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If Sts don't know what a word means, they can look it up in Vocabulary Bank Business on p.162.

- Sts take turns to ask each other for their missing words. Their partner must define / describe the word until the other student is able to write it in his / her crossword.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelt them correctly.

9B Word building

A gap-fill activity

Sts complete sentences by adding suffixes / prefixes to a given word. Copy one sheet per student or per pair.

Vocabulary

Prefixes, Suffixes, Irregular nouns

- Give out the sheets to individual Sts or to pairs. Focus on the instructions and on the three sections. Set a time limit.
- Give Sts time to write in the words.
- If they did the activity individually, get them to compare with a partner before checking answers. Make sure Sts are pronouncing the words and phrases correctly.

Prefix: 2 underpaid 3 multimillionaire 4 subtitled
5 monolingual 6 autobiographies 7 antivirus
8 misunderstood 9 post-war 10 megabyte
Suffix: 1 comfortable 2 sleepless 3 cheerful
4 recognizable 5 terrorism 6 improvement 7 inflation

8 weakness 9 elegance 10 childproof

Irregular: 1 heat 2 loss 3 height 4 death 5 hunger 6 success

Revision

A pairwork card game

Sts define words / phrases for their partner to guess. Copy and cut up one set of cards per pair.

Vocabulary

Revision from Files 1-10

- Give each pair a set of cards face down. Demonstrate by taking a card, telling Sts what the word group is and defining the first word for the class to guess.
- Sts continue in pairs, picking a card, saying the topic, and describing the words and expressions on it for the other student to guess. Remind Sts that they mustn't use the word itself in the definition. They should try to take no longer than two minutes per card.

Non-cut alternative

• Put Sts in pairs. Copy one sheet per pair and cut it down the middle. Give A and B each half, and continue as above.

2A VOCABULARY Illnesses and Injuries

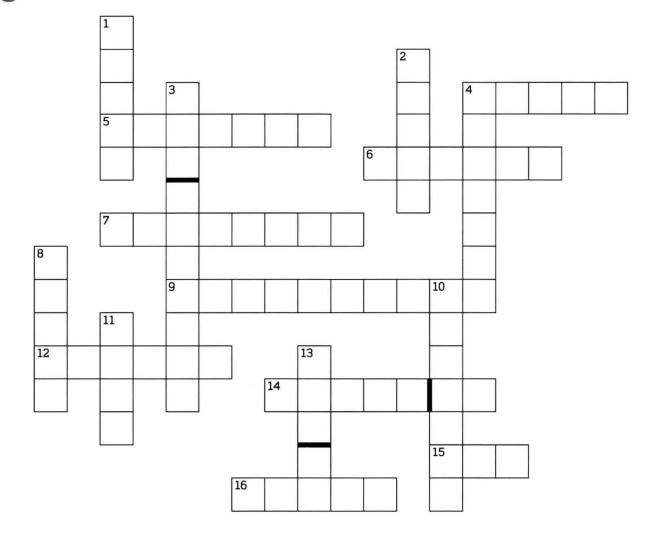
Vocabulary race

W o	rk with a partner. Complete the words as quickly as you can.
1	Three parts of your body that we use with 'ache'.
	e <u>ar</u> ache , s <u>tomach</u> ache, t <u>ooth</u> ache
2	Something that can be high, often because of stress or bad diet.
	bl pr
3	Something you could get on the beach if you're not careful
	S
4	What you should take if you have a headache e.g. aspirin or paracetamol
	ps
5	A phrasal verb that means to recover from an illness
	g o an illness
6	When you have a cold you
	sn and c
7	A condition when something you eat or breathe can make you feel ill. You should take antihistamines.
	an a r
8	You should do this when you feel unwell or tired.
	L d (on a sofa)
9	A verb and a phrasal verb that mean to become unconscious, and a phrasal verb that means to become conscious again.
	f; po; cr
10	An infectious illness like a very bad cold that causes fever, pain, and weakness.
	fl
11	If you cut your finger with a sharp object,
	it will bl
12	Two ways of describing an injury that can happen to your ankle.
	A tw ankle, a spr ankle
13	This can happen if you drop very hot liquid on yourself.
	You b yourself.
14	Something you should put on a small cut.
	A pl
15	You might get this if you eat food which is past its sell-by date.
	fp
16	This can happen to you if a piece of food gets stuck in your throat.
	You might ch .
17	Adjective to describe a part of your body that has got bigger because of an injury.
	a sw (finger)
18	Two verbs that mean to be sick.
	v, thr u

2B VOCABULARY Clothes

Crossword

Look at the clues and fill in the crossword.



Across \rightarrow

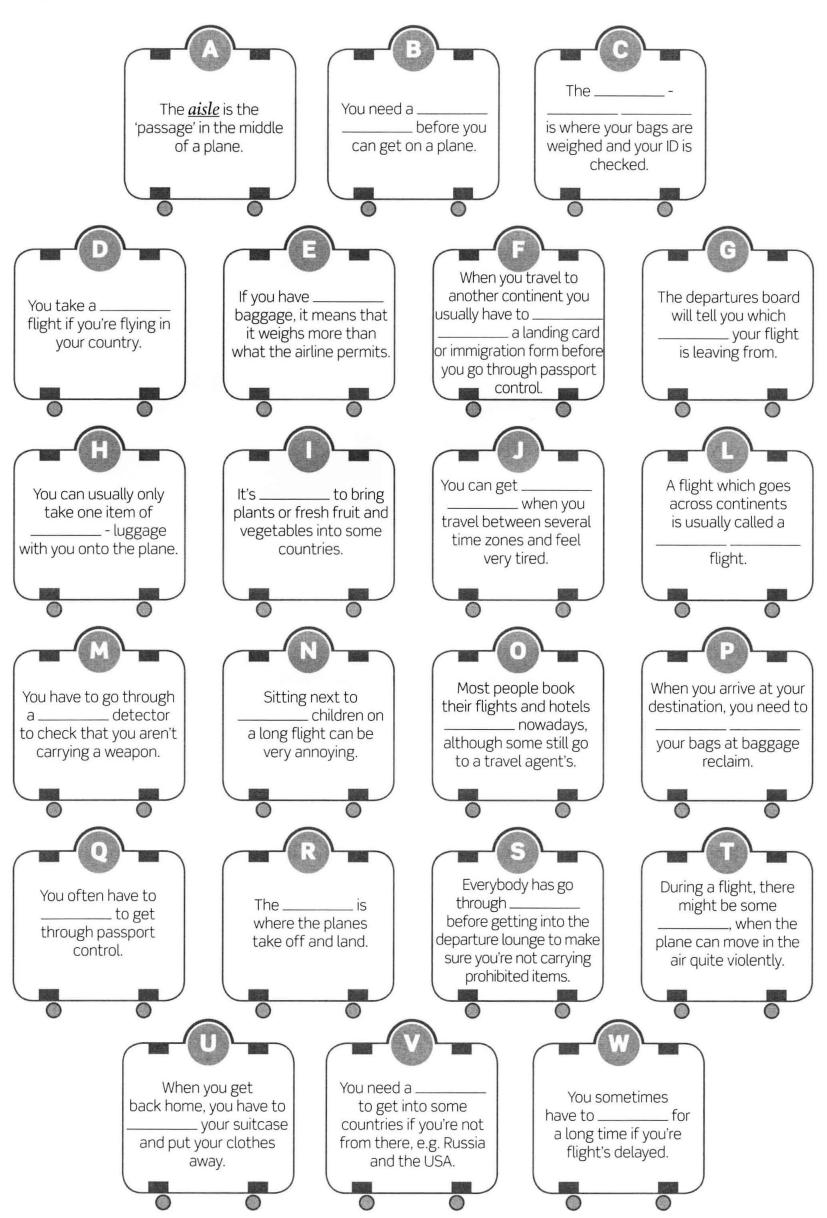
- 4 a type of soft leather with a surface like velvet on one side
- 5 something with a pattern of squares, usually in two colours
- 6 an informal synonym for fashionable
- 7 an item of clothing similar to a sweater, but with buttons down the front
- 9 an adjective which describes a top without arms
- 12 an adjective describing e.g. a jacket or sweatshirt which has a part which covers the head
- 14 a phrasal verb that means to put on clothes which are more formal and elegant than those you usually wear
- 15 a verb which means to be the right shape and size for somebody
- 16 a type of material that is usually blue and often used for making jeans

Down ↓

- 1 a verb we use when a piece of clothing combines well with another
- 2 you wear one round your neck for warmth or decoration
- 3 a verb that means the same as 'put on your clothes'
- 4 light, open shoes that are worn in warm weather
- 8 an adjective that describes when clothes fit closely to your body
- 10 a word to describe a person whose hair / clothes / appearance is untidy or dirty
- 11 the material that comes from a sheep or goat
- 13 a phrasal verb you usually do this with clothes before you buy them

3A VOCABULARY Air travel

Alphabet race



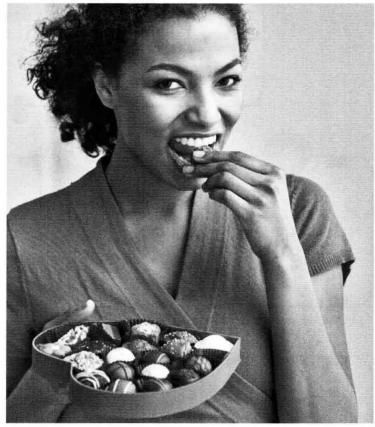
English File 3rd edition Teacher's Book Upper-intermediate Photocopiable © Oxford University Press 2014

3B VOCABULARY Adverbs and adverbial phrases

1 Confusing adverbs and adverbial phrases

Complete the sentences with the correct adverb or adverbial phrase.

- 1 I love all chocolate, *especially* dark chocolate.
- 2 Have you **e**_____ failed an exam?
- 3 Paul **h**_____ eats anything and that's probably why he's so thin.
- 4 This pen has been **s**_____ designed to write on a tablet. It doesn't work on normal paper.
- 5 The weather was so bad that i_____ _____ we decided not to go away for the weekend.
- 6 Jake's son is so rude. He didn't **e**_____ say thank you for the birthday present.
- 7 They're building a motorway **n**_____ my house. The noise is terrible.
- 8 Penny's never on time. She's always
- 9 I can't believe that I've been a teacher for **n**_____ 25 years now!
- 10 Sally hasn't been feeling very well L_____, so she's going to make an appointment to see her doctor.



_ ____. He's in a meeting.

- 11 I'll pay you back **a**______of the month.
- 12 Sara works really **h_____**, but her boss won't give her a promotion.
- 13 Oh, don't go **y**_____! Stay for a bit longer.
- 14 I'm afraid Mr Green can't take calls **a_____** ___
- 15 We **s**_____ haven't decided where to go on holiday this summer. We've been talking about it for weeks!
- 16 Her dress looks really expensive, but **a**______ it was quite cheap.

2 Comment Adverbs

Circle the correct adverb or adverbial phrase.

- 1 I thought my boss was retiring next year, but **apparently** / **eventually** she wants to carry on working until she's 70!
- 2 Mark's unemployed, so **gradually** / **obviously** he doesn't have much money to spend on going out.
- 3 I won't give you the details now, but ideally / basically the plan's very simple.
- 4 After looking for his mobile all morning, my son **eventually** / **obviously** found it under the sofa!
- 5 Ideally / Gradually, you should wash wool by hand as that way there's less chance it will shrink.
- 6 I've been learning French for ages, and **anyway** / **gradually** I'm starting to feel more confident.
- 7 Rosie's looking absolutely fantastic, but **ideally** / **in fact** she's been ill for the last three months.
- 8 It's a pity you couldn't come to the concert with us, but **anyway** / **apparently** I don't think you'd have enjoyed it.

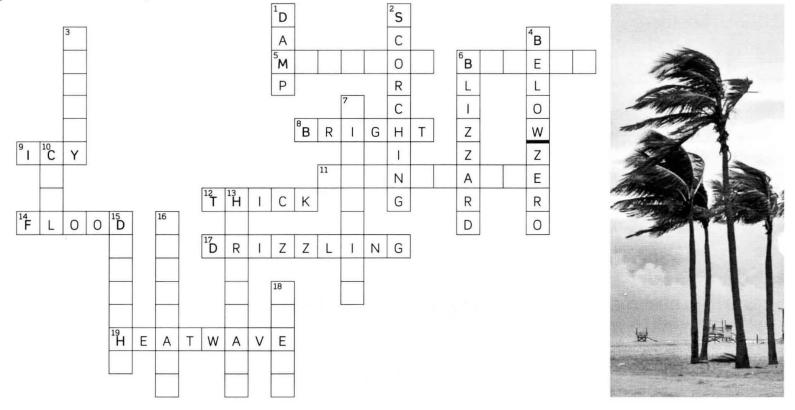
4A VOCABULARY The weather

Student 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 2 down? What's 5 across?* Write the word in.

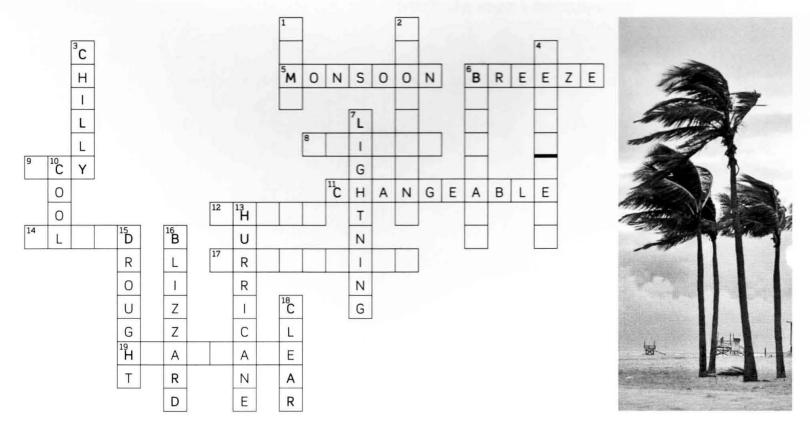
C Now **B** will ask you to define a word.



Student B

- a Look at your crossword and make sure you know the meaning of all the words you have.
 - Now **A** will ask you to define a word.

Now ask A to define a word for you. Ask for example, *What's 1 down? What's 8 across?* Write the word in.



5A VOCABULARY Feelings

Circle the correct word.

- 1 You look a bit **down / disappointed** today. Is something wrong?
- 2 Natalie was very **upset / relieved** when she found out that her best friend had been lying to her.
- **3** You could see how **stunned / thrilled** Helen was just by looking at the huge smile on her face.
- 4 It's been a really long day. I'm absolutely **shattered / gutted**!
- **5** Many older people feel **homesick / lonely** when their children have left home.
- 6 A: How did you feel when you heard somebody moving about downstairs?
 B: I was absolutely gobsmacked / scared stiff. I was sure it was a burglar.
- 7 Sue was **overwhelmed / devastated** by all the support she got from her friends when her mother was ill.
- 8 My best friend is afraid of flying and she feels **terrified / horrified** every time she catches a plane.
- 9 My mum was very **delighted / proud** when she learnt how to swim at the age of 60.
- **10** The government was **disappointed / relieved** when the election results came through. They thought they were going to lose.
- **11** I think Gemma is feeling **upset / bewildered** by all the different advice she is being given.
- **12** After the bomb exploded everyone was so **stunned / shattered** that nobody moved.
- **13** Mike was **devastated / overwhelmed** when Karen left him. She was the love of his life.
- 14 I am fed up with / upset about the people I work with. They're always complaining.
- **15** I felt very **grateful / guilty** when I told Susan that I couldn't go to her wedding. I'm sure she didn't believe me.
- **16** My cousin is starting to feel **desperate / delighted** after looking for a job for six months without success.
- 17 I think Nora was **astonished / offended** that I didn't invite her to my party. She's hardly spoken to me since.
- **18** James was **gutted / thrilled** when he heard that his team wasn't in the Cup final on Saturday.

7A VOCABULARY Verbs often confused Choose the right word

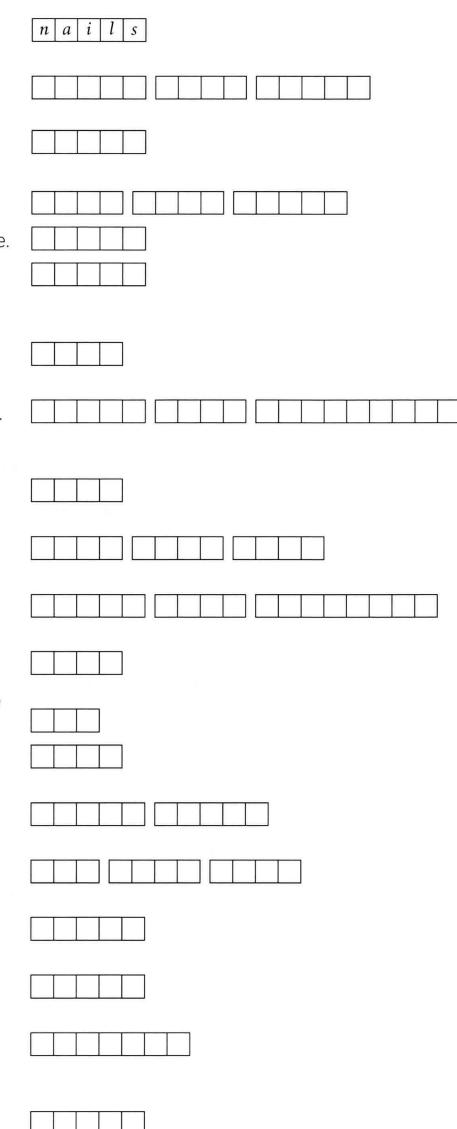
Circle the correct word.

- 1 Have you been sleeping well recently? You **took** / **seem** really pale.
- 2 The pharmacist can **warn** / **advise** you which is the best medicine to take.
- 3 When I ask my son what the problem is, he just **denies** / **refuses** to talk about it.
- 4 Don't you think we need to **argue** / **discuss** this before we take a decision?
- 5 Emily's boss **warned** / **advised** her that if she was late for work again, she'd lose her job.
- 6 When the police accused Jim of the crime, he **denied** / **refused** being there that night.
- 7 I love laying / lying on the beach with a good book in summer.
- **8** What's **preventing** / **avoiding** you from applying for the job? You've got all the right qualifications.
- 9 I was robbed / stolen when I took the train home last night.
- 10 If we leave at about 6.30, we'll be able to **prevent** / **avoid** the rush hour.
- 11 I don't think Marcus **notices** / **realizes** how important it is for me to have my own income.
- 12 The new boss looks / seems very friendly but I don't trust her at all.
- **13** The vet picked up the dog carefully and **lay** / **laid** it on the bed.
- 14 Miriam is really good at table tennis. I don't think you will be able to **win / beat** her.
- 15 It doesn't mind / matter if you can't pay me back until next week. I don't need the money right now.
- 16 Did you notice / realize how many times Ella checked her phone over dinner?
- 17 Does Catherine mind / matter that you can't go to her wedding?
- 18 Somebody **robbed** / **stole** my wallet when I was taking a photo of Big Ben in London.
- **19** Who do you think is going to **win / beat** the Champion's League this year?
- 20 After the floods, the water level of the river has **risen** / **raised** by several centimetres.
- 21 My two sisters don't get on. They're always arguing / discussing.
- 22 Have you heard? The government is **rising** / **raising** taxes by 2% next month.

7B VOCABULARY The body

The Body Quiz

- 1 Women often paint this part of their fingers and toes.
- 2 If you don't do this, you might have to go to the dentist's.
- **3** The organ in your chest that sends blood around your body.
- 4 You might have done this when you were a baby.
- 5 Without them you can't breathe.
- 6 A belt usually goes around this.
- 7 Boxers close their hand and palm to make this before they hit someone.
- 8 You might do this if you don't know the answer to something.
- 9 People often do this with one eye to show they're not being serious.
- **10** You do this with a tissue when you have a cold.
- **11** A way of showing surprise using a part of your face.
- 12 When you're bored or tired you open your mouth and do this.
- **13** Put your arms around someone to show that you like them.
- **14** Say goodbye using your hand.
- **15** What two people often do when they meet for the first time.
- 16 You do this when you agree with someone or something.
- 17 The part of your body between your upper and lower arm.
- **18** When you look at something for a long time.
- **19** You should do this if after doing exercise.
- 20 Move your forehead and eyebrows to show you aren't pleased.



8A VOCABULARY Crime and Punishment Alphabet Quiz

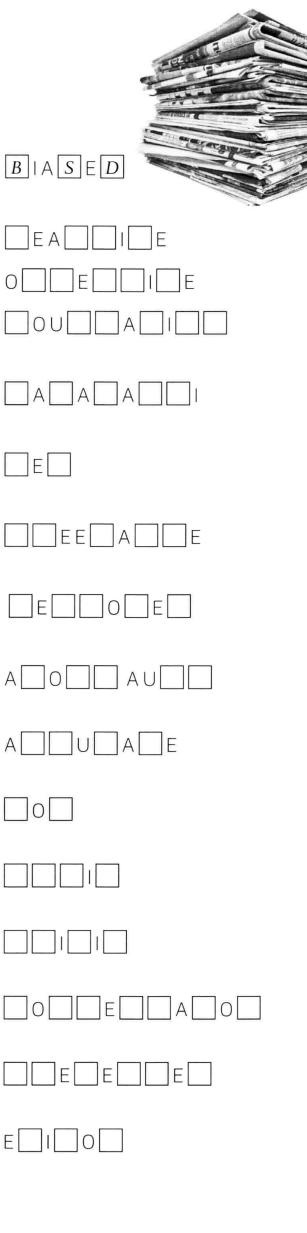
Α	The police stopped me and $\begin{bmatrix} a & c & c & u & s & e & d \end{bmatrix}$ me of dangerous driving.
В	When we got home last night, we discovered that a had broken into our house and stolen our laptops.
С	The police still don't know who
D	The name for a person who sells illegal drugs: drug
Ε	There wasn't enough
F	The gang committed by making fake Euro notes.
G	The judge found the accused not of the crime.
Η	I was furious when a used my identity on Twitter.
1	I honestly didn't do anything wrong officer. I'm
J	Twelve people make up the members of a
K	The gang the businessman and then demanded money for his return.
L	When somebody is acquitted of a crime, the police them go.
М	A is somebody who attacks or threatens you in the street and tries to steal something from you.
0	Another word for a crime is an
Ρ	Be careful of When you go into town! They can take your wallet without you noticing.
Q	The police wanted to
R	There have been several in this area. Remember to always lock your door!
S	A is somebody who watches and follows another person in a frightening way.
т	A common crime on the internet is identity
۷	Depending on the, the accused will either be sentenced or be released.
W	Neither of the two were particularly reliable. They both gave completely different descriptions of the mugger!

8B VOCABULARY The media

Vocabulary race

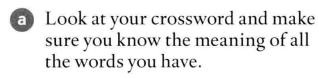
- **1** A word which means when e.g. a newspaper shows favour towards a certain group or opinion.
- **2** The title of a newspaper article, usually printed in big letters.
- **3** Not influenced by personal opinions or feeling.
- 4 Somebody who writes for a newspaper or magazine.
- **5** Photographers who follow celebrities and sell the photos they've taken of them.
- 6 A verb used in newspaper headlines which means to marry.
- 7 Journalists who sell work to different newspapers, but don't work for any particular one are this.
- 8 If a newspaper article is considered offensive or immoral it might get _____.
- **9** This kind of journalist can help you with your problems if you write to her.
- **10** A story which is correct and has got the facts right can be described with this adjective.
- **11** A word used in headlines which means the same as an argument.
- **12** A verb used in headlines which means that a couple has broken up.
- **13** A journalist who expresses opinions about music, books, films, etc.
- 14 A person who works on the radio and describes e.g. a sporting event while it's happening.
- **15** A person who works on TV and introduces a programme.
- **16** This person decides what goes into a newspaper and what shouldn't.





9A VOCABULARY Business

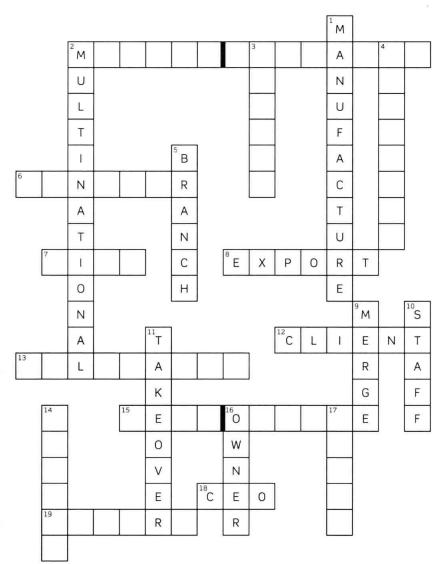
Student A



b Now ask **B** to define a word for you. Ask for example, *What's 2 across? What's 3 down?* Write the word in.

C Now **B** will ask you to define a word.

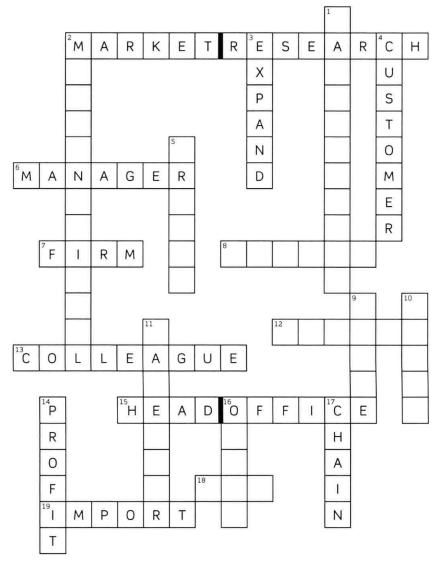




Student B

- a Look at your crossword and make sure you know the meaning of all the words you have.
- Ь
- Now **A** will ask you to define a word.
- C Now ask A to define a word for you. Ask for example, What's 1 down? What's 8 across? Write the word in.





9B VOCABULARY Word building

Complete the column on the right with the correct form of the word in bold.

Add a prefix

- 2 Teachers don't earn enough. They're definitely . (paid)
- 3 My cousin won a fortune on the lottery. She's a now! (millionaire)
- 4 Do you prefer watching a dubbed film or one which is **[1997]**? (titled)
- 5 Is that dictionary or is it French English? (lingual)
- 6 Famous people often write their when they are still quite young. (**biographies**)
- 7 You should always instal good software to protect your computer. (virus)
- 8 You must have Steve when he gave you the directions. We're lost. (**understood**)
- 9 Much of London was rebuilt in the era. (war)
- 10 My first computer only had half a first of memory. (byte)

Add a suffix

- 4 One of the most easily symptoms of an allergic reaction is a rash. (**recognize**)
- 5 One of the main problems facing governments today is . (terror)
- 6 Since Jane's been going to the gym she's noticed a definite in the way she looks and feels. (**improve**)
- 7 The rate of this been very low in my country this year. (inflate)
- 8 Martin's biggest is that he can't concentrate for very long. (weak)
- 10 Medicine bottles have to be so that young children can't open them. (child)

Irregular nouns

- 1 Although there's a sauna at my gym, I never use it because I can't stand extreme . (**hot**)
- 2 There are hundreds of weight books on the market at the moment. Do you think any of them actually work? (**lose**)
- 3 Did you know that the average of a European male is 1.77m? (high)
- 4 My mother inherited a lot of money after my grandmother's . (die)
- 5 is still a big problem in several African countries. (hungry)
- 6 The band's recent tour was a great 6. (succeed)

VOCABULARY Revision

Illness and injuries	Clothes and fashion
swollen food poisoning	scruffy silk
to bleed	loose
a blister flu	patterned trendy
an allergic reaction	to dress up
Air travel	Weather
customs	a drought
to take off long-haul flight	changeable a heatwave
jet lag	smog
runway gate	damp to pour
Feelings	Verbs often confused
devastated	to expect
relieved	to discuss
thrilled shocked	to deny to warn
shattered	to beat
scared stiff	to remind
The body	Crime and punishment
an ankle	to burgle
hips to wave	a judge a witness
to shake hands	to bribe
to stare to scratch	jury blackmail
	hacking
The media	Word-building
a newsreader	overcrowded
biased censored	homeless multicultural
a presenter	bullet-proof
paparazzi a critic	neighbourhood bilingual
Business	Sleep
a multinational	to yawn
a colleague	to snore
a profit a branch	to oversleep insomnia
to do market research	pillow
to do market research to set up a company	pillow blanket

Song activity instructions

1B Unbelievable

Correcting phrases

Language

Mixed vocabulary

- 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 should put a tick or a cross in column **A**. 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 words are.
- Now play the song again Sts try to correct the wrong phrases. As the song is quite fast, pause after every wrong line, to give Sts time to write the correct phrase.
- Let Sts compare with a partner. Replay the song if necessary, and check answers, going through the song line by line.
 - 2 \checkmark 3 always asking 4 \checkmark 5 talk enough 6 \checkmark 7 \checkmark 8 \checkmark 9 leave you 10 \checkmark 11 about mine 12 so concerned 13 \checkmark 14 \checkmark 15 \checkmark 16 l'd ever known 17 \checkmark 18 \checkmark 19 leave you
- Give Sts time to read the song again with the glossary. Help with any other vocabulary problems which arise.
- Tell 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.

2A Just Like a Pill

Listening for extra words

Language

Sentence rhythm

• Give each student a sheet and focus on **a**. Give Sts a couple of minutes to read through the lyrics. Then play the song once or twice as necessary. Check answers.

2 just 3 out 4 great 5 here 6 really 7 real 8 right 9 possibly 10 run 11 get 12 that 13 feel 14 yet 15 very 16 so 17 now

• Now focus on **b**, and get Sts to do it in pairs. Check answers.

1 life support 2 itch 3 middle of nowhere 4 frustrated 5 swear

- Give Sts time to read the song again with the glossary. Help with any other vocabulary problems which arise.
- Tell Sts to read the **Song facts**.
- Finally, if you think Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

3A The Airplane Song

Listening for specific words

Language

Mixed vocabulary

- Give each student a sheet and focus on a. Highlight that the clue 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 them to fill all the gaps. Play specific lines again as necessary. Then check answers.

2 sweet 3 Friday 4 year 5 extraordinary 6 January 7 messy 8 island 9 lifetime 10 counting 11 chance 12 myself 13 show 14 come home 15 let you go

• Get Sts, in pairs, to read the lyrics with the glossary and to do **b. Remind them to underline the part of the song where they found the answer.** Check answers. Help with any other vocabulary problems which arise.

Possible answers

- 1 boyfriend / girlfriend or husband / wife
- 2 The woman has left the man without telling him she was going to. Maybe they'd had an argument; she was fed up.
- 3 He's in love with her.
- 4 He'd like her to come back.

5 He promises to 'sort himself out', and that he 'won't love you and leave you'.

- Tell Sts to read the **Song facts**.
- Finally, if you think Sts would like to hear the song again, play it to them one more time. If your class like singing, they can sing along.

4A Heatwave

Listening for specific words

Language

Mixed vocabulary

- Give each student a sheet. Focus on **a** and give Sts a few minutes in pairs to guess the missing words. Don't check answers at this point.
- Now focus on **b**. 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 inside 3 filled 4 heart 5 crying 6 calls 7 flame 8 blood 9 face 10 understand 11 never 12 feeling

• Now focus on **c**. Play the song again while Sts read the lyrics and try and complete the glossary. Then give them a few minutes to compare their answers with a partner.

1 stare haze 2 tearing (me) apart 3 a devil 4 amazed 5 keep from 6 haze

- Tell Sts to read the **Song facts**.
- Finally, if you think Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

5B Same Mistake

Listening for verbs

Language

Common verbs and phrases

• Give each student a sheet and focus on **a**. Give Sts a minute to read through the lyrics. Then play the song once or twice as necessary. Check answers.

2 sleep 3 Walk 4 Look 5 Remember 6 calling 7 screaming 8 Give 9 make 10 meet 11 talk 12 speak 13 buy 14 keep 15 sleep 16 Walk 17 Look 18 Look 19 wonder

- Now focus on **b** and get Sts to do it in pairs. Check answers.
 - 1 my reflection troubles me
 - 2 I'm not calling for a second chance
 - 3 Remember rights that I did wrong
 - 4 maybe someday we will meet
 - 5 Don't buy the promises
- Give Sts time to read the song again. Help with any other vocabulary problems which arise.
- Tell Sts to read the Song facts.
- Finally, if you think Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

6A Sing

Listening for the correct word / phrase

Language

Mixed vocabulary

• Give each student a sheet and focus on **a**. Play the song once. Sts should right down the word or phrase they hear. Play the song again for Sts to check their answers. Check answers with the whole class, going through the song line by line.

2 needs 3 every 4 voice 5 sell 6 choice 7 shut 8 Living 9 moving 10 nothing 11 white 12 singer 13 answer 14 get away

- Tell Sts to read the **Song facts**.
- Finally, if you think Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

7A My Girl

Listening for missing words

Language

Common verbs, rhyming sounds

• Give each student a sheet and focus on **a**. Give Sts a few minutes to read through the lyrics and guess what the missing words are. Elicit some ideas and tell them whether the word they guess is possible, but don't tell them if it's the right one at this stage.

Extra support

- You could go through the bold numbered words and elicit how they are pronounced, to help Sts to guess the missing words.
- Now focus on b. Play the song once or twice if necessary. Check answers.

2 me 1 stay 3 heard 4 pain 5 way 6 light 8 unaware 7 weak

• Focus on **c**. Tell Sts to read the song with the glossary and to choose the correct word or phrase in pairs. Help with any other vocabulary problems which arise.

1 mad 2 every now and then 3 take it the wrong way 4 got it straight 5 unaware

- Tell 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.

8B News of the World

Listening for missing words

Language

Prepositions

- Give each student a sheet. Focus on **a** and give Sts a few minutes in pairs to guess the missing prepositions. **Don't check answers at this point**.
- Now play the song 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 throughout 3 in 4 out 5 on 6 at 7 in 8 out 9 of 10 out 11 through 12 between 13 about

- Now focus on **b**. Play the song again while Sts read the lyrics and try and match the phrases. Then give them a few minutes to compare their answers with a partner. Help with any other vocabulary problems which arise.
 - 1 don't give an inch (NB this is a shortened version of the
 - expression 'given them an inch and they'll take a mile') 2 read between the lines
 - 3 our key to the world
 - 4 the gospel truth
 - 5 the goings on
 - 6 day in day out
- Tell 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 The Truth

Listening for wrong words

Language

Mixed vocabulary

- 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 words are right (what the singer sings) or wrong (different from what the singer sings). The first time they listen, Sts just have to put a tick or a cross in column **A**. They shouldn't try to correct the phrases at this stage.
- Check answers, but don't tell Sts what the right words are.
- Now play the song again and this time Sts have to try to correct the wrong words. Point out that the word he sings means more or less the same as the bold word in the lyrics.
- Let Sts compare with a partner and then check answers, going through the song line by line. Help with any other vocabulary problems which arise.

 \checkmark 3 \checkmark weight 4 \checkmark 5 \checkmark how 6 \checkmark Say 7 \checkmark real \checkmark 9 \checkmark talking 10 \checkmark milion 11 \checkmark 12 \checkmark 13 \checkmark \checkmark 15 \checkmark say 16 \checkmark real 17 \checkmark 18 \checkmark cry 19 \checkmark on \checkmark 21 \checkmark soul 22 \checkmark lie

- Tell 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.

10B World

Listening for missing words

Language

Common nouns

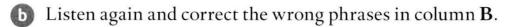
- Give each student a sheet and focus on **a**. Give Sts a few minutes to say what they can see in the pictures.
- Now focus on **b**. Play the song once for Sts to write the words in. Get Sts to compare answers with a partner and play the song again if necessary. Check answers

1 package 2 globe 3 box 4 money 5 army 6 satellites 7 earthquakes 8 oceans 9 salt 10 hand 11 bridge

- Tell 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 UNBELIEVABLE

a Listen to the song. Are the phrases in **bold** right or wrong? Put a tick (✓) or a cross (✗) in column A.



C Read the glossary and lyrics. What sort of problem does the singer have with his partner?

Unbelievable

Α В Verse 1 1 X You burden me with your problems questions You'd have me tell no lies 2 You're always saying what it's all about 3 Don't listen to my replies 4 You say to me I don't talk too much 5 But when I do I'm a fool 6 These times I've spent, I've realized 7 I'm gonna shoot through 8 9 And live with you Chorus The things you say Your purple prose just gives you away The things you say You're unbelievable Oh!

Verse 2

You burden me with **your problems** By telling me more **about yours** I'm always **very concerned** With **the way** you say You **always have** to stop Just **think first** Being one is more than **I'll ever know** But this time, **I know** I'm gonna **shoot through** And **live with you**

Chorus

Seemingly lastless Don't mean you can't ask us Pushing down the relative Bringing out your higher self Think of the fine times Pushing down the better few Instead of bringing out Just what the world And everything you're asked to Brace yourself with the grace of ease I know this world ain't what it seems

Verse 1 repeated Chorus x2 You're so unbelievable.

GLOSSARY

brace yourself = prepare yourself for something difficult or unpleasant that's going to happen 1

- burden sb with sth = give *sb* the responsibility to listen and sympathize (metaphorically give sb a heavy weight to carry)
- shoot through = (*informal*) to leave, especially in order to avoid somebody or something purple prose = a piece of writing that is exaggerated in style concerned = worried
- lastless = blameless (Old English word)

aint = isn't

SONG FACTS

This song was originally recorded by EMF, an alternative dance band from England who became famous at the beginning of the 90s. Their first single *Unbelievable* reached number 3 in the UK singles chart and number 1 in America.



2A SONG Just Like a Pill

(a) Listen to the song and cross out the extra word in each line.

Just like a pill

Verse 1

- 1 I'm lying down here on the floor where you left me
- 2 I think I just took too much
- 3 I'm crying out here, what have you done?
- 4 I thought it would be great fun

Chorus

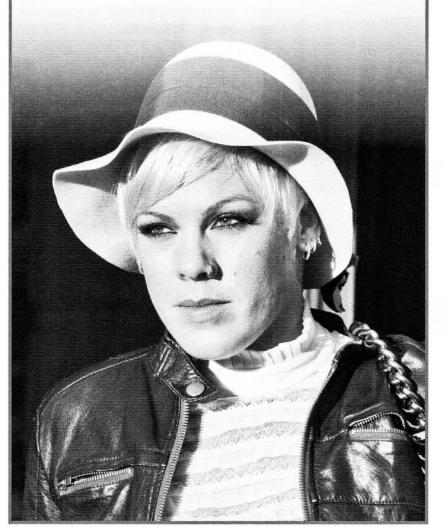
- 5 I can't stay here on your life support, there's a shortage in the switch
- 6 I can't stay on your morphine, 'cos it's really making me itch
- 7 I said I tried to call the nurse again but she's being a real little witch
- 8 I think I'll get right outta here, where I can
- 9 Run just as fast as I possibly can
- 10 Run to the middle of nowhere
- 11 Get to the middle of my frustrated fears
- 12 And I swear that you're just like a pill
- 13 Instead of making me feel better you keep making me ill

You keep making me ill

Verse 2

- 14 I haven't moved yet from the spot where you left me
- 15 This must be a very bad trip
- 16 All of the other pills, they were so different
- 17 Maybe I should get some help now

Chorus



- Listen to the song again with the lyrics. Find words in the song which mean the following:
 - 1 a piece of equipment which keeps you alive when you can't breathe
 - 2 a feeling on your skin which makes you want to scratch
 - 3 an idiom which means a place which is a long way away from other building or towns
 - 4 annoyed and impatient because you can't do what you want
 - 5 say that something is definitely true

GLOSSARY

(electrical) shortage = short circuit 'cos = short form of because morphine = a powerful drug made from opium used to reduce pain outta = out of bad trip (NAmE, informal) = a bad experience related to taking drugs

SONG FACTS

This song was American singer Pink's first number 1 hit in the UK in 2002. The lyrics of the song are about trying to get out of a difficult relationship, using the metaphor of a patient being in hospital and dependent on the medication and equipment there. It also deals with Pink's own problems with drugs.

3A SONG The Airplane Song

The Airplane Song

She's a ¹<u>strawberry</u> milkshake (**a type of fruit**) She's as ²______ as a peach (**an adjective**) But she's ice cold She never told me she was leaving She left on a ³______ (**a day of the week**) I went out for the day And she left for the ⁴______ (**a period of time**) She never told me she was leaving

Chorus

So get yourself on my aeroplane, 'cos it's been far too long since you went away (x 2) She's so ⁵_____ (**an adjective**) She left last ⁶_____ (**a month**) And that's the reason I miss you so

She's a ⁷_____ creation (**an adjective**) She hit the road, but the road hit back Nobody told me you're an ⁸_____ (**a place**) I will wait for a ⁹_____ (**a period of time**) I've been ¹⁰_____ the days since you left one-way (**a verb**) Nobody reaches her island

Chorus

So give me a ¹¹______ (a noun meaning opportunity) I want you to know I won't love you and leave you And then let you go I need to sort ¹²_____ out (a reflexive pronoun) Can somebody ¹³_____ me the way? (a verb) And nobody knows the way (x 3) And nobody knows there's a way Nobody knows

You gotta give me a chance And say you'll ¹⁴_____ (a verb phrase) I won't love you and leave you And then ¹⁵_____ (an idiom) You're always hard on yourself

But nobody knows there's a way And nobody knows the way (x 3) And nobody knows there's a way Nobody knows the right way

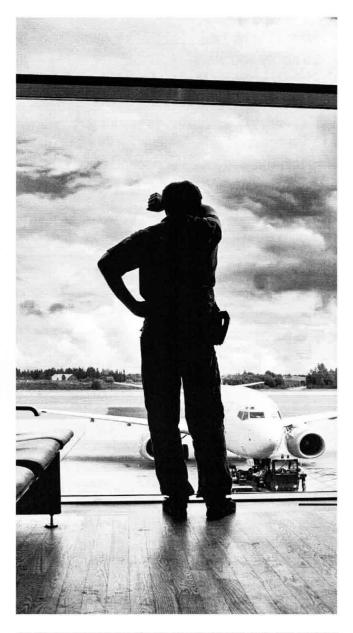
Chorus

And get yourself on the aeroplane, 'cos it's been far too long since you went away

Get yourself on the aeroplane, 'cos it's been far too long since you went away (x 6) a Listen to the song and write the missing words. Use the clues in brackets to help you.

B Read the lyrics with the glossary and answer the questions.

- 1 What's the relationship between the singer and the girl?
- 2 What's happened?
- 3 How does he feel about her?
- 4 What would he like her to do?
- 5 What promises does he make to her?



GLOSSARY

hit the road = (*informal*) start a journey gotta = have got to / have to sort myself out = to solve my problems

SONG FACTS

This song appears on the 2007 album 'Scouting for Girls' and it spent 60 weeks in the UK charts in 2008. This three-piece English band met while they were boy scouts and still at school.

4A SONG Heatwave



a Look at the song lyrics. With a partner, try to guess some of the missing words.

Heatwave

Whenever I'm ¹ w<u>ith</u> him Something ² i_____ Starts to burning* And I'm ³ f_____ with desire Could it be a devil in me? Or is this the way love's supposed to be?

Chorus

It's like a heatwave Burning in my ⁴ h_____ I can't keep from ⁵ cr_____ It's tearing me apart

Whenever he ⁶ c_____ my name So softly and plain Right then, right there, I feel that burning ⁷ fl_____ Has high ⁸ bl_____ pressure got a hold on me? Is this the way love's supposed to be?

Chorus

Sometimes I stare in space Tears all over my ⁹ f_____, I can't explain it, don't ¹⁰ u_____ it, I ain't ¹¹ n_____ felt like this before Now this funny ¹² f_____ has me amazed Don't know what to do, my head's in a haze It's like a heatwave.

I feel it burning, right here in my heart, Don't you know it's like a heatwave

Yeah, don't you know it's like a heatwave? Burning right here in my heart.



* NB the phrase to burning is non-standard

b Listen and complete the words.

Listen to the song again with the lyrics. Complete the glossary with the highlighted words or phrases.

GLOSSARY

- 1 _____ = to look at sb / sth for a long time
- 2 _____ = to destroy sb / sth completely
- 3 _____ = an evil spirit
- 4 _____ = very surprised
- 5 _____ = to stop yourself (from doing *sth*)
- 6 _____ = air that is difficult to see through because it contains very small drops of water, especially caused by hot weather

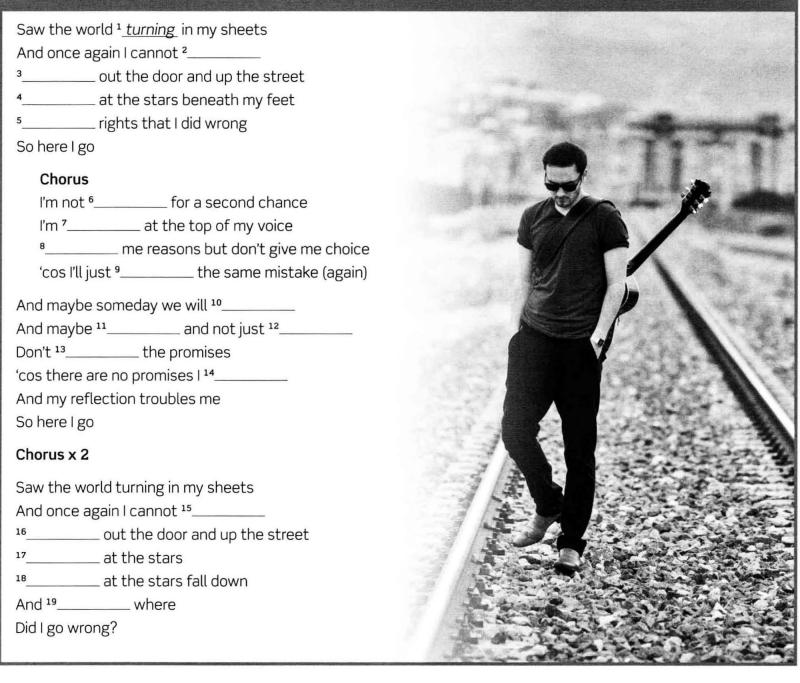
SONG FACTS

This song was the first top ten hit for the 'Motown' group Martha Reeves and the Vandellas in 1963. The original title was (Love is like a) Heat Wave and it talks about a teenage girl falling in love for the first time. The song was included in the list of The Rock and Roll Hall of Fame's 500 Songs that Shaped Rock and Roll and the music magazine Rolling Stone included the group in their list of the 100 Greatest Artists of All Time. Martha Reeves and the Vandellas are still playing and they recently toured the UK.

5B SONG Same Mistake

a Listen to the song and complete the gaps with a verb in the infinitive or + -ing.

Same Mistake



SONG FACTS

This song was originally recorded by James Blunt on his second studio album 'All the Lost Souls'. The song has been used in several TV shows and was played during the trailer and credits for the film *P.S. I love you*. The Spanish flamenco pop singer Melendi has included a version of this song in one of his albums sung in Spanish. **b** Listen to the song again with the lyrics. Find the phrases in the song which mean...

- 1 I don't like what I see in the mirror.
- 2 I don't want another opportunity.
- 3 now I think about the mistakes I made in the past.
- 4 perhaps we'll see each other in the future.
- 5 you shouldn't believe the things I say I'll do.

6A SONG Sing

Listen to the song. Correct all the **bold** words and phrases.

Sing

Sing it out Boy, you've got to see what 'tonight brings Sing it out Girl, you got to be what tomorrow 'brings For 'each time that they want to count you out Use your 'head every single time you open up your mouth	<u>tomorrow</u>
Chorus Sing it for the boys Sing it for the girls Every time that you lose it sing it for the Sing it from the heart Sing it till you're nuts Sing it out for the ones that'll hate your g Sing it for the deaf Sing it for the blind Sing about everyone that you left behind Sing it for the world Sing it for the world	guts
Sing it out Boy, they're gonna 5 say what tomorrow means Sing it out Girl, before they kill what tomorrow brings You've got to make a 6 noise If the music drowns you out And raise your voice Every single time they try and 7 close your mouth	

SONG FACTS

This song, by My Chemical Romance, was the second best-selling rock song of 2011 in the UK. In 2011, the group released a new version of *Sing* called *SING* for *Japan* in support of those affected by the 2011 Tohuku earthquake and tsunami. A version of the song was featured in the second season of the TV series *Glee*.

GLOSSARY

rooting for = supporting

Chorus

Cleaned up, corporation progress Lying in the process Children that can talk about it ⁸Leaving on the railways People ⁹shooting sideways Tell it till your last days Buy yourself the motivation Generation 10 Nobody Nothing but a dead scene Product of a ¹¹wild dream I am not the ¹²person that you wanted But a dancer I refuse to 13 reply Talk about the past Rooting for the ones who want to 14go away Keep running!

Chorus

We've got to see what tomorrow brings Sing it for the world Sing it for the world Girl, you got to be what tomorrow needs Sing it for the world Sing it for the world



7A SONG My Girl

a Look at gaps 1–8 in the lyrics. With a partner, try to guess some of the missing words. Each gapped word rhymes with the word in **bold** that has the same number.

My Girl

My girl's mad at me I didn't wanna see the film tonight I found it hard to **1say** She thought I'd had enough of her Why can't she **2see** She's lovely to **2**<u>me</u>? But I like to **1**_____ in And watch TV on my own Every now and then

My girl's mad at me Been on the telephone for an hour We hardly said a **3word** I tried and tried but I could not be **3**___ Why can't I **4explain**? Why do I feel this **4**_____? 'Cos everything I **5say** She doesn't understand She doesn't realize She takes it all the wrong **5**_____ My girl's mad at me We argued just the other **"night** I thought we'd got it straight We talked and talked until it was "______ I thought we'd agreed I thought we'd talked it out Now when I try to **"speak** She says that I don't **"care** She says I'm **"_____** And now she says I'm **"_____**

b Listen to the song and complete the missing words.

Read the Glossary. Find words or phrases in the song which mean the following:

GLOSSARY

- 1 very angry (especially in *NAmE*) _____
- 2 occasionally_
- 3 misunderstand and take offence _____
- 4 clarify a situation _
- 5 not know about something _____

SONG FACTS

My Girl was originally recorded by the British band Madness and got to number 3 in the UK singles charts in 1979. It was written by the band's keyboard player Mike Barson and is about the relationship he was having with his girlfriend at the time, Kerstin Rodgers, who is now a well-known chef.

8B SONG News of the World

a Listen to the song and complete the gaps with a preposition.

News of the World

Punk rock

Points ⁹_____ view Remember their views Are not the gospel truth

Check before you spread

Don't believe it all

News of the world News of the world

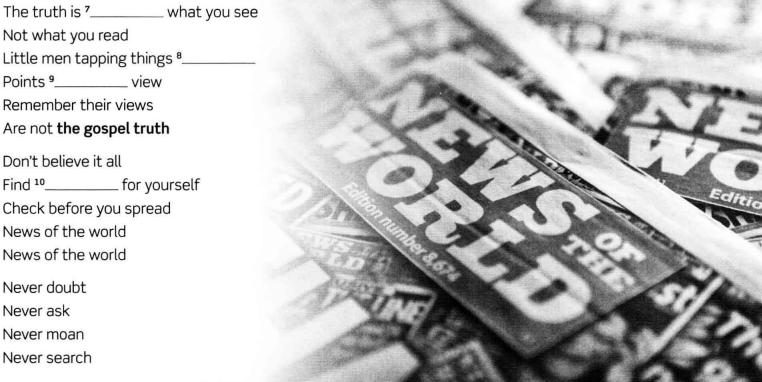
Never doubt Never ask Never moan Never search

Power pop I read ¹ about the things that happen ²_____ the world Don't believe ³___ _____ everything you see or hear The neighbours talk Day in day ⁴_ About the goings 5_ They tell us what they want They don't give an inch Look 6_____ the pictures taken by the cameras They cannot lie The truth is 7_____ what you see Not what you read Little men tapping things ⁸_

Never find Never know News of the world News of the world

Each morning our key to the world comes 11_ the door More than often it's just a comic, not much more Don't take it too serious - not many do Read ¹²_____ the lines and you'll find the truth Read all ¹³_____ it (x2)

News of the world (x2)



b Listen again and read the lyrics. Match the **bold** phrases to their meaning.

- 1 refuse to change your position or opinion
- 2 look for meaning in something that hasn't been said or written openly
- 3 a metaphor for a newspaper
- 4 idiom meaning the complete truth
- 5 activities or events which are strange, surprising, or dishonest

6 all the time

GLOSSARY

- comic = a magazine, especially for children, that tells stories through pictures
- moan = complain about something in a way which other people find annoying

SONG FACTS

This song was a hit for British group The Jam in 1978. The lyrics are advice the band gave to readers about the British tabloid newspaper News of the World, encouraging them not to believe everything they read in it. The News of the World stopped publishing in 2011 because of controversy over illegal phone hacking.

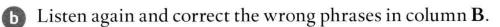
9A SONG The Truth

'Cos I don't care no more, no

'Cos I don't care no more, no

Just gimme the truth Gimme the truth (x 4)

a Listen to the song. Some of the phrases in **bold** are right, and some are wrong. Tick (✓) the right phrases or a cross (✗) the wrong ones in column A.



The Truth		
So there we are We are alone There's pain on your mind I wanna know The truth, if this is what you feel Sell it to me If this was ever right	$ \begin{array}{c} A \\ 1 \\ 2 \\ 2 \\ 3 \\ 4 \\ 5 \\ 6 \\ 7 \\ \end{array} $	B
Chorus I want the truth from you Gimme the truth, even if it hurts me I want the truth from you Gimme the truth, even if it hurts me I want the truth		
So this is you You're walking to me You found a billion ways to let me down So I'm not hurt when you're not around I was blind But now I see This is how you feel Just sell it to me If this was ever right		
Chorus		
I know that this will break me I know that this might make me die You gotta say what's in your mind (x2) I know that this will hurt me and break my heart and so inside I don't wanna live this time	18 19 20 21	
Chorus		
I don't care no more, no Just gimme the truth, gimme the truth 'Cos I don't care no more Gimme the truth		

GLOSSARY

gimme = give me let somebody down = fail to help somebody in a way which they'd expected no more = any more soul = the spiritual part of a person believed to exist after death wanna = want to

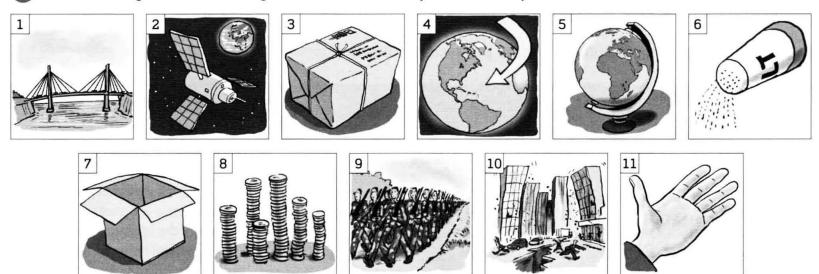
SONG FACTS

The truth was recorded in 2004 by Good Charlotte, a punk-pop band from the USA. The song is from their third album, The Chronicles of Life and Death, which sold 2 million copies. The band have supported animal rights campaigns, but in 2013 they promoted Kentucky Fried Chicken in a series of adverts, which disappointed many of their fans.



10B SONG World

a Look at the pictures. With a partner, decide what you think they are.



b Listen and complete the song. The missing words are all illustrated in **a**.

World

Got a ¹<u>package</u> full of wishes A time machine, a magic wand A ²_____ made out of gold. No instructions or commandments Laws of gravity or indecisions to uphold

Printed on the ³_____ I see ACME's *Build-a-World-to-be* Take a chance, grab a piece Help me to believe it

Chorus

What kind of world do you want? Think anything Let's start at the start Build a masterpiece Be careful what you wish for History starts now... Should there be people or peoples?

4______, funny pedestals for fools who never pay Raise your 5______, choose your steeple Don't be shy, the 6_____ can look the other way Lose the 7______, keep the faults Fill the 8______ without the 9_____ Let every man own his own 10_____ Can you dig it, baby? Chorus Sunlight's on the 11_____ Sunlight's on the way Tomorrow's calling

Sunlight's on the way Tomorrow's calling There's more to this than love

Chorus

SONG FACTS

This song was originally recorded in 2006 by Five for Fighting, the stage name of American singer songwriter John Ondrasik. The name Five for Fighting is an expression used in hockey (which he used to play) when a player receives a five-minute penalty for fighting. The song was used by the History Channel in an advert for the TV network.

GLOSSARY

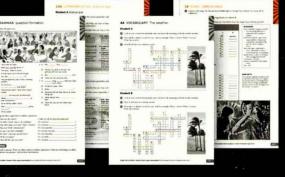
uphold = support something you believe to be right and make sure that it continues to exist ACME = imaginary name of a company first used in a cartoon can you dig it? = do you like it? (NAmE) grab = to take something or somebody with your hand suddenly, firmly or roughly choose your steeple = choose your religion steeple = a tall pointed tower on the roof of a church faults = a place where there is a problem in the layers of rock in the earth's crust



ENGLISH FILE the best way to get students talking

English File third edition gives you **motivating**, enjoyable lessons that work.

- A proven balance of Grammar, Vocabulary, Pronunciation, and skills.
- Engaging topics, tasks, and activities that get students talking on every page.
- A complete teaching and learning package.



NEW for English File third edition

Teacher's Book > Over 70 photocopiable activities: a Communicative activity for every lesson, a Grammar activity for every Grammar Bank, a Vocabulary activity for every Vocabulary Bank, and a Song activity for every File.

Test and Assessment CD-ROM > A complete test for every File, an End-of-course Test, two Progress Tests, and a Quick Test for every File.



For teachers

- Teacher's Book with Test and Assessment CD-ROM
- iTools
- Class audio CDs
- Class DVD
- Teacher's website www.oup.com/elt/teacher/ englishfile

For students

- Student's Book (with or without Online Skills) with **_iTutor**
- Workbook (with or without key)
- Student's website www.oup.com/elt/englishfile
- English File Pronunciation app

English Sounds Pronunciation Chart based on an original idea and design by Paul Seligson and Carmen Dolz.







SHAPING learning together