

- G** superlative adjectives: *the biggest, the best*, etc.
V places and buildings
P consonant groups

Lesson plan

Places, buildings, and other geographical features provide the context to present and practise superlative adjectives. The lesson starts with Vocabulary, where Sts learn the words for landmarks and buildings in a town or city. In Grammar, Sts make the logical progression from comparatives to superlatives, and look at some 'extreme' places in the world, e.g. *the biggest station, the oldest bridge*, etc. Pronunciation focuses on consonant clusters, which occur in superlatives, e.g. *the most expensive*, and then Sts role-play being a tourist in their town, using superlatives to ask questions. Then an article on a travel website gives Sts information about the most dangerous place in the world to cross the road. Writing focuses more directly on the Sts' own environment, and they write about their own town / city.

Video material

Vocabulary – places and buildings

More materials

For teachers

Photocopiables

Grammar superlative adjectives p.205

Vocabulary Places and buildings puzzle p.285

(instructions p.266)

Communicative What do you know about the UK? p.254
 (instructions p.221)

For students

Workbook 10A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *famous tourist sites*. Elicit the meaning, and then elicit the names of famous tourist sights in Sts' own country (in their L1), and write the names on the board. Then ask Sts to vote with a show of hands for which they think is the most popular, and write ____ *is the most popular tourist site in* ____.

1 VOCABULARY places and buildings

- a** Books open. In this video Sts will see six clips of famous buildings or places from around the world and find out a little information about each one. They watch the video and then complete the names of the tourist sights.

Focus on the instructions and, if you didn't do the

Optional lead-in, make sure Sts know what *famous tourist sight* means.

Play the video for Sts to watch. Make sure they don't write anything yet (you could ask them to close their books).

Then get Sts to complete 1–6 with the words from the list. Check answers.

ANSWERS

- 1 Square 2 Bridge 3 Park 4 Castle 5 Street 6 Gallery



- Times Square is the centre of New York's theatre district.
- Sydney Harbour Bridge and the famous opera house are iconic images of Australia.
- Hyde Park in central London has four thousand trees, a lake, and a memorial to Diana, Princess of Wales.
- Edinburgh Castle stands on a rock above the city and is one of Scotland's most popular tourist attractions.
- Wall Street, in the business district of New York, is home to the New York Stock Exchange.
- The National Gallery is London's most famous art museum.

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

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

- b** Put Sts in pairs or small groups to see what they can remember about each place.
 Elicit as much information from the class as possible. You could play the video again to check answers. Ask Sts if any of them have visited any of these places.
- c** Tell Sts to go to **Vocabulary Bank Places and buildings** on p.172 and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to highlight the difference between *a road* (= connects different towns or cities) and *a street* (= in a town or city).

- 10.1** Now do **b**. Play the audio for Sts to listen and check.
 Check answers.

10.1

Places and buildings

- | | |
|----------------------|----------------------|
| 3 a chemist's | 16 a castle |
| 9 a church | 14 a museum |
| 4 a department store | 12 a theatre |
| 6 a hospital | 13 a zoo |
| 5 a market | 20 a bridge |
| 2 a park | 19 a river |
| 11 a police station | 18 a road |
| 8 a post office | 21 a square |
| 10 a shopping centre | 17 a street |
| 7 a supermarket | 23 a bus station |
| 1 a town hall | 24 a car park |
| 15 an art gallery | 22 a railway station |

Then either use the audio to drill the pronunciation of the words, or model and drill them yourself. Remind Sts that in compound nouns (e.g. *post office, art gallery*), the main stress is on the first word. Don't forget to remind Sts of the silent *t* in *castle*, and that *ch* is pronounced /k/ in *chemist's*. Give further practice of any other words your Sts find difficult to pronounce.

Focus on the **Other places of worship** box and go through it with the class.

Now focus on **c**. Get Sts to cover the words and use the photos to test themselves or their partner.

Finally, focus on **Activation** and model and drill the question. Put Sts in pairs to ask and answer the question. Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Vocabulary** photocopiable activity.

EXTRA IDEA Get Sts to use their phones to make their own video guide of tourist sights in their town.

2 GRAMMAR superlative adjectives

- a** Tell Sts to look at photos 1–6 and ask if they know or can guess which countries they are in. Elicit some ideas, but don't tell them if they are right or not.
- b** Focus on the instructions. In pairs, Sts complete sentences 1–6 using phrases from the list. Establish that the phrases are all superlative adjectives.
- c** **10.2** Before you play the audio, tell Sts they are going to hear a little more information about each place. Play the audio for Sts to listen and check their answers to **a** and **b**.

Check answers. Note that in 1 and 2, the countries aren't mentioned. It is assumed that Sts will know that London is in the UK and New York is in the USA. You might want to tell Sts that Grand Central Station in New York has the most platforms, but Nagoya station in Japan is largest in size. If you have a map of the world in class, you could show Sts where each country is.

ANSWERS

- a** 1 the UK 2 the USA 3 Germany 4 Greece
5 11 different African countries 6 Türkiye
b 1 The busiest 2 The biggest 3 The tallest
4 The oldest 5 The longest 6 The most dangerous

10.2

- 1 The busiest shopping street in Europe is Oxford Street. Although numbers dropped during the Covid-19 pandemic, seventy-two thousand shoppers a day still visit the street in the centre of London.
- 2 The biggest railway station in the world is Grand Central Terminal in New York. It has forty-four platforms, and covers nearly two hundred thousand square metres.
- 3 The tallest cathedral in the world is Ulm Münster in Germany. It is a hundred and sixty-one metres tall.
- 4 The oldest bridge in Europe is the Arkadiko Bridge in Greece. People still use it today. It was built more than three thousand years ago.
- 5 The longest river in the world is the Nile. It's six thousand six hundred and fifty kilometres long and goes through eleven different African countries.
- 6 The most dangerous road in the world is Bayburt D-nine-one-five in Türkiye. The one hundred and six-kilometre road is very high up and the weather is often foggy and rainy. Even really good drivers find driving extremely difficult.

EXTRA CHALLENGE Get Sts to listen again and write down any extra information they hear about each place.

- d** Focus on the chart and the three column headings. Point out that the first one (*the oldest*) has been done for them. Get Sts to complete the chart with the adjectives from **b**. Check answers. Model and drill pronunciation.

ANSWERS

tall longer the biggest busy the most dangerous

- e** Do this as a whole-class activity.

ANSWERS

For one-syllable adjectives, we add *-est* (and not *-er*) to the end of the adjective. For longer adjectives with two or more syllables, we put *the most* instead of *more* before the adjective.

- f** Tell Sts to go to **Grammar Bank 10A** on p.150.

Grammar notes

Make sure Sts are clear about the difference between comparatives (to compare two things or people, etc.) and superlatives (to say which is, e.g. the smallest / largest in a group of three or more). In your Sts' L1, they may just use the comparative form + *the*. (Typical error: *the better place in the world...*)

Formation of superlatives is very easy once Sts know comparatives. *-er* changes to *-est* with most short adjectives, and *more* changes to *the most* before long adjectives.

Spelling rules

These are exactly the same as for comparatives, e.g. *hotter* / *the hottest*; *prettier* / *the prettiest*.

Highlight that we use **in the world**, **in the class**, etc. after superlatives, NOT *of*.

Focus on the example sentences and play audio **10.3** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **10A** on p.151. Sts do the exercises individually or in pairs.

Check answers. Get Sts to spell the *-est* adjectives in **a** where there's a spelling change and write them on the board. In **b**, get them to read the full sentences, helping them with the rhythm.

ANSWERS

- a** 1 the hottest 2 the cheapest 3 the worst
4 the easiest 5 the wettest 6 the tallest / longest
7 the furthest 8 the dirtiest
b 1 the biggest 2 the best 3 the smallest
4 the most comfortable 5 the noisiest 6 the most stressed
7 the youngest 8 The most beautiful

Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

- g** **10.4** Tell Sts they are going to hear six questions with superlatives and they must write them down.

Play the audio, pausing after each question to give Sts time to write. Play again if necessary.

Check answers, eliciting the questions onto the board.

10.4

- 1 What's the noisiest city in the world?
2 What's the foggiest city in Europe?
3 Which US city has the biggest population?
4 What's the highest capital city in the world?
5 Which city has the busiest airport in the world?
6 Which city has the worst traffic in the world?

- h** Focus on the possible answers and make sure Sts know where they all are.

Put Sts in small groups and get them to ask the questions from **g** and choose an answer from **h**.

Elicit answers from the class.

ANSWERS

1 Dhaka 2 Milan 3 New York 4 La Paz 5 Atlanta
6 Istanbul

3 PRONUNCIATION & SPEAKING consonant groups

- a **10.5** Focus on the **Consonant groups** box and go through it with the class.
Tell Sts to look at **a** and play the audio once for them just to listen.

10.5

See word and phrases in Student Book on p.81

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

- b **10.6** Now tell Sts they are going to do the same with the adjectives in 1–4. Tell them the word in brackets is the noun they must use with the adjective. If Sts are confused, write *beautiful (square)* on the board and show them the example in **a**.
Then play the audio for Sts to listen and repeat.

10.6

- old – the oldest – the oldest building – What's the oldest building?
- interesting – the most interesting – the most interesting museum – What's the most interesting museum?
- good – the best – the best shopping street – What's the best shopping street?
- nice – the nicest – the nicest place – What's the nicest place?

You may want to repeat it, pausing after each word / phrase, and get individual Sts to say the phrase and question.

EXTRA CHALLENGE Get Sts to say the word, phrases, and question first. Then play the audio for them to listen and check.

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist. Help!**, **A** on p.108, **B** on p.113.

Go through the instructions with Sts carefully. Highlight that the tourist only speaks English, so the local person must explain everything in English. Highlight, too (if your Sts are from the same town), that the tourist should pretend not to know anything and to ask for as much information as possible, and the local person should try to answer all his/her questions in as much detail as possible. Now focus on questions 1–6 and the examples, and explain that Sts have to complete the questions with the superlative of the adjective in brackets. You might want to elicit / explain the meaning of *typical* and *popular*.

EXTRA SUPPORT Get Sts to write in the superlatives, and check them before they start.

ANSWERS

Student A

- the most beautiful
- the easiest
- the most interesting
- the best
- the nicest
- the most famous

Student B

- the oldest
- the nicest
- the best
- the most typical
- the most popular
- the most beautiful

If you are not from the same city / country as your Sts, get them to interview you first with their first two questions to find out about your town / city.

- I** Don't be afraid to say *I don't know, but I think it's...* This will provide a good model for Sts.

Get Sts to role-play the conversation. First, Sts **A** are the tourist. Monitor and help, especially with superlatives.

Then tell Sts to swap roles, so now Sts **B** are the tourist.

Get some feedback. Where Sts are from the same town / city, see if they agree.

Tell Sts to go back to the main lesson **10A**.

4 READING identifying paragraph endings from context

- a Focus on the photo and the title of the article, and elicit / explain the meaning of the title.
Tell Sts to read the article and decide which suggestion in the article is the most useful.
When Sts have finished, elicit responses.
- b Now set a time limit for Sts to read the article again and complete the gaps with A–E.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 D 2 E 3 B 4 A 5 C

- c Tell Sts to cover the article, and elicit / explain the meaning of *vehicle* (= a thing that takes people from one place to another). Model and drill pronunciation /'vi:əkl/. In pairs or as a whole-class activity, Sts try to remember all seven words.
If Sts worked in pairs, check answers. You could draw a mind map on the board with *vehicles* in the middle. Elicit / Explain that a *scooter* is a light motorbike with a small engine.

ANSWERS

cars, lorries, bikes, buses, motorbikes, scooters, taxi

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

- d Focus on the six questions and make sure Sts understand all the lexis.
Put Sts in small groups and get them to discuss the questions.
Get some feedback from various groups. You could also tell Sts if you have had problems crossing a road.

5 WRITING an advert for your town

Focus on the instructions and read the example about Kielce. Tell Sts to write an advert for their town / city, and to include some superlatives. If your Sts are all from the same town / city, you could give them the option to write about another place they know well. You could set this as homework and ask Sts to add some photos to their advert.

Put the adverts around the class for Sts to read.

Ask Sts if they found out anything new / interesting about the places.

- G** *be going to* (plans), future time expressions
V city holidays: *stay in a hotel*, etc.
P sentence stress

Lesson plan

The context of this lesson is travel and holidays, and specifically, the travel plans of Vienna Cammarota, a 72-year-old Italian woman who was, at the time of the interview, planning to walk from Venice to Beijing (she should have arrived by the time of publication). The lesson starts with an interview with her where the grammar focus *be going to* for future plans is presented and practised. Pronunciation focuses on sentence stress in *be going to* sentences. In the Listening, Sts hear an expert from a website called Responsible Travel giving advice about how to plan a holiday. In Vocabulary and Speaking, Sts look at some common holiday phrases and then plan their own dream trip. Finally, in Writing, they write a formal email, booking some accommodation for a holiday.

More materials

For teachers

Photocopiables

Grammar *be going to* (plans) p.206

Communicative Future plans p.255 (instructions p.221)

For students

Workbook 10B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *Venice* and *Beijing*. Elicit where they are (*In Italy and China*). Then get Sts in pairs or small groups to guess what the distance is in kilometres overland between the two cities. Elicit ideas and write them on the board. Then tell them that it is approximately 21,000 km.

1 GRAMMAR *be going to* (plans)

- a** **10.7** Books open. You could quickly focus on the title of the lesson, *In the footsteps of Marco Polo*, and find out what Sts know about him (*He was a 13th-century traveller*). Don't spend long on this as Sts will read about him.
- Focus on the task and make sure Sts understand what Vienna is planning to do. Sts may be a bit surprised by her first name, but tell them that names of cities, countries, and even continents can be first names, e.g. *Paris* and *India* are quite common nowadays.
- Tell Sts to cover the interview on the right and focus on the photos.
- Play the audio for Sts to listen and number the photos in the order in which Vienna mentions them.
- Check answers.

ANSWERS

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

10.7

See interview in Student Book on p.82 and answer key b

- b** Tell Sts to uncover the interview and look at the verbs in the list. Point out that the first two (*walk* and *do*) have been done for them.
- Give Sts time to read the interview and complete the gaps.
- Play the audio for Sts to listen and check.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

3 leave 4 start 5 go 6 take 7 be 8 use 9 stay
10 follow

- c** Either put Sts in pairs and get them to answer the questions, or do this as a whole-class activity.
- If Sts worked in pairs, check answers.

ANSWERS

1 infinitive 2 the future

- d** Tell Sts to go to **Grammar Bank 10B** on p.150.

Grammar notes

be going to + infinitive is the most common way to express future plans and the main future form taught in this level. It is often used with time expressions like *tonight*, *next week*, and *next summer*. Sts don't usually find the concept of *be going to* a problem, but the form needs plenty of practice. A typical error is the omission of the auxiliary *be*, e.g. ~~*I going to have dinner*~~, or using the present simple of *go*, e.g. ~~*I go to have dinner*~~.

In song lyrics, *going to* is sometimes spelled *gonna* because of the way it is pronounced (see **Pronunciation notes** in 2). Discourage Sts from using this in written English.

Some Sts may know the future form *will* and may ask about this. Explain that both *be going to* and *will* are used to talk about the future. In the *English File* series, *be going to* is presented first to talk about plans and predictions. *be going to* for predictions is practised in the next lesson. Sts will learn the grammar of *will* in *English File Pre-intermediate*, but will see some examples in **Practical English**.

Focus on the example sentences and play audio **10.8** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **10B** on p.151. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 're going to book 2 'm going to stay 3 's going to study
4 are going to get 5 's going to work 6 isn't going to go
7 aren't going to visit
- b** 1 'm going to call 2 are, going to have 3 isn't going to come
4 are, going to get 5 aren't going to buy 6 Are, going to watch

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar photocopiable activity**.

- e  **10.9** Remind Sts of Vienna's plan. Focus on the question.

Play the audio. Ask Sts whether they think Vienna succeeded.

10.9

(script in Student Book on p.131)

Vienna left Italy in April twenty twenty-two and when I spoke to her again, she was in Kazakhstan. By December twenty twenty-four, she hoped to reach Mongolia, where the true story of Marco Polo began. We asked her if she had any plans for more travelling, and she said, 'In the future, I'd like to travel round the world. But nothing is certain.'

EXTRA IDEA Before playing the audio, you could ask Sts what they think success or failure depended on, e.g. her health, the weather, etc.

2 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

When native speakers speak quickly, they tend to pronounce *going to* as *gonna* /'gɒnə/. It is a good idea to point out this pronunciation to Sts as they will hear it if they have contact with native speakers or listen to songs, and they will see it written down in song lyrics.

This pronunciation is widespread in British and American English, particularly in conversation, although it might not be appropriate in some formal situations.

At this level, we recommend that it is better to teach the more 'correct' pronunciation, i.e. pronouncing both *going* and *to* (using the weak form of *to*). Sts can use the more colloquial form later when their speed of speech increases.

- a  **10.10** Tell Sts they are going to listen to the two conversations. Before playing the audio, focus on the first question and ask Sts which words are stressed (*What, do, and summer*).
Play the audio once for Sts just to listen.

10.10

See conversations in Student Book on p.83

Play the audio again, pausing after each line for Sts to listen and repeat. Encourage Sts to get the right rhythm.

EXTRA IDEA Get Sts to read the conversations aloud in pairs.

- b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** What are you going to do?, **A** on p.108, **B** on p.113.

Tell Sts they need to complete their questions with *be going to*. Point out the example.

Sit **A** and **B** face-to-face if possible. **A** asks their questions to **B**. Monitor and help Sts to get the rhythm right when they read their questions.

B then asks **A** their questions.

When both Sts have answered the questions, get feedback from the class.

Tell Sts to go back to the main lesson **10B**.

3 LISTENING using prior knowledge to predict content; note-taking

- a Focus on the task and make sure Sts understand *plan*.
Give Sts time to read the four questions and make sure they understand *previous*.
Now get Sts to number the questions.
Put Sts in pairs and get them to compare answers.
Get some feedback.
- b  **10.11** Focus on the task and make sure Sts understand who Justin Francis is.
Play the audio for Sts to listen and complete the task.
Check answers. Find out, with a show of hands, if anyone had the same order as Justin. Don't ask Sts if they agree with Justin, as they will be doing this later in the lesson.

ANSWERS

- 1 What am I going to do?
- 2 Who am I going to go with?
- 3 What previous holidays did I really enjoy?
- 4 Where am I going to go?

10.11

(script in Student Book on p.131)

You're thinking of having a holiday or travelling somewhere nice. But there are so many different ways of travelling, and thousands of places to go. Where do you start? Why not follow these three simple steps to find the right holiday for you?

Step one. Think about what you want to do on your holiday.

The first thing people usually try to decide is where they want to go, but it's probably better to start by thinking about what you want to do.

Do you want to relax? Then think about how you relax. For example, do you like reading, or doing yoga, or do you like doing something more active?

Do you want to visit an exciting new city, or see some countryside and animals that are different from where you live? Seeing something completely new is a great way to forget about your normal life.

Do you want to have an adventure? Perhaps you're dreaming about climbing Mount Fuji or living in Kenya with the Maasai people. You could use your holiday to make one of those dreams come true.

Do you want to learn something new? Not everybody wants to sit in a classroom learning a new language or be in a kitchen learning to cook when they're on holiday, but some people love it. And nowadays you can do courses in many countries and experience a different culture at the same time.

So now step two. Think about the people you're going to go with.

Are they family or friends? Do they have children? What do they want to do? People have different needs and interests, and if you're all going to enjoy the holiday, you need to make sure you all want the same things. But if what you really want to do is to meet new people, perhaps it would be better to travel alone.

And finally, step three. Think about good holidays you had in the past.

Why were they good? Perhaps it was the people you were with. Perhaps it was something you learned, or an experience you had. What can you repeat from those holidays?

Of course, there are always other things you need to consider, like how much money you can spend, and how much time you can be away. But first follow these three steps, and then you're ready to start thinking about where you want to go.

EXTRA IDEA Ask Sts what else Justin said is important to think about.

ANSWER

How much money you can spend and how much time you can be away

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c** Now tell Sts they are going to hear the audio again and they must answer questions 1–5.
Go through the questions before Sts listen, making sure they understand all the lexis, e.g. *skill*, *to consider*, etc.
Now play the audio again, pausing after Justin has answered each question.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1
 - Reading, doing yoga
 - Visit an exciting new city, or see some countryside and animals that are different from where you live
 - Climb Mount Fuji or live with an African tribe
 - Learn a new language or learn to cook
- 2 Make sure everyone wants the same things.
- 3 To travel alone
- 4 The people you were with, something you learned, or an experience you had
- 5 Where you want to go

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

- d** Either put Sts in pairs and get them to answer the questions, or do this as a whole-class activity.
If Sts worked in pairs, get feedback.

4 VOCABULARY & SPEAKING city holidays

- a** Tell Sts to look at the nine phrases related to holidays and to complete each one with a verb from the list.
Check answers. You might want to point out that *accommodation* is uncountable.

ANSWERS

- 1 book 2 go 3 rent 4 stay 5 eat 6 visit 7 buy
8 meet 9 have

Now get Sts to cover phrases 1–9 (but not the verbs in the list) and see if they can remember the holiday phrases.

- b** Focus on the task and put Sts in pairs.
Monitor and help while Sts try to find things they both like doing on holiday.
Get some feedback from various pairs.
- c** Focus on the task and the five questions. Tell Sts that they are going to plan a dream trip in their pairs. Their plan must be a visit to three cities in the same continent, and the holiday can be a maximum of ten days.
Before Sts start, focus on the **Making suggestions** box and go through it with the class. Encourage them to use these phrases when planning their trip with their partner. You could write them on the board to serve as an extra reminder.
Give Sts about five minutes to make their plans for each of the five questions. Monitor and help, encouraging them to use *Why don't we...?*, etc. for making suggestions.
Monitor and help.
- d** Now tell Sts to change partners and to tell their new partner the agreed plan from **c**. Focus on the example in the speech bubble before they start.

- e** Finally, ask Sts if they are still happy with their original plan, or if they prefer their new partner's plan. Get some Sts to tell the class their plans.

EXTRA IDEA Get one pair to come out to the front of the class. Act as a TV presenter and interview them, using the questions from **c**, e.g. *What cities are you going to visit?*

5 WRITING a formal email

Remind Sts of / Elicit the difference between informal and formal writing: *informal* = e.g. to a friend, and *formal* = e.g. to a person we don't know, or to a company or institution. We need to use a different style of writing depending on whether it is an informal or formal situation. Before going to the **Writing Bank**, quickly elicit what Sts can remember about writing an informal email, e.g. how you begin (*Hi / Dear...*) and end (*Best wishes / Write soon*, etc.).

Now tell Sts to go to **Writing Bank 10** on p.124.

- a** Focus on the advertisement and the email. Make sure Sts know what a *Bed and Breakfast* is. Tell Sts to complete the gaps in Carl's email with the words in the list.
Check answers.

ANSWERS

- 1 booking 2 double 3 website 4 car 5 place 6 would
7 problem 8 confirm

Ask Sts some comprehension questions to make sure they understand the email, e.g. *Who are Mr and Mrs Campbell?* (The owners of the Bed and Breakfast), *Why is Carl writing to Mr and Mrs Campbell?* (To confirm his reservation, ask about parking, and make sure he gets the right rooms), *How many nights does Carl want to stay?* (Three nights), etc.

- b** Do this as a whole-class activity.

ANSWER

parking and rooms

- c** Focus on the **Formal emails** box and go through it with the class. Elicit / Remind Sts of the difference between *Mrs* and *Ms* (some married women use *Mrs*. Most women use *Ms* as this gives no indication of marital status). Highlight that we don't usually use contractions in formal writing.
Do the question as a whole-class activity.

ANSWERS

Dear Mr and Mrs Campbell
Yours sincerely

- d** Give Sts time to rewrite sentences 1–5 without contractions.
Check answers.

ANSWERS

- 1 We are visiting the area in June.
- 2 I would like a single room.
- 3 I did not receive your email.
- 4 I am planning to arrive by train.
- 5 There is a problem with my booking.

- e** Go through the instructions and make sure Sts understand what they have to do.
Make sure Sts are making notes and not writing full sentences.
- f** Now tell Sts to write their email to the Bed and Breakfast. They must include answers to the questions in **e**, i.e. who they are travelling with, which rooms they want, how many nights they want to stay, etc.

As this writing task is fairly short, you may like to get Sts to do it in class.

EXTRA IDEA If your Sts also need to write formal letters, not just emails, tell them that they can use exactly the same language to begin and end as in an email, but they should put:

- their address in the top right-hand corner
- the name and address of the person / company they're writing to on the left-hand side, slightly lower down
- the date under the name and address
- *Yours faithfully* (if the letter is addressed *Dear Sir / Madam*) or *Yours sincerely* (if it is addressed to a name, e.g. *Dear Mrs Richards*)

You could also teach as a set phrase *I look forward to hearing from you.*

- g** Remind Sts to check their texts for mistakes, e.g. with capital letters or spelling, that they start and finish the email the correct way, and use formal language.

G *be going to* (predictions)

V playing cards

P the letters *ear*

Lesson plan

This lesson looks at another use of the future *be going to* to express predictions (what we think or are sure is going to happen in the future). The context is a short story written in the 1920s about a fortune teller. The lesson starts with Sts discussing cards and card games, and looking at related words or phrases. Then Sts read and listen to a short story about a fortune teller, which has a 'twist' at the end. As they read / listen to the story, Sts have to make a series of predictions about the outcome. After the story, in Pronunciation, Sts look at words with the letters *ear*, such as *appear*, *earn*. Sts then look at the grammar of using *be going to* for predictions, and in Speaking they go to Communication where they have cards to tell each other's fortunes. If you would like to give Sts the actual cards to use for this stage, go to Student Book p.114 to photocopy them and cut them up. The lesson ends with a documentary about the history of playing cards.

Video material

Listening – *The fascinating history of playing cards*

More materials

For teachers

Photocopiables

Grammar *be going to* (predictions) p.207

Communicative Predictions p.256 (instructions p.222)

For students

Workbook 10C

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise *be going to* for plans. Write the following prompts on the board:

tonight tomorrow night next weekend next summer

Get Sts to ask you *What are you going to do...?* with the prompts.

Sts ask each other in pairs.

1 VOCABULARY playing cards

- Books open. Focus on the cards and do the questions as a whole-class activity.
- Now get Sts to match the cards and the words or phrases.
- 10.12** Play the audio for them to listen and check. Check answers, and model and drill pronunciation.

ANSWERS

1 G 2 C 3 B 4 F 5 A 6 D 7 H 8 E 9 I

10.12

See words and phrases in Student Book on p.84 and answer key

Get Sts to test each other's memory by covering the words and phrases and pointing at the cards.

2 READING & LISTENING following the events in a story, understanding specific information, checking a prediction

- Focus on the picture with the title of the story and make sure Sts know what a *fortune teller* is. Explain that the verb is *to tell somebody's fortune*.

Do the questions as a whole-class activity. You could tell the class whether you believe in fortune telling or not.

- 10.13** Focus on questions 1–3 and make sure Sts can remember the meaning of *to be suspicious of somebody* (they saw it in **8A**). You might want to model and drill the pronunciation of the names: *Myers* /'maɪəz/ and *McCleary* /mə'kleəri/. You could point out that Mrs McCleary is the woman on the left of the picture, and Mrs Myers is on the right.

Give Sts time to read and listen to **Part 1** of the story and answer the questions.

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

ANSWERS

- Because she lives so luxuriously.
- She dresses like a young girl and takes off her wedding ring. She wants to make Mrs Myers think she's young and not married.
- She's going to tell her fortune.

10.13

See text in Student Book on p.84

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

- 10.14** Focus on the cards and elicit what they are (the jack of hearts, the king of clubs, the seven of diamonds, the queen of hearts, the ten of spades).

Now play the audio for Sts to listen to **Part 2** of the story and number the cards in the order in which they hear them.

Check answers.

ANSWERS

- the seven of diamonds
- the jack of hearts
- the ten of spades
- the king of clubs
- the queen of hearts

10.14

(script in Student Book on p.131)

Part 2

Mrs Myers turned over the first card. 'The seven of diamonds. That means money. You're going to be rich! And the jack of hearts! That's a lovely card. It means you're going to meet a young man.'

'Ah,' said Mrs McCleary. 'And what next?'

'The ten of spades,' said Mrs Myers, as she turned over the third card.

'That means you're going to travel. But then,' she exclaimed, 'we've got the king of clubs! Clubs always mean problems. Somebody's going to try to stop you. An old man...'

'Probably my father!' Mrs McCleary exclaimed.

'But let's look at the last card,' said Mrs Myers. 'The queen of hearts!'

You're going to fall in love with a young man. Dear Miss Jones, in one year's time you're going to marry a very rich young man, a businessman – he travels a lot. An old man is going to try to stop your marriage, but he's not going to succeed. You're going to move far away from here, probably abroad. That will be one pound, please.'

'Thank you so much,' said Mrs McCleary. She took a pound from her purse and gave it to Mrs Myers.
'Thank you,' said Mrs Myers. 'Goodbye, my dear Miss Jones...Next please!'
When Mrs McCleary got home, she told her husband everything.
'I don't like it,' Inspector McCleary said. 'What shall we do about her? I know! I'll report her.'
And that's what Inspector McCleary did.

- d Focus on the questions and the five gapped sentences. Then play the audio again and tell Sts to listen to **Part 2** again and complete the gaps with a word or phrase.
Give Sts time to compare answers and answer the question in pairs.
Check answers.

ANSWERS

- | | |
|-------------------|---------------------------|
| 1 rich | 4 stop her |
| 2 meet, young man | 5 fall in love, young man |
| 3 travel | |
- The reading costs one pound.
After she returns home, she tells her husband everything.
He decides to report Mrs Myers.

- e **10.15** Focus on the questions and elicit / teach the meaning of the noun *fine* here (= a sum of money that must be paid as punishment for breaking a law or rule). You might also want to pre-teach *court* (= the place where legal trials take place) and *a judge* (= a person in a court who has the authority to decide how criminals should be punished). Go through the **Glossary** with the class.
Now give Sts time to read and listen to **Part 3** of the story and answer the questions.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 To earn money
- 2 She tells them what they want to hear.
- 3 Because Mrs McCleary said she was single
- 4 For a pound, she needed to say something more.
- 5 Because the judge decides she's a fraud.

10.15

See text in Student Book on p.85

- f **10.16** Do this as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.
Then play the audio and tell Sts to listen to **Part 4**.
Elicit the ending.
Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

10.16

(script in Student Book on p.131)

Part 4

About a year later, the judge met Inspector McCleary. 'Lovely weather we're having,' said the judge. 'By the way, how's Mrs McCleary?'
Inspector McCleary looked sad. 'Well, sir,' he said, 'Mrs McCleary...the thing is...we got divorced.'
'No! Really?' said the judge. 'I thought she was a wonderful young woman.'
'That was just the problem,' said McCleary sadly. 'A young man fell in love with her. He was a millionaire businessman from Melbourne. They left for Australia last week.'

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 PRONUNCIATION the letters *ear*

Pronunciation notes

The most common pronunciation of *ear* is /ɪə/, followed by /ɜː/. However, you may want to point out to Sts that it is also occasionally pronounced /eə/ – the most common words with this pronunciation are *wear*, *bear*, and *pear*. *Heart* is the only word where *ear* is pronounced /ɑː/.

- a Focus on the instructions and give Sts time to put the words in the correct column.
Get Sts to compare answers with a partner.
b **10.17** Play the audio for Sts to listen and check.
Check answers.

10.17

ear /ɪə/ appear, dear, hear, year

car /ɑː/ hearts

bird /ɜː/ earn, learn

Put Sts in pairs and get them to practise saying the words. Then ask Sts if they know how the three words *early*, *heard*, and *near* are pronounced (these are not from the story, but Sts have met them before).

ANSWERS

early /'ɜːli/, *heard* /hɜːd/, *near* /nɪə/

4 GRAMMAR *be going to* (predictions)

- a Focus on the two sentences and make sure Sts understand *a prediction* (= something you think is going to happen). Do this as a whole-class activity.

ANSWERS

1 is a prediction and 2 is a plan.

- b Tell Sts to go to **Grammar Bank 10C** on p.150.

Grammar notes

Sts learned the use of *be going to* to express future plans in the previous lesson. Here, the same structure is used to make predictions (what we think or are sure will happen). *Will* can also be used to make predictions. This is taught in Pre-intermediate.

Focus on the example sentences and play audio **10.18** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the exercises for **10C** on p.151. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a
 - 1 They're going to have
 - 2 It's going to be
 - 3 He's going to get
 - 4 She's going to make
 - 5 She's going to send
b
 - 1 're going to have
 - 2 isn't going to pass
 - 3 are going to buy
 - 4 'm not going to finish

- 5 're going to win
- 6 're going to be
- 7 'm not going to like
- 8 's going to forget
- 9 's going to sleep
- 10 're going to have

Tell Sts to go back to the main lesson **10C**.

EXTRA PRACTICE OPTION Use the **10C Grammar** photocopyable activity.

- c Tell Sts to write one prediction for each category – the weather, sport, their town / country, and the student himself / herself. All four sentences should start with *I think*.
- d In pairs, Sts now read their predictions to each other and say whether or not they agree with their partner's predictions.
Get some feedback.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Fortune telling** on p.114.

Go through the instructions in **a** and then give Sts time in their pairs to match the cards and verb phrases.

Check answers.

ANSWERS

- 2 have a surprise 3 fall in love 4 get married 5 become famous 6 travel 7 meet somebody new 8 move house 9 get a new job 10 get a lot of money

Now focus on the example in the speech bubbles in **b**.
Get Sts to sit face-to-face if possible.

Sts individually number the cards in **a** in a different order. Stress that it should be in a random order. Number your cards, too.

Demonstrate the activity. Get a student to tell you a number between one and ten, and 'tell his / her fortune', depending on the card he / she has chosen.

Student **A** is the fortune teller first. **B** chooses five numbers between one and ten, and tells **A**, who writes them down. **A** predicts **B**'s future according to the 'cards' he / she has chosen. Then Sts swap roles.

- ! If you have odd numbers, have a group of three, where **A** tells **B**'s fortune, **B** tells **C**'s, and **C** tells **A**'s.

Get feedback by asking a few Sts what's going to happen to them.

Tell Sts to go back to the main lesson **10C**.

6 LISTENING using visual clues to check predictions

- a Tell Sts they are going to watch a documentary about the history of playing cards. Give them time to read questions 1–8 and think about their answers. You might want to pre-teach *standard* (= usual or normal). You might also want to tell them that *knave* /neɪv/ is an old-fashioned word for *jack*.

Put Sts in pairs to compare their answers.

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

- b ▶ Play the video for Sts to watch and check their answers in **a**.
Give Sts time to discuss the ones they got wrong in their pairs.

Now play the video again for Sts to correct any answers that were incorrect.

Check answers.

ANSWERS

- 1 Asia
- 2 Yes, the suits were different in different countries, for example, cups, swords, leaves, bells, and roses.
- 3 52
- 4 Yes
- 5 A flower
- 6 Wild cards
- 7 Because they were ideal for a lot of different numbers of players.
- 8 Fortune-telling



Here is a standard pack of playing cards: fifty-two cards, four suits – spades, clubs, diamonds, hearts – twelve picture cards, two jokers. Most people are familiar with these cards. But what do you know about their history and their uses?

The first playing cards originated in Asia, probably in China in the ninth century. Between the ninth and the fourteenth centuries they travelled west across the world, through India, Persia, and Egypt, to Europe.

The early cards looked different from the ones we know today, and the suits were different in different countries, for example, cups, swords, leaves, bells, and roses.

The picture cards were all male figures, the king, the jack, and a soldier on a horse.

From the sixteenth century, the French pack of fifty-two cards that we know today became the most common. Its design was simple and therefore cheap to print.

Why are there fifty-two cards? And why four suits...and twelve picture cards? No one knows for sure, but an interesting theory is that the fifty-two cards represent the fifty-two weeks in a year, the four suits represent the four seasons (spring, summer, autumn, and winter), and the twelve picture cards represent the twelve months of the year.

The highest picture card is the king. On the king card, the king always has a sword or an axe. The kings always have moustaches, except for the king of hearts, who sometimes doesn't have one. The second highest picture card is the queen. The French introduced the queen instead of the soldier on a horse. On the queen card, the queen always has a flower in her hand.

In English packs of cards, the jack was originally called the knave. However, because the initials of the picture cards appear in the corner of each card, and there was already a 'K' for 'king', knave became 'jack'.

The jokers were first added to the pack in the eighteenth century. They soon became a standard part of the pack, and in some games they are 'wild cards', that is, they can be any card.

Playing cards quickly became very popular. This was because previously most games were for two players. Card games were ideal for lots of different numbers of players, and were especially popular with women.

The international fifty-two-card pack is still very popular all over the world with people of all ages: easy children's games, games for one person, and serious games like Bridge or Canasta.

But playing cards are not only for games.

Although there are special fortune-telling card packs, like tarot cards, the standard pack was also a very popular way to tell people's fortune in the eighteenth, nineteenth, and twentieth centuries.

The four suits represent four themes: spades are about challenges or difficulties, hearts are about feelings and relationships, clubs are about positive things, diamonds are about money. Each number and picture card also has a special meaning.

You can have all sorts of fun with cards in many different ways.

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

- c Do this as a whole-class activity.

For instructions on how to use these pages, see p.51.

Video material

Can you understand these people? 9&10

More materials

For teachers

Oxford English Hub

Quick Test 10

File 10 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

- a 1 snack (the others are meals)
2 strawberries (the others are vegetables)
3 sugar (the others are drinks)
4 tomatoes (the others are, or are made from, potatoes)
5 chicken (the others are desserts)
- b 1 beer 2 tomatoes 3 honey 4 rice 5 fruit juice
c 1 hundred and twenty 2 million 3 department store
4 square 5 station
d 1 stay 2 rent 3 buy 4 visit 5 book
e 1 jack 2 ace 3 joker 4 seven of spades
5 seven of clubs

PRONUNCIATION

ANSWERS

- c 1 bread /e/ 2 chemist /k/ 3 oil /ɔɪ/ 4 town /aʊ/
5 wrote /r/
- d 1 chocolate 2 dessert 3 supermarket 4 interesting
5 dangerous

CAN YOU understand this text?

ANSWERS

- a 1 C 2 A 3 B
b 1 A 2 B 3 A 4 C 5 B 6 A 7 B 8 C

▶ CAN YOU understand these people?

ANSWERS

- 1 vegetables 2 husband 3 view 4 14 / fourteen 5 food



1 Graziella

I = interviewer, G = Graziella

I Do you think you have a healthy diet?

G Um, for the most part, I would say I have a healthy diet. Er, lots of fruits and vegetables, and a little bit of chocolate, here and there.

I How much sugar and salt do you eat?

G Um, I don't have that much salt in my diet, but with all of the fruit that I have, I would say I have quite a bit of sugar, natural sugars.

2 Kara

I = interviewer, K = Kara

I Do you like cooking?

K I love to cook.

I Do you think you're a good cook?

K I do think I'm a good cook.

I What's your speciality?

K Um, my husband is Cuban, so I learned to cook Cuban food for him, so that's my speciality.

3 Maura

I = interviewer, M = Maura

I What's the most beautiful city you've ever been to? Why?

M Um, that's a difficult question, but I think I'd have to say Edinburgh. Um, it's very beautiful, it's got the sea, it's got an extinct volcano in the centre, and every street has, er, a different view.

4 Kevin

I = interviewer, K = Kevin

I Where are you going to go for your next holiday?

K Er, we've booked that for January and we're going to Thailand for two weeks.

I Where are you going to stay?

K We're staying three nights in Bangkok, three nights in an island called Ko Samui, and five nights in an island called Ko Tao.

I How are you going to get there?

K We are flying from Edinburgh to, er, Dubai, Dubai to Bangkok, and then it's another flight from Bangkok to Ko Samui, and then a ferry from Ko Samui to Ko Tao.

5 Mica

I = interviewer, M = Mica

I What's the biggest difference between the US and the UK?

M Um, so the biggest difference between the US and the UK in New York City, er, food's very different here compared to the UK. Um, lots of burgers and pizza, and fast food and things like that.