

- G** adverbs (manner and modifiers)
V common adverbs: *slowly, fast*, etc.
P connected speech

Lesson plan

People's first impressions of a new country provide the context for learning common adverbs of manner and modifiers. This lesson starts with Sts reading some posts on a forum written by people about what surprised them when they first arrived in the USA. This leads into the grammar focus on the formation and position of adverbs. In Listening, a British teacher talks about living in Costa Rica, followed by Pronunciation, where the focus is on understanding connected speech. Finally, Sts discuss habits and behaviour in their own country / city.

Video material

Grammar – adverbs
 Listening – *Life in Costa Rica* (extracts)
 Listening – *Life in Costa Rica* (full video)

More materials

For teachers

Photocopiables

Grammar adverbs (manner and modifiers) p.208
Communicative Read slowly p.257 (instructions p.222)

For students

Workbook 11A

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts to imagine that they have to go and live for a year in a foreign city. Then tell them, in pairs, to decide which city they would like to go to, and why.
 Get feedback about the cities Sts chose and their reasons.

1 READING understanding opinions

- a** Books open. Do this as a whole-class activity. You could tell the class about your own experience.
b Focus on the title of the forum and the question below it. Make sure Sts understand the topic.
 Give Sts a few minutes to read the posts and decide which topic isn't mentioned.
 Check the answer.

ANSWER

exercise

- c** Get Sts to read the posts again and match sentences 1–8 to the people who said them. The sentences are paraphrases and not the exact wording in the posts.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

1 L 2 N 3 R 4 L 5 N 6 T 7 N 8 T

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

- d** Tell Sts to read sentences 1–8 again and, with a partner, discuss whether each one is true in their country. You could do the first one with the whole class to start them off. If your Sts come from the same country, you could do this as a whole-class activity.
 If Sts worked in pairs, get some feedback from various pairs.

2 GRAMMAR adverbs

- a** Tell Sts to look at the highlighted phrases in sentences 1–8 in **1c** and choose option *a* or *b* in questions 1–3.
 Check answers.

ANSWERS

1 a 2 b 3 b, a

EXTRA SUPPORT Get Sts to work in pairs.

- b** Tell Sts to go to **Grammar Bank 11A** on p.152.

Grammar notes

Adverbs of manner

Sts usually find formation of these adverbs fairly straightforward.

The most common word order with these kinds of adverbs is to put the adverb after a verb or verb phrase, e.g. *He drives very quickly, I speak English very well* (typical error: *I speak very well English*).

Sts may try to use *hardly* instead of *hard*, e.g. *I work hardly*. Explain that *hard* is irregular and doesn't add *-ly*.

Hardly is a word which means *almost not*, e.g. *I hardly slept last night, I hardly ever go to the theatre*. Sts learned *hardly* ever in **4C**.

Modifiers

The position of these is quite straightforward. You may want to point out that you can't use *very* with strong adjectives, e.g. *great, fantastic, awful*, etc.

Focus on the example sentences and play audio ⑪ 11.1 and ⑪ 11.2 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **Words ending in -ly** box and go through it with the class.

Now focus on the exercises for **11A** on p.153. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Help with rhythm, and tell them that adverbs are always stressed.

ANSWERS

- a** 1 carefully 2 polite 3 beautifully 4 unhealthy 5 slowly
 6 really 7 well 8 perfectly 9 casual 10 incredibly
b 1 quietly 2 fast 3 well 4 carefully 5 hard 6 healthily
 7 badly 8 easily

Tell Sts to go back to the main lesson **11A**.

EXTRA PRACTICE OPTION Use the **11A Grammar** photocopiable activity.

- c** In this video Sts will see ten clips of people doing actions. They need to describe what is happening, using a verb and adverb. Tell Sts they can repeat verbs and adverbs as appropriate.

Play the video and pause after a few seconds of the first clip. Elicit where they think the people are (*in a library*) and then focus on the example. Tell them they are going to see nine more clips and they have to describe what is happening, using a verb and an adverb each time. Encourage Sts to use a modifier if appropriate.

Play the video and pause it after a few seconds of each clip. Give Sts time to write down a verb and an adverb (not a full sentence). You could give Sts time, in pairs, to discuss what is happening.

Then play the video again and elicit a sentence in the present continuous with an adverb for each clip. You could get Sts to agree which sentence they think describes each clip the best.

POSSIBLE ANSWERS

- 2 They're driving (quite) fast / quickly.
- 3 She's dancing (really) beautifully / well.
- 4 It's eating (incredibly) slowly.
- 5 He's working (really) hard.
- 6 He's playing tennis (quite) badly.
- 7 She's eating healthily.
- 8 They're walking (very) carefully / slowly.
- 9 They're running (really) fast / quickly.
- 10 She's drinking (quite) noisily / loudly.

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

3 LISTENING & PRONUNCIATION using visual clues to identify attitude, connected speech

- a** In this video Jack Horton, a British computing teacher, talks about what surprised him when he first came to live in Costa Rica.

Focus on the photo of Jack, and ask Sts if they know where Costa Rica is (Central America). Make sure Sts understand the task. You could tell Sts that Jack Horton is from the UK.

Tell Sts that they are going to watch some extracts from the full video and the first time they watch, there isn't any script. Sts just need to watch and decide how Jack feels about living in Costa Rica.

Play the *Life in Costa Rica* (extracts) video for Sts to watch and answer the questions. Elicit some ideas, but don't tell Sts if they are right or not.

- b** Tell Sts they are now going to watch the whole video and they need to check their answers in **a**.

Play the *Life in Costa Rica* (full video) for Sts to watch and check their answer.

Check the answer.

ANSWER

He's positive. He says the people are friendly, the scenery is beautiful, the coffee is amazing, and above all, he ends up saying, 'I love it here'.

Now go through sentences 1–10 with Sts, making sure they understand all the lexis, e.g. *sense of time, scenery*, etc.

Put Sts in pairs and get them to complete as many of the gaps as they can in the sentences.

Then play the video again, pausing after each pair of questions if necessary.

Check answers.

ANSWERS

- | | |
|------------------|-----------------------------|
| 1 friendlier | 6 quite frightened |
| 2 problem | 7 fruit, vegetables, coffee |
| 3 25 degrees | 8 coffee |
| 4 rains, heavily | 9 dangerous |
| 5 more beautiful | 10 terrible |



Jack Horton lives in San José in Costa Rica, where he teaches computer science at a secondary school.

The first thing that I really noticed when I arrived here was how incredibly friendly the people are. The 'ticos' – that's what they're called – are much friendlier than people in Europe. They always say *buenos días* to you even if they don't know you. And if something's good, like a beautiful day or a good meal, they say *pura vida*, which I love. It literally means 'pure life', but I think it really means 'things are great', or something like that.

One thing that can be difficult for foreigners though is that the sense of time is completely different in Costa Rica – they call it 'tico time'.

If there is an appointment at, let's say, seven in the evening, *ticos* probably leave home at seven o'clock. But everyone knows it's OK not to arrive on time and it's not a problem.

Another thing that surprised me was the weather. I thought Costa Rica was hot and sunny all the time. That's true in the dry season, and the temperature's about twenty-five degrees all year round, but in the rainy season, especially in September and October, it rains really heavily for maybe two hours a day. Really amazing rain, nothing like in England.

Everyone told me that the scenery was beautiful in Costa Rica, but it was even more beautiful than I expected. Incredible animals, birds, trees – and volcanoes. Some of them are active and smoke quietly, and then suddenly there's a big bang and they start erupting. I was quite frightened the first time it happened.

What else? Er, I thought that life here was going to be very cheap, but in fact, food is very expensive, especially imported food. The only thing that's cheap is fruit, vegetables, and coffee – wonderful, wonderful coffee.

And the fruit and vegetables are very different from what we have in Europe. One day I went to a market and I didn't recognize any of the fruit.

I like San José. Some people say it can be dangerous, but that's true of most big cities. I don't feel that it is. It is true that some of the roads are terrible, but in general, I really love it here.

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.

- c** **11.3** Tell Sts they are now going to hear seven phrases taken from the video and they must write each one down. Each phrase has three or four words in it. Point out the example.

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

Check answers.

11.3

- 1 how incredibly friendly
 - 2 things are great
 - 3 the sense of time
 - 4 seven in the evening
 - 5 hot and sunny
 - 6 all year round
 - 7 two hours a day
-

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

d Do this as a whole-class activity and give your opinion.

4 VOCABULARY & SPEAKING common adverbs

Focus on the task. Then look at the questions and make sure Sts understand all the verb phrases, e.g. *treat tourists*, *behave*, etc.

Put Sts in small groups. Focus on the example, or demonstrate first if you are from a different country / city, by telling Sts, e.g. *In Britain, I think most people drive very carefully. I drive...*

Give Sts time in their groups to discuss all the points. Remind them to first say what they think about the people in their country and then about themselves. Get some feedback from various groups.

G verb + to + infinitive

V more verb phrases: *go on a cruise, see the Northern Lights*, etc.

P weak to, sentence stress

Lesson plan

This lesson is based on a vlog by Aartie Dharampuriya, an Indian influencer. She is passionate about new experiences, and has written a list of 30 things she wants to do before she reaches 30. In the first half of the lesson, Sts watch a video which introduces them to the concept of bucket lists, and they then read part of Aartie's list. In the second half of the lesson, in Grammar, they focus on the structure verb + to + infinitive, which is common when talking about plans and dreams, e.g. *I want to climb a mountain*, and they learn some common verbs that are followed by the infinitive. In Pronunciation, Sts work on the weak pronunciation of *to* in verb phrases, and sentence stress, and then, in Speaking, they talk about their dreams and plans for the future. The Writing task, which links back to the reading, gets Sts to write their forum post about their dreams and ambitions.

Video material

Listening – *Bucket lists*

More materials

For teachers

Photocopiables

Grammar verbs + to + infinitive p.209

Communicative Dreams and plans p.258 (instructions p.222)

For students

Workbook 11B

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts to imagine that they have won, for example €1,000 in the lottery. Ask who would buy something with it (what?), and who would spend it on an experience, e.g. a trip (where to?).

1 LISTENING & VOCABULARY using visual clues to identify categories, more verb phrases

a In this video Sts will find out what a bucket list is and see some examples of what people put on their lists.

Books open. Focus on the photo and give Sts time to read the two questions. Elicit ideas as to what a bucket list is, but don't tell Sts if they are right or not.

Play the video for Sts to watch and answer the questions. Check answers.

ANSWERS

- 1 A list of things that you want to do before you die
- 2 Travel, adventures, learning new skills, other things



What is a bucket list?

It's a list of things that you want to do before you die. The expression comes from an English idiom, to kick the bucket, which means to die. Some people make a new bucket list every year. Others start one when they're young, and keep on adding to it. Others set a time limit, for example, 'Things I want to do before I'm thirty'.

What kind of things do people put on them? All sorts of things. Many are to do with travel, for example, travel to all seven continents, go on a cruise, see the Northern Lights, go on a safari.

Others are about adventures, for example, do a bungee jump, swim with dolphins, ride a horse on the beach.

Some involve learning new skills, for example, learn to scuba dive, learn to play an instrument, learn to play chess, go on a cookery course.

And others are just random things people would like to do, for example, see the sun rise, go on a blind date, be an extra in a film, get a tattoo, be on TV, see a tennis match at Wimbledon, read a classic novel.

What would you put on your bucket list?

b Tell Sts to complete 1–10 with the verbs in the list.

Get Sts to compare with a partner. Make sure Sts understand all the lexis, e.g. *blind date, classic*, etc.

Then play the video again for Sts to check their answers.

Check answers.

ANSWERS

- 1 go 2 learn 3 see 4 be 5 get 6 do 7 swim 8 ride
- 9 read 10 travel

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.

c Focus on the task and then get Sts to close their books.

Give Sts time, individually, to write down ten activities from the video.

Now put Sts in pairs and get them to tell their partner which three things from their list they would put on their bucket list.

Elicit some feedback and find out if any pairs made similar choices.

2 READING completing information from context

a Focus on the task and make sure Sts know what a *vlogger* is (= a person who creates a video blog).

Tell Sts to read Aartie's list and say which one she did the most recently. Tell them not to worry about understanding all the items.

Check the answer.

ANSWER

Go trekking

b Before Sts read Aartie's list again, you might want to elicit / teach some of the items, e.g. *babysit, phobia*, etc. Point out the photo of the ashram – and check Sts know what it is (= (here) a religious or spiritual retreat) – and the lizard.

Now focus on the task. Do the first one with the class. Focus on the first gap in the second item in the list. Then ask Sts to find the next sentence from A to K and elicit that it's *E*. Finally, ask them which word helped them to find the answer (*pink*) and tell them that there is always a word or phrase that helps you to link the phrases or sentences. Give Sts time to complete the gaps.

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

ANSWERS

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

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

- c Focus on the task and give Sts time, individually, to choose three things from Aartie's list that they would most like to do. You could demonstrate the activity by telling Sts three you would like to do, and explaining why.
Put Sts in pairs and get them to compare their lists. Tell them to say why they have chosen each item.
Get some feedback from individual Sts.

3 GRAMMAR verb + to + infinitive

- a Tell Sts to match the sentence beginnings 1–4 to the endings A–D, and then answer the question.
Check answers.

ANSWERS

- 1 D I decided to stop eating sugar for one month.
2 B I need to do more exercise, too.
3 A I want to do them before I'm 30.
4 C Try not to get angry so often.
The missing word is *to*.

- b Tell Sts to go to **Grammar Bank 11B** on p.152.

Grammar notes

There are two forms of the infinitive in English, e.g. *live* and *to live*.

Live is often known as the 'base form' and *to live* as the 'infinitive with *to*' or the 'full infinitive'. The negative is formed by adding *not*, e.g. *to be* or *not to be*.

The base form (*live*) is used, for example, in questions and negatives with *do / does* and *did*, e.g. *Where do you live?*, *I don't live here*.

The full infinitive (*to live*) is used very widely in English. One of its main uses is after a lot of common verbs, like *want*, *need*, *decide*, *hope*, etc., e.g. *I want to live in the city centre*.

Some verbs – a smaller group – are followed by the gerund (*-ing*), e.g. *like*, *love*, *hate* (*I like cooking*), which Sts learned in **6B**.

However, some native speakers, particularly Americans, use the infinitive after *like*, e.g. *I like to cook*.

Focus on the example sentences and play audio 11.4 for Sts to listen and repeat. Highlight the pronunciation of *would* /wʊd/, reminding Sts that the *l* is silent. Then go through the rules with the class.

Focus on the **would like and like** box and go through it with the class.

Now focus on the exercises for **11B** on p.153. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 to drive 2 to buy 3 to be 4 to call 5 to stay
6 to see 7 to get married 8 to have 9 to go 10 to leave
b 1 to have 2 to speak 3 to travel 4 relaxing 5 to play
6 to get 7 going 8 reading 9 to wear 10 cooking

Tell Sts to go back to the main lesson **11B**.

EXTRA PRACTICE OPTION Use the **11B Grammar photocopiable activity**.

4 PRONUNCIATION weak *to*, sentence stress

- a 11.5 Tell Sts they are going to hear six sentences with verb + *to* + infinitive in them, and they must write them down.
Play the audio, pausing after each sentence for Sts to listen and write down the sentence.
Get Sts to compare with a partner, and then check answers, by eliciting the sentences onto the board.

11.5

- 1 I'm planning to buy a new car.
2 He decided to walk home.
3 I hope to hear from you soon.
4 Do you want to stop now?
5 I need to go to the shops.
6 They'd like to have dinner with us.

Now play the audio again. Pause after 1 and ask the class how *to* is pronounced.

ANSWER

It is pronounced /tə/.

Play 1 again and get Sts to listen and repeat.
Then play 2–6 for Sts to listen and repeat.

- b 11.6 Remind Sts that all the stressed words are in **bold**. Play the audio once the whole way through for Sts just to listen.

11.6

See conversation in Student Book on p.91

Play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the rhythm by saying the stressed words more strongly.
Put Sts in pairs and get them to practise the conversation.
Get a few pairs to read the conversation to the class.

EXTRA CHALLENGE Ask Sts to memorize the conversation, then close their books and practise saying it.

- c Put Sts in pairs and focus on the task. First, they need to look at the verb phrases in **1b**, and then they should ask their partner five questions, using *Would you like to...?* followed by an item in the list. Before they start, focus on the speech bubbles and tell Sts to ask and answer like this, and if possible, as in **4b**, they should give a reason.
Get some feedback from various pairs on their partner's dreams.

5 SPEAKING

- a** Focus on the instructions and give Sts a few minutes to look at the ten bullet points and think about their answers. Now put Sts in pairs and focus on the example. Monitor and help, especially correcting any errors with infinitives. Get some feedback. Find out if any Sts had the same answers, or if any answers were surprising.
- b** Tell Sts to write a bucket list with five things they want to do this year. Put Sts in pairs and get them to compare lists. They should see if any of the items are the same or if their partner wrote something they also want to include in their list. Get some feedback from various pairs.

6 WRITING a forum post

Tell Sts to go to **Writing Bank 11** on p.125.

- a** Focus on the title of Mason's post and make sure Sts know the meaning and pronunciation of *ambition* (= sth that you want to do or achieve very much). Now give Sts time to read the post and replies. Either do the question as a whole-class activity or get Sts to compare with a partner. If Sts compared with a partner, elicit some feedback.
- b** Tell Sts to read the posts again and answer questions 1–5. Point out that the first one (*Aisha*) has been done for them. Check answers.

ANSWERS

2 Max 3 Fleur, Dayana 4 Kenji 5 Enzo

- c** Focus on the **Giving a reason** box and go through it with the class. You may want to remind Sts that *so* is preceded by a comma, but *because* isn't (they saw this in **8B**). Give Sts time to complete the table. Check answers.

ANSWERS

Name	Dream or ambition	Reason
Aisha	run a half marathon for charity	raise money for charity
Fleur	find her dream job	teach her subject at a university
Max	go to Cambodia	see Angkor Wat
Kenji	live in own flat	have own bedroom
Dayana	open own restaurant	vegetarian food is delicious

- d** Focus on the instructions and give Sts time to plan their own post in reply to Mason, using the three questions. Make sure they write notes and not full sentences.

EXTRA IDEA Give Sts time, in pairs or individually, to find five verbs in the posts used to talk about dreams and ambitions. You could do the first one as a whole class. Then check answers.

ANSWERS

plan, would like, hope, need, be going to

- e** Get Sts to do the writing in class or set it for homework.
- f** Remind Sts to check their posts for mistakes, e.g. with capital letters or spelling, and the use of verbs for talking about dreams and ambitions. Also, tell Sts to check that they give reasons for their dreams and ambitions.

- G** definite article: *the* or no *the*
V phones and apps
P *the*

Lesson plan

The topic of this lesson is phones and apps. The lesson starts with the introduction of some useful phone- and app-related language. Sts then listen to three people saying what they use their phones for, and Sts do the same. Reading focuses on life before the internet – something that you and your Sts may not be able to imagine! This is followed by the grammar focus, which looks at the uses of the definite article, with a special focus on the non-use of articles when generalizing, e.g. talking about things or people in general. The lesson finishes with a Pronunciation and Speaking activity that revises the different uses of articles.

More materials

For teachers

Photocopiables

Grammar definite article: *the* or no *the* p.210

Communicative Speak for 30 seconds p.259 (instructions p.222)

For students

Workbook 11C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:

phone calls

using social media apps

internet search

sharing / sending photos and videos

listening to music

Tell Sts that globally as of 2023 these were the top five things that people used their phones for. Tell Sts to number them in what they think is the correct order (1 = most common).

Find how many people numbered each category as 1.

Then give them the answers and ask if anyone guessed completely right.

ANSWERS

- 1 Internet search / web browsing
- 2 Phone calls
- 3 Listening to music
- 4 Using social media apps
- 5 Sharing / sending photos and videos

1 VOCABULARY phones and apps

- a** Books open. Focus on the phone screen. Give them time to look at all the apps, and count how many they have on their phone.
 Elicit some answers.
- b** Get Sts to match the icons in **a** to the activities.
 Check answers.

ANSWERS

share a photo or video: WhatsApp, Facebook, Instagram, TikTok

videocall a friend: Phone, WhatsApp

stream a video: Facebook, YouTube, TikTok

text or message a friend: WhatsApp, Facebook

- c** Tell Sts to match phone activities 1–11 to the apps in **a**.
 They could do this individually or in pairs.
 Check answers.

ANSWERS

- | | |
|---------------|-------------|
| 1 App Store | 7 Spotify |
| 2 Gmail | 8 easyJet |
| 3 Camera | 9 Health |
| 4 Google Maps | 10 BBC News |
| 5 Kindle | 11 Sudoku |
| 6 Fitbit | |

2 LISTENING & SPEAKING understanding habits and preferences

- a** **11.7** Focus on the task and then play the audio for Sts to listen and complete the gaps in questions 1–7.
 Check answers.

ANSWERS

- 1 kind 2 old 3 often 4 use 5 make 6 apps 7 unusual

11.7

See questions in Student Book on p.92 and answer key

EXTRA CHALLENGE Get Sts to read the questions first and try to complete the gaps. Then they listen and check their answers.

- b** **11.8** Focus on the instructions and tell Sts they are going to hear three different interviews about what apps people have on their phone and how they use them.
 Tell Sts they must listen and label 1–8 according to which speaker says it.
 Give Sts time to read 1–8.
 Play the audio, pausing after each speaker to give Sts time to complete the task.
 Check answers.

ANSWERS

- 1 S 2 J 3 R 4 J 5 S 6 R 7 R 8 S

11.8

(script in Student Book on p.131)

I = interviewer, J = Jackson, S = Sophie, R = Rose Jackson, 17

- I** What kind of phone do you have?
J An iPhone fourteen.
I How old is it?
J I'm not sure how old it is. I got it in August, but it was my mum's old phone.
I How often do you change phones?
J Probably every eighteen months to two years.
I What do you use your phone for the most?
J Messaging friends and social media.
I How often do you make actual phone calls?
J Almost never.

- I What apps do you use a lot?
 J I play a lot of sudoku. I have a sudoku app.
 I Do you have any unusual apps on your phone?
 J Not really. I think all my apps are pretty normal.

Sophie, 40

- I What kind of phone do you have?
 S It's a Xiaomi Redmi phone.
 I How old is it?
 S About a year old, I think.
 I How often do you change phones?
 S I hate changing phones, so not often. Unfortunately my last phone only lasted three years because the battery stopped working.
 I What do you use your phone for the most?
 S I checked this on my phone, and it said mainly Google. I research places I'm going to go to, I check my email, I plan journeys using Google Maps, look for reviews for things I'm thinking of buying. I look up meanings of words, I use Google Translate. All on Google.
 I How often do you make actual phone calls?
 S Once in a blue moon.
 I What apps do you use a lot?
 S I also checked this, and it said a game called Tile Match! I was quite surprised!
 I Do you have any unusual apps on your phone?
 S I use an app called FlightTracker to pass the time while I'm waiting for a flight or waiting to meet someone. You can follow the path of a plane when it's coming towards the airport. I also have app for jigsaw puzzles. It's really relaxing to do electronic jigsaw puzzles on your phone. Who knew!

Rose, 65

- I What kind of phone do you have?
 R I think it's an iPhone thirteen. An iPhone anyway.
 I How old is it?
 R I got it about two years ago.
 I How often do you change phones?
 R Every three or four years, usually because the battery isn't working very well.
 I What do you use your phone for the most?
 R Texting people, checking the news and weather, sometimes Google Maps for directions, calling taxis, taking photos, listening to the radio. Oh, and I sometimes play solitaire.
 I How often do you make actual phone calls?
 R Very rarely. Only to family or friends when I get bored of writing really long messages.
 I What apps do you use a lot?
 R WhatsApp, Uber, or other taxi apps I have, the camera, BBC News, BBC Sounds (that's the radio app). And banking apps.
 I Do you have any unusual apps on your phone?
 R I have an app for identifying birds by recording their songs and another to identify flowers by taking a photo. I sometimes use them when I go for a walk in the country.

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 Focus on the task. Remind Sts that they saw adverbs of frequency in **4C**.

Either do this as a whole-class activity or put Sts in pairs and get them to answer the questions.

If Sts worked in pairs, check answers.

ANSWERS

In answer to: *How often do you make actual phone calls?* They mean 'hardly ever'.

- d Put Sts in pairs and get them to ask and answer questions 1–7 in **a**.

Get some feedback from various pairs. You could also tell Sts how you use your phone.

3 READING identifying paragraph topics

- a Do this as a whole-class activity. Don't tell Sts if they are right or not.
 b Tell Sts to read the article, complete the headings with the items in the list, and check their answers to **a**.
 Check answers. If you used any of these things yourself, tell the class about your experiences.

ANSWERS

- 1 B Teletext 2 C the fax machine 3 F the Yellow Pages
 4 D encyclopaedias 5 E the Walkman 6 A the A–Z

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words. You might want to model and drill the pronunciation of *encyclopaedia* /ɪnˌsaɪkləˈpiːdiə/ and explain that many people had / used one called the Encyclopaedia Britannica.

Ask Sts *Are there any machines or devices, etc. which existed when you were young, but don't exist any more?*

- c Focus on the task, making sure Sts know all the lexis, and point out the example.

Put Sts in pairs and get them to tell their partner if they do any of the activities (the chances are they rarely do any of them – the objective here is to get them to explain how they do these things, e.g. book tickets, find information, etc., nowadays).

Get some feedback from various pairs.

EXTRA IDEA You could expand this activity by writing on the board more things that people used to do, but now do on their phones, e.g. *listen to a CD, look something up in a reference book, use a paper map*.

4 GRAMMAR definite article

- a You could do this as a whole-class activity, discussing each sentence in turn, or Sts could do it in pairs or small groups.
 If Sts worked in pairs or small groups, get some feedback.
 b Tell Sts to look at the three sentences in **a** and complete rules 1–4 in **b**.
 Check answers.

ANSWERS

- 1 Use *the* 2 Don't use *the* 3 Don't use *the* 4 Use *the*

- c Tell Sts to go to **Grammar Bank 11C** on p.152.

Grammar notes

This lesson focuses on the use and non-use of the definite article. It also revises the uses of the indefinite article that Sts have seen so far in Elementary.

The **Grammar Bank** information covers several uses / non-uses of the article, but is not exhaustive, as some of the more complex rules, e.g. the use of articles with geographical words, will be dealt with at a higher level. The difficulties your Sts have with articles will depend, to a large extent, on how articles are used or not used in their L1.

Focus on the example sentences and play audio 11.9 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **a / an or the?** box and go through it with the class.

Now focus on the exercises for **11C** on p.153. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 at university 2 by train 3 at the weekend 4 at home
5 novels 6 the youngest 7 the moon 8 the man
9 the door 10 breakfast
b 1 – 2 – 3 The 4 – 5 – 6 The 7 the 8 the 9 –
10 the

Tell Sts to go back to the main lesson **11C**.

EXTRA PRACTICE OPTION Use the **11C Grammar** photocopiable activity.

5 PRONUNCIATION & SPEAKING *the*

- a**  **11.10** Focus on the task and play the audio for Sts just to listen. If necessary, play it again.

Check the answer.

ANSWERS

- 1 /ði:/ 2 /ðə/

11.10

See phrases in Student Book on p.93

Now ask what difference there is between the words after *the* in each group. Elicit that in group 1 the words after *the* (= /ði:/) begin with a vowel, and in group 2 the words after *the* (= /ðə/) begin with a consonant.

- b** Put Sts in pairs and get them to practise saying the phrases.

EXTRA SUPPORT Play the audio again, pausing after each phrase for Sts to listen and repeat. Then get Sts to practise saying the phrases.

- c** The aim of this exercise is to get Sts talking about topics, often generalizing, which will encourage them to use the definite article correctly.

Go through the instructions with Sts. Focus on the speech bubbles and highlight that because the person is speaking in general, they say *teenagers* and *adults*, and not *the teenagers* and *the adults*.

Give Sts time to read the topics. Then put Sts in pairs,

A and **B**.

Sts **A** choose a topic and talk about the three things. Sts **B** listen, react, and ask extra questions. Monitor and help Sts, making sure that they use articles correctly.

Then Sts **B** choose a topic and talk about three things, and Sts **A** ask for more information. Monitor and help as before.

When Sts **B** have finished, Sts **A** should choose another topic, and they should continue, alternating until they've talked about all the topics.

Get feedback to see if any of the information was surprising / funny / interesting, etc.

Good news, bad news

Practical English using public transport

Vocabulary public transport

Lesson plan

In this Practical English lesson, Sts learn some vocabulary related to transport and practise booking a taxi by phone and buying a train ticket.

In this final episode of *Pictures of you*, Izzy goes for her job interview and Ben gets a phone call from his aunt Jenny, telling him that he has to come home because his sister, Emma, has had a car accident and is in hospital. Ben rushes to Victoria Station to get the Gatwick Express to the airport. Izzy, hearing his message, gets a taxi to Victoria to say goodbye and give him some good news.

Pictures of you continues in *English File Pre-intermediate*.

Video material

Pictures of you Episode 6

More materials

For teachers

Oxford English Hub

Quick Test 11

File 11 Test

For students

Workbook Practical English 6

Can you remember...? 1–11

THE STORY SO FAR (books closed)

- ▶ Play the first part of the video – the recap of episode 5 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you* and ask them some questions about it. You could elicit some of the language Sts learned for ordering food.

1 EVERYTHING CHANGES

- a Books open. Focus on the task and give Sts time to read the questions.

Tell Sts to look at the photos. Elicit some ideas about where they think Izzy is going (Sts will probably guess she's going to the interview), but don't tell Sts if they are right or not.

Now elicit whether Sts think Ben's phone call is good news or bad news. (Sts will probably say bad news because he looks worried.)

- b ▶ In this part of the video, *Everything changes*, Sts will see Izzy talking to her landlady, Pamela, and then heading off to her interview. Meanwhile Ben gets a phone call from his aunt, saying that his twin sister has had a car accident and he needs to go back home.

Play the video, for Sts to watch and check their ideas in a. Check answers.

ANSWERS

- 1 She's going to her interview.
- 2 The phone call from Ben's aunt Jenny is bad news. (His sister, Emma, had a car accident.)



I = Izzy, P = Pamela, J = Jenny, B = Ben, O = Ola, M = Max

- I You can do this.
- P Oh, hey, Izzy! Good luck!
- I Thanks, Pamela.
- P What time's the interview?
- I It's at four p.m.
- P Are you nervous?
- I Well, a little bit.
- P Don't worry! It's going to be fine. They're going to love you.
- J Ben. Ben. Can you hear me? I'm driving.
- B Yes, I can hear you, Jenny. Is everything OK?
- J Ben, listen. It's your sister. She had an accident this morning. I'm going to the hospital now.
- B Emma? An accident? Is she OK?
- J A car accident. You need to come home today. I bought you a plane ticket. Check your email. You're on the eight o'clock flight this evening.
- B Is she OK?
- J Ben? I can't hear you. The signal's really bad.
- B Jenny, I can't hear you. Is she OK?
- I Hmm. OK. I think this works here, but maybe...What about this?
- O Yes, I like that.
- M Did you say something?
- I No, nothing. I think it was the door.
- B Hey, Izzy. I hope the interview went well. Listen, I got some bad news from home. My sister, Emma, was in a car accident. I'm going back to the US tonight. I'm on the eight p.m. flight from Gatwick Airport. I'm on my way to Victoria Station. Call me.

Ben's voicemail This is Ben. I can't take your call, please leave a message.

- c Focus on the task and give Sts time to read the events. Point out that the first one (*Izzy leaves the house*) has been done for them.

Now play the video again for Sts to watch and number the events in the order they happen. Pause the video if necessary.

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

ANSWERS

- 5 Ben packs his bag.
- 8 Izzy gets a message from Ben's aunt, Jenny.
- 2 Ben gets a call from his aunt Jenny.
- 1 Izzy leaves the house.
- 3 Ben calls Izzy, but she's in her interview.
- 4 Ben sees his phone has no battery.
- 7 Izzy finishes her interview and listens to Ben's message.
- 6 Ben leaves the house.

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.

- d Put Sts in pairs and get them to speculate on what Izzy does next. (Sts will probably say that Izzy is going to go to the airport to see Ben).

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

2 USING PUBLIC TRANSPORT

- a Focus on the task and tell Sts to underline the vehicles that are used for public transport.

Check answers, making sure Sts understand the meaning of all the vehicles. You may want to explain that a coach is similar to a bus, but goes from one city to another rather than within a city. Model and drill pronunciation of all the words.

ANSWERS

bus / coach, taxi, train, underground

- b  In this part of the video, *Using public transport*, Sts will see Izzy booking a taxi to Victoria Train Station and Ben buying a train ticket to Gatwick Airport.

Give Sts time to read the sentences.

Now play the video for Sts to watch and complete the task.

Check answers.

ANSWERS

1 taxi, station

2 train, airport



T = taxi company, I = Izzy, C = ticket clerk, B = Ben

T (automated voice) Good afternoon. Thank you for calling Express Taxis. To book a taxi, press one. For customer service, press two.

T Hello. Express Taxis. How can I help?

I Hello. Can I book a taxi from one hundred and nine The Strand, please?

T Of course. Where to?

I Victoria Station.

T Train station or coach station?

I Train station.

T And when would you like it for?

I As soon as possible.

T OK. About ten minutes?

I Thanks. How much is it?

T That's fourteen pounds.

I Can I pay by card?

T Yes, of course.

I Perfect. Thank you.

C Can I help?

B Yes, can I have a ticket to Gatwick Airport, as soon as possible, please?

C No problem, the next train is at seventeen fifteen.

B OK, that's fine.

C Single or return?

B Er...single.

C That's eighteen pounds fifty. Cash or card?

B Card, please.

C Do you need a receipt?

B No, thank you. Which platform is it?

C Platform thirteen.

B Thanks.

- c Now focus on the conversations in the chart. Point out the two headings, *Booking a taxi* and *Buying a train ticket*, and ask Sts *Who says the You hear sentences in each conversation?* Elicit that it is the receptionist at the taxi firm

in the first conversation, and then the ticket clerk in the second. Model and drill the pronunciation of *clerk* /kɪɑ:k/. Then ask *Who says the You say sentences?* and elicit that it is Izzy in the first conversation and Ben in the second. Tell Sts that if they want someone to call them a taxi, or want to use public transport, they will need the **You say** phrases.

Give Sts a minute to read through the conversations and think what the missing words might be. Then play the video again, and get Sts to complete the gaps. Play again if necessary.

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

ANSWERS

1 book 2 help 3 Where 4 station 5 when 6 That's
7 17.15 8 return 9 card 10 13

Go through the conversations line by line with Sts, helping them with any words or expressions they don't understand.

- d  Now focus on the **You say** phrases. Tell Sts they're going to hear the conversations again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Play the video.



Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. Tell Sts **A** to read the part of the receptionist and then the ticket clerk, and Sts **B** to read Izzy and then Ben.

In pairs, Sts read the conversations aloud.

Then Sts swap roles.

- e Sts now role-play the conversation. In their pairs, get them to read the information for their roles. **A** is the taxi receptionist to start. **B** is Izzy.

EXTRA CHALLENGE Ask Sts **B** to close their books, and write the information they need on the board.

When they finish that conversation, Sts **B** are the ticket clerk and Sts **A** Ben.

EXTRA CHALLENGE Ask Sts **A** to close their books, and write the information they need on the board.

Monitor and help. Make sure Sts swap roles when they have finished.

You could get one or two pairs to perform in front of the class.

3 SAYING GOODBYE

- a  In this part of the video, *Saying goodbye*, Sts will see Izzy and Ben at Victoria Station. Izzy gives Ben some good news both about Emma's condition and how her interview went. Then they say goodbye and promise to meet when Ben gets back.

Focus on the photos and ask Sts what's happening (They're talking / saying goodbye).

Now focus on the question and elicit some ideas from the class, but don't tell Sts if they are right or not.

Finally, play the video for Sts to watch and check their ideas.

Elicit some feedback.

POSSIBLE ANSWER

It's a happy ending. Ben's sister is in hospital, but she's OK. Ben is going to come back in one or two weeks.



I = Izzy, B = Ben, A = announcement

- I Ben! Are you OK?
B Yeah, I'm OK. I'm just really worried about Emma.
I Listen, your Aunt Jenny sent a message. She says your sister's OK. She's in hospital, but she's OK.
B She's OK...She's OK. What a relief!
I Yeah. She's OK.
B Thanks...thanks for coming.
I Of course I came.
B Oh, uh...How did the interview go?
I It went very well. I was amazing!
B Of course you were. I knew it. When are they going to tell you if you got the job?
I They're going to call me tomorrow.
B I'm sure you're going to get it!
I I hope so.
A The next train to Gatwick Airport leaves from platform thirteen.
B That's me. See you, Izzy.
I When are you going to come back?
B I don't know. In a week or two...It depends...
I See you when you get back.
B Yeah. Uh,...here?
I Right here...well, if I'm not working in my cool new job.
B Of course.
I Or if I'm just too busy to see you. Or if it's raining!
B I'm going to miss you, Izzy. Bye.
I Bye.

- b Give Sts time to read sentences 1–6 and see if they can remember who said them.

Play the video again, so Sts can watch and complete the task.

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

ANSWERS

1 I 2 I 3 I 4 B 5 I 6 B

- c Put Sts in pairs to discuss what or who the **bold** words in sentences 1–6 in **b** refer to. You could do the first one together.

Check answers.

ANSWERS

- 1 She = Emma
2 It = the interview
3 I = Izzy
4 me = Ben
5 you = Ben
6 I = Ben, you = Izzy

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.

4 SOCIAL ENGLISH

- a Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** with a response in **B**. They can do this individually or in pairs.

- b Play the video for Sts to watch and check.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 Thanks, (Pamela)
2 Well, a little bit.
3 What a relief!
4 It went very well.
5 I hope so.
6 I don't know. In a week or two. It depends.

Now play the video again, pausing as necessary, for Sts to watch and repeat.

- c Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions.

Elicit some feedback from the class. You may want to motivate them to carry on with their English studies by telling them that Season 2 of *Pictures of you* is in Pre-intermediate!