

- G** present perfect
V irregular past participles
P sentence stress

Lesson plan

The topic of films and TV series that are based on books provides the context for a simple introduction to the present perfect. The lesson begins with the grammar presentation through a conversation about films, TV series, and musicals which were originally books. The pronunciation focus is on sentence stress, and Vocabulary looks at common irregular past participles. The main context of the final Listening and Speaking activity is a survey asking about film, TV, and book experiences, and Sts learn how to ask present perfect questions with *ever*.

NB In **12B** Sts learn other regular and irregular past participles, and contrast the present perfect with the past simple.

More materials

For teachers

Photocopiables

Grammar present perfect p.211
Communicative Have you done it? p.260
 (instructions p.222)

For students

Workbook 12A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following

cinema questionnaire on the board:

How often do you go to the cinema?

How often do you watch a film on TV or online?

What kind of films do you like?

What's the last film you saw? Did you like it? Why (not)?

Do you have a favourite actor or director?

Get Sts to ask you first, then they ask and answer in pairs.

Get some feedback from various pairs.

1 GRAMMAR present perfect

- a** Books open. Focus on the lesson title and elicit / explain the meaning of *a classic* (= a book, film, or song which is well known and considered to be of very high quality). You could elicit a few examples.

Then focus on the photos showing scenes from a classic film (1), musical (2), and TV series (3), and get Sts to match them to the books.

Check answers.

- !** Don't ask Sts if they have read any of the books or seen the film, musical, or TV series as they will be doing this later in the lesson.

ANSWERS

1 B 2 C 3 A

- b** **12.1** Tell Sts they are going to listen to three conversations about the items in **a**, and they must

complete the gaps with the phrases in the list. Point out that the first one (*Have you seen it*) has been done for them. Play the audio, pausing after each conversation to give Sts time to complete the gaps with the phrases.

Check answers.

ANSWERS

- 1 Yes, I have, I've read the book
 2 No, I haven't
 3 I haven't seen it

12.1

See conversations in Student Book on p.96 and answer key

EXTRA CHALLENGE Get Sts to complete the gaps before they listen to the audio. They then listen and check their answers.

- c** Tell Sts to read the conversations whilst they listen again. Play the audio again the whole way through.

Now focus on the chart and ask Sts, in pairs, to complete it, using the conversations to help them, and to answer questions 1–5. Point out that the first one (*I've read*) has been done for them.

Check answers.

ANSWERS

- ☐ I haven't read the book. ☒ Yes, I have.
☐ Have you read the book? ☒ No, I haven't.
 1 I have read 2 has, hasn't 3 see, read, hear
 4 watch, download 5 No, we don't.

EXTRA CHALLENGE Get Sts to complete the chart before they listen to the audio again. They then listen and check their answers.

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

- e** Tell Sts to go to **Grammar Bank 12A** on p.154.

Grammar notes

Present perfect

The present perfect is presented here in two of the most basic uses, i.e. for recent past actions and past experience when the time is not referred to. These uses may be difficult for Sts if they don't have an equivalent in their language.

The form of the present perfect may also be problematic as it is the first time Sts have seen *have* used as an auxiliary verb with all its contractions (*I've...*, *he's...*, etc.).

Regular and irregular past participles

Past participles of regular verbs should not cause any problems for Sts since they are the same as the past simple. Sts simply have to remember the pronunciation rules for *-ed* endings.

Many irregular past participles also have the same form as the past simple. However, ones which are different (e.g. *speak-spoke-spoken*) may cause problems as Sts may confuse the two forms. For this reason, it is worth giving special attention to these verbs.

Focus on the example sentences and play audio 12.2 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **12A** on p.155. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences. In **a**, write the contracted forms on the board. In **b** and **c**, tell Sts to use contractions in $\boxed{+}$ and $\boxed{-}$ after *I, he*, etc.

ANSWERS

- a**
- 1 She hasn't read the book.
 - 2 You haven't finished your ice cream!
 - 3 We've heard the news.
 - 4 He's arrived at the airport.
 - 5 They haven't asked for the bill.
 - 6 We haven't seen him before.
 - 7 It's stopped raining.
- b**
- 1 I've changed my email address.
 - 2 My boyfriend hasn't worked abroad.
 - 3 Have you decided what to do?
 - 4 They haven't passed the exam.
 - 5 Has he accepted the invitation?
 - 6 She's studied three languages.
 - 7 The train hasn't arrived.
 - 8 Have the children tidied their room?
 - 9 My girlfriend hasn't phoned me.
 - 10 My father's helped me a lot.
- c**
- 1 They've seen
 - 2 He's passed
 - 3 She hasn't finished
 - 4 She's painted
 - 5 He's asked

Tell Sts to go back to the main lesson **12A**.

EXTRA PRACTICE OPTION Use the **12A Grammar** photocopiable activity.

- f** Tell Sts to complete sentences 1–10 with the past participle of a verb from the list. Point out that the first one (*opened*) has been done for them.

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

ANSWERS

- 2 booked
- 3 acted
- 4 played
- 5 worked
- 6 asked
- 7 travelled
- 8 watched
- 9 celebrated
- 10 posted

- g** In pairs, Sts say true sentences for them with *I've* or *I've never*.

Get some feedback from various pairs. Encourage Sts to say why, but don't correct misuse of tenses at this point.

Finally, go through each sentence and find out, with a show of hands, how many Sts have done each one.

2 PRONUNCIATION sentence stress

- a** 12.3 Focus on the conversation. Play the audio once for Sts just to listen.

12.3

See conversation in Student Book on p.97

Now play the audio again, pausing after each line for Sts to listen and repeat. Remind Sts that the words in **bold** are the ones which they should stress more strongly.

Get Sts to practise the conversation in pairs, swapping roles.

- b** Tell Sts to think of three more films, TV series, or musicals from books. Monitor and help Sts write their three titles. The titles can be in any language, depending which country the films or series are from – but in a monolingual

class, for British or American films and series, tell Sts the original title in English if you can.

EXTRA SUPPORT Some Sts might have trouble thinking of films, TV series, and musicals, so put Sts in pairs to brainstorm some names, and then write them on the board.

Sts ask and answer with a partner. Monitor, helping Sts get the right rhythm in their questions.

Get feedback from the class.

EXTRA CHALLENGE If Sts have seen a film / TV series / musical and read the book, ask which one they preferred and why.

3 VOCABULARY irregular past participles

- a** Tell Sts to focus on the last column of the chart. Explain that these are irregular past participles and that Sts need to write the infinitive and the past simple in the relevant columns. Remind Sts that past participles of irregular verbs are sometimes the same as the past simple, but sometimes different. Point out that the first one (*buy, bought*) has been done for them.

Get Sts to compare their answers with a partner.

- b** 12.4 Play the audio for Sts to listen and check. Check answers. Elicit that the verbs where the past participles are different from the past simple are *fall, give, and see*.

ANSWERS

- 2 fall, fell
- 3 give, gave
- 4 hear, heard
- 5 leave, left
- 6 read, read
- 7 see, saw
- 8 tell, told

12.4

See chart in Student Book on p.97 and answer key

Now ask Sts what the difference is between the infinitive of the verb *read* and the past simple and past participle.

ANSWERS

read infinitive = /ri:d/

read past simple and past participle = /red/

Play the audio again, pausing after each past participle for Sts to listen and repeat the three forms. Help with pronunciation where necessary.

- c** 12.5 Focus on the instructions and the example, and tell Sts they are going to hear the infinitive and they must say the past simple and the past participle. Tell Sts that the verbs are from **a**, but they will hear them in a different order. Play the audio for Sts to see what they have to do. Get Sts to either cover **a** or to close their books. If Sts close their books, write *past simple* and *past participle* on the board.

Play the audio, pausing after each infinitive, and elicit the past simple and past participle from the whole class.

12.5

buy (ping) bought, bought
see (ping) saw, seen
give (ping) gave, given
fall (ping) fell, fallen
leave (ping) left, left
read (ping) read, read
tell (ping) told, told
hear (ping) heard, heard

Now repeat the activity, eliciting responses from individual Sts.

- d** Tell Sts to look at 1–8 and to complete the **Verb** column in each one with a past participle from **a**.

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

ANSWERS

1 read 2 fallen 3 told 4 heard 5 seen 6 bought
7 left 8 given

- e** Tell Sts to cover the **Verb** column, and to say the sentences, completing them from memory.

4 LISTENING & SPEAKING understanding topic questions, note-taking

- a** Focus on the *Films, books, and TV* questionnaire and go through 1–12, making sure Sts understand the vocabulary, e.g. *soundtrack, subtitles*, etc.

Give Sts a few minutes to put the verbs in brackets into the past participle, and then check answers. Model and drill pronunciation.

ANSWERS

1 fallen 2 bought 3 left 4 seen 5 cried 6 seen 7 told
8 read 9 stopped 10 listened 11 given 12 watched

! Don't get Sts to ask and answer the questions at this stage as they will be doing it later in the lesson.

- b** **12.6** Now tell Sts they are going to listen to six people (A–F), each answering one of the 12 questions in **a**. Elicit / Teach that *ever* in the question *Have you ever...?* means (at some time) in your life.

Play the audio, pausing after each speaker to give Sts time to work out which question each speaker is answering.

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

ANSWERS

A 10 B 4 C 1 D 12 E 8 F 2

12.6

(script in Student Book on p.131)

- A** Yes, I have. I drive a lot in my job, several hours a day, and I like listening to books – it's much better than listening to the radio. I probably listen to a couple of books every week.
- B** Yes, I've seen *The Lord of the Rings* films at least ten times. They're really great films, I never get tired of them, I always notice something new.
- C** Yes, I've definitely fallen asleep watching a film on TV, but never in the cinema.
- D** Yes, I have. At Christmas last year, I watched the complete season four of *Stranger Things* in one evening.
- E** No, I haven't. It usually takes me a long time to finish a book, so I never read them again.
- F** Yes, I loved *Encanto*, you know, the Disney film, so I downloaded the soundtrack. It's got some great songs, by lots of different singers.

- c** Now tell Sts that they should listen again and make notes about each speaker's answer. Play the audio, pausing after each speaker to give Sts time to write.

Check answers.

ANSWERS

See script 12.6

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.

- d** Focus on the instructions and the follow-up question.

Get Sts to ask you question 1. If you answer *Yes, I have*, get them to ask *What film was it?* If you answer *No, I haven't*, get them to continue with the other questions until you answer *Yes, I have*.

Give Sts time to choose six questions in **a** that they want to ask their classmates.

Set a time limit, e.g. five minutes. Tell Sts to stand up and start. Take part in the activity yourself. Tell Sts that for each question they must try to find a different person who answers *Yes, I have*. Remind them to write down people's answers.

Stop the activity after five minutes (or when you think Sts have had enough time, or when someone has found people for all their questions). Get Sts to sit down again.

EXTRA IDEA If it is difficult for Sts to mingle in your classroom, you could get Sts to interview each other in pairs with the 12 questions.

- e** Get Sts to look at their answers and choose two that they think are the most interesting.

Get Sts to tell the class their two most interesting answers.

- G** present perfect or past simple?
V learning irregular verbs
P irregular past participles

Lesson plan

The main context of the lesson is a conversation between a group of friends about where to go for dinner. One of the friends has tried all the restaurants his friends suggest. Their conversation contrasts the present perfect and the past simple in a natural context: *Have you been to...? When did you go?* The lesson starts with a video drama in which Sts are exposed to both the present perfect (for past experiences) and the past simple. This leads into the grammar focus. In Vocabulary and Pronunciation, Sts get more practice in forming and pronouncing irregular past participles. The lesson finishes with a Speaking activity in which Sts ask opening questions in the present perfect with *recently* and *ever*, and then simple follow-up questions using the past simple.

Video material

Listening – *Let's go out for dinner!*

More materials

For teachers

Photocopiables

Grammar present perfect or past simple? p.212
Communicative Have you ever...? p.261
 (instructions p.223)

For students

Workbook 12B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the names of the following dishes on the board:

*dim sum green chicken curry fajitas moussaka
 sashimi tapas risotto tandoori chicken*

Then ask Sts *In what kind of restaurants would you find them? Have you tried them? Do you like them?*

1 LISTENING identifying specific information

- a**  In this video Sts will watch four housemates having a discussion about where to go for dinner to celebrate a birthday.

Books open. Focus on the task and point out that 1–5 are the names of the restaurants the friends talk about. Tell Sts that the first time they watch, they just need to identify Joe and tick the places he has been to.

Now play the video once and check answers.

ANSWERS

Joe is the man on the left.

- 1 Curry Up ✓
- 2 The Great Wall ✓
- 3 Thai Chi ✓
- 4 Mexican Wave ✓
- 5 The Acropolis ✗

EXTRA IDEA Focus on the restaurant names and elicit what kind of food each one serves.



C = Claire, J = Joe, A = Alison, B = Brett

C What are we going to do this weekend?

J Hey.

All Hey!

A I know, let's go out for dinner on Saturday. We can celebrate your birthday, Brett.

B Good idea. Where?

A Let's try somewhere new, somewhere we haven't been to before.

B Yeah, that's a great idea.

C How about that Indian restaurant near the station, Curry Up? Mmm, good reviews...

J Curry Up? I've been there. It wasn't very good.

C Really? OK. Joe says it's not great. What about Chinese, then? Somebody told me The Great Wall is very good.

A Yes, I haven't been there, but people say it's great.

J The Great Wall? I've been there. I went last week. It is good, but I don't really want to go again.

B Well, there's a new Thai place, Thai Chi. It opened up really recently.

J Thai Chi? I've been there, too. I went on Wednesday.

A Well, I don't know. Have you been to Mexican Wave?

J Mexican Wave? Yes, I have.

A When did you go there?

J Last month. I went for dinner with people from work.

A The Acropolis? That Greek place?

B I'm sure Joe's been there!

J No, I haven't. But it closed a few months ago.

B Oh, this is ridiculous!

A OK, Joe, here's the answer. You cook dinner for us!

J OK, sure. Come on. I can cook.

C Yeah – with a microwave!

- b** Tell Sts they are going to watch the video again, and this time they need to circle the correct information for each restaurant in **a**. Focus on 1–5 and give Sts time to read the sentences and the options.

Play the video again for Sts to circle the correct options.

Get Sts to compare with a partner, and then check answers. You could elicit anything else Sts can remember about the restaurants, e.g. *the Indian restaurant (Curry Up) wasn't very good, people say the Chinese restaurant (The Great Wall) is great*, etc.

EXTRA SUPPORT You could pause the video after each restaurant is talked about, to give Sts time to choose the correct alternatives in 1–5.

ANSWERS

- 1 wasn't, doesn't say 2 week, doesn't want 3 is, Wednesday
 4 month, work friends 5 closed

Finally, ask the class what the friends decide to do in the end.

ANSWER

In the end, they decide that Joe can cook for them.

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 Do this as a whole-class activity or put Sts in pairs to discuss the questions.
If Sts worked in pairs, elicit some feedback from various pairs.

2 GRAMMAR present perfect or past simple?

- a Focus on the extract from the conversation and give Sts time, in pairs, to read it and answer questions 1–3.
Check answers.

ANSWERS

1 present perfect 2 past simple 3 When did you go there?

- b Tell Sts to go to **Grammar Bank 12B** on p.154.

Grammar notes

Present perfect or past simple?

This is intended as a gentle introduction to the contrast between the present perfect and the past simple.

Many conversations typically begin with an opening question in the present perfect, e.g. *Have you been to the new French restaurant?* Yes, I have, and continue in the past tense, e.g. *What did you think of it? I loved it.*

This grammar point will be dealt with in more detail in *English File Pre-intermediate*.

been or gone?

This can be a tricky grammar point for Sts to assimilate. Instead of *Have you been to Mexico?*, Sts often say (incorrectly) *Have you gone to Mexico?* or *Have you been in Mexico?*

Focus on the example sentences and play audio 12.7 and 12.8 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for 12B on p.155. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 haven't finished 2 gave 3 bought 4 Have you ever danced 5 went
b 1 gone 2 been 3 gone 4 been 5 been
c 1 Have, visited 2 went 3 did, go 4 paid 5 Were
6 were 7 did, stay 8 had 9 Has, invited 10 stopped

EXTRA IDEA Get Sts to read the conversation in c to practise their pronunciation.

Tell Sts to go back to the main lesson 12B.

EXTRA PRACTICE OPTION Use the 12B Grammar photocopiable activity.

- c You could demonstrate this yourself first. Write on the board the name of a restaurant you've been to recently, a film you've seen recently, and a place you've visited recently. Then ask Sts *Have you been to / seen / visited x?* If they say Yes, ask more questions with the past simple. Then get Sts to write down their two restaurants, films, and places.

- d Put Sts in pairs to ask and answer their questions.

3 VOCABULARY learning irregular verbs

- a 12.9 Focus on the task and point out that these five irregular verbs have the same form for the past simple and the past participle.

Get Sts to write the infinitives of the verbs.

Play the audio for Sts to listen and check.

Check answers. You could tell Sts that of the 50 most common irregular verbs in English, 27 have the same form for the past simple and the past participle.

ANSWERS

1 get 2 have 3 lose 4 meet 5 win

12.9

See verbs in Student Book on p.99 and answer key

Play the audio again, pausing after each past participle for Sts to listen and repeat the two forms. Help with pronunciation where necessary.

- b 12.10 Tell Sts that they are now going to look at some verbs where the past simple form and the past participle are not the same. Give them time to write both the infinitive and the past simple.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 be, was / were 2 do, did 3 eat, ate 4 speak, spoke
5 sing, sang

12.10

See verbs in Student Book on p.99 and answer key

Play the audio again, pausing after each past participle for Sts to listen and repeat the three forms. Help with pronunciation where necessary.

- c Tell Sts to go to **Irregular verbs** on p.173, and get them to underline the verbs that have the same form for the past simple and the past participle.

Check answers by eliciting the infinitive of the verbs.

ANSWERS

bring, build, buy
catch, cost
feel, find
get
have, hear
leave, lose
make, meet
pay, put
read
say, send, sit, sleep, spend, stand
teach, tell, think
understand
win

EXTRA IDEA Get Sts to test each other's memory like this:

A (book open): *make*, **B** (book closed): *made – made*
After two minutes, Sts swap roles.

Then tell Sts to highlight the past participles that are different from the past simple and try to learn them.

Tell Sts to go back to the main lesson 12B.

4 PRONUNCIATION irregular past participles

- a** Focus on the seven sound pictures and elicit the word and sound (*clock* /ɒ/, *fish* /ɪ/, *tree* /iː/, *up* /ʌ/, *phone* /əʊ/, *horse* /ɔː/, and *egg* /e/).

Now focus on the verbs in the list. Elicit that the first one (*bought*) has the /ɔː/ sound, so Sts should write it in the *horse* column.

Put Sts in pairs, and get them to put the past participles into the correct columns. Remind them that this kind of exercise is easier if they say the words aloud to themselves.

EXTRA SUPPORT Model the pronunciation of the participles first, and then get Sts to put them in columns.

- b**  **12.11** Play the audio for Sts to listen and check.
Check answers.

12.11

clock /ɒ/ got, lost

fish /ɪ/ given

tree /iː/ eaten, seen

up /ʌ/ done, sung, won

phone /əʊ/ spoken

horse /ɔː/ bought, fallen

egg /e/ left, met, read

Now play the audio again, pausing after each group for Sts to listen and repeat. Give extra practice as necessary.

Put Sts in pairs and get them to practise saying the past participles.

EXTRA IDEA Draw this bingo card on the board for Sts to copy:

Sts, in pairs, complete their bingo card with six past participles from **Irregular verbs** on p.173. Alternatively, you could just use the past participles from **3a** and **b**.

Call out random infinitives. Keep a note of the ones you call out.

If Sts have one of the verbs you call out on their card, they should cross it off. Keep calling until a pair has crossed off all their verbs, at which point they should call out *Bingo!*

Check the winning pair's card. If it's correct, they have won.

If it isn't, continue the game. Once there is a winner, you can play *Bingo* again if there is time.

5 SPEAKING

- a** Focus on the questionnaire and highlight the two groups of questions, one group about *Recently* (= in the last few days / weeks) and the other about *In your life*. Model and drill the pronunciation of *recently*.

Point out to Sts that the first column has the heading *Present perfect* and the second *Past simple*. Elicit which words are missing from the questions (column 1: *Have you*, and column 2: *did you*). Then elicit what form is needed for the verb in **bold** (the past participle). Finally, elicit all the questions for 1 (*Have you seen a good film recently? What did you see? Why did you like it?*).

Give Sts time to read all the questions.

EXTRA SUPPORT Write the questions for 1 on the board (*have you seen a good film recently? What did you see? Why did you like it?*) and leave them up there to help weaker Sts.

EXTRA CHALLENGE You could get fast finishers to write some more *Have you ever...*? questions of their own.

- b** Demonstrate the activity by getting Sts to ask you some of the questions from each section. Then put Sts in pairs, **A** and **B**, and get them to take turns to interview each other. You could get Sts **A** to ask Sts **B** questions 1–5 under *Recently* and Sts **B** to ask Sts **A** 1–5 under *In your life*. Then they swap roles.

Monitor and help.

Finally, get feedback from a few Sts. Ask *Who has been to the cinema recently?*, and then get the details.

G revision: question formation

Lesson plan

In this final lesson, Sts revise grammar, vocabulary, and pronunciation from the whole course, with a special focus on question formation. The lesson is based on an interview Sir Ian McKellen kindly gave to the *English File* authors. Sts first read the interview with Sir Ian McKellen and do some comprehension exercises. Then, in Grammar and Speaking, they revise question formation before interviewing each other. Finally, Sts watch or listen to a documentary about Dame Judi Dench, an actor who has worked in famous productions with Sir Ian McKellen.

Video material

Listening – *Judi Dench – a life in acting*

More materials

For teachers

Photocopiables

Grammar revision: question formation p.213
Communicative Revision questions p.262
(instructions p.223)

For students

Workbook 12C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these answers on the board, and elicit the questions from Sts:
French, German, and a little Italian.
7.00 a.m – but later at the weekend.
jazz, and some classical.
Yes, I have a dog called Spot.
I'm going to go to Egypt.

POSSIBLE ANSWERS

What languages do you speak?
What time do you get up?
What kind of music do you like?
Do you have a pet?
Where are you going to go for your next holiday?

Then tell Sts that in this lesson they're going to read an interview with a famous actor who answers these questions and others.

1 READING identifying topics in a longer text

a Books open. Focus on the title of the lesson and explain the meaning of *national treasure* (= a public figure regarded as being emblematic of a nation's cultural heritage or identity). British people often referred to as 'national treasures' include Sir Ian McKellen, Dame Judi Dench, Sir David Attenborough, Dame Helen Mirren, Sir Paul McCartney, and many more.

Tell Sts to look at the characters in the photos and ask them if they know Sir Ian McKellen. They might recognize him from films such as *The Lord of the Rings*, *X-Men*, *Mr Holmes*, *The Da Vinci Code*, or *The Golden Compass*. Find out if any Sts have seen any of the films.

b Tell Sts that the interview was given exclusively for *English File* and that Sir Ian McKellen answered questions based on lessons in Elementary.

Put Sts in pairs and tell them to decide in which sections of the interview they think they will find 1–10.

Check which section of the interview the sentences might be in.

ANSWERS

1 F 2 C 3 B 4 E 5 B 6 F 7 A 8 C 9 B 10 D

c Tell Sts to read the interview again and to mark sentences 1–10 *T* (true) or *F* (false). Remind them to say why the *F* ones are false. Point out that the first one has been done for them.

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

ANSWERS

2 F (He lives in London.)
3 F (Sometimes he doesn't get up until 10 a.m.)
4 T
5 T
6 F (He read *The Lord of the Rings* when he was preparing to play Gandalf.)
7 F (He's reading a biography of the Hammersteins.)
8 F (He loves dogs.)
9 T
10 F (He'd like to learn to sing, play the piano, and speak foreign languages.)

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

d Put Sts in pairs and get them to discuss what three things they found the most interesting from the interview.

Get some feedback from the class.

2 GRAMMAR & SPEAKING revision: question formation

a Put Sts in pairs and get them to complete all the questions in groups 1–6. Point out that the first one (*do*) has been done for them.

b **12.12** Play the audio for Sts to listen and check. Check answers after each group.

ANSWERS

1 do, did 2 's, Are, Did 3 can, Can, are 4 's, did, are
5 's, are, do 6 have, 's, Have

12.12

See questions in Student Book on p. 101 and answer key

c Focus on the task and the example.

Put Sts in pairs, **A** and **B**. Sts **A** start by interviewing Sts **B** with group 1. Encourage Sts to ask for more information and react to their partner's answers.

EXTRA SUPPORT Write some phrases on the board to help Sts react and show interest, e.g. *Really? How interesting! Me too! What about you?*

When Sts **A** have finished asking the questions in group 1, Sts **B** ask the questions in group 2. Make sure they keep swapping roles.

When they have finished, elicit some interesting answers from the class for each group of questions.

EXTRA CHALLENGE Get Sts to write the interview they just had with their partner. They should follow the style used in the interview with Sir Ian McKellen.

EXTRA IDEA Tell Sts that they are going to role-play being a journalist and a famous person. Tell them to think of a famous person who is still alive. When they are ready, put them in pairs, **A** and **B**. Tell Sts **A** they are journalists and Sts **B** they are the famous person. Tell Sts **B** to use their imagination and invent answers. When Sts **A** have finished their interview, they swap roles.

3 LISTENING using visual clues to understand a biopic

- a** Tell Sts they are going to watch a documentary about Judi Dench, one of Britain's best known and most successful actors.

Focus on the film titles and check that Sts understand / recognize them. Find out which films most Sts have seen.

- b**  Focus on the task and then play the video for Sts to watch and tick the films that are mentioned.

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

EXTRA SUPPORT You may want to tell Sts that *The Old Vic* and *The Royal Court* are famous theatres in London.

ANSWERS

The six films mentioned are *Macbeth*, *A Room with a View*, *Henry V*, *GoldenEye*, *Mrs Brown*, and *Shakespeare in Love*.



Judi Dench is one of a golden generation of British actors who have had long and successful careers, including Maggie Smith, Vanessa Redgrave, Ian McKellen, Michael Caine, and Anthony Hopkins. She has acted in the theatre, on television, and in films in a career of nearly sixty years.

Judith Olivia Dench was born on the ninth of December nineteen thirty-four in York in the north of England. Dench's father was a doctor, but she had connections from a very early age to the Theatre Royal in York – her father was the theatre's doctor and her mother made costumes for the theatre. As a teenager, Judi Dench acted in the York Mystery Plays. These religious plays have been performed in York every four years since the fourteenth century.

In the late nineteen fifties and nineteen sixties, she acted with Britain's most important theatre companies, the Old Vic, the Royal Court, and the Royal Shakespeare Company.

In the nineteen seventies and nineteen eighties, Dench continued to work in the theatre and on British television. In nineteen seventy-eight, she acted in Shakespeare's *Macbeth* with the actor Ian McKellen, both in the theatre and on film. Many people think it was one of the best ever performances of the play. She also appeared in British films like *A Room with a View* in nineteen eighty-five and *Henry V* in nineteen eighty-nine.

In the nineteen nineties, her career changed with two films. The first of these was the James Bond film, *GoldenEye*, where Dench played Bond's boss, M, normally a part for a man. Dench was a great success in the part. She was hard, and at the same time funny. She played the part in eight films, with both Pierce Brosnan and Daniel Craig as James Bond. The second film that changed her career was *Mrs Brown* in nineteen ninety-seven. Dench played Queen Victoria. This small, British film was a great success and she was nominated for an Oscar for Best Actress.

In nineteen ninety-eight, she played Queen Elizabeth the first in the comedy, *Shakespeare in Love*. The film was another big hit. It won the nineteen ninety-nine Oscar for Best Film, and Judi Dench won the Oscar for Best Supporting Actress. She's only in the film for eight minutes, but, as ever, she's absolutely brilliant.

Finally, ask Sts if they've seen any of the films, and if they liked them.

- c** Focus on the task and give Sts time to read the events in Judi Dench's life.

Put Sts in pairs and get them to complete as many gaps as possible with the information they can remember. Point out that the first one (*York*) has been done for them.

Play the video for Sts to watch again and check their answers.

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

ANSWERS

2 doctor 3 Theatre 4 Mystery 5 theatre 6 television
7 *Macbeth* 8 M 9 Victoria 10 Elizabeth I

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** Do this as a whole-class activity.

4 WRITING a biography

- a** Tell Sts to go to **Writing Bank 12** on p.126.

Focus on the instructions in **a**. Give Sts a few minutes to read the biography and then match the phrases in the list to the paragraphs.

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

ANSWERS

Paragraph 1: childhood, first acting experience

Paragraph 2: early career, first roles on screen

Paragraph 3: Hollywood career, acting awards

- b** Get Sts to read the biography again and number them 1–8 in the order they happened.

Check answers.

ANSWERS

7 Daniel became famous.

2 Daniel wrote a play.

5 Daniel began his acting career in the UK.

1 Daniel was born in London.

6 Daniel began to make films in the USA.

4 Daniel acted in his first play.

8 Daniel won his first Oscar.

3 Daniel went to acting classes after school.

- c** Focus on the **Life events** box and go through it with the class.

Now give Sts time to complete phrases 1–8 with the infinitive of the verbs highlighted in the biography. Point out that the first one (*be born*) has been done for them.

Check answers.

ANSWERS

2 grow up 3 become 4 win 5 attend

6 appear / act 7 leave 8 play

- d** Tell Sts to plan a biography about an actor they like. They should write three paragraphs and make notes in answer to questions 1–8. Make sure they make notes and don't write full sentences.

- e** Sts could do the writing in class or for homework.

- f** Remind Sts to read through their writing and check it for mistakes before they give it in. They should make sure the life events follow the right order and that they have used a wide range of verbs.

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

Video material

Can you understand these people? 11&12

More materials

For teachers

Oxford English Hub

Quick Test 12

File 12 Test

Progress Test Files 7–12

End-of-course Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 slowly 2 dangerous 3 badly 4 quiet 5 cold
6 strongly
b 1 learn 2 download 3 send 4 do 5 ride 6 book
7 go 8 listen 9 play 10 be
c 1 been 2 gone 3 sung 4 given 5 fallen 6 spoken
7 eaten 8 done 9 seen

PRONUNCIATION

ANSWERS

b 1 bought /ɔː/ 5 spoken /əʊ/ 2 want /ɒ/ 4 wi-fi /aɪ/
3 women /ɪ/
c 1 politely 2 dangerously 3 decide 4 attachment
5 download

CAN YOU understand this text?

ANSWERS

b 1 E 2 A 3 B 4 F 5 C

▶ CAN YOU understand these people?

ANSWERS

1 B 2 A 3 C 4 C 5 A



1 Anna

I = interviewer, A = Anna

I What are you doing in the UK?

A In the UK, er, I just came for a visit. I'm here the second time in my life, and it was always a dream of mine to come to London. Er, yes.

I Was there anything that surprised you about the UK when you arrived?

A I think that the people are very open, and that, um, just everybody is so nice, and I also saw some monuments and some places I wanted to see, so I was also very impressed about the architecture, etc.

2 Madeleine

I = interviewer, M = Madeleine

I How do people in your country drive?

M I think it depends where you are. Where I live in Oregon, everything is very safe, much slower, but in New York City everything is very fast, very dangerous.

I Are you a typical driver for where you live?

M I would say so, I'd-, I'm a very cautious driver.

3 Chris

I = interviewer, C = Chris

I Do you have any ambitions for this year?

C Um, yes, I'd like to visit my daughter in Australia, and also plan towards my retirement.

I Do you think you're going to do them?

C Certainly the planning, whether or not I achieve the visit is something else.

4 Talitha

I = interviewer, T = Talitha

I Have you ever seen a film more than three times?

T Yes, I really like *Lord of the Rings*, so I've definitely seen that more than three times.

I What do you like about it?

T I love the scenery, um, and I love the imagination.

5 Martin

I = interviewer, M = Martin

I What phone do you have?

M I have a(n) iPhone.

I How old is it?

M I believe, I believe my iPhone is now two years old.

I How often do you change phones?

M I change phones maybe every three years.

I What do you use it for the most?

M I mostly use my phone for social media.