

- G** present simple and continuous, action and non-action verbs
V food and cooking
P short and long vowel sounds

Lesson plan

The topic of this first lesson is food and cooking. The lesson begins with a video revising food items, which leads into the **Vocabulary Bank**, where Sts extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on short and long vowel sounds, which is relevant to this lexical area and will be especially useful if your Sts are not familiar with the *English File* sound–picture system. Sts then do a food questionnaire before listening to six people, each answering one of the questions in the questionnaire. After this Sts read an article regarding new rules about how to eat that will help with both health and enjoyment.

In the second half of the lesson, Sts watch an interview with Marianna Leivaditaki, a food writer and chef from Greece now based in London. Extracts from the interview lead to the grammar focus, which is on the present simple and continuous, and Sts are introduced to the concept of action and non-action verbs. The lesson ends with a speaking activity where Sts discuss statements related to food, cooking, and restaurants.

If you would like to begin the first lesson without the book, there is a Communicative photocopiable *Getting to know you activity* on p.188–9 (instructions p.181), two photocopiable revision Grammar activities on p.159–60 (key p.156), and one Vocabulary photocopiable *Classroom language activity* on p.215 (instructions p.211).

There is an Entry Test on *Oxford English Hub*, which you can give Sts before starting the course.

Video material

Vocabulary – food and cooking

Pronunciation – short and long vowel sounds

Listening – *In conversation with Marianna Leivaditaki* (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar Introduction What do you remember? p.159
 Introduction Don't make these mistakes! p.160
 present simple and continuous, action and non-action verbs p.161

Communicative Getting to know you p.188–9 (instructions p.181)

Describing a photo p.190 (instructions p.181)

Vocabulary Classroom language p.215 (instructions p.211) Food and cooking p.216 (instructions p.211)

Oxford English Hub

Entry Test

For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Put Sts in pairs or small groups. Write this activity on the board, or read the categories out one by one, and get pairs / small groups to write down their answers:

one red fruit, **one** yellow fruit, **one** green fruit

two kinds of food that some people are allergic to

three kinds of food that come from milk

four vegetables that you can put in a salad

five containers that you can buy food in

six things that people sometimes have for breakfast

Elicit answers and write them on the board (eliciting the spelling from Sts if you want to revise the alphabet).

1 VOCABULARY food and cooking

- a**  Books open. In this video Sts will see ten clips of different market stalls or shops where some of the food items are circled.

Now tell Sts that they are going to watch ten short clips showing food items and they must try to remember the ones that are circled.

Play the video once.

Then tell Sts that 16 items were circled. Give them time to write down as many food items as they remember.

Get them to compare with a partner, and find out if any pair have 16 items.

Then play the video again.

Check answers.

ANSWERS

oranges, apples, potatoes, bananas, pasta, onions, carrots, tomatoes, red peppers, chicken, eggs, bread, herbs, spices, fish, cheese

EXTRA SUPPORT Pause the video after the first clip to make sure Sts understand what they have to do. You could also pause the video after each clip and check answers.

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

- b** Tell Sts to go to **Vocabulary Bank Food and cooking** on p.160.

Vocabulary notes

Food

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

Cooking

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

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

🔊 **1.2** Now do **b**. Play the audio for Sts to listen and check.

Check answers. Point out to Sts that there are several types of bean, e.g. *green beans*, *haricot beans*, *kidney beans*, *broad beans*, etc.

🔊 1.2

Food and cooking, 1 Food

Fish and seafood	9 duck	22 courgette
1 crab	10 lamb	18 cucumber
7 lobster	8 pork	23 grapes
5 mussels	Fruit and vegetables	26 lemon
6 prawns	20 aubergine	19 mango
2 salmon	14 avocado	15 melon
3 squid	27 beans	21 peach
4 tuna	25 beetroot	16 pear
Meat	13 cabbage	28 raspberries
11 beef	24 cherries	17 red pepper
12 chicken		

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation** and put Sts in pairs to discuss the questions.

Get some feedback and write any new words on the board.

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

🔊 **1.3** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 1.3

2 Cooking

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

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Now focus on **Activation** and get Sts to tell a partner how they like the four items to be cooked.

Get some feedback from the class.

Finally, focus on **3 Phrasal verbs** and get Sts to do **a** individually or in pairs.

🔊 **1.4** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 1.4

3 Phrasal verbs

- 1 I eat **out** a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.
- 2 I'm trying to cut **down on** coffee at the moment. I'm only having one cup at breakfast.
- 3 The doctor told me that I should completely cut **out** all cheese and dairy products from my diet.

EXTRA CHALLENGE Get Sts to make a true sentence about themselves using each phrasal verb.

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

EXTRA PRACTICE OPTION Use the **1A Vocabulary photocopiable activity**.

c Tell Sts to look at the list of adjectives that are used to describe food. You might want to point out that *hot* here means the same as *spicy*.

Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, elicit their ideas. Elicit the meaning of each adjective and drill pronunciation.

POSSIBLE ANSWERS

fresh: fish, vegetables, etc.

frozen: peas, fish, pizza, etc.

hot / spicy: sauce, chicken, etc.

low-fat: yogurt, cheese, etc.

raw: fish, vegetables, etc.

tinned: tomatoes, tuna, etc.

d 🔊 **1.5** Focus on the instructions and make sure Sts understand what they have to do. Point out that the first one (*raw beetroot*) has been done for them.

Play the audio for Sts to complete the task.

Check answers. You may want to point out to Sts that *yogurt* can also be spelled *yoghurt*. Model and drill pronunciation of any words your Sts find difficult to pronounce.

ANSWERS

- 2 spicy prawns, hot food 3 fresh tuna 4 low-fat yogurts
5 tinned red peppers 6 frozen raspberries

🔊 1.5

- 1 **A** What do I need to make the soup?
B Well, first of all you need raw beetroot, not the cooked kind. Three or four should be enough.
- 2 **A** What are you going to have as a starter?
B I think I'll have the spicy prawns. I love hot food.
- 3 **A** How should I cook this fresh tuna?
B Just grill it for a few minutes on each side.
- 4 **A** Are you going to the shops? Could you get me some low-fat yogurts?
B Sure. What flavour do you want?
A Just plain.
- 5 **A** What else can I put in this rice salad?
B Well, we've got some tinned red peppers. How about those?
- 6 **A** I never buy frozen raspberries.
B No, they taste OK, but the texture just isn't the same.

2 PRONUNCIATION short and long vowel sounds

Pronunciation notes

Sts work on distinguishing between two similar sounds (one short and one long). They then practise these sounds in food phrases which also illustrate typical spellings for these sounds. If you want to focus on them after doing **c**, get Sts to look at these sounds in the **Sound Bank** on p.174.

a Focus on the eight sound pictures. If your Sts are not familiar with them, explain that the sound pictures give a clear example of a word with the target sound, and they help Sts remember the pronunciation of the phonetic symbol (there is one for each of the 44 sounds of English). Elicit and drill the first two words and sounds: *fish* /ɪ/ and *tree* /i:/.

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

- b** Play the video for Sts to watch and check their answers in **a**. Tell them to focus on the mouth position for each sound.
Check answers.

ANSWERS

1 fish /ɪ/ 2 tree /i:/ 3 cat /æ/ 4 car /ɑ:/ 5 clock /ɒ/
6 horse /ɔ:/ 7 bull /ʊ/ 8 boot /u:/



See sounds and words in Student Book on p.8 and answer key

Now ask Sts how they know which sounds are long.

ANSWER

The two dots /:/ tell you that a sound is long.

Finally, play the video again for Sts to watch and repeat the sounds and words, copying the mouth position.

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

- c** **1.6** Focus on the instructions and point out to Sts that they have to match the letters in pink in the phrases to the sounds in **a**.
Give Sts time, in pairs, to complete the task. Tell them that this kind of exercise is easier if they say the phrases aloud to themselves.
Play the audio for Sts to listen and check.
Check answers. Point out to Sts that *tuna* is pronounced /'tju:nə/, not /'tu:nə/, in British English.

1.6

3 cat /æ/ crab salad
7 bull /ʊ/ a good cook
1 fish /ɪ/ grilled squid
5 clock /ɒ/ hot sausages
4 car /ɑ:/ a jar of raspberry jam
6 horse /ɔ:/ raw pork
2 tree /i:/ steamed green beans
8 boot /u:/ tuna with beetroot

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

3 LISTENING & SPEAKING understanding key words in questions

- a** Focus on the questionnaire and give Sts time, in pairs, to try to guess what the words and phrases in **bold** mean.
Check answers. Model and drill pronunciation.

ANSWERS

topping /'tɒpɪŋ/ = a layer of food that you put on top of a dish, to add flavour
filling /'fɪlɪŋ/ = food put inside a sandwich
ready meals /'redi mi:lz/ = meals that you buy already prepared and which only need to be heated before you eat them
takeaways /'teɪkəweɪz/ = meals that you buy in a restaurant that cooks and sells food that you take away and eat somewhere else, usually at home
allergic /ə'lɜ:dʒɪk/ = when you react badly or feel sick when you eat something
intolerant /ɪn'tɒlərənt/ = not able to eat particular foods without becoming ill
cheer yourself up /tʃɪə ʃɜ: 'self ʌp/ = to make yourself happier
miss /mɪs/ = to feel sad because you can't have sth

- b** **1.7** Focus on the instructions and give Sts time to quickly read all the questions in *Your food profile* again, and make sure they understand them.
Point out that the first one has been done for them.
Play the audio once the whole way through for Sts just to listen.

1.7

Emma Definitely tea. I went to Slovenia on holiday recently, and I was staying in a hotel and they didn't have any real English breakfast tea. I really missed it in the mornings.

Sarah I absolutely love pasta, and I try to eat it whenever I can, so I would find it really difficult to... to live without pasta. Pasta and pesto is my favourite meal, and I have it at least twice a week, normally when my husband's away, because he hates pasta!

John Yes, er, quite often. My wife's from Asia, from Indonesia, so we often... we often eat hot food. Erm, I love hot food, er, curries, any Indonesian food. I also love Thai food, like a good green curry.

Rob Er, I guess, like a lot of people, I tend to eat chocolate in that situation – chocolate or ice cream, maybe. Definitely something sweet.

James Only caffeine, actually, which I didn't use to be. I used to drink a lot of coffee, but a few years ago I started noticing that it was... it was affecting me quite badly when I drank coffee. I was getting headaches and, er, I've never been tested for it, but, um, I've stopped drinking caffeine – caffeine in coffee – and I think... I think I feel better.

Sean I like spicy ones, and I like them with meat, so maybe pepperoni. That's what I always end up ordering in an Italian restaurant.

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

Check answers.

ANSWERS

Sarah 6 John 2 c Rob 4 a James 3 Sean 1 b

- c** Tell Sts that they are going to listen to the six speakers again and that this time they must write down the food or drink the speakers mention.
Play the audio, pausing after each speaker to give Sts time to write.
Get Sts to compare with a partner, and then check answers.

ANSWERS

Emma: tea
Sarah: pasta
John: curries, Indonesian food, Thai food
Rob: chocolate, ice cream
James: caffeine / coffee
Sean: meat / pepperoni

- d** Put Sts in pairs and get them to ask and answer the questions in *Your food profile*, giving as much information as possible. They should see if they have anything in common.

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

Monitor and help with any food vocabulary.

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

Highlight that the verb is plural after *Both of us* and singular after *Neither of us*.

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

4 READING using personal experience to understand a text

- a Focus on the task. Individually or in pairs, Sts look at the six paragraph headings and try to guess the missing words. If Sts worked individually, get them to compare with a partner.

EXTRA SUPPORT Before Sts read the article, check whether you need to pre-teach any vocabulary, but not the words in the answer key in b.

- b Give Sts time to read the article and check their answers in a. Check answers and make sure Sts understand the meaning of *chew*. Find out how many Sts guessed some of the words correctly.

ANSWERS

1 coffee 2 yogurt 3 vegetables 4 protein 5 Chew 6 Stand

- c Focus on sentences A–F and make sure Sts understand all the lexis. Then give Sts time to read the article again and match the advice in each paragraph 1–6 to the reason for it. Point out that the first one has been done for them.

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

ANSWERS

A 3 C 6 D 4 E 2 F 5

Deal with any other new vocabulary, but not the words in d. Model and drill the pronunciation of any tricky words.

- d Focus on the **Compound nouns** box and go through it with the class. You might also want to tell Sts that occasionally compound nouns are hyphenated, e.g. *make-up*, or one word, e.g. *sunglasses*.

Now focus on the instructions and make sure Sts know what they have to do.

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

ANSWERS

1 sugar 2 heart 3 blood 4 sports 5 levels

- e Put Sts in pairs, tell them to look back at the headings in a, and discuss the three questions.

Get some feedback from various pairs. You could tell Sts what you think about the information in the article.

5 LISTENING predicting content using visual clues

- a Focus on the photo and introduction. You could read the introduction as a class and do the questions as a whole-class activity. Or put Sts in pairs and get them to discuss the questions. You may want to tell Sts that *Aegean* /i'dʒi:ən/ (the name of the cookery book) relates to the part of the Mediterranean Sea that is between Greece and Türkiye. You could also elicit from Sts that *Cretan* is the adjective used for someone from Crete, a Greek island.

Check answers to the first question.

ANSWERS

She's run a successful London restaurant and become a food consultant. She's also written a cookery book and articles for national newspapers.

Now elicit opinions for the second question.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g. *Where is Marianna's mother from?* (Scotland), *Who owned a seafood restaurant?* (Marianna's parents), *Where did Marianna run a restaurant?* (London), etc.

- b Put Sts in pairs. Get them to look at the photos and then tell each other what they can see in each photo.
- c  Tell Sts they are going to watch **Part 1** of an interview with Marianna.

Go through 1–5 with the class. You could explain that *street food* is the kind of food that is sold from vans or stalls in the street, or in markets.

Play the video once the whole way through.

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

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

ANSWERS

1 B 2 C 3 A 4 E 5 D



I = interviewer, M = Marianna

I Marianna, what was your favourite food when you were a child?

M Well, at home we ate a funny mixture, because of my parents. So my dad was a Cretan fisherman and we ate lots of fresh fish every day, and my mum was Scottish, so we used to have bacon and eggs for a Sunday breakfast, or amazing apple pies. But I think my favourite food is fish. I absolutely love it, and I think it's my number one choice every time.

I Did you have fresh fish every day?

M Yes, we were really lucky because not all families could do that, could eat fish every day, so even being from an island and being surrounded by water, fish can be really expensive, so having my dad being a fisherman was the best thing that could ever happen to us.

I Did your dad catch fish for the family or for the restaurant?

M For both. Except for lobsters. So, every time he caught a lobster, we would never ever sell it. So he would keep it for the family. We would boil it in salty water and when it was ready, open it, and just drizzle it with olive oil and a squeeze of fresh lemon. And it was just so amazing. So we were lucky that he never sold the lobsters because we got to enjoy every single one of them.

I Were you interested in cooking when you were a child?

M Oh yes, I spent every evening in our restaurant and instead of playing with other children, I usually helped in the kitchen, I absolutely loved doing that and being surrounded by all the cooks. I used to collect lots of recipes and write them down in my blue notebook, which I still have, by the way.

I So your love of food and cooking came from your parents?

M From my parents and also from my aunt, and all the lovely ladies that were in our neighbourhood, and taught me so many amazing recipes over the years. My aunt, Koula, was a massive influence in my love for food, because she had her own animals, her own garden, she used to know everything about foraging wild food. And she used to make the best lunches I've ever had. So yes, those are the people that really influenced me.

I Did you ever eat out, in other restaurants, when you were a child?

M Never in the evening, because our restaurant was open for dinner seven days a week. Occasionally at lunchtime my mum would take me

and my brother into town and we would all share a souvlaki which is very traditional, or, not really traditional, but very popular in Greece – lovely soft pitta bread, thin slices of pork, oregano, tomato, onion, and then lots of Greek thick yogurt, so delicious street food, let's say.

EXTRA SUPPORT Play the video again, pausing after Marianna mentions each photo to give Sts time to make notes.

d Now tell Sts to watch again, and listen out for what she says about 1–5.

Play the video again the whole way through. You may want to point out that Marianna uses *would* to refer to repeated **actions** and **events** in the past, e.g. *So every time he caught a lobster, we would never, ever sell it. Would* can be used in this way, similar to *used to* (but not for states), e.g. *She used to be very shy* NOT *She would be very shy*.

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

ANSWERS

- 1 Because her mother was Scottish and her father was Cretan, so they ate bacon and eggs and apple pie, but also a lot of fish.
- 2 Very expensive even though Crete is an island, so they were lucky that her father was a fisherman
- 3 As a child she collected lots of recipes and wrote them in it. She still has it.
- 4 Thia Koula was her aunt, and she was an important influence on Marianna because of the way she was self-sufficient and ate food that she had grown or found.
- 5 She never did it, because the restaurant was open in the evening, but they sometimes went into town and bought souvlaki for lunch.

e  Tell Sts they are now going to watch **Part 2** of the interview.

Focus on the list of events and quickly go through them.

Now play the video once the whole way through.

Put Sts in pairs and get them to number the events. Play it again if necessary for them to check their answers.

Check answers.

ANSWERS

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



I So did you always want to be a chef, and to have your own restaurant?

M Not at all. I wanted to be a psychologist. When I was eighteen, I came to the UK at the University of Kent, to study psychology, and then after a bit, I realized that actually I don't want to be a psychologist, so I went on a cycling trip around Europe – well, France and Spain. And then I went to Ecuador for six months, which was amazing. Now these trips were what reignited my passion for food and I fell in love with food again, and wanted to cook more, and more, and more. And that's what led me to where I am today.

I So you started cooking professionally?

M I went back to Crete and cooked in our family restaurant for two years.

I Why did you come back to the UK?

M I wanted to continue working as a chef, but I needed a bigger challenge. And when I was a student in the UK and I missed good food, I used to save money to go to London to have dinner in a restaurant called Moro. It wasn't Greek food, but it was Mediterranean, Spanish, North African, and I loved it. So when I came back to London, I went to Moro and I said, 'I want a job' – and they gave me one.

I What happened then?

M Well, really slowly, and through hard work, and after seven years, I became head chef and it was magic. A few years later the owners of Moro, Samuel and Samantha Clark, came to me and said, 'Would you like to help us open Morito?' And I was thrilled.

I Morito was a huge success. So why did you leave?

M Well, because I became a mama, to this amazing boy called Ermis, and the restaurant world is quite difficult so being a head chef in a very busy restaurant requires a lot of devotion, a lot of hours, a lot of hard work, so it was a very conscious decision for me to say, actually, now I would like to spend more time with my son, and that's what I did.

I So what are you doing now, Marianna?

M Now I'm doing a lot of different things, and they're all very creative. I develop recipes, I write recipes down for magazines, I cook for local mums and families, and I look after this beautiful café in Enfield. I have also written *Aegean*, which is my own cookbook, and it's like a life journal, which I love and will cherish forever.

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.

f Put Sts in pairs and get them to tell each other about the three questions.

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

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

a Give Sts time to circle the correct form in each sentence. Then get them to compare with a partner.

b  1.8 Play the audio for Sts to listen and check.

Give Sts time, in their pairs, to say why they think each form is used.

Check answers, getting Sts to explain why (in their L1 if necessary) the other form is wrong. For 1, they may simply 'feel' that *have* is correct without being able to explain why. This would be a good moment to explain about action / non-action verbs (see **Grammar notes**).

ANSWERS

- 1 have (It's a non-action verb, not normally used in the continuous.)
- 2 I'm doing (It's what I'm doing now.)
- 3 love (It's a non-action verb, not normally used in the continuous.)

1.8

See sentences in Student Book on p.11 and answer key

c Tell Sts to go to **Grammar Bank 1A** on p.140. If your Sts haven't used the *English File* series before, explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

Present simple

At this level, Sts should be clear about the form and use of the present simple.

Remind Sts of the difference in pronunciation of the third person -s, i.e. /s/ (verbs ending in an unvoiced consonant, e.g. *cooks, eats*), /z/ (verbs ending in a vowel sound or voiced consonant, e.g. *plays, has*), and /ɪz/ (verbs where you have added -es, e.g. *watches, finishes*).

Remind them too of the irregular pronunciation of (*he / she / it*) *says* /sez/ and *does* /dʌz/.

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

Present continuous

Sts who don't have a continuous form in their language may need reminding that this is the form they must use when they are talking about temporary actions in progress now, this week, this month, etc.

Remind Sts of the use of the present continuous for future arrangements. This will be revised fully together with the other future forms in **1B**.

Action and non-action verbs

These are often called *dynamic / stative* or *progressive / non-progressive* verbs. We have called them *action / non-action*, as we think this helps to make the difference clearer for Sts.

When Sts look at the list of common non-action verbs, you may want to point out that *enjoy* isn't there. It describes a state or feeling, so Sts might expect it to be a non-action verb, but in fact it's an exception, and is an action verb, e.g. *Are you enjoying your dinner?* You could also point out that *look* is normally a non-action verb (e.g. *That looks delicious*), but *look at* is an action verb (e.g. *We're looking at the menu*).

There are several other verbs which can be both action and non-action, e.g. *see, feel*. The **Grammar Bank** uses *have* and *think* as clear examples.

Focus on the example sentences and play audio 1.9, 1.10, and 1.11 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Verbs that can be both action and non-action** box and go through it with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 is coming 2 doesn't want 3 isn't working 4 seems
5 aren't speaking 6 think 7 Do we need 8 I'm having
9 I love 10 tastes
- b 1 have, eat 2 Are, taking 3 don't like 4 Does, know
5 order 6 is / 's, making, smells 7 are, thinking 8 think,
is getting 9 do, have 10 don't, cook

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

EXTRA PRACTICE OPTION Use the **1A Grammar** photocopiable activity.

d Focus on the question prompts and elicit / explain the meaning of *diet* here (= the food that you eat and drink regularly). Model and drill its pronunciation.

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

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

ANSWERS

On a typical day

- What do you usually have for breakfast?
- Do you drink fizzy drinks, e.g. Coke? How many glasses do you drink a day?
- Where do you normally have lunch?
- What do you usually have for lunch during the week?
- Do you ever cook? What do you make?
- Do you prefer eating at home or eating out?

At the moment / Nowadays

- Are you taking vitamins or food supplements at the moment?
- Are you trying to cut down on anything at the moment?
- Do you need to buy any food today?
- Do you want anything to eat right now?
- Is the diet in your country getting better or worse?

EXTRA SUPPORT You could write the full questions on the board and underline the stressed words to help Sts get the rhythm correct (see answer key opposite).

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

Get some feedback from various pairs.

7 SPEAKING

a Focus on the instructions and go through statements 1–6, making sure Sts understand each one.

Give Sts time to decide whether they agree with each statement and to think of three reasons or examples for each one.

b Focus on the **Agreeing and disagreeing** box and go through it with the class.

Put Sts in pairs or small groups and tell them to spend at least two minutes discussing each topic.

Monitor and encourage Sts to use the phrases for agreeing and disagreeing. Don't over-correct, but make a note of any errors that you may want to focus on when they finish speaking.

Get some feedback from various pairs or groups.

EXTRA CHALLENGE If your Sts are confident, you could give them some more sophisticated language for agreeing and disagreeing, e.g. *I completely / totally (dis)agree, I agree up to a point, I couldn't agree more*.

- G** future forms: present continuous, *be going to*, *will* / *won't*
V family, adjectives of personality
P sentence stress, word stress

Lesson plan

The context of this lesson is the family. Sts begin by revising family vocabulary. They then watch a video about family life in the UK and talk about their own families. The grammar focus is on the three most common future forms. Sts will have studied them all separately, but probably haven't had to discriminate between them before. There is then a pronunciation focus on sentence stress patterns in future forms.

In the second half of the lesson, Sts extend their knowledge of adjectives to describe personality, and also practise the word stress in these adjectives. They then read an article about how birth order may affect our personality. The lesson ends with a listening where two people tell anecdotes about their siblings behaving badly, and Sts talk about any of their own experiences. Finally, there is a writing focus on describing a person.

Video material

Vocabulary – family

More materials

For teachers

Photocopiables

Grammar future forms: present continuous, *be going to*, *will* / *won't* p.162

Communicative Who is it? p.191 (instructions p.181)

Vocabulary Personality p.217 (instructions p.211)

For students

Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise family words by drawing a quick family tree of your family (including, if possible, aunts, uncles, nephews, nieces, and cousins) and tell Sts a little about them.
 Put Sts in pairs and get them to do the same.

1 VOCABULARY & SPEAKING family

- a** Books open. In pairs, Sts discuss the difference between the words and phrases in 1–8.
 Check answers.

ANSWERS

- 1 **a father** = the male parent of a child
a parent = the mother or father
- 2 **a single mother** = a woman who is bringing up children on her own
a stepmother = the woman married to your father, but not your biological mother
- 3 **a brother** = a boy or man who has the same parents as another person
a brother-in-law = the brother of your husband / wife, or your sister's husband
- 4 **a grandfather** = your father's or your mother's father
a great-grandfather = your father's or your mother's grandfather

- 5 **an adopted child** = a child who has become part of a family which is not the one into which he or she was born
an only child = a child who doesn't have brothers or sisters
 - 6 **brothers and sisters** and **siblings** = they mean the same thing, but *sibling* is a more formal word and is used for both genders
 - 7 **immediate family** = your parents, children, brothers, and sisters
extended family = anyone related to you who is not your immediate family, e.g. your uncles, aunts, cousins, grandparents, etc.
 - 8 **a blended family** = a family consisting of a couple, the children they have had together, and their children from previous relationships
a multi-generational family = a family where three or more generations live together, e.g. grandparents, parents, children
- b** Focus on the instructions and make sure Sts understand *survey* (= an investigation of the opinions, behaviour, etc. of a particular group of people) and *habits* (= a thing that you do often).
 Now give Sts time, in pairs, to try to guess the missing words.
 Elicit some ideas, but don't tell Sts if they are right or not.
- c** ▶ In this video Sts will see some facts about modern British family life.
 Tell Sts to watch the video and check their answers to **b**.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 men 2 get married 3 their parents 4 eat 5 eat
 6 speak 7 friend



The modern British family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. Surveys of British family life show some surprising statistics.

Family structure

There are about eight point two million families with children in the UK. Sixty-three per cent are married couples, fourteen per cent are cohabiting couples, and twenty-three per cent are single-parent families.

Forty-five per cent of families have one child, forty per cent have two, and fifteen per cent have three or more.

Ten per cent of single parents are men.

Ninety-seven per cent of marriages are between opposite-sex couples and three per cent are between same-sex couples.

On average, women get married at thirty-two and men at thirty-four.

Thirty-three per cent of families are blended, that is, with parents and children from different relationships.

Twenty-eight per cent of people aged twenty to thirty-four live with their parents. Thirty-three per cent of UK families are multi-generational, that is, they have at least three generations living in the same household.

Family habits

Twenty-five per cent of families only eat together once a week, and ten per cent never eat at the same time.

Thirty-four per cent of families eat while watching TV.

They visit friends or extended family twice a month.

Nineteen per cent of people have family members who they never speak to.

Seventy-five per cent of people are happiest with their families, and seventeen per cent with their friends.

Having a friend who lives nearby can increase happiness by as much as twenty-five per cent.

The average family has two rows each day. The most common cause is children or teenagers refusing to put down their phones.

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.

- d Give Sts time, individually, to read questions 1–8 and see if they can remember any information from the video.
Now put Sts in pairs and get them to compare their answers.
Play the video again for Sts to watch and change any incorrect answers or complete the ones they didn't know.
In their pairs, Sts compare their answers again.
Check answers. Make sure that Sts know what *a row* means (= a serious argument between people). Model and drill its pronunciation /rau/.

ANSWERS

- 1 When two people in a relationship live together without being married
 - 2 Children
 - 3 Between opposite-sex couples
 - 4 Blended families
 - 5 They eat and watch TV at the same time.
 - 6 They visit friends or extended family.
 - 7 75% are happiest with their families, and 17% with their friends.
 - 8 They have a row, because children and teenagers refuse to put down their phones.
- e Remind Sts that this survey was done in the UK. Give them time to think which results they think would be very different for their country.
Get some feedback.
- f Focus on the questions and make sure Sts know the meaning of *argue* (= to speak angrily to somebody because you disagree with them). You could elicit that it is a synonym for *row*, which Sts saw in the video.
Give Sts time to think about their answers.
Now focus on the **Politely refusing to talk about something** box and go through it with the class. Point out that in class Sts do a lot of asking and answering questions, and if there are any which they would feel uncomfortable answering, to respond with this phrase.
Put Sts in pairs or small groups. Tell them to discuss the questions.
Monitor and help when necessary.
Get some feedback from various pairs or groups.

2 GRAMMAR future forms

- a  **1.12** Focus on the instructions. Play the audio once the whole way through.
Check answers.

ANSWERS

- 1 C; They're talking about what he's going to do next year.
- 2 A; They're talking about a party that she's going to.
- 3 B; They're talking about if he can borrow her car.

1.12

(script in Student Book on p.131)

- 1 A So what are you going to do next year, dear? Are you going to go to university? Adam? Can you hear me?
B Sorry, Gran. What did you say?
A I said, 'Are you going to go to university next year?'

B No, Gran. I've already told you loads of times. I'm not going to go to university. I'm going to look for a job. I need to earn some money.

A All right, dear, you don't need to shout. What's the time now?

B Ten to four. Shall I make you a cup of tea?

A Yes, please, dear. That'd be very nice.

2 A Bye. See you tomorrow.

B Bye. Hey, what do you mean tomorrow? Aren't you coming back tonight?

A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying the night there.

B Who else is going?

A Oh, just the usual crowd. You don't know any of them.

B Well, make sure you don't go to bed too late. And don't forget to...

A Bye!

B Where's your coat? You can't go out like that. It's going to be cold tonight!

A Bye!

3 A Can I use your car tonight?

B No, you can't.

A You said you didn't need it. Why can't I borrow it?

B Because you won't look after it. You'll drive too fast.

A I won't. I promise I'll drive really slowly. I'll be really careful.

B Oh, all right, then.

A Thanks. See you.

EXTRA IDEA Alternatively, you could pause the audio after each conversation, play it again if necessary, and check the answer.

- b Give Sts time to go through sentences a–f and think what the missing words might be.

EXTRA CHALLENGE Get Sts, in pairs, to decide before they listen again how to complete the gaps.

Play the audio again, pausing after each conversation. Play again if necessary, and then check answers.

ANSWERS

- 1 a going to go b Shall I make
- 2 c 'm staying d 's going to be
- 3 e 'll drive f 'll be

- c Focus on the instructions and make sure Sts understand the difference between a plan or intention, and an *arrangement* (= a plan for which you have already made preparations, e.g. booking a ticket, a hotel, or a table in a restaurant).

Put Sts in pairs to complete the task.

Check answers.

ANSWERS

- a plan or intention: a
an arrangement: c
a promise: f
a prediction: d, e
an offer: b

From this, elicit from Sts that, generally speaking, we use *going to* for plans and predictions; *will / won't* for predictions, offers, and promises; and the present continuous for arrangements.

- d Tell Sts to go to **Grammar Bank 1B** on p.141.

Grammar notes

Sts often have problems using future forms correctly in English, mainly because the future form used depends on what the speaker wants to say, e.g. whether they want to express a plan or pre-arranged event, or make an 'instant' decision at that moment. This means that Sts often can't use the same form that they would use in their L1.

The important thing to emphasize is that we use *be going to* (or present continuous) for things we have already decided to do, i.e. our plans, intentions, or arrangements, whereas *will* + infinitive is used for decisions made at the time of speaking, and for offers, promises, and future facts. A typical mistake here is to use the present simple for offers: *I carry your bag for you*.

Remind Sts that *shall* is only used with *I* and *we*, e.g. *Shall I...?* for offers, or *Shall we...?* for offers or suggestions. Some British people use *I / We shall* instead of *I / We will*, but it isn't common, especially in spoken English. *Shall / Shan't* is never used to express an instant decision.

! You may want to point out that in song lyrics, *going to* is usually transcribed as *gonna* (because that is how it sounds when sung quickly).

Focus on the example sentences and play audio 1.13, 1.14, 1.15, and 1.16 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Shall 2 I'll make 3 ✓ 4 Are you going to go 5 I won't tell 6 We're visiting 7 will go down 8 ✓ 9 Shall
b 1 will / 'll phone 2 is / 's going to do 3 am / 'm working
4 will / 'll have 5 Shall, get 6 will / 'll lend 7 is / 's going to rain / will rain 8 Shall, pick

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

EXTRA PRACTICE OPTION Use the **1B Grammar** photocopiable activity.

3 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

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

- a 1.17 Focus on the **Sentence stress** box and go through it with the class.
Give Sts time to read the sentence, and then elicit with a show of hands who thinks the pink words are stressed. Play the audio once the whole way through.
Check the answer.

ANSWER

They are stressed.

1.17

See sentence in Student Book on p.13

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

- b 1.18 Tell Sts they are going to hear four sentences and they must listen for the stressed words and write them in the pink boxes in the sentences. Point out that the first two (*sister's, having*) have been done for them.
Play the audio, pausing after each sentence to give Sts time to write.
Get Sts to compare with a partner, and then check answers.

1.18

- 1 My **sister's** **having** a **baby** in **April**.
- 2 Is **anyone** in your **family** **moving** **house** **soon**?
- 3 Are you going to **see** your **parents** at the **weekend**?
- 4 Do you **think** you'll **live** at **home** **next** **year**?

- c Now tell Sts to look at the words they have written and try to remember what the complete sentence or question is. Tell Sts to listen to the audio again and complete any gaps they have. Play the audio again.
Check answers, eliciting the sentences onto the board.

ANSWERS

See script 1.18

- d Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words.
Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practise saying the sentences.

- e Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible. You could demonstrate the activity by answering a couple of questions first.
Get some feedback from various pairs.

EXTRA SUPPORT Before Sts ask and answer the questions in pairs, get them to underline the content words in the questions. Check answers and drill the questions.

ANSWERS

Is anyone in your family...?

- getting married in the near future
- travelling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to...?

- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 100 or older
- you'll move away from (or back to) the area where your family live

EXTRA SUPPORT Write possible short responses on the board to help Sts to answer the questions, e.g. *Maybe. / Perhaps. / Probably. / I don't think so. / I have no idea.* Tell them that they should then give a reason for their answer.

4 VOCABULARY adjectives of personality

a Focus on the instructions. Point out the heading, *Opposites attract*, and ask Sts if they think this is true. Tell them that the adjectives they have to complete are the opposites of the first adjectives. Give Sts time to complete the adjectives in 1–5.

Check answers, eliciting from Sts what the adjectives mean. Model and drill pronunciation. You could ask Sts if they agree that opposites attract and if they can give any examples.

ANSWERS

1 shy 2 mean 3 lazy 4 quiet 5 serious

EXTRA SUPPORT First, elicit the meaning of the adjectives in the first half of sentences 1–5. Then give Sts time, in pairs, to complete the opposites.

b Tell Sts to go to **Vocabulary Bank Personality** on p.161.

Vocabulary notes

This **Vocabulary Bank** gives Sts adjectives to describe personality, and also introduces them to using negative prefixes to make opposite adjectives. A good print or online dictionary will give opposite adjectives, using prefixes. Encourage Sts to learn positive and negative adjectives with prefixes – this will help them to expand their vocabulary more quickly and effectively.

Focus on **1 What are they like?** and elicit / teach that the question *What are they like?* means *What kind of personality do they have?*

Get Sts to do **a** individually or in pairs. You might want to point out that SYN stands for *synonym*.

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

 **1.19** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.19

Personality, 1 What are they like?

- 1 **Selfish** people think about themselves and not about other people.
- 2 **Spoilt** children are rude and behave badly because they are given everything they want.
- 3 **Mature** people behave like adults.
- 4 **Honest** people always tell the truth and never steal or cheat.
- 5 **Charming** people have an attractive personality, and people like them.
- 6 **Sensible** people have common sense and are practical.
- 7 **Sociable** people are friendly and enjoy being with other people.
- 8 **Anxious** people are often worried or stressed.
- 9 **Imaginative** people have a good imagination.
- 10 **Independent** people like doing things on their own, without help.
- 11 **Bossy** people like telling other people what to do.
- 12 **Insecure** people are not confident about themselves.
- 13 **Sensitive** people can be easily hurt or offended.
- 14 **Stubborn** people never change their opinion or attitude about something.

15 **Patient** people can wait for a long time or accept difficulties without getting angry.

16 **Ambitious** people want to be successful in life.

17 **Reliable** people are ones who you can trust or depend on.

18 **Self-confident** people are sure of themselves and their abilities.

19 **Rebellious** people don't like obeying rules.

20 **Moody** people have moods that change quickly and often.

21 **Competitive** people always want to win.

22 **Affectionate** people show that they love or like other people very much.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

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

Now focus on **Activation** and tell Sts, in pairs, to decide which are positive.

Get feedback.

SUGGESTED ANSWERS

mature, honest, charming, sensible, sociable, imaginative, independent, patient, reliable, self-confident, affectionate

EXTRA SUPPORT Tell Sts, in pairs, to cover the adjectives and look at the sentences. They must try to remember the adjectives.

Focus on **2 Negative prefixes** and explain that with some adjectives of personality, the opposite is a completely different word, but for others you simply add a negative prefix.

Focus on the **Negative prefixes** box and go through it with the class.

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

 **1.20** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.20

2 Negative prefixes

un- / dis-: unambitious, unfriendly, dishonest, unimaginative, unkind, disorganized, unreliable, unselfish, unsociable, untidy
in- / im- / ir-: immature, impatient, irresponsible, insensitive

Now either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Elicit that *un-* is by far the most common negative prefix. Explain also that *im-* is used before adjectives beginning with *p* or *m*, e.g. *impossible*, *immature*, and *ir-* is usually used before adjectives beginning with *r*, e.g. *irregular*. Finally, ask Sts which adjective + prefix has a positive meaning.

ANSWER

Unselfish has a positive meaning.

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

Finally, focus on the **False friends: sensible, sensitive, and sympathetic** box and go through it with the class. Tell Sts to go back to the main lesson **1B**.

EXTRA PRACTICE OPTION Use the **1B Vocabulary** photocopiable activity.

EXTRA IDEA Tell Sts to write down the first three adjectives of personality that come into their heads. Get Sts to compare their adjectives with a partner.

Then tell them that the activity they have just done is a personality test. The first adjective they wrote down is how they see themselves, the second is how other people see them, and the third is what they are really like. Ask Sts if they agree with their results.

5 PRONUNCIATION word stress

Pronunciation notes

Adjective prefixes and suffixes

Negative prefixes (e.g. *un-*, *im-*, and *in-* added to adjectives) are never stressed, e.g. *unfriendly* NOT *unfriendly*.

The common adjective endings *-ous* (e.g. *jealous*), *-able* / *-ible* (e.g. *sociable*, *responsible*) and *-ive* (e.g. *talkative*) are also unstressed. The pronunciation of *-ous* and *-able* / *-ible* is the /ə/ sound, while *-ive* is pronounced /ɪv/.

- a** Focus on the task and remind Sts that with multi-syllable words, they must always learn which syllable is stressed. You may also want to point out that some of these adjectives may be very similar to ones in their language, but stressed on a different syllable, e.g. *ambitious* = Spanish *ambicioso*.

Now focus on the adjectives, and elicit / explain that 1–4 are grouped according to their endings, and that 5 is adjectives with negative prefixes.

Get Sts, individually or in pairs, to practise saying the adjectives aloud, and then to underline the syllable they think is stressed.

- b**  **1.21** Play the audio for Sts to listen and check. Check answers by writing the words on the board and underlining the stressed syllable.

1.21

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

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

Finally, ask Sts if the prefixes and suffixes are stressed.

ANSWER

No, prefixes and suffixes are unstressed.

EXTRA SUPPORT Put Sts in pairs and get them to practise saying the adjectives.

6 READING identifying reasons

- a** Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, get some feedback from various pairs. You could also get a show of hands for each 'category' to find out which is the most common.
- b** Focus on the instructions and make sure Sts understand what they have to do.

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

- c** This article is adapted from a book by clinical psychologist Linda Blair called *Birth Order*. Give Sts time to read the article to check their answers to **b**. Tell them not to worry about the gaps. Before they start, you might want to check that they know what a *psychologist* is (= a scientist who studies and is trained in psychology, which is the scientific study of the mind and how it influences behaviour).

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

ANSWERS

- 1 the youngest child 2 the oldest child 3 the only child
- 4 the middle child

Now elicit opinions about whether they think it is possible that birth order affects personality. You could also tell Sts what you believe.

- d** Now tell Sts to read the article again and complete the gaps with sentences A–H. Point out that the first one (H) has been done for them.

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

ANSWERS

- 2 C 3 A 4 B 5 E 6 F 7 D 8 G

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

- e** Give Sts time to re-read the paragraph that applies to them.

Put Sts in pairs and get them to tell each other if the description is true for them, and if the other descriptions are true for people they know.

Get feedback from various pairs. You could tell Sts about your own situation and how you feel about it.

EXTRA CHALLENGE If you want to focus on some useful phrases from the article, write these sentences on the board (without the answer in brackets):

They get impatient, especially when things go wrong. (only child)

They're good at sorting out arguments. (middle child)

They get on with everybody. (middle child)

They tend to be ambitious. (oldest child)

They can lack direction in life. (middle child)

They spend a lot of time by themselves. (only child)

They try to get the attention of their parents. (youngest child)

Ask Sts which category of child they describe (see answers in brackets above), and what the underlined phrases mean.

7 LISTENING & SPEAKING understanding a story

- a** Focus on the instructions and the words and phrases, making sure Sts understand all the lexis. You might want to tell Sts that the verb *burst* is irregular (*burst–burst–burst*), and that *burst into tears* is an idiom. The literal meaning is to break because of pressure inside, e.g. a balloon bursts if you blow it up too much.

Put Sts in pairs to tell each other what they think the two stories are about.

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

- b** **1.22** Play the audio for Sts to listen and check their predictions in **a**.
Elicit each story.

1.22

(script in Student Book on p.131)

Adam's story

I think there was always some rivalry between my brother and me, probably because I was the eldest and when I was sixteen and he was twelve, I was allowed to have a lock on my bedroom door so that I could have some privacy – but he wasn't, he couldn't lock his door and he hated that because I could go into his room whenever I liked, but he couldn't go into mine. Anyway, one day we were arguing about something, I can't actually remember what it was now, and he got very angry and he chased me, and I ran into my bedroom and I locked the door, and of course that made him even angrier, and he started kicking the door. He was wearing these heavy boots – you know, Doc Martens or something like that – and he kicked the door really hard and the door was damaged. Of course, my parents came running when they heard the noise and when they saw the door was broken they were furious. And both of us were punished, which I thought was terribly unfair, because it wasn't me who broke the door. And on top of it all they didn't repair the lock for quite a long time. So unfair!

Cecile's story

So, when I was very young, about four, I started having violin lessons and I had a mini violin to practise on. At the beginning I loved it, but as soon as I got a bit better, maybe when I was six, and I could play little tunes my parents told my older brother that he had to practise with me every day – he had to accompany me on the piano when I played my tunes. Now my older brother, he was seven years older than me and he was very good at music, he could play the piano really well, and he really didn't want to have to practise with me. So every day after school I would get my violin out, but as soon as we started each piece he would deliberately start playing the piano part faster and faster and of course I couldn't keep up. I got terribly frustrated and I used to just end up bursting into tears and crying and crying. My mother always told him not to do it, but he didn't take any notice, and after a while I refused to practise with him, and later I just stopped playing. I'm absolutely sure the reason I gave up the violin was my brother. We get on OK now though.

- c** Tell Sts they are going to listen to the two stories again and this time they must answer questions 1–3 for each story. Give them time to read the questions.

Play the audio again, pausing after the first story to give Sts time to answer the questions.

Check answers.

ANSWERS

Adam

- 1 16 (and his brother was 12)
- 2 His brother kicked his bedroom door and damaged it.
- 3 They were both punished and the parents left the lock broken for a long time.

Now play the second story.

Check answers.

ANSWERS

Cecile

- 1 6 (and her brother was 13)
- 2 When she played the violin, her brother accompanied her on the piano. He then played faster and faster.
- 3 She cried. Then she refused to practise with him.

Finally, ask the class who they think behaved worse, Adam's brother or Cecile's brother.

EXTRA CHALLENGE Put Sts in pairs, **A** and **B**. Tell Sts **A** that they are Adam's brother and Sts **B** that they are Cecile's brother. They must retell the story from their point of view. You could start the first story with the class:

I have an older brother, and I used to be jealous of him because he was the eldest and he had a lock on his bedroom door, but I didn't. One day...

Monitor and help with vocabulary if necessary.

You could get a couple of Sts **A** and **B** to tell the class their story.

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 give Sts time to think of a time when they were young and they or a sibling / friend behaved badly.

Put Sts in pairs or small groups and get them to tell each other their stories. Remind them to use the questions in **c** to help them.

Monitor and help if necessary.

Get some feedback from various pairs or groups. If you have a story, you could tell it to the class.

8 WRITING describing a person

- a** Focus on the instructions and make sure Sts know what a *self-portrait* is (= a painting, etc. that you do of yourself). Read the poem together or give Sts time to read it alone. Now focus on the instructions for lines 1–7 and give Sts time to write their own poems.

Monitor and help if necessary.

Get Sts to swap poems. You could also display them around the classroom and get Sts to read them.

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

Tell Sts to go to **Writing Bank 1** on p.119.

Focus on **a** and give Sts time to read the two emails and answer the questions.

Check answers.

ANSWERS

To suggest that Gustavo's friend, Camila, can stay with her and her flatmates when she's in Oxford.

He thinks Carrie's suggestion is a great idea!

Focus on **b** and tell Sts to find Gustavo's answers to Carrie's questions in his email.

Check answers.

ANSWERS

- 4 Would they get on well together?
- 1 What's she doing at the moment?
- 3 What does she like doing?
- 2 What's she like?

Now focus on **c** and tell Sts to correct the five spelling mistakes in Gustavo's email.

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

ANSWERS

responsible responsible
friendly friendly
photography photography
listening listening
independant independent

Now focus on **d** and tell Sts to read Gustavo's email again and find the answers for 1–4.

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

ANSWERS

Paragraph 1: She studied Economics at university. She finished last year. She went travelling. She's living at home with her parents. She's looking for a job. She's trying to improve her English.

Paragraph 2: patient, kind, sensible, responsible, shy, friendly

Paragraph 3: She loves going to the cinema, photography and listening to music.

Paragraph 4: She's independent, she doesn't mind doing housework, and she's good with animals.

Now focus on **e** and go through the **Modifying adjectives and adverbs in a description** box with the class. Point out that the sentences in the chart should go from the most to the least. Point out that one of the answers (*very*) has been done for them.

Give Sts time to complete the other sentences in the chart.

Check answers.

ANSWERS

- 1 incredibly
- 2 really
- 4 quite
- 5 a bit

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

Now focus on **f** and tell Sts to imagine they received an email asking for a description of a friend and they need to write back. They should focus on Gustavo's email and plan four paragraphs. Give them time to make notes to answer Carrie's questions in **b**.

Focus on **g** and go through the instructions with the class. Remind Sts that they can use the **Vocabulary Bank Personality** on p.161. You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their description, e.g. 15–20 minutes.

Finally, focus on **h** and get Sts to check their work for mistakes before giving it in.

Surprise meetings

Practical English reacting to what people say

Lesson plan

This is the first in a series of five Practical English lessons (one episode every other File) which teach Sts functional language to help them 'survive' in English in travel and social situations. All the content for these lessons is on video. The functional language is embedded within a video drama called *Pictures of you*, which started in Elementary and continued in Pre-intermediate. It has a storyline based on two characters, Ben Fischer, a 25-year-old American who goes to London to study a Masters in Photography, and Izzy Silva, who now works as a photo editor for a magazine called *Light on London*. Both Ben and Izzy have a passion for photography. The first part of the video in this lesson recaps what happened in Elementary (Season 1) and Pre-intermediate (Season 2) – all the main characters are introduced, so it doesn't matter if Sts haven't seen the two previous seasons. From then onwards these lessons follow the same pattern. The first scene carries the story line, the second scene has the functional language, and the third scene picks up the story line again. There is then a focus on useful social English expressions which have appeared in either the first or the second scene. In this episode, scene 1 looks at where the characters are at now in their lives, the functional language in scene 2 focuses on reacting to what people say, and in scene 3, the story moves on again as Pamela and Ben catch up on news and she admires his photos, and Izzy has to deal with a crisis at work.

Apart from teaching Sts functional language, the skills focus throughout these lessons is on training Sts to follow and enjoy a video in English. Each part of the video has two tasks. The first is usually a simple heads-up task so that Sts focus on watching and following the story. The second task is generally a longer comprehension task where the focus is on helping Sts to understand the language in more detail. It is usually done after Sts have seen the video and not while they are watching.

Sts can find the video and extra activities on *Oxford English Hub*.

Video material

Pictures of you – Episode 1

More materials

For teachers

Oxford English Hub

Quick Test 1

File 1 Test

For students

Workbook Practical English 1

Can you remember...? 1

THE STORY SO FAR

▶ Books open. Focus on the photos. If your Sts watched *Pictures of you* in either Elementary or Pre-intermediate, elicit who each person is and the relationship between them. Don't tell them if they are right or not.

Play the first part of the video (*The story so far*) – the recap of Seasons 1 and 2 for Sts to answer the two questions.

Check answers.

ANSWERS

Ben (Fischer) is a young American who came to the UK to study photography (at the Tensquare School of Photography). He was Izzy's boyfriend for several months.

Izzy (Silva) is a young British woman. She was working as a bike courier in London when she met Ben and they began going out. She was Ben's girlfriend for several months. Izzy applied for and got a job as a photo editor at *Light on London* magazine.

Andre is Ben's tutor.

Carla works at a local coffee shop (near Ben's school). Ben worked part time for Carla at the coffee shop.

Max is Izzy's boss at *Light on London*.

Emma is Ben's twin sister, who visits him from the USA in Season 2.

Pamela is Izzy's landlady and friend.

1 WHERE ARE THEY NOW?

a ▶ In this part of the video, *Where are they now?*, Sts will see some of the same characters one year after the end of Season 2 – Izzy is talking on the phone to Max, and Pamela bumps into Ben.

Focus on the photo and the questions, and get Sts to predict possible answers.

Play the video once the whole way through.

Now give Sts time to answer questions 1–3 in pairs or individually.

Check answers.

SUGGESTED ANSWERS

1 A year.

2 She's calling Max (who now works for her). She wants to know if he's finished the designs.

3 They meet in the street. He shows her the poster of his photography exhibition.



M = Max, I = Izzy, P = Pamela, B = Ben

M Hi, boss.

I Max. Are you in the office?

M I am.

I Have you finished the designs?

M ...Yes? Well, not completely finished.

I Max?

M Relax, I'll finish them by the end of the day.

I You know we're presenting to the Head of Design first thing in the morning, don't you?

M I know! Don't worry. I'll finish them and Dominic will love them. I'm sure of it.

I I hope so. I'm relying on you.

P Ben? Ben Fischer! What a surprise! How are you?

B Oh, hi, Pamela. Wow. Nice to see you. Yeah, I'm fine. How are you?

P I'm very well. So...what are you doing here?

B Well, this is my photography show. My exhibition opens on Friday.

- P And is this your work?
 B Yeah.
 P Fabulous. I'd love to see more.
 B It's not finished yet, I...OK, but please don't touch anything!

- b Tell Sts they are going to watch the video again and then they will need to complete sentences 1–5 with a name.
 Play the video again.

Now give Sts time to complete 1–5.

Check answers, making sure Sts understand all the lexis, and explain that, in the context of art or photography, *exhibition* and *show* are interchangeable.

ANSWERS

- 1 Izzy, Max 2 Max 3 Izzy / Max, Max / Izzy, Dominic 4 Ben
 5 Pamela

EXTRA CHALLENGE Get Sts to complete the sentences first and then watch and check their answers.

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.

2 REACTING TO WHAT PEOPLE SAY

- a In this part of the video, *Reacting to what people say*, Izzy goes to Carla's coffee shop, and they catch up with news.
 Play the video once the whole way through.
 Now focus on the questions and make sure Sts know the meaning of *pleased*.
 Give Sts time to answer questions 1–3 individually or in pairs.
 Check answers.

ANSWERS

- 1 Izzy is pleased for Carla because she now owns the café.
 2 Carla is pleased for Izzy because she got a promotion and is now Max's boss.
 3 No, she hasn't.



C = Carla, I = Izzy

- C Izzy? Hi! It's been so long!
 I Carla! I don't believe it! Do you still work here? I thought you left ages ago.
 C I left last year. But now I'm back. My old boss was leaving, so I had the chance to take the shop over.
 I Wait, so...
 C It's my café now!
 I You're kidding! That's amazing! Congratulations!
 C Thank you. It's been hard work. Can I get you a coffee?
 I Yes, please.
 C Flat white?
 I Perfect.
 C Do you still work for that magazine?
 I Yes, I do.
 C And is that Max guy still your boss?
 I Actually, no. I have some good news, too.
 C Really? What's that?
 I I got a promotion, and I'm Max's boss now.
 C Really? Wow! That's great news! Good for you.
 I Yeah.
 C So, have you seen Ben recently?
 I No. I haven't seen him in more than a year.

- C Oh, that's a pity.
 I Well, that's life. Do you still see him?
 C Yeah, I do.
 I How's he doing?
 C Really good, actually. He's having a big photography show soon.
 I How fantastic! I'm so happy for him...Hello. Oh no! One moment. Sorry, Carla. I have to go, it's work.
 C No problem! It was lovely to see you.
 I It was so good to see you, too! Let's catch up soon.
 C That sounds good. Speak soon!
 I Oh, and say hi to Ben from me.

- b Focus on the instructions and make sure Sts understand that these extracts are from the video they have just watched.

Give Sts a minute to read through the extracts and to think about what the missing words might be.

Get Sts to compare with a partner, and then play the video for them to watch and check, pausing if necessary after each extract.

Check answers.

ANSWERS

- 1 believe 2 amazing 3 Really 4 news 5 pity 6 How
 7 no

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

- c Now play the video and tell Sts to watch and repeat the highlighted phrases and sentences. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.
 Focus on the **Reacting to what people say** box and go through it with the class.



Same as previous video with repeat pauses

EXTRA IDEA You could elicit / teach some more phrases and expressions, e.g. for something interesting: *How interesting! That's fascinating!*; for bad news: *Never mind!* You could also tell Sts that upon hearing very bad news, they could say *That's terrible / very sad, I'm very sorry to hear that, and not one of the expressions in the box.*

- d Put Sts in pairs, **A** and **B**. **A** is Carla, and **B** is Izzy. Get Sts to read the extracts in **b** aloud, paying attention to rhythm and intonation.
 When they have finished, they should swap roles.
 You could get a few pairs to perform in front of the class.
 e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How fantastic!**, **A** on p.108, **B** on p.113.
 Go through the instructions with them carefully.
 Monitor and help, encouraging Sts to use appropriate intonation.
 When they have finished, get some Sts to tell the class a piece of news (real or invented) and get Sts to react to it.
 Tell Sts to go back to the main lesson.

3 FEELING CONFIDENT?

- a In this part of the video, *Feeling confident?*, Sts will see Pamela and Ben talking about his photos and Izzy, and then they will see Izzy talking on the phone to her boss, Dominic.

Focus on the title and elicit the meaning of *confident* (= feeling sure about your own ability to do things and be successful).

Now focus on the photos and make sure Sts know who the man is in the second photo (Dominic, the Head of Design).

Play the video for Sts to watch and answer the questions. Elicit some ideas, but don't tell Sts if they are right or not.



P = Pamela, B = Ben, S = Sue, I = Izzy, D = Dominic, C = Carla

P These photographs are fantastic, Ben. Congratulations.

B Hey, thanks, Pamela.

P You're looking really well.

B I am well. Yeah. I just finished my course. And I'm working now. I just need some clients, though.

P That's exciting. I'm sure you'll do very well.

B Thank you. How's Izzy doing?

P Oh, she's well. She got a promotion at the magazine. She's doing very well there. Very well.

B Well, that's great. I'm happy for her.

P In fact, I'm seeing her later. We're meeting for coffee.

B Really? Well, say hi from me.

P So you two aren't in contact at all?

B No, we aren't. I haven't seen Izzy since we broke up.

P Oh, that's a shame, Ben. I'm sorry you broke up.

B To be honest, I don't really know why it happened. It was complicated. We just wanted different things, I guess...

P Well, I'll tell her I saw you.

S Ben! Can I speak to you?

B Oh. Yes. Of course, Sue.

P I'll say goodbye, then. It was good to see you, Ben.

B Great to see you, too, Pamela. Take care.

S Ben. I need you to make the payment on the rent. It's eight hundred pounds, remember.

B Yeah, of course. Sorry, Sue. I'll make the transfer right now.

S Good.

I Yeah, Dominic. It'll all be ready by the morning.

D Great, great. I'm looking forward to seeing it. We have to show London in an original and exciting way. This could be an amazing feature, Izzy.

I It will be.

D Good. Show me what you can do.

C You'll never guess who I saw today!

P You'll never guess who I saw today!

- b** Give Sts time to read questions 1–4 and see if they can remember any of the answers.

Tell Sts not to write as they watch the video again.

Now play the video again.

Give Sts time to answer the questions individually or in pairs.

If Sts answered individually, get them to compare with a partner, and then check answers.

SUGGESTED ANSWERS

- 1 **a** She thinks they are amazing.
b She's sorry that it happened.
- 2 **a** He's positive, but he needs to get clients / money.
b He's happy for her.
c He doesn't know why it happened, but he thinks they wanted different things.
d He looks worried. He doesn't have enough money in his account.
- 3 She's confident, though perhaps also worried that Max hasn't finished the designs.
- 4 He's excited / enthusiastic.

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** to 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 I hope so. I'm relying on you.
- 2 Oh, hi, Pamela. Wow! Nice to see you.
- 3 Hey, thanks, Pamela.
- 4 Really? Well, say hi from me.
- 5 Oh, that's a shame, Ben.
- 6 Great to see you too, Pamela. Take care.

Now play the video again 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?

This regular exercise gives Sts a chance to give their opinion on what is happening or going to happen in *Pictures of you*.

Put Sts in pairs and get them to talk about Izzy and Ben.

Elicit some feedback from various pairs.

Then focus on the last question and elicit some ideas about the next episode.