

- G** present perfect and past simple
V money
P the letters *o* and *or*

Lesson plan

In this lesson Sts revise some important uses of the present perfect and how it contrasts with the past simple. They also learn common words and phrases to talk about money.

The lesson begins with a money quiz. This provides a lead-in to the vocabulary focus, which is then practised with a video activity. There is then a pronunciation spot about different pronunciations of the letters *o* and *or*. The new lexis is consolidated through a reading activity which focuses on an article about a woman who tried to spend as little money as possible for an entire year.

In the second half of the lesson, a conversation where two people are arguing about money provides the context for the grammar focus. This leads into a money questionnaire with Sts asking and answering questions in the present perfect and past simple. Finally, Sts read about a common scam and then listen to a true story about a woman who nearly fell for a scam.

Video material

Vocabulary – money

Pronunciation – the letters *o* and *or*

Grammar – present perfect and past simple (lead-in, full video)

Listening – A WhatsApp scam

More materials

For teachers

Photocopiables

Grammar present perfect and past simple p.163

Communicative Are you a saver or a spender? p.192 (instructions p.182)

For students

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the verbs *spend* and *save* on the board and elicit the two nouns most commonly used after them (*time* and *money*). Then elicit the form of a verb following *spend / save time* (the gerund), and the preposition after *spend money (on)*, *save money (for / by)*.

Put Sts in pairs and get them to answer these questions:
What do you often spend a lot of time doing during the holidays?
What do you usually spend money on at weekends?
What do you save money for?

Get some feedback from various pairs.

1 VOCABULARY money

- a** Books open. Put Sts in small groups and make sure they know the meaning of *currency* (= the system of money that a country uses). Model and drill its pronunciation /'kʌrənsi/.

Get Sts to do *The money quiz*.

Check answers and, with a show of hands, find out if any groups got all the answers correct.

ANSWERS

- 1** 1 Russia, rouble 2 China, yuan 3 Poland, zloty 4 Japan, yen
 5 Switzerland, franc 6 Brazil, real 7 Hungary, forint
 8 Mexico, peso 9 Egypt, pound 10 Türkiye, lira
 France and Italy use the euro.
2 a F (They were made around 600 BC by the Lydians of Asia Minor, present-day Türkiye.)
b T
c F (For example, in the UK most banknotes are made of polymer, a flexible plastic material.)
d F (For example, the Czech Republic, Hungary, Poland, etc. don't.)
e T

- b** Tell Sts to go to **Vocabulary Bank Money** on p.162.

Vocabulary notes

Verbs

Remind Sts of the difference between *lend* and *borrow* with these examples: *Can I borrow your book?* / *Can you lend me your book?*

Nouns

Make sure Sts are clear that *loan* is the general word for money lent by an individual or bank to another person, and *mortgage* is specifically money lent by a bank or building society to buy a house or flat.

Phrasal verbs

Highlight that *take out* and *pay back* are separable, i.e. you can also put the particles (*out* and *back*) after the noun, e.g. *When can you pay me the money back?*

Also highlight the difference between *live on* (= have enough money for your basic needs, e.g. *I can live on 250 euros a week*) and *live off* (= receive the money you need to live from somebody / something because you don't have any yourself, e.g. *I have to live off my parents while I'm looking for a job.*)

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

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

Check answers. Make sure Sts are clear about the meaning of all the verbs.

2.1

Money, 1 Verbs

- 1 I'm going to **inherit** two thousand pounds.
 2 I **save** money every week.
 3 He has promised to **lend** me fifty euros.
 4 I need to **borrow** twenty pounds from my mum.
 5 I often **waste** money.
 6 I **can't afford** to buy that car.
 7 The mechanic **charges** me one hundred pounds.
 8 They **cost** two hundred dollars.
 9 I **owe** Jim one hundred pounds.
 10 I want to **invest** some money.
 11 I **earn** two thousand pounds a month.
 12 My house **is worth** about two hundred thousand euros.
 13 We'll **raise** money for the new hospital.
 14 I want to **transfer** some money to my son.

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 SUPPORT Tell Sts to cover the sentences on the right and see if they can remember them.

Focus on **2 Prepositions** and emphasize that Sts must write the preposition in the **Preposition** column, not in the shaded gap in the sentence (this is so they can test themselves later).

2.2 Now do **b**. Play the audio for Sts to listen and check. Check answers. Point out the silent *b* in *debt* /*det*/.

2.2

2 Prepositions

- 1 Would you like to pay cash or pay **by** card?
- 2 I paid **for** the dinner last night. It was my birthday.
- 3 I spent fifty pounds **on** books yesterday.
- 4 My uncle invested all his money **in** property.
- 5 I don't like lending money **to** friends.
- 6 I borrowed a lot of money **from** the bank.
- 7 They charged us sixty euros **for** a bottle of wine.
- 8 I never get **into** debt. I hate owing people money.

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.

Focus on **Activation** and tell Sts to cover the **Preposition** column and see if they can remember the prepositions.

Next, focus on **3 Nouns** and get Sts to do **a** individually or in pairs.

2.3 Now do **b**. Play the audio for Sts to listen and check. Check answers. Make sure Sts know the meaning of *PIN* (= Personal Identification Number).

2.3

3 Nouns

- | | |
|-----------|-----------------------|
| 1 bill | 6 mortgage |
| 2 account | 7 contactless payment |
| 3 tax | 8 insurance |
| 4 loan | 9 donation |
| 5 budget | |

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, e.g. *mortgage* /'mɔːɡɪdʒ/ (pointing out the silent *t*).

EXTRA SUPPORT Tell Sts to cover the words and see if they can remember what the definitions mean.

Finally, focus on **4 Phrasal verbs** and get Sts to do **a** individually or in pairs.

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

2.4

4 Phrasal verbs

- 1 I took **out** two hundred euros from a cash machine.
- 2 Can I pay you **back** the money you lent me next week?
- 3 I have to live **off** my parents while I'm at university.
- 4 It's difficult for me and my wife to live **on** only one salary.

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

EXTRA PRACTICE OPTION Use the **2A Vocabulary** photocopiable activity.

c In this video Sts will watch a series of eight clips and answer eight questions with a word or phrase from the **Vocabulary Bank**. The video starts with a grid showing all the numbered clips. Then each clip 1–8 enlarges to fill the screen. Sts watch the clip and then the pause button appears on the screen to give Sts time to answer the question.

Focus on the instructions and the example (*How is she paying? With...*). Tell Sts they should write down a word or phrase from the **Vocabulary Bank** to answer the question for each clip.

Play the video and pause as indicated on the screen. Sts can work individually or in pairs / groups. Pause the video when the final grid appears and give Sts time to review their answers for each clip.

Play the video again and check answers. Pause after clip 1 and elicit the answer. Continue eliciting answers for clips 2–8. At the end, find out who got the most correct answers.

ANSWERS

- 1 With **contactless payment**
- 2 Because she's **saving money**.
- 3 Because they're **raising money** (for charity).
- 4 She's asking for the **bill**.
- 5 Because he **can't afford** it.
- 6 They're getting a **mortgage**.
- 7 He's **taking out money** from the cash machine.
- 8 She's making a **budget**.



- 1 How is she paying?
- 2 Why is she putting coins in the jar?
- 3 Why are they running?
- 4 What's she doing?
- 5 Why doesn't he buy the shirt?
- 6 What are they getting from the bank?
- 7 What's he doing?
- 8 What's she making?

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

2 PRONUNCIATION & SPEAKING the letters o and or

Pronunciation notes

The letter *o* is quite tricky for Sts, as it has several different possible pronunciations. There are some spelling–pronunciation rules you might want to point out / elicit after you have done the exercises. You can also help Sts by highlighting the exceptions.

- *o* between two or several consonants is often /ɒ/, e.g. *sorry*, *follow*. There are some exceptions, e.g. *worry*.
- *o* + one consonant + *e* is usually /əʊ/, e.g. *hope*, *alone*, but there are several common words which have the /ʌ/ sound, e.g. *some*, *money*.
- The letters *o* + *l* and *oa* between consonants are usually /əʊ/, e.g. *told* /təʊld/, *road* /rəʊd/.
- The letters *or* between consonants are usually /ɔː/, e.g. *airport*, but common exceptions are *work* and *world*, which are /ɜː/.

Encourage Sts to use a dictionary to check pronunciation when they are not sure.

- a Focus on the question and the three sentences, making sure Sts understand the word *rhyme*. Elicit the answers from the class.

ANSWERS

1 sunny 2 funny 3 honey

- b  Focus on the activity and elicit the three words and sounds.

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

Tell them to focus on the mouth position and the difference between the three sounds.

ANSWERS

up /ʌ/, clock /ɒ/, and phone /əʊ/



See sounds in Student Book on p.18 and answer key

Play the video again for Sts to watch and repeat. Encourage them to copy the mouth position.

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

- c  **2.5** Focus on the instructions and point out that the first one (*borrow*) has been done for them.

Give Sts two minutes to put the words in the correct column. Remind them that it is easier to do this kind of exercise if they say the words aloud to themselves.

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

2.5

up /ʌ/ done, money, nothing, some, won, worry

clock /ɒ/ borrow, cost, dollar, honest, promise, shopping

phone /əʊ/ clothes, loan, note, owe, sold

Play the audio again, pausing after each group of words for Sts to listen and repeat. Give more practice if these sounds are a problem for your Sts.

Then repeat the activity, eliciting responses from individual Sts.

- d  **2.6** Now tell Sts to focus on the words with the letters *or*. In pairs, get Sts to answer the two questions.

EXTRA CHALLENGE Elicit the answers to d before playing the audio.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

The letters *or* are normally pronounced /ɔː/ when they're stressed. *Work* and *worth* are pronounced /ɜː/ (this applies to most words beginning *wor-* + consonant).

2.6

See words in Student Book on p.18

Play the audio again for Sts to listen and repeat. Elicit more words beginning *wor-* where the pronunciation is /wɜː/, e.g. *word*, *worse*, *world*.

- e  **2.7** Tell Sts they must listen and write the six sentences they hear.

Play the audio, pausing after each sentence to give Sts time to write.

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

Check answers, eliciting the sentences onto the board.

2.7

- 1 Let's go shopping for clothes.
- 2 Can I borrow some money?
- 3 He won a million dollars.
- 4 I've done nothing wrong.
- 5 They can't afford to pay the mortgage.
- 6 I work in a store.

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

EXTRA SUPPORT Model and drill each sentence before putting Sts in pairs.

- f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Money Q&A**, **A** on p.108, **B** on p.113. Go through the instructions with them carefully.

Sts **A** start with their first question. Sts **B** answer, giving as much information as possible, and then ask their first question to Sts **A**.

While Sts are doing the activity, monitor and help with any vocabulary problems, e.g. *charity*, *sales*, etc.

Get some feedback from the class.

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

3 READING understanding paragraph topics

- a Focus on the questions and make sure Sts know the meaning of *cosmetics* (= something that you put on your face or body to make it more attractive, e.g. moisturizer, make-up). Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, get some feedback.

- b Focus on the instructions and then give Sts time to read the article and match the paragraphs to topics 1–7.

Check answers.

ANSWERS

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

- c Tell Sts to read the article again and choose the correct options in 1–5.

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

ANSWERS

1 c 2 a 3 c 4 c 5 b

Finally, deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d Do this as a whole-class activity.

- e Remind Sts of the meaning of a *compound noun* (they learned about them in **1A**).

Now tell Sts to look at the words in the circle and underline six compound nouns in the article that start with a word in the circle.

Check answers.

ANSWERS

electricity bill, cleaning products, beauty treatments, olive oil, tap water, cycling trip

- f Focus on the **would for imaginary situations** box and go through it with the class.

Put Sts in pairs and get them to answer the questions.

Get some feedback from various pairs. You could also tell Sts if you could do what Michelle did.

4 GRAMMAR present perfect and past simple

- a  In this video Sts will see a couple having a short conversation about money.

Focus on the photo and elicit where the couple are and what they are doing (probably at home, working at their computers).

Play the video (lead-in) once.

Elicit some ideas about what is going on.

ANSWER

They are having money problems.



K = Kate, D = David

K Have you seen our gas and electricity bill? It arrived this morning. I'm going to send it to you.

D Wow! And have we paid the house insurance yet?

K I don't think so.

D Oh dear...

- b  Focus on the task. Play the video once, and check the answer to the question.

ANSWER

They both bought something online which was delivered (trainers and jeans) but realize that they can't afford them and agree to send them back.

Then tell Sts to read the extracts from the conversation and complete them with the verbs in either the present perfect or the past tense. Point out that the first one (*Have you seen*) has been done for them.

Play the video again for Sts to watch and check.

Check answers.

ANSWERS

2 arrived 3 have we paid 4 haven't seen 5 've just come out 6 Were they 7 ordered



K What's in your package?

D What package?

K That one, behind your chair.

D Let me show you.

K Nice trainers! I haven't seen those before. Are they a new model?

D Yes, they've just come out. Do you like them?

K They're great! Were they very expensive?

D Oh, not very. What's in yours?

K Oh, it's just something I ordered last week. I'll open it later.

D Go on, open it now... Nice jeans!

K Yes, they're fab.

D Maybe I should send the trainers back.

K Yes. Maybe I should send the jeans back, too.

- c Now tell Sts to answer questions 1–3 in pairs. Tell them to look at the extracts in **b** to help them.

Check answers using the examples in the conversation in **b** to exemplify the rules.

ANSWERS

1 PS (e.g. *It arrived this morning.*)

2 PP (e.g. *Have you seen our gas and electricity bill?*)

3 PP (e.g. *And have we paid the house insurance yet?*)

- d Tell Sts to go to **Grammar Bank 2A** on p.142.

Grammar notes

In **Grammar Bank 2A** the main uses of the present perfect are pulled together and contrasted with the past simple. This is all revision from *English File Pre-intermediate*, but it is the first time Sts have compared the two forms in such detail. If you know your Sts' L1, some careful use of L1 / L2 contrast could help here.

Present perfect

The most important point to emphasize is that we use the present perfect for a past action or actions where no specific time is mentioned or understood, e.g. *I've been to Paris twice. I've already seen that film.* Have you ever met Jack's wife?*

*In American English the past simple is used here.

It is also used for very recent past actions (often with *just*). In this context it is often used to give a piece of news or information, e.g. *Did you hear? Lina has broken her leg.; Guess what! I've found a new job!; I'm sleepy. I've just got up.* (No past time expression is used.)

Typical mistakes: *I've been to Paris last year. I already saw that film. Lina has broken her leg this morning.*

Past simple

The most important point to emphasize is that when we use the past simple, a specific time in the past is mentioned, e.g. *Did you see the match last night?*, or understood between the speakers, e.g. *Did you see the match?* (We both know it was last night.) So, for example, a question beginning *What time...?* or *When...?* will normally be in the past simple.

Typical mistakes: *Have you see the match last night? When have they arrived? What time have you got up today?*

Refer Sts to the **Irregular verbs** list on p.173 and explain that this is their reference list. Get Sts to go through the list quickly in pairs, checking that they know what the verbs mean. Encourage them to highlight verbs they didn't know or for which they had forgotten the past form. Test them periodically on the past and participle forms.

Focus on the example sentences and play audio

 **2.8**,  **2.9**, and  **2.10** 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 Have, ever travelled 2 have / 've already saved
3 Have, paid, yet 4 Have, ever lent 5 have / 've never used
6 have / 've just won 7 have / 've already spent
8 have / 've just / already had
b 1 ✓
2 X Has your sister **paid** you back yet?
3 ✓
4 X When **did** you **buy** that leather jacket?
5 X They **finished** paying back the loan last month.
6 ✓
7 ✓
8 X I'm sure I **didn't borrow** any money from you last week.
9 ✓
10 X Did you **see** the Batman film on TV yesterday?

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

5 SPEAKING

- a** This questionnaire practises the contrast between the past simple and present perfect and also provides an opportunity for free-speaking.
- Focus on the questionnaire and point out that the first circle has been completed (*saved*). Point out that the *Have you ever...?* questions in the questionnaire are in the present perfect because they are asking about your whole life until now.
- Give Sts time to complete the gaps in the questions in the other circles.
- Check answers, checking that Sts are pronouncing the past correctly, especially the regular verbs (/seɪvd/, /'weɪstɪd/, /ɪn'herɪtɪd/).

ANSWERS

2 lent 3 wasted 4 bought 5 inherited 6 won
7 forgotten 8 lost 9 bought, sold 10 taken out

- b** Focus on the example speech bubbles. Remind Sts that the first question is in the present perfect, but if the answer is Yes, then the follow-up questions, asking for more information, should be in the past simple because you are now referring to a specific time in the past, e.g. *How much was the deposit?* If you think some Sts may just answer 'No, I haven't.' to many of the questions, you could make this into a Truth or Lie activity. Tell Sts they **MUST** answer 'Yes, I have.' to all the questions. Then if they have had the experience, they give true answers to the follow-up questions. If they haven't, they must invent answers. Their partner will then guess if the answer was the truth or invented.
- Put Sts in pairs. You could either get one student to ask all the questions and then Sts swap roles, or Sts can take turns to ask each other a question and the same question can be returned using *What about you?*
- Get some whole-class feedback by finding out, e.g. how many people in the class have sold something on the internet and asking individual Sts to talk about their experience.

EXTRA SUPPORT You could model the activity first by getting Sts to choose a couple of questions to ask you and eliciting follow-up questions.

6 READING & LISTENING

using personal experience to respond to a text; understanding the order of events

- a** Focus on the task and give Sts time to read the first part of the article.
- Do the question as a whole-class activity and elicit different opinions, but don't tell Sts if it is the right thing to do or not.

EXTRA SUPPORT You could pre-teach some lexis to make sure Sts understand the messages, or ask some comprehension questions after Sts have read the messages, e.g. *Who sent you the messages?* (My child / son / daughter), *Why did they send the first message?* (Their phone broke.), *Why did they send the second message?* (Their bike was stolen and they want some money for a new one.), etc.

- b** Give Sts time to read the rest of the article to see if they chose the best options in **a**.
- Check the answer.

ANSWER

According to the article, the best answer for both is **c**.

- c** Focus on the instructions and then give Sts time to read the article again and match the highlighted words to definitions 2–8. Point out that the first one (*scam*) has been done for them. You could also tell Sts that a person who commits a scam is called a *scammer* /'skæmə/.
Get Sts to compare with a partner, and then check answers. Model and drill the pronunciation of any tricky words.

ANSWERS

2 block 3 amount 4 gains 5 requesting 6 suspicious
7 fake 8 fallen for

- d**  Tell Sts they are going to watch a video in which Chris explains a scam she was sent. Tell Sts they must number messages A–C according to the order Chris received them and answer the question.
- Give Sts time to read the messages.
- Play the video once the whole way through.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

A 3 B 2 C 1

Chris didn't fall for the scam.



Since the pandemic, I've been doing a lot of shopping online, and different shops tend to use different delivery people. So, I wasn't really surprised when I got a text message from FedEx, saying that they had tried to deliver a parcel for me, but I had been out. They gave me a link to click on to rearrange the delivery for the next day or something like that. I couldn't remember what it was that I'd bought, but because I'd bought so many things...erm...I just thought, 'Oh, I'm sure it's something that I ordered!' So, I clicked on the link, and it took me to a webpage, which looked perfectly authentic and it asked me for information. So, first it asked me for my name, then it asked me for my address, then it asked me for my date of birth. And suddenly, I thought, 'This is a bit strange. Why is it asking for my date of birth?' But...er, I put it in, and then I...I went on to the next page, and it said, 'In order to redeliver your package, you need to pay two pounds fifty pence' or something like that – a very small amount – and it asked me for my bank details. And suddenly, at that moment, I remembered that I'd been reading about a scam where people had been asked to pay a small amount for a package to be delivered from the post office or from one of these delivery companies, and they looked completely authentic, but in fact, it was a scam to get your bank details. And I felt so stupid that I'd started to put my details in because I know all about scams. I'm always telling my mother, 'Be careful about scams!' and yet I still fell for it. I still almost believed it, but, luckily, I didn't put my bank details in, and nothing has happened since then, so I assume nothing has happened. But it does show how easy it is to...em...to believe these scams and to fall 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.

- e** Put Sts in pairs to answer the questions, or do this as a whole-class activity.
- If Sts worked in pairs, get some feedback from various pairs.

- G** present perfect + *for* / *since*, present perfect continuous
V strong adjectives: *exhausted*, *amazed*, etc.
P sentence stress

Lesson plan

In this lesson Sts revise the present perfect (with *for* and *since*) and they are introduced to the present perfect continuous. The context is charities and raising money.

The lesson begins with a video about a school in Uganda that was set up by a charity called Adelante Africa. Children from the school show viewers round their school and talk about what they do. The children speak with an accent that will probably be unfamiliar to most Sts, so they are encouraged to use the subtitles to help them understand. Then Sts watch an interview with the head teacher which presents the grammar of the present perfect and present perfect continuous with *for* and *since*. This is followed by a pronunciation focus on sentence stress in present perfect continuous sentences, and a speaking activity where Sts put the grammar into practice. The first half of the lesson finishes with a writing activity where Sts write an informal email.

In the second half of the lesson, Sts read an article about people who raised money or helped others during the Covid-19 pandemic in the early 2020s. The lexical focus in this part of the lesson is on using strong adjectives, like *furious* and *exhausted*. The lesson ends with a video documentary about a charity bake sale at Oxford University Press.

Video material

Listening – *Welcome to Adelante Africa Secondary School*

Grammar – present perfect + *for* / *since*, present perfect continuous

Listening – *The Great OUP Bake Sale* (lead-in, full video)

More materials

For teachers

Photocopiables

Grammar present perfect + *for* / *since*, present perfect continuous p.164

Communicative How long have you been...? p.193 (instructions p.182)

For students

Workbook 2B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise the present perfect with *for* and *since* by writing these prompts on the board:

- 1 How long / be a teacher?
- 2 How long / work at this school?
- 3 How long / live in this town?
- 4 How long / know your best friend?

Put Sts in pairs and give them two minutes to decide how to make the questions.

Check answers and then get Sts to ask you. Make sure they

use the present perfect tense and not the present simple (NOT *How long are you a teacher?*).

ANSWERS

- 1 How long have you been a teacher?
- 2 How long have you worked at this school?
- 3 How long have you lived in this town?
- 4 How long have you known your best friend?

Answer Sts' questions using *for* and *since* and elicit from the class when you use these words (*for* = period of time, *since* = a point in time).

Finally, you could get Sts to ask each other questions 3 and 4.

I If a student (who already knows the tense) uses the present perfect continuous to ask question 3, point out to the class that this is another form of the present perfect which they are going to study in this lesson.

1 LISTENING using subtitles and other visual clues to understand the main information

- a** Books open. Focus on the instructions. Make sure Sts can remember what a *charity* is (= an organization for helping people in need) and that they know the meanings of *objective* (= something that you are trying to achieve) and *financed* (= given money for a project).

Give Sts time to read about Adelante Africa.

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

ANSWERS

It works in Uganda.

Its main objective is to support vulnerable children.

Its largest project is Adelante Africa Secondary School.

It's financed through donations, fundraising events, and the sale of products.

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

- b** **▶** Tell Sts they are now going to watch a documentary about the Adelante Africa Secondary School in Uganda. Focus on the **Glossary** and check Sts understand the meaning.

Now focus on the **Using subtitles** box and go through it with the class. Point out that English isn't the children's first language, so it may sometimes be challenging to understand what they are saying.

Focus on the sentences that they are going to complete with information about the school. Check that they know the meaning of *motto* (= a short sentence or phrase that expresses the aims and beliefs of a person, a group, an institution, etc. and is used as a rule of behaviour).

Play the video once the whole way through.

- I** Be sure to turn on the subtitles before playing the video. Then get Sts to complete the information. Get them to compare with a partner, and then check answers.

ANSWERS

1 2017 2 learn 3 sleeping 4 free time 5 Education Changes Lives



Adelante Africa Secondary School opened in twenty seventeen. Like most Ugandan secondary schools, it is a boarding school, and there are four levels, Senior one, two, three, and four. Since it opened, students have been getting really good exam results, and the school is regularly rated the best in the district. A third of the children are sponsored, as their parents are not able to afford school fees. The children will now show you round the school.

[text on screen: *Where we learn*

1 *A classroom*]

This is the Senior Four classroom. We are... we are in an English lesson. We are learning about formal letters. For example, how to write apology letters, application letters, how to apply for a job. And we are revising for an exam, which we are going to do next week.

[text on screen: 2 *A laboratory*]

In Adelante Africa Secondary School we have got two co... two science laboratories. This is one of the laboratory and Senior Four students are doing their chemistry practical paper.

[text on screen: 3 *The computer lab*]

This is computer lab for Adelante Africa. It consists of twenty computers. We study computer and make research for other subjects. It is connected to internet by wi-fi.

[text on screen: *Eating and sleeping*

4 *Food*]

In Adelante Africa we eat well during the week; we eat posho and beans. And during the weekend we change the diet of course, to rice and meat. Yeah, they feed us on vegetables and fruits as you can see. Yes, and they help us to grow well. Yeah, right here are the stoves we use to cook our meals. Yeah, this is where we cook our food from.

[text on screen: 5 *The boys' dormitory*]

Yes, this is one of the boys' dormitories at Adelante Africa Secondary School, where boys come and rest after classes. We keep it clean and tidy.

[text on screen: 6 *The girls' dormitory*]

This is the girls' dormitory. The students sleep with the mosquito nets on their beds. It's a very organized room.

[text on screen: *Our free time*

7 *Sport*]

This is sports field of Adelante Africa Secondary School, Igayaza. Students, they come here to play football, netball, and volleyball.

[text on screen: 8 *Music, dance, and drama*]

At Adelante Africa Secondary School we have the music, dance, and drama club. And here you see the Senior Three performing.

The motto of Adelante Africa Secondary School is 'Education Changes Lives'; and staff and students work very hard to make this come true.

- c Tell Sts they are going to watch the video again and this time they need to number the photos in the order in which they see them. Focus on the **Glossary** and check Sts understand the meaning.
- Play the video again.
- Give Sts time to decide where each student is in the photos.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

- A 2 (In the science laboratory)
 B 3 (In the computer lab)
 C 5 (In the boys' dormitory)
 D 7 (On the sports field)
 E 1 (In a classroom)
 F 8 (At the dance club)
 G 4 (In the kitchen)
 H 6 (In the girls' dormitory)

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

- d Individually or in pairs, Sts see how many questions they can answer.
- If Sts worked individually, get them to compare with a partner.
- Check answers. Find out with a show of hands who has the best memory.

ANSWERS

- 1 An English lesson (writing formal letters)
- 2 Their chemistry practical
- 3 20, yes
- 4 Rice and meat
- 5 They keep it clean and tidy.
- 6 Mosquito nets
- 7 Football, netball, and volleyball
- 8 Drama

- e Do this as a whole-class activity.

SUGGESTED ANSWER

The children seem to feel very positive / proud about their school.

2 GRAMMAR present perfect + *for* / *since*, present perfect continuous

- a In this video Sts will see the head teacher of the school being interviewed.

Focus on the photo and tell Sts that this is Evas Katusiime, the head teacher of the Adelante Africa Secondary School. Make sure they know what a *head teacher* is (= a teacher who is in charge of a school).

Play the video for Sts to watch and answer the question.

- !** Be sure to turn on the subtitles before playing the video. Check the answer.

ANSWER

She likes her teachers best.



I = interviewer, E = Evas Katusiime

I Evas Katusiime is the head teacher of the Adelante Africa Secondary School. How long have you been working here?

E I've been working at the Adelante Africa Secondary School since January twenty twenty-two.

I And how long have you been a teacher?

E I've been a teacher for twenty-three years. I started working in September nineteen ninety-nine.

I What changes have you made to the school since you arrived?

E Since I arrived, I have made so many changes, but I'm going to talk about a few. When I came, I realized that there was need to improve time management...For example, lunch was taking a full hour, and I believe that was a waste of time, so I made sure that break is for twenty minutes and lunch is for forty minutes so that we can utilize the remaining time.

I Have you been doing anything new this term?

E Yes, I have been doing something different this term, whereby I introduced a project to work with the boys. The boys this term have done art pieces, such as flowerpots out of cement and sand, cooking stoves, pavers...I have also grown vegetables to improve the diet of our students, so we no longer buy vegetables from the market because we have plenty of them in the school garden.

I What do you like best about Adelante Africa Secondary School?

E What I like best about Adelante Africa Secondary School is my teachers. Because they are cooperative, respectful, and hard workers. When there is something to do, we approach it with energy, with vigour, and finish it in a short time. I love my teachers. So far so good!

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

- b Focus on the task and tell Sts to cover Evas's answers.

Play the video again for Sts to complete the gaps in the interviewer's questions 1–4. Point out that the first one (*have, working*) has been done for them.

Check answers.

ANSWERS

2 have, been 3 have, made 4 Have, been doing

Now give Sts time to see if they can remember Evas's answers. They can do this individually or in pairs.

Check answers.

ANSWERS

5 January 6 23 7 20, 40 8 boys; vegetables

- c Tell Sts to look at the questions and answers in **b** and answer the two questions.

Check answers.

ANSWERS

1 b

2 1 and 4 are present perfect continuous (*have / has + been + -ing form*).

2 and 3 are present perfect simple (*have / has + past participle*).

EXTRA SUPPORT Do questions 1 and 2 as a whole-class activity.

- d Tell Sts to go to **Grammar Bank 2B** on p.143.

Grammar notes

Present perfect (*How long...?* and *for / since*)

This use of the present perfect was presented in *English File* Pre-intermediate and should be revision for most Sts. Sts may need reminding that the present simple tense cannot be used here (NOT *How long do you live in this town?*).

Remind them how *for* and *since* are used and the different words or phrases which can be used after them, e.g. *for two months / three years / a long time / ages; since October / I was born / last summer / I was a child*, etc.

Present perfect continuous (with *How long...?* and *for / since*)

For many Sts, including those who used *English File* Pre-intermediate, this will be the first time they have seen the present perfect continuous.

Point out to Sts that in the same way that there is a 'simple' and 'continuous' form of the present and the past, there are also two forms of the present perfect.

The most important difference between the two forms for Sts at this point is that with *How long...?* and *for / since*, we normally use the continuous form with action verbs (e.g. *learn, go, play, do, wait*, etc.), and the simple form is used with non-action verbs (e.g. *be, have, know*).

Some typical mistakes include:

- getting the form wrong, e.g. (forgetting to include *been*) *How long have you learning English?*
- depending on their L1, using the present tense instead of the present perfect continuous, e.g. *I am learning English for a long time.*
- using the continuous form of the present perfect with non-action verbs, e.g. *I've been knowing my best friend for 15 years.*
- confusing *for* and *since*.

Present perfect continuous (for continuous or repeated recent actions)

We also use the present perfect continuous to talk about recent continuous actions which have either just stopped or are still continuing, e.g. **A** *You look tired.* **B** *Yes, I've been cleaning the house all afternoon* (= I've just finished).

A *You look tired.* **B** *Yes, I haven't been sleeping well recently* (= I still have problems sleeping at night).

Focus on the example sentences and play audio 2.11 and 2.12 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **live and work** 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 She's been studying English for three years.

2 How long have they been watching TV?

3 It's been raining since lunchtime.

4 I haven't been living here for very long.

5 How long have you been learning to drive?

b 1 for 2 haven't seen 3 have you known 4 ✓

5 I've been cleaning

c 1 We've known each other since we were children.

2 The children have been playing computer games for two hours.

3 Has your sister had that hairstyle for a long time?

4 I've loved her since the first day we met.

5 My internet connection hasn't been working since yesterday.

6 How long have you been waiting?

7 I've been a teacher for three years.

8 It's been snowing since 5.00 this morning.

9 Sam hasn't been studying enough recently.

10 Have you been living in Los Angeles for a long time?

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

EXTRA PRACTICE OPTION Use the **2B Grammar** photocopiable activity.

3 PRONUNCIATION sentence stress

Pronunciation notes

Remind Sts that the words which are stressed more strongly in a sentence are the ones which carry the important information, e.g. *I've lived in the city centre for ten years*. These are the words which you hear more clearly when somebody speaks to you and are typically verbs, nouns, adjectives, and adverbs.

The other 'non-information' words are pronounced less strongly, and these words often get shortened when we speak, e.g. *for* becomes /fə/. Sts need plenty of practice with sentence rhythm, especially with longer structures, e.g. present perfect continuous sentences and questions, conditional sentences, etc.

- a 2.13 Tell Sts that they are going to hear two present perfect continuous questions and answers. The first time they listen, they should try to write down the stressed words in the pink boxes. Point out that the first two (*How, long*) have been done for them.

Play the audio, pausing after each line to give Sts time to write.

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

2.13

- 1 How long have you been learning French?
- 2 I've been learning French for three years.
- 3 How long has it been raining?
- 4 It's been raining since lunchtime.

- b Now tell Sts to look at the words they have written and try to remember what the complete question or sentence 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 2.13

- c Play the audio again, pausing after each question and 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. Remind Sts that unstressed words are often contracted, e.g. *been* becomes /bi:n/ and *for* becomes /fə/. Then repeat the activity, eliciting responses from individual Sts.

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

- d **2.14** Focus on the instructions and example. Play the audio, pausing after each sentence for Sts to listen and form the question.

2.14

- 1 It's snowing. (*ping*) How long has it been snowing?
- 2 I'm learning Russian. (*ping*) How long have you been learning Russian?
- 3 Susan is working in Italy. (*ping*) How long has Susan been working in Italy?
- 4 John is looking for a job. (*ping*) How long has John been looking for a job?
- 5 They're living with Mary's parents. (*ping*) How long have they been living with Mary's parents?
- 6 I'm going to salsa classes. (*ping*) How long have you been going to salsa classes?
- 7 It's raining. (*ping*) How long has it been raining?
- 8 John is going out with Emily. (*ping*) How long has John been going out with Emily?

EXTRA SUPPORT To help Sts make the questions, write the following on the board:

How long has _____ been + -ing...?

How long have _____ been + -ing...?

Then repeat the activity, eliciting the questions from individual Sts.

4 SPEAKING

In this speaking activity, Sts practise using both the present perfect simple and continuous.

- a Focus on the instructions and give Sts time to write true information in as many of the squares as they can (e.g. *WWF* in the first square). Go round the class, making sure they have completed at least six of the squares.
- b Focus on the instructions. Highlight that with an action verb, e.g. *use*, *do*, etc., Sts should ask the questions in the present perfect continuous. With non-action verbs, e.g. *be*, *know*, etc., you can't use the continuous form, and the present perfect simple must be used, e.g. *How long have you known your best friend?* NOT *How long have you been knowing...*?

Remind Sts that with the verb *live*, you can use either of the present perfect forms.

EXTRA SUPPORT Go through the squares before you start, and elicit whether the verbs are action or non-action and the question that Sts should ask in each case. You could demonstrate the activity yourself by copying a couple of squares on the board (one with an action verb, the other with a non-action verb) and writing something true in them. Then the class could ask you three questions about each one.

Put Sts in pairs. Focus on the speech bubbles. Sts now compare their information and take it in turns to choose one of their partner's squares and ask them about the information in it. Remind them that the first question must be *How long...*?

Monitor and help.

If there's time, get feedback from various pairs about an interesting piece of information about their partner.

5 WRITING a thank-you email

Tell Sts to go to **Writing Bank 2** on p.120.

- a Focus on the photo and the top of the email. Elicit who Camila and Carrie are (they are the people from **Writing Bank 1** – Gustavo wrote to Carrie about his friend Camila). Tell Sts to read Camila's email to find out why she wrote to Carrie. Check the answer.

ANSWER

Camila wrote to Carrie to say thank you for letting her stay with her.

- b Now focus on the instructions and give Sts time to match sentences 1–6 to sections A–F in the email. Tell them not to worry about the gaps in the email. Check answers.

ANSWERS

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

- c Tell Sts to read the email again and complete gaps 1–7 with the phrases in the list. Check answers.

ANSWERS

- 1 I got back from the UK
- 2 I loved Oxford
- 3 I really enjoyed it
- 4 I've been working
- 5 I've also been spending
- 6 I hope you know that
- 7 I didn't take many

- d Focus on the **Informal language** box and go through it with the class, making sure Sts understand the headings. Give Sts time to complete gaps 1–6 with words and phrases from Camila's email. Check answers.

ANSWERS

- 1 Love
- 2 'm
- 3 Thank
- 4 Can you
- 5 Sorry for not writing earlier.
- 6 Hope to hear from you soon.

- e Tell Sts to imagine that they have some British friends in the UK, and that they stayed with them last month. Now they need to write an email to say thank you. Tell Sts to use the topics in **b** in the correct order for their plan. They should plan five paragraphs and a PS.
- f You may like to get Sts to do the writing in class, or you could set it as homework. Get them to write the email according to the model and encourage them to use expressions from the **Informal language** box. If Sts do it in class, set a time limit for them to write their email, e.g. 15–20 minutes.
- g Sts should check their email for mistakes before giving it in. Tell Sts to go back to the main lesson **2B**.

6 READING reading for detail

- a Focus on the questions and make sure Sts understand the phrases *to raise money for a good cause* and *to take part in a charity event*.
Sts could discuss the questions in pairs / small groups or you could do it as a whole-class activity.
If Sts worked in pairs / groups, get some feedback from various pairs / groups.
- b Focus on the instructions and make sure Sts know the meaning of *pandemic* (= a disease that spreads over a whole country or the whole world – here, Covid-19) and *inspiring* (= encouraging or making you want to do something). Point out the **Glossary** and go through it with the class.
Give Sts time to read the article and to answer the questions. Put them in pairs to compare ideas, and then elicit opinions.
- c Focus on the instructions and make sure Sts understand all the lexis in the questions, e.g. *convince*, *skills*, etc.
Now give Sts time to read the article again and complete the task.
Get them to compare with a partner, and then check answers.

ANSWERS

1 TM and JW 2 MR and HA 3 BW 4 MR 5 HA 6 BW
7 JW 8 TM

Finally, deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d If your Sts come from the same country, do this as a whole-class activity. Otherwise put Sts in pairs and get them to tell each other about people who became famous in their country for helping others during the pandemic.
If Sts worked in pairs, get some feedback from various pairs.

7 VOCABULARY & SPEAKING strong adjectives

Vocabulary notes

Many strong adjectives are used in a non-literal sense, e.g. *starving* and *boiling* are often used to mean very hungry or very hot, although people are not dying of hunger and the temperature is not 100 degrees Celsius.

Some of them can also be used as *-ed* or *-ing* adjectives, e.g. *fascinating* / *fascinated*. Sts should be aware of this, but there is also a focus on *-ed* / *-ing* adjectives later.

You may want to point out that *amazed* = very surprised, but *amazing* can mean either very surprising or very good, e.g. *It was an amazing film*.

You could also point out that *delighted* can also mean very happy.

- a Give Sts time to read the two extracts and complete each definition with an adjective.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 big 2 angry

Now focus on the **Strong adjectives** box and go through it with the class.

- b Give Sts time to read sentences 1–12, which all contain a strong adjective. From the context or their previous knowledge, Sts should be able to write synonyms for each one by writing the normal adjective. Sts could work in pairs or individually and then compare answers when they finish. Point out that the first one (*small*) has been done for them.
- c  **2.15** Play the audio for Sts to listen and check.
Check answers, making sure Sts are clear what all the adjectives mean.

2.15

- 1 A Is Oliver's flat **small**?
B Yes, it's really tiny – just a bedroom and a sitting room.
- 2 A Are you **afraid** of flying?
B Yes, I'm terrified! I never fly anywhere.
- 3 A There was an **interesting** documentary about whales on TV last night.
B Yes, I thought it was fascinating.
- 4 A Are you very **hungry**?
B I'm starving! I haven't eaten all day.
- 5 A Was it **hot** in Dubai?
B It was boiling! Forty-five degrees.
- 6 A Was Jack's kitchen **dirty**?
B It was filthy. It took us three hours to clean it.
- 7 A Are your parents **pleased** about the wedding?
B They're delighted. In fact, they want to pay for everything!
- 8 A Was the film **funny**?
B It was hilarious. We laughed the whole way through.
- 9 A Are you **sure** you locked the door?
B I'm positive. I remember turning the key.
- 10 A Were you **surprised** to hear that Ted and Sonia have broken up?
B I was absolutely amazed! I never thought it would happen.
- 11 A Are you **cold**? You still haven't taken your coat off!
B I'm freezing. Can you turn the heating up?
- 12 A You look very **tired**. What have you been doing?
B I've just finished a four-hour meeting with my boss! I'm absolutely exhausted!

Now play the audio again, pausing after each exchange for Sts to listen and repeat the questions and responses. Model and drill pronunciation of the adjectives where necessary. Encourage Sts to copy the strong stress on the strong adjectives.

Put Sts in pairs and get them to practise the conversations. Get some pairs to perform in front of the class.

EXTRA SUPPORT If you want to give more practice, you could ask the class more questions using a normal adjective and get them to respond with a strong one, e.g. *Is the water cold? Is an elephant big? Was the book good? Was the weather bad? Are you frightened of snakes?*, etc.

- d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Are you hungry?**, **A** on p.108, **B** on p.113.

Go through the instructions with them carefully, and then demonstrate the activity with a **B** student (you take the part of student **A**).

Point out that when a pair has finished the activity, they should repeat it, this time trying to respond as quickly as possible and trying to stress the strong adjective strongly. Tell Sts to go back to the main lesson **2B**.

- e** Put Sts in pairs and get them to interview each other. Tell them to give as much information as possible and to use strong adjectives.
Monitor and help with vocabulary. Get some feedback from various pairs.

EXTRA SUPPORT Choose one of the questions and tell Sts what you think, giving as much information as possible.

8 LISTENING understanding information in order to express personal opinions

- a**  Focus on the photo. Tell Sts that they are going to watch a video about an event at Oxford University Press – a sale of home-made cakes and biscuits to raise money for charity.
Play the video (lead-in) for Sts to watch and answer the question.
Check the answer.

ANSWER

Running a marathon, skydiving, baking

 People do many different things to raise money for charity. These runners are doing the New York Marathon. Every year, the race raises about forty million dollars.
And these people are doing a sponsored skydive. There are also ways to raise money without taking exercise or jumping out of an aeroplane.
These people are bringing cakes to a charity bake sale. The popularity of bake sales in the UK has increased dramatically over the last decade, thanks, in part at least, to the popularity of *The Great British Bake Off*.

- b**  Now tell Sts they are going to watch the whole video and then decide if they think the right person won the baking competition.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts watch the video. You could teach the group of baking-related words, e.g. *buttercream* (= a mixture of butter and sugar), *a sponge cake*, *blueberries*, *cookies*, *a loaf cake* (= a cake that has the same shape as a loaf of bread), and *icing*.

Play the video once the whole way through.

Before Sts give their opinion about the winner, elicit which cake won (*The winning cake is number 2, the Neapolitan cake*).

Now either ask the question to the whole class or put Sts in pairs to discuss it.

If Sts worked in pairs, get some feedback from the class.



N = narrator, E = Emma, J = James, D = Daisy

N People do many different things to raise money for charity. These runners are doing the New York Marathon. Every year, the race raises about forty million dollars.
And these people are doing a sponsored skydive. There are also ways to raise money without taking exercise or jumping out of an aeroplane. These people are bringing cakes to a charity bake sale. The popularity of bake sales in the UK has increased dramatically over the last decade, thanks, in part at least, to the popularity of *The Great British Bake Off*.

This programme, which began in twenty ten, has encouraged people of all abilities to bake, especially when it's for charity.

Today's sale – at Oxford University Press – will raise money for two charities: Macmillan Cancer Support and Adelante Africa, a charity that supports education and other projects in a rural area of Uganda. But this bake sale is different – it's also a competition and will be judged by Daisy Watt and Emma Collen, who are chefs and professional bakers. And from the moment the posters appeared, people have tried to persuade their colleagues to join in.

J I don't know. I'm not a very good baker.

E Oh, go on. It's for charity.

J Hmm, maybe, maybe.

N Emma is going to make Viennese whirls – biscuits with buttercream and jam.

E I bake quite often, probably once or twice a month. It's one of my main hobbies that I enjoy – um, kind of a stress-reliever for me, just being in the kitchen by myself, with some music on, just enjoying baking.

N James is going to make a sponge cake with blueberries.

J I bake not that often, maybe about, I don't know, once a month or something I might bake. Erm, when I, when I do, it's usually baking with my kids, I suppose, so, um, you know, we make something really easy like cookies or something like that.

N The finalists in this competition bake sale are a baklava cake, a Neapolitan cake, Emma's Viennese whirls, a loaf cake, and a chocolate cake.

And it's now time to judge the five finalists.

D That's fantastic! Very clever and you've even done the different-coloured icing in between – a labour of love... Really good sponge. The chocolate sponge is delicious. It's not over chocolatey, it's just...

N And then to choose the winner.

D So I've conferred enough, because it is really close, but there is one winner, who has obviously put so much effort, not just in the decoration, but also her sponge is technically brilliant. So, are you going to come up here?

[text on screen: The cake sale raised over two hundred and seventy pounds for Macmillan Cancer Support and Adelante Africa.]

- c** Focus on the questions and make sure Sts understand all the lexis, e.g. *filling*.
Put Sts in pairs to see how much they can remember.
Check answers.

ANSWERS

- 1 Because of a TV programme called *The Great British Bake Off*
- 2 We saw Emma and James. Emma made Viennese whirls and James made a sponge cake with blueberries. No, neither of them won.
- 3 b and d
- 4 Macmillan Cancer Support and Adelante Africa, £270

Finally, you could ask Sts some questions, e.g. *Is there a similar programme to The Great British Bake Off in your country? Do you like baking? What kind of things do you make?*

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

EXTRA IDEA You could get the class to do a Bake Sale to raise money for a local charity.

There are two pages of revision and consolidation after every two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available.

The first page revises the Grammar, Vocabulary, and Pronunciation of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first page as a mini-test on Files 1 and 2.

The Pronunciation section sends Sts to the **Sound Bank** on p.174–5. Explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns for each of the sounds. Highlight the video showing the mouth position for each sound. Sts may want to watch it for any sounds which they have not seen in class, and to practise making them saying the words.

The second page presents Sts with a series of skills-based challenges. First, in *Can you understand this text?*, there is a reading text which is of a slightly higher level than those in the Files, but which revises grammar and vocabulary Sts have already learned. In the listening in *Can you understand these people?*, there is a video of some unscripted street interviews, where people are asked questions related to the topics in the Files. You can find the video on *Oxford English Hub* and *Classroom Presentation Tool*. Alternatively, you could set these sections / activities as homework. Sts can find the video on *Oxford English Hub*.

Finally, in *Can you say this in English?*, there is a speaking challenge which assesses Sts' ability to use the language of the Files orally. You could get Sts to do these activities in pairs, or Sts can tick the boxes if they feel confident that they can do them.

Video material

Can you understand these people? 1&2

More materials

For teachers

Oxford English Hub

Quick Test 2

File 2 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 duck (the others are seafood)
2 crab (the others are meat)
3 beetroot (the others are fruits)
4 raspberry (the others are vegetables)
5 chicken (the others are ways of cooking)
b 1 dishonest 2 unfriendly 3 irresponsible 4 immature
5 insensitive
c 1 waste 2 inherit 3 earn 4 borrow 5 save
d 1 exhausted 2 starving 3 freezing 4 filthy 5 furious
e 1 out 2 out 3 on 4 back 5 out

PRONUNCIATION

ANSWERS

c 1 chicken /ɪ/ 2 charge /ɑː/ 3 inherit /h/ 4 salary /æ/
5 steamed /iː/
d 1 sensible 2 terrified 3 unselfish 4 mortgage
5 exhausted

CAN YOU understand this text?

ANSWERS

a is now doing
b 1 giving 2 proud 3 benefit 4 might 5 wasted
6 improvement 7 closing

▶ CAN YOU understand these people?

ANSWERS

1 a 2 b 3 b 4 c 5 b



1 Philomena

I = interviewer, P = Philomena

I What do you eat to cheer yourself up when you're feeling sad?

P I love roast potatoes, baked potatoes. They're warm, buttery, nice olive oil. They make me feel good.

I Does it make you feel better?

P Yeah, usually it does. I think they're quite refreshing, warm. When you're feeling down, I think they're the perfect remedy.

2 Mark

I = interviewer, M = Mark

I How often do you eat out?

M Well, my wife would probably like me to eat out a little bit less, but probably about two to three times a week.

I What kind of places do you go to?

M You know, it always kind of depends. I think people like to eat in three or four different restaurants in their town no matter what, and it's usually one of those three or four, usually pizza, Mexican, or Asian.

I Why do you like these kinds of restaurants?

M I guess part of it is it's the type of food that you can't normally prepare at home, so it's something a little bit different. Otherwise it's just tasty.

3 Ross

I = interviewer, R = Ross

I Do you have brothers and sisters?

R I have step brothers and sisters – two stepsisters and one stepbrother.

I Do you get on with them well?

R Yes, we didn't grow up together, but we're now all adults and we get on really well.

4 Coleen

I = interviewer, C = Coleen

I Have you ever won any money, for example in a lottery?

C I won, many years ago, a thousand pounds, which was amazing.

I What did you do with it?

C We went on an unplanned long weekend break in the Malverns in England, which was absolutely gorgeous.

5 Richard

I = interviewer, R = Richard

I Have you ever taken part in a charity event?

R I have, yes. I ran the London Marathon, I think about eight years ago now. For Cancer Research.

I How much money did you raise?

S About six and a half thousand pounds.
