

G choosing between comparatives and superlatives

V transport

P /f/, /dʒ/, and /tʃ/; linking

Lesson plan

The context for this lesson is transport, both public transport and driving.

The lesson begins with vocabulary, and Sts first revise some forms of transport and then learn more words and phrases connected to transport, focusing particularly on road travel. This is followed by a pronunciation focus where the consonant sounds /f/, /dʒ/, and /tʃ/ are contrasted. Sts then read about a race organized by The Points Guy, a team of people who create videos and write articles to help travellers. The three participants travelled from central London to Heathrow Airport using three different modes of transport. Sts then watch an extract from the video documentary made about the race, to find out how the three participants fared. The first half ends with Sts discussing transport in their nearest big city.

In the second half of the lesson, Sts begin by revising what they know about comparatives and superlatives, before going to the **Grammar Bank**, where this knowledge is extended. This leads into a listening activity about the causes of car accidents, based on detailed research from the USA. There is another pronunciation focus on linking in fast speech, which will help Sts to understand the listening. Sts then discuss some statements to do with road transport. The lesson ends with a writing focus where Sts write an article about transport in their town or city.

Video material

Vocabulary – transport

Pronunciation – /f/, /dʒ/, and /tʃ/ (1 & 2)

Listening – *Race to the airport* (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar choosing between comparatives and superlatives p.165

Communicative Questionnaire p.194 (instructions p.182)

Vocabulary Transport p.219 (instructions p.212)

For students

Workbook 3A

OPTIONAL LEAD-IN (BOOKS CLOSED) Play *Ten Chances* with the phrase PUBLIC TRANSPORT:

- Write a dash on the board for each letter of the phrase and the numbers 1–10 below:

1	2	3	4	5
6	7	8	9	10

- Sts call out letters one at a time. If the letter is in the word (e.g. T), fill it in each time it occurs, e.g.

_____ T _____ T _____

Only accept correctly pronounced letters. If the letter is not in the word, write the letter next to the number 1 on the board. Write the next wrong letter next to number 2, then number 3, and so on.

- The object of the game is to guess the words before they have used up all ten chances.
- Students can guess the words at any time, but each wrong guess is punished with 'wrong guess' written to the next available number.

Drill the pronunciation. Then get a show of hands to find out how many of the class regularly use public transport to get to work / school.

NB You can continue the game with other words: the student who correctly guesses the words comes to the board and chooses a new word / phrase. Sts can also play in pairs / groups, writing on a piece of paper.

1 VOCABULARY & SPEAKING transport

- a** Books open. In this video Sts will see clips of ten different forms of transport. Focus on the task, and play the video once the whole way through. Make sure none of the students are writing anything down.

Set a time limit of 30 seconds for Sts to write down the forms of transport they can remember.

When time is up, find out how many forms of transport Sts remembered, and if anyone remembered all ten. Play the video again pausing after each clip and eliciting the word. Elicit / Explain that in the last clip they saw an *e-scooter* (= an electric scooter).

ANSWERS

train, car, bike, motorbike, taxi, bus, lorry, van, tram, e-scooter

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 Transport** on p.163.

Vocabulary notes

Public transport and vehicles

Make sure Sts are clear about the difference between a *bus* (= usually a vehicle used in a town or city) and a *coach* (= an intercity bus).

You may want to point out that the London Underground is often called *the Tube*.

On the road

Sts may need reminding that compound nouns are two nouns together, where the first one describes the second.

Focus on **1 Public transport and vehicles** and make sure Sts know the meaning of *vehicle* (= something that is used for transporting people or things from one place to another). Model and drill its pronunciation /'vi:əkl/.

Then get Sts to do **a** individually or in pairs.

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

3.1

Transport, 1 Public transport and vehicles

2 coach	4 scooter / e-scooter
8 ferry	5 tram
3 lorry	7 the Underground
9 motorbike	1 van
6 motorway	

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.

EXTRA SUPPORT Tell Sts to cover the words and look at the photos to see if they can remember them.

Now look at **2 On the road** and get Sts to do **a** individually or in pairs.

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

Check answers. Point out to Sts that *roadworks* is one word and that it is always used in the plural.

3.2

2 On the road

1 car crash	8 seat belt
2 cycle lane	9 speed camera
3 parking fine	10 speed limit
4 pedestrian zone	11 taxi rank
5 petrol station	12 traffic jam
6 roadworks	13 traffic lights
7 rush hour	14 zebra crossing

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Remind Sts that the strong stress falls on the first word in compound nouns, e.g. *seat belt*. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation** and tell Sts to cover the compound nouns and look at the photos. Can they remember the compound nouns?

Now focus on **3 How long does it take?** and go through the information box with the class. If you have a monolingual class, you could ask Sts what verb they use in their L1 to talk about how long things take.

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

Then get some feedback.

EXTRA IDEA With a show of hands, you could see who has the shortest / longest trip to work / school.

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

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

Check answers.

3.3

4 Phrasal verbs

- 1 We **set off** at seven in the morning to try to avoid the traffic.
- 2 I arrive at eight fifteen. Do you think you could **pick me up** at the station?
- 3 Always check the address you put in your satnav or you may **end up** in the wrong place.
- 4 We're going to **run out of** petrol soon. Let's stop at the next petrol station.
- 5 **Look out!** You're going to crash!

Tell Sts to go back to the main lesson **3A**.

EXTRA PRACTICE OPTION Use the **3A Vocabulary photocopyable activity**.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist – can you help me?**, **A** on p.108, **B** on p.113.

Focus on the instructions and set the scene. Sts **A**, who are foreign tourists wanting to use public transport in the town, should ask Sts **B**, who live in the town, their five questions.

Monitor and help.

Make sure Sts swap roles. Now Sts **B**, who are foreign tourists wanting to use a hired car in the town, should ask Sts **A**, who live in the town, their five questions.

Monitor and help.

Get some feedback from the class on some of the information given by Sts **B** and then by Sts **A**.

Tell Sts to go back to the main lesson **3A**.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

Pronunciation notes

These three consonant sounds are often confused by Sts:

- *sh* is always pronounced /ʃ/ (e.g. *shower, ship*), as is *-tion* (e.g. *station, pronunciation*).
- *j* is always pronounced /dʒ/.
- *ch* is usually pronounced /tʃ/, but can also be pronounced /ʃ/ in some words, mainly of French origin, e.g. *chef, machine*. It is also sometimes pronounced /k/ in words like *chemist's, technology*, etc.

a Focus on the sound pictures. Elicit the words and sounds, but don't tell Sts if they are right or not.

b ▶ Play the video once for Sts to listen and check their answers. Tell them to focus on the mouth position for the three sounds, and to try to hear the difference between them.

Check answers.

ANSWERS

shower /ʃ/, jazz /dʒ/, chess /tʃ/



See sounds in Student Book on p.28 and answer key

Now either get Sts to practise saying the words and sounds, or play the video again for Sts to repeat, making sure they copy the mouth position.

c ▶ Get Sts to look at the list of words and put them in the correct column in **a**. Remind them that this kind of exercise is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

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

Check answers.



shower /ʃ/ crash, rush, station
jazz /dʒ/ bridge, journey, traffic jam
chess /tʃ/ adventure, catch, coach

Either put Sts in pairs and get them to practise saying the words, or play the video again, pausing after each group of words for Sts to listen and repeat.

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

- d** **3.4** Focus on the pairs of words, and make sure Sts know what they mean.

Now play the audio once the whole way through for Sts just to listen. Ask if they can hear the difference.

3.4

See words in Student Book on p.28

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

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

- e** **3.5** Now tell Sts that this time they will only hear one of the words in each pair in **d** and they must circle the one they hear.

Play the audio once the whole way through for Sts to complete the task.

Check answers.

ANSWERS

1 b 2 a 3 b 4 b 5 a 6 b

3.5

1 jeep	3 joke	5 shoes
2 chain	4 chip	6 watch

- f** **3.6** Tell Sts they are going to hear five short sentences or questions and they need to write them down.

Play the audio once the whole way through for Sts just to listen.

3.6

1 Do you like chips?	4 Don't joke about it.
2 I'm going to wash it.	5 Is it cheap?
3 You choose.	

Now play the audio again, pausing after each sentence or question to give Sts time to write.

Check answers by eliciting the sentences onto the board.

ANSWERS

See script 3.6

3 READING & LISTENING using detail to make predictions, confirming predictions

- a** Focus on the instructions and make sure Sts understand *race* (= a competition between people, etc. to see which one is faster or the fastest).

Get Sts to read the introduction and answer the three questions.

Check answers for 1 and 2.

ANSWERS

1 The race starts at Oxford Circus and ends at Heathrow Airport Terminal 2.
2 The three forms of transport are: the Underground (the Elizabeth Line), the Heathrow Express train, and the black cab.

Now elicit opinions for question 3. You could write their predictions on the board.

- b** Now give Sts time to read about the three men's journeys to see if they want to change their predictions in **a**.

When they have finished reading, they should tell another student what they think.

Find out if anyone has changed their prediction.

- c** Focus on the instructions and get Sts to read about the three journeys again and complete sentences 1–6 with the correct names.

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

ANSWERS

1 Liam 2 Nicky 3 Ben 4 Liam 5 Ben 6 Nicky

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

- d** Focus on the task. Get Sts to work individually or in pairs. Check answers.

ANSWERS

1 travel, change 2 took 3 got, run 4 arrived 5 takes
6 dropped 7 got

- e** This video is part of the programme The Points Guy made when they did the race. Do the question as a whole-class activity by getting a show of hands for each participant.

Play the video once for Sts to watch.

Find out if any Sts want to change their answer.

- Be sure to turn on the subtitles before playing the video.



N = Nicky, L = Liam, B = Ben

All Good morning!

N It's race day today, and today we're racing from Central London, from here in sunny Oxford Circus to...Heathrow! So, it's the first day of the Elizabeth Line today, so I'm going to take the Elizabeth Line.

L I'm taking the Heathrow Express.

N That should be kind of quick, and Ben, how are you going?

B I'm going to take a taxi.

N Well we're going to see who's quickest, but we need to get off, so I think we go in three–two–one, let's go!

B We might be on here. OK, so I've got him to stop. Right, I have a cab stopped, so I'll just check he can take me to Heathrow...Hello, can you take me to Heathrow Terminal Two?

- f** Now tell Sts they are going to watch the participants arriving at the airport.

Play the video once the whole way through.

Get Sts to compare with a partner, and then check answers. With a show of hands, find out how many Sts had guessed correctly.

Explain that the race was the day after the Elizabeth Line opened, and Nicky had to change at Paddington. Today you don't have to change at Paddington, but in fact the Heathrow Express is still slightly quicker if you are travelling from Oxford Circus.

- Be sure to turn on the subtitles before playing the video.

ANSWERS

a Ben's journey (the taxi) was the quickest.
b Ben's journey was the most comfortable.
c Nicky's journey (the Elizabeth Line) was the cheapest.



L = Liam, N = Nicky, B = Ben, Na = narrator

L About a minute away now.

N Got through the last barrier that I need to get through, now I need to just make this final sprint to the finish.

L OK, we're on the right level. Have we done enough, though? I'm sprinting, sprinting now, to the entrance. I can't see anyone.

B I think I've made it. I think I'm here first, can't see Liam or Nicky.

L Is anyone here? Oh no! Oh no! Look who it is! Right outside Terminal Two. I thought that I was there, I was cruising, but at least I haven't come last, that's the main thing.

N Looking around now I can see the finish line, can't see a Ben, or a Liam, or can I? I tried my best. Which means, not only did I not win, I fully, fully lost.

B Nice of you to join us!

B & L Where have you been?

N Hi! Well done, who won? Go, man! Yeah, but you're poor now though.

Na So how did the three forms of transport compare?

Well, for speed, Ben was surprised, but the taxi was actually the fastest. Second was the Heathrow Express, and Nicky came last on the Elizabeth Line.

What about comfort? The winner again was the taxi. Ben gave it five stars, partly because he didn't have to carry his luggage up stairs and escalators. The other two also enjoyed their journey when they were actually on their trains. But Nicky's journey was a bit more relaxing because Liam had to use the Tube as well as the Heathrow Express. And finally, price. Which was the cheapest? The clear winner was the Elizabeth Line, at only twelve pounds fifty. Next was the Heathrow Express, at twenty-five pounds. Last was the taxi, at a whopping seventy-five pounds.

But all three of them were happy with the way they travelled and wouldn't mind going that way again.

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

- g** Put Sts in pairs or small groups, and get them to answer the questions.
Get some feedback.

4 GRAMMAR choosing between comparatives and superlatives

- a** Focus on the task and get Sts to do this individually or in pairs.
Get Sts to compare with a partner if they worked individually, and then check answers. Make sure Sts explain why the **X** phrases are wrong.

ANSWERS

- 1 **X** the **quickest** way
- 2 ✓
- 3 **X** as fast **as**
- 4 ✓
- 5 **X** as **many** trains as
- 6 **X** the **most** exciting journey
- 7 ✓
- 8 **X** more **carefully** than

- b** Tell Sts to go to **Grammar Bank 3A** on p.144.

Grammar notes

Sts will almost certainly have been taught the basic rules regarding comparative and superlative forms of adjectives and adverbs, so this grammar focus should be mainly revision and consolidation. Sts may still mix up comparative and superlative forms (*This is the older building in the town*) and make mistakes with the rules for forming comparatives and superlatives.

Some other typical mistakes include:

- confusing *as* and *than*, e.g. *The train isn't as cheap than the bus.*
- omitting the definite article, e.g. *He's best player in the team.*
- confusing adjectives and adverbs, e.g. *You drive more quick than me.*

Focus on the example sentences and play audio **3.7**, **3.8**, and **3.9** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them 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 easier than 2 the hottest 3 more powerful than
4 more slowly than 5 The worst 6 The furthest / The farthest
7 older than 8 the most relaxing 9 the best
b 1 as 2 the 3 than 4 ever 5 him 6 most 7 as
8 more 9 as 10 in

Tell Sts to go back to the main lesson **3A**.

EXTRA PRACTICE OPTION Use the **3A Grammar** photocopyable activity.

- c** Focus on the task. Point out the example, explaining that first Sts have to make a superlative sentence using the given adjective, i.e. *Cycling is the most dangerous*. Then they must compare the other two remaining, i.e. *Riding a motorbike is more dangerous than driving*.
Put Sts in pairs and get them to complete the task.

EXTRA CHALLENGE Get pairs to compare with another pair, to see if they agree. Get them to defend their choices.

Get some feedback from various pairs, asking them to give reasons where possible.

5 PRONUNCIATION & LISTENING linking; using own knowledge to understand factual information

- a** Tell Sts they are going to read a text about some American research looking at the causes of road accidents. You might want to pre-teach / elicit the meaning of *distracting* (= taking your attention away from what you are trying to do).
Give Sts time to read the text.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g. *How did the scientists do their research?* (They put video cameras and other gadgets into more than 3,500 cars.), *How old were the drivers?* (Between 16 and 98), *How long did the research take?* (Three years), etc.

Now put Sts in pairs and get them to discuss questions 1–3, making sure they understand the lexis, e.g. *reliable*. You might also want to check Sts understand the meaning of the eight things in the list (they may not know *adjust* and *reach*).

Elicit some opinions from various pairs, but don't tell them if they are right or not.

Tell Sts they will find out the answers later in the lesson.

Pronunciation notes

The focus here is on understanding rather than on production. One of the things that can make fast spoken English difficult for Sts to understand is linking. This makes words sound as if they're running into each other, and Sts can find it hard to identify individual words – and they may get lost altogether and not understand overall meaning. Here we focus on identifying and understanding linking, without trying to push Sts into producing it themselves. This is an important first step which will improve Sts' comprehension. There are many different kinds of linking in English, and here the focus is on three common types, examples of which frequently occur in superlative sentences.

b  **3.10** Focus on the **Linking** box and go through it with the class.

Now tell Sts they're going to listen to some extracts from an interview with a traffic safety expert and they must complete the seven sentences with words which are linked.

Give Sts time to read 1–7.

Focus on sentence 5 and the word *likely*. Tell Sts that although it ends in *-ly*, it is an adjective which means *probable*.

Play the audio once the whole way through, pausing after each sentence to give Sts time to write.

Check answers.

ANSWERS

- 1 most dangerous
- 2 bad decisions
- 3 look at an accident
- 4 cause of accidents on
- 5 twice as, have an accident
- 6 What did, most interesting
- 7 your eyes on

3.10

See sentences in Student Book on p.31 and answer key

c  **3.11** Tell Sts they're going to listen to the full interview with the traffic safety expert. They must listen and number the eight actions or feelings listed in the text in **a** from 1 (= the most dangerous) to 8 (= the least dangerous).

Play the audio once the whole way through.

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

Check answers.

ANSWERS

- 1 feeling emotional
- 2 reaching for something in the car
- 3 looking at something by the road
- 4 adjusting the satnav
- 5 feeling tired
- 6 adjusting the radio or music system
- 7 eating or drinking
- 8 talking to a passenger

3.11

(script in Student Book on p.131)

P = Presenter, T = Tom

P On today's programme, we're talking about how to drive safely. There's a great book called *Survive the Drive* that has lots of useful tips, and we asked Tom, our transport and travel correspondent, to take a look. Welcome, Tom.

T Thank you.

P So, tell us – what's the most dangerous thing you can do while you're driving? Obviously, we're not talking about drinking alcohol, taking drugs, or using a handheld phone to make calls or text, which everyone knows you must never do.

T Well, this is really surprising: top of the list is driving when you're feeling emotional. The researchers found that you're nearly ten times more likely to have an accident if you're feeling very sad or angry or stressed. If you're emotional, then you can't concentrate on the road, and you'll probably make bad decisions if you find yourself in a dangerous situation. In fact, if you're feeling very emotional, it'd be better not to drive at all!

P Wow, OK. I'll try to remember that next time I have a bad day at work! What's the second most dangerous thing?

T This one's less surprising – it's reaching for something in your car. It might be your phone, or a map, or some sweets. If you're reaching down, or trying to get something from the back seat, then you aren't looking at the road, and you're nine times more likely to have an accident.

P And number three?

T Number three is looking at something interesting or something that's happening by the road. A really common example of this is when people slow down to look at an accident – they don't realize that by looking at the accident and not at the road, the chance of having an accident themselves goes up over seven times. In fact, this is a really common cause of accidents on motorways.

P So the message is: don't be distracted.

T Yes, exactly. If you're driving fast, you can travel over one hundred metres in less than three seconds. And a lot can happen in three seconds.

P So that's the top three – what about other things to avoid?

T Well, at number four is adjusting your satnav, which can be very distracting, and makes you nearly five times more likely to have an accident. At number five is driving when you're tired. Sixty per cent of drivers say they've driven when tired in the last year, so it's a big problem – and you can lose control of your car completely. And at number six is adjusting your radio or music system. This makes you twice as likely to have an accident. Again, it's the distraction from the road that's the problem, and only having one hand on the wheel.

P And the last two?

T The seventh is eating or drinking, because again, you normally take one hand off the wheel, and the eighth is talking to a passenger, which can be distracting because the driver often turns to look at the passenger.

P So how would you summarize the research? What did you find most interesting?

T I think for me, the most interesting thing is that some of these things don't seem very dangerous, and good drivers often do them – but the research shows that they are. So next time you get in your car to drive somewhere, think about what you're doing, and always, always keep your eyes on the road!

Find out, with a show of hands, if anyone guessed the top three correctly; then find out if the class agree with the expert's top three.

d Tell Sts they are going to listen to the interview again and this time they must write down any numbers or facts related to the eight actions or feelings. Point out that the first one has been done for them.

Play the audio again the whole way through.

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

Check answers.

ANSWERS

- 2 **reaching for something in the car:** nine times more likely to have an accident
- 3 **looking at something by the road:** seven times more likely to have an accident

- 4 **adjusting the satnav:** five times more likely to have an accident
- 5 **feeling tired:** 60 per cent of drivers have driven when tired in the last year
- 6 **adjusting the radio or music system:** twice as likely to have an accident
- 7 **eating or drinking:** you normally take one hand off the wheel
- 8 **talking to a passenger:** the driver often turns to look at the passenger

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.

e Do this as a whole-class activity.

6 SPEAKING

a **3.12** Focus on the instructions and the statement.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then check the answer. You could then find out with a show of hands if Sts agree with the speakers.

ANSWER

They disagree with the statement.

3.12

(script in Student Book on p.132)

A Personally, I don't think people should need a driving licence for an e-scooter. You don't need a driving licence for a bike after all.

B I agree. In my opinion, e-scooters are more like bicycles than cars. But I think people shouldn't be allowed to ride them on the pavement. It's very dangerous for pedestrians. I think there are lots of accidents when people ride them on the pavement.

A It depends. Sometimes the road's too dangerous for e-scooters.

But I agree, I don't think people need to have a driving licence to ride them.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.132, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b **3.13** Focus on the **Giving your opinion** box and give Sts time to read the sentences.

Play the audio for Sts to listen and complete the gaps.

Check answers.

ANSWERS

1 Personally, should need 2 my opinion 3 shouldn't be allowed

3.13

See sentences in Student Book on p.31 and answer key

c Focus on the statements and go through them with the class. Give Sts time to decide if they agree or disagree with them and to think of their reasons.

d Put Sts in small groups of three or four. Sts should take turns to read out the statements in c, give their own opinion and reasons, and then invite opinions and reasons from the other Sts in the group.

Monitor and help, encouraging Sts to use the expressions in the box.

Get feedback to find out if there was a general consensus of agreement or disagreement on each statement.

7 WRITING an article for a website

Tell Sts to go to **Writing Bank 3** on p.121.

a Focus on the instructions and questions.

Put Sts in pairs or small groups and get them to discuss the questions.

Get some feedback from the class.

b Tell Sts to read the article to check their answers to a. Tell them not to worry about the gaps in the article.

Check answers.

ANSWERS

- **usually the fastest:** Taxis and minicabs
- **the most dangerous / risky:** Bikes and e-scooters
- **the best for sightseeing:** Buses
- **the safest late at night:** Taxis and minicabs

Then put Sts in pairs to see how much they can remember about 1–6.

Check answers.

ANSWERS

- 1 You can buy Oyster cards at Tube stations and online.
- 2 You can also use a contactless bank card to pay, or your phone (if you have a payment app).
- 3 When there isn't too much traffic
- 4 You need to download an app.
- 5 Minicabs are normal cars which work for a company.
- 6 Some Tube lines and some buses

c Now tell Sts to read the article again and to complete the gaps with prepositions from the list. Point out that the first one (*around*) has been done for them.

Check answers.

ANSWERS

2 off 3 on 4 with 5 onto 6 into 7 at

Highlight that we use *into* / *onto* rather than *in* / *on* to express movement to a particular place or position, e.g. *Come into the kitchen – it's warmer here. Mind the gap when you step onto the platform.*

d Focus on the **Impersonal you** box and go through it with the class.

Give Sts time to find more examples of impersonal *you* in the article.

Elicit some answers.

ANSWERS

You can buy Oyster cards at Tube stations and online; You can also use contactless...; you can also use them late at night; You need to download an app; When you've finished your ride, you park...; You normally tell the driver where you want to go before you get in the taxi.

e Now tell Sts they are going to write a similar article about public transport in their (nearest) town / city. Tell them to plan at least three paragraphs and to use headings as in the model. Give them time to make notes about the information in a and b for their town / city.

f 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 article, e.g. 15–20 minutes.

g Sts should check their work for mistakes before giving it in.

- G** articles: *a / an, the*, no article
V collocation: verbs / adjectives + prepositions
P /ə/, two pronunciations of *the*

Lesson plan

This lesson examines the difference between generalizations and stereotypes, and encourages the avoidance of stereotyping. First, there is a reading text to help Sts to understand the difference. Next is the grammar focus on articles: when (and when not) to use an article, and which article to use. This is followed by a pronunciation focus on the schwa in unstressed syllables and words, and on the two pronunciations of *the*. The first half of the lesson ends with a speaking activity on generalizing.

In the second half of the lesson, Sts listen to a psychologist talking about children and stereotypes, and talk about their own childhood. This is followed by a vocabulary focus on verbs and adjectives with dependent prepositions, which is practised with a video activity, and then with questions for Sts to ask and answer.

Video material

Pronunciation – /ə/

Vocabulary – collocation

More materials

For teachers

Photocopiables

Grammar articles: *a / an, the*, no article p.166

Communicative Generally speaking p.195 (instructions p.183)

Vocabulary Dependent prepositions p.220 (instructions p.212)

For students

Workbook 3B

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

fairy tales

Elicit what they are (stories about magic or fairies, normally for children) and get Sts to tell you the names of some of them, e.g. *Cinderella*, *Sleeping Beauty*, and what happens in the story. Even if they haven't read any fairy tales they may well know them through Disney films.

1 READING understanding the difference between two concepts

- a** Books open. Focus on the illustration and the task. Make sure Sts know what a *stereotype* /'steriətaɪp/ is (= a fixed idea or image that many people have of a particular type of person or thing, which is often not true in reality).
 Either do the questions as a whole-class activity or put Sts in pairs.
 If Sts worked in pairs, check answers to the first two questions.

ANSWERS

A brave young woman is riding to save a man from a dragon. It's challenging the stereotype that women need to be saved from danger by brave men.

Now elicit some ideas for the third question, but don't tell Sts if they are right or not.

- b** Tell Sts to read the article and check their answers to question 3 in **a** and answer the question.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

Stereotypes are harmful because they are general statements which aren't based on evidence and are often negative. Generalizations are simply general statements based on facts and evidence.

- c** Give Sts time to read the article again and match statements 1–4 to endings A–D.
 Check answers.

ANSWERS

1 C 2 B 3 D 4 A

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words. You might want to check Sts know the meaning and pronunciation of *gender* /'dʒendə/ (= the fact of being male or female) as it appears later in the lesson.

- d** Either do this question as a whole-class activity or put Sts in pairs and get them to discuss the question.
 If Sts worked in pairs, get some feedback from various pairs.

2 GRAMMAR articles: *a / an, the*, no article

- a** Focus on the instructions and make sure Sts know what a *quote* is (= a group of words taken from a book, play, speech, etc. and repeated because it is interesting or useful).

Tell Sts to complete the gaps with *a, an, the*, or no article at all.

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

ANSWERS

1 A 2 – 3 an 4 The 5 a 6 – 7 – 8 the 9 a 10 a
 11 – 12 – 13 an 14 a 15 a

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

- b** Give Sts time to think about which quotes they agree with.
 Put Sts in pairs or small groups to discuss the quotes.
 Get feedback from the class.
- c** Tell Sts to go to **Grammar Bank 3B** on p.145.

Grammar notes

Sts have learned rules for using articles before, but here the main ones are brought together. Most nationalities will have some problems using articles correctly, but especially those who don't have articles in their language. In this lesson the basic rules are covered. Other more specific uses, e.g. with geographical names, are introduced in *English File* Upper-intermediate.

Some typical mistakes include:

- omitting the article, e.g. ~~I saw old man with dog.~~
- the incorrect use of the definite article when generalizing, e.g. ~~The men usually love the football.~~

Focus on the example sentences and play audio  **3.14**,  **3.15**, and  **3.16** 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 a nurse, The hospital 2 a horrible day, the car 3 love stories, war films 4 the theatre, once a month 5 dinner, next Friday 6 a chef, the best cook 7 the windows, home 8 dogs, the dogs 9 school, last week 10 happiness, money
- b 1 the, a, – 2 the, the, – 3 an, the, – 4 the, the, the 5 –, –, the 6 –, –, the 7 a, a, – 8 a, the 9 the, the, –

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity.

3 PRONUNCIATION /ə/, two pronunciations of the

Pronunciation notes

/ə/ is the most common sound in English.

/ə/ can be spelled with any vowel. It always occurs in unstressed syllables, or unstressed words, e.g. articles and prepositions.

You may want to give Sts some simple rules, e.g. that:

- -er at the end of a word is always pronounced /ə/, e.g. *teacher, better*, etc.
- -tion is always pronounced /ʃən/ – note that some dictionaries may write this as /ʃn/.

- a  Play the video for Sts to watch and repeat. Highlight that both the *o* and the *er* in *computer* are pronounced /ə/.



See sound and words in Student Book on p.33

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

- b  **3.17** Focus on the instructions and the phrases in the list. Demonstrate clearly the two different pronunciations of *the*, /ði:/ and /ðə/.

Play the audio once for Sts to listen and underline the five phrases where *the* is pronounced /ði:/.

Check answers.

ANSWERS

the office, the Underground, the internet, the accident, the evening

3.17

See phrases in Student Book on p.33

Now ask Sts why *the* is pronounced differently in those five phrases.

ANSWER

Because the noun starts with a vowel sound (*a, e, i, o, u*).

Now ask Sts which phrase in the list is an exception.

ANSWER

The universe is the exception because it starts with the /ju:/ sound (not /ʌ/).

Play the audio again for Sts to listen and repeat the phrases.

- c Put Sts in pairs and get them to practise saying the phrases. You may want to point out that *It's not the end of the world* is used idiomatically to mean that something isn't a complete disaster.

EXTRA SUPPORT Model and drill each phrase first.

4 SPEAKING

- a  **3.18** Focus on the instructions and the generalization. Play the audio once the whole way through. Get Sts to compare with a partner, and then check the answer. You could find out with a show of hands who Sts agree with.

ANSWER

Two agree with it and one disagrees.

3.18

(script in Student Book on p.132)

- A Generally speaking, I think it's true that only children are self-confident. They spend a lot of time with adults, so they learn to discuss things and, in general, they behave in a more grown-up way.
- B I agree. On the whole, I think that only children are more independent than children with brothers and sisters.
- C I don't think it's true that only children are self-confident. They tend to spend a lot of time by themselves and they can be quite quiet and shy around other people. Also, because they don't have brothers or sisters, they aren't usually very good at sorting out problems with other children.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.132, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- b  **3.19** Focus on the instructions and the **Generalizing** box. Encourage Sts to guess what the missing words might be. Now play the audio, pausing after each sentence to give Sts time to complete the gaps. Check answers.

ANSWERS

1 speaking 2 general 3 On 4 tend 5 usually

3.19

See sentences in Student Book on p.33 and answer key

- c Focus on the instructions and the eight generalizations, making sure Sts understand them. You could point out that the items in **bold** remind Sts when to use an article and when not.

Then put Sts in groups of three or four, and get them to take turns to discuss each one.

Monitor and check, correcting any misuse of articles and encouraging Sts to use the expressions for generalizing.

Get feedback from a different group for each topic. You could tell Sts if you agree or not, and why.

5 LISTENING understanding the evolution of a concept

- a Focus on the two photos and ask Sts what they think the artist is saying. Elicit as many opinions as possible. There are many more 'pink and blue' photographs on JeongMee Yoon's website.

Now give Sts time to read about the artist and answer the two questions.

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

ANSWERS

She's focusing on the stereotype that girls like pink things and boys like blue things.

It makes children think and behave differently.

- b Focus on the list of toys and do the questions as a whole-class activity, or put Sts in pairs.

If Sts worked in pairs, check answers and make sure Sts know what all the toys are. Model and drill pronunciation.

ANSWERS

In the pink photo we can see: dolls, dressing-up clothes, soft toys; in the blue photo we can see: action figures, construction toys, soft toys, toy vehicles.

- c  **3.20** Focus on the instructions and make sure Sts can remember the meaning of *gender*.

Go through the timeline as a class, making sure Sts understand all the lexis.

Then play the extracts.

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

Check answers.

ANSWERS

1 White 2 pink / blue 3 blue / pink 4 pink 5 blue
6 blue 7 pink 8 red / yellow 9 yellow / red 10 Pink / Blue
11 blue / pink

3.20

I = interviewer, D = Dora Vanette

- I Has the 'pink for girls, blue for boys' rule always been around?

D Actually, not at all. Until about nineteen forty the colours didn't have these meanings at all. From the seventeen hundreds to around the eighteen fifties, white was the preferred colour for children's clothes. Between eighteen fifty and about nineteen forty, both genders dressed in pink and blue, but pink was thought to be a strong colour suitable for boys to wear, while blue was considered softer and therefore better for girls – the complete opposite to what we are now familiar with.

I Oh really? That's so interesting. So when did our modern blue and pink idea come in?

D Well, from nineteen forty to nineteen fifty, the convention of 'blue for boys, pink for girls' was established in children's clothes, and this

idea gradually expanded to include the toys girls and boys played with, even though only thirty per cent of toys were labelled for girls or boys at this time.

I Did the pink and blue fashion continue through the nineteen seventies?

D Actually, during the seventies, with feminist activism, gender-neutral colours like red and yellow became more popular both for clothes and toys. But by the nineteen eighties, companies realized that they could sell more products if parents bought different things for each gender. Today, pink and blue are more prevalent than ever.

- d Now tell Sts they are going to listen to the whole programme and this time they must choose the correct options to complete sentences 1–6. Give Sts time to read the sentences and options. Make sure they understand all the lexis.

Play the audio again the whole way through.

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

ANSWERS

1 b 2 c 3 c 4 a 5 b 6 c

3.21

(script in Student Book on p.132)

I Welcome to the podcast, and today we're going to talk about a fascinating topic: how colour became linked to gender in some countries. I'm with Dora Vanette, a lecturer in the history of design. Dora, thanks for joining us today. Let's start with JeongMee Yoon's *The Pink and Blue Projects*.

D Yes, sure, well, in *The Pink and Blue Projects*, the artist photographed children's rooms – the boys' rooms are full of blue things, and the girls' rooms are full of pink ones.

I That's quite a familiar sight for most people. Is this something we need to worry about?

D I think the photos are disturbing because they show how these two colours dominate for children, especially with toys. Toys become the way that gendered ideas influence a child's developing mind.

I Has the 'pink for girls, blue for boys' rule always been around?

D Actually, not at all. Until about nineteen forty the colours didn't have these meanings at all. From the seventeen hundreds to around the eighteen fifties, white was the preferred colour for children's clothes. Between eighteen fifty and about nineteen forty, both genders dressed in pink and blue, but pink was thought to be a strong colour suitable for boys to wear, while blue was considered softer and therefore better for girls – the complete opposite to what we are now familiar with.

I Oh really? That's so interesting. So when did our modern blue and pink idea come in?

D Well, from nineteen forty to nineteen fifty, the convention of 'blue for boys, pink for girls' was established in children's clothes, and this idea gradually expanded to include the toys girls and boys played with, even though only thirty per cent of toys were labelled for girls or boys at this time.

I So, when did this change, I mean, when did toys start being marketed almost exclusively to either boys or girls?

D In about the early nineteen sixties. The American company Hasbro started producing soldier dolls called GI Joes, and they were marketed to boys – they became incredibly popular. And at the same time, the even more famous and very pink Barbie doll was also introduced. With GI Joe and Barbie, the idea of certain toys for girls and different ones for boys very quickly became widely accepted. Toys for girls encouraged them to play at being wives and mothers, while toys for boys encouraged them to be adventurous and aggressive.

I Did the pink and blue fashion continue through the nineteen seventies?

D Actually, during the seventies, with feminist activism, gender-neutral colours like red and yellow became more popular both for clothes and toys. But by the nineteen eighties, companies realized that they could sell more products if parents bought different things for each gender. Today, pink and blue are more prevalent than ever.

I Is it really the parents who push their children in these directions, or do the children themselves choose the colours?

D Well, there's a famous book called *Cinderella Ate My Daughter*, by Peggy Orenstein, and she describes a problem that many mothers face today, when they find that their daughters actually choose to be a 'pretty pink princess' without any encouragement from their parents, actually sometimes even with opposition from their parents.

I Why do you think this is?

D Well, mainly because they want to fit in, to belong to a group.

I Do you think gendered toys are more a problem for girls? I mean, that girls suffer because their parents don't buy them construction toys or science toys?

D No, not at all, it affects both. In fact, even in the twenty-first century, it seems to be a lot more socially acceptable for girls to be interested in science toys than for boys to like dolls.

I Well, thank you so much, Dora, that was fascinating.

D I'd just like to add that JeongMee Yoon's daughter is now grown-up and pink is apparently no longer her favourite colour!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.132, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs and get them to discuss questions 1–3.

Get feedback from various pairs. You could also tell Sts your answers to one or two of the questions.

EXTRA IDEA If any of your Sts have young children, you could ask them what kind of toys they play with and what kind of clothes they wear.

6 VOCABULARY & SPEAKING

collocation:
verbs / adjectives + prepositions

a Focus on the instructions and remind Sts that they have to remember which prepositions to use after certain verbs and adjectives, e.g. *you talk to somebody about something*. Get Sts to complete the extracts, and then check answers.

ANSWERS

1 about 2 in

b Tell Sts to go to **Vocabulary Bank** **Dependent prepositions** on p.164.

Vocabulary notes

You may want to point out that some adjectives can be used with more than one preposition, depending on the meaning, e.g. we use *good at* for something you are an expert at, but *good for* when something is beneficial.

Some people say *fed up of (sth)* in informal British English, but this is not considered correct in standard English.

Focus on **1 After verbs** and get Sts to do **a** individually or in pairs. Remind them to write the prepositions in the column on the right, not in the sentence.

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

Check answers.

3.22

Dependent prepositions, 1 After verbs

- 1 He apologized **to** the police officer **for** driving fast.
- 2 I never argue **with** my husband **about** money.
- 3 We're arriving **in** Milan on Sunday.
- 4 We're arriving **at** Malpensa Airport at three forty-five.
- 5 Could you ask the waiter **for** the bill?
- 6 Do you believe **in** stereotypes?
- 7 Who does this book belong **to**?
- 8 I can't choose **between** these two bags.
- 9 We might go out. It depends **on** the weather.
- 10 I dreamed **about** my childhood last night.
- 11 Don't laugh **at** me! I'm doing my best!
- 12 I'm really looking forward **to** the party.
- 13 If I pay **for** the meal, can you get the drinks?
- 14 This music reminds me **of** our honeymoon in Italy.
- 15 I don't spend a lot of money **on** clothes.
- 16 We need to talk **to** Anita **about** her school report.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Now focus on **2 After adjectives** and get Sts to do **a** individually or in pairs.

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

Check answers.

3.23

2 After adjectives

- 1 My brother is afraid **of** bats.
- 2 She's really angry **with** her boyfriend **about** last night.
- 3 I'm very close **to** my elder sister.
- 4 This exercise isn't very different **from** the last one.
- 5 We're really excited **about** going to Brazil.
- 6 Krakow is famous **for** its main square.
- 7 I'm fed up **with** sitting in this traffic jam.
- 8 I'm very fond **of** my little nephew. He's adorable.
- 9 I've never been good **at** sport.
- 10 Eat your vegetables. They're good **for** you.
- 11 My sister is very interested **in** astrology.
- 12 She's very keen **on** cycling. She does about fifty kilometres every weekend.
- 13 I don't like people who aren't kind **to** animals.
- 14 She used to be married **to** a pop star.
- 15 I'm really pleased **with** my new scooter.
- 16 My dad was very proud **of** learning to ski.
- 17 Why are you always rude **to** waiters and shop assistants?
- 18 Rachel is worried **about** losing her job.
- 19 I'm tired **of** walking. Let's stop and have a rest.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on the **Gerunds after prepositions** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Vocabulary** photocopyable activity.

- c  This vocabulary practice video activity focuses on ten phrases with dependent prepositions. Sts watch a series of numbered clips (five verbs, followed by five adjectives) and make sentences using prepositions.

Focus on the photo. Tell Sts that they need to watch the clips and choose a verb (1–5) or adjective (6–10) from the list on the left of the screen, and a preposition, and make a sentence. Use the photo to elicit ideas for the first one.

Play the video once the whole way through. Then play it again, pausing after each clip to elicit answers, or to give Sts time to write them.

ANSWERS

- 1 She's choosing between two bags.
- 2 She's talking to her parents online.
- 3 The man / woman is arguing with the woman / man.
- 4 They're laughing at something they can see on the phone.
- 5 They're arriving at Istanbul Airport. / They're arriving in Istanbul.
- 6 He's fed up with waiting (for somebody).
- 7 They're worried about money / the bills.
- 8 He's angry with his dog.
- 9 He's good at skiing.
- 10 The cat's afraid of the dog.

- d Tell Sts to complete questions 1–12 with a preposition.

- e  3.24 Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the questions.

3.24

- 1 When you're with your close friends, what do you usually talk **about**?
- 2 Is there anything you're really looking forward **to**?
- 3 Who in your family are you closest **to**?
- 4 What kind of films are you keen **on**?
- 5 What's your town or region famous **for**?
- 6 What superstitions do you believe **in**, if any?
- 7 Is there a story in the news at the moment that you're really tired **of**?
- 8 Have you bought anything recently that you're very pleased **with**?
- 9 What does success in an exam depend **on**?
- 10 What do you hate spending money **on**?
- 11 What achievement are you most proud **of**?
- 12 Who was the last person you apologized **to**? What **for**?

Tell Sts that the preposition is normally unstressed, but that at the end of a question, both parts of the phrase are stressed (e.g. ...*tired of* – here *of* isn't weak /əv/).

EXTRA SUPPORT Play the audio again for Sts to listen and repeat the questions, making sure they stress the final preposition.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to choose a few questions to ask you first.

Images of London

Practical English giving opinions

Lesson plan

In this lesson Sts learn to give opinions. *Pictures of you* continues with episode 2, *Images of London*. After a recap of what happened in episode 1, we see Izzy giving her presentation to Dominic. It doesn't go well, since, as Izzy had anticipated and in fact agrees, the images are not right. Izzy and Max then discuss what they think the photos should be for when they present again in a few days' time. Later that day, at home, Izzy tells Pamela about her day and how stressed she is about her problems at work. Pamela thinks she can help Izzy, and at the end of the episode we see Izzy go into Ben's exhibition.

Video material

Pictures of you – Episode 2

More materials

For teachers

Oxford English Hub

Quick Test 3

File 3 Test

For students

Workbook Practical English 2
Can you remember...? 1–3

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 1 (*Previously*) and elicit from Sts who the characters are and what happened in the first episode of *Pictures of you*. You could also elicit some of the language Sts learned for reacting to what people say.

1 IZZY GIVES A PRESENTATION

- a Books open. Focus on the photos and do the questions as a whole-class activity, eliciting ideas and opinions from Sts.
- b ▶ In this part of the video, *Izzy gives a presentation*, Izzy gives the presentation that Max was working on in episode 1.
Focus on the question. Play the video once.
Check the answer.

ANSWER

Izzy defends the photos and says they are iconic (= something famous that people admire), but she knows they aren't right. Dominic doesn't like them because he thinks they are boring, things everyone has seen.



M = Max, I = Izzy, D = Dominic

M Coffee, boss.

I Thank you. Have you finished the pages for *Images of London*?

M Don't worry. I finished them last night. We're ready to go.

I I'd like to see them before the meeting.

M Relax! Dominic's going to love them.

I What am I looking at?

M The new *Images of London* design.

I This is not what we talked about at all.

M What, don't you like it?

I It's...erm...How can I say this nicely?...It's boring. And these photos aren't original at all. These are the same old images we've seen so many times before. Why didn't you do what I asked you to?

M I...I thought this was better.

I These are the photos we've chosen and...we think they're very iconic...

D Stop! What is this, Izzy? This isn't new or exciting. I told you I wanted something new and unique! These images are all so clichéd.

I I'm sorry. We...I had some issues.

D I want the real London. I want it to be fresh. I want it to be unique. I want people to look at it and say 'Wow. London is cool. London is the place to live'. This – isn't good enough. These photos look like a... London tourist brochure.

I I know. I'm sorry, Dominic. It's my fault. Can you give me some time to put it right?

D You've got two days to come up with something much better. And I want the photographs to be exceptional. And Izzy...

I Dominic.

D I don't want to be disappointed again.

M Well, that didn't go very well, did it?

I No, it didn't.

- c Focus on sentences 1–8 and give Sts time to read them. Elicit / Explain the meaning of *clichéd* (= something that has been used so often that it is not interesting).

Put Sts in pairs to discuss if they can remember who said the sentences.

Play the video again.

Then give Sts time to check their answers in pairs.

ANSWERS

1 M 2 I 3 M 4 D 5 I 6 I 7 D 8 M

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 GIVING OPINIONS

- a ▶ In this part of the video, *Giving opinions*, Izzy and Max are discussing what kind of photos of London they need when they present again in two days' time.
Focus on the photo and the questions. Play the video for Sts once.
Check answers.

ANSWERS

Izzy wants new and exciting photos. She wants to show a different side of London, things they haven't seen before.
Max wants glamorous photos of expensive hotels and restaurants, and the iconic sights of London.



I = Izzy, M = Max

I OK. Let's start again. We need a completely new and exciting vision of London.

M Personally, I think we didn't go big enough. I think the photos of the most exclusive restaurants and the most luxurious hotels are great. But we just need more glamorous images.

I To be honest, I think you're wrong. People are tired of that. Anyway, our magazine isn't just for rich people. It's for everyone.

M Oh, sure. But if you ask me, people want to see what they can't have. London is a glamorous city – you know, that's what people dream about. That's what people want to see.

I I don't agree. You think everyone wants the same thing. In my opinion, we need to show the readers something they've never seen before. A side of London they didn't even know existed. A hidden London.

M I don't think that's right. I think people want to see the most iconic sights in London. Don't you agree?

I OK, I agree people like the iconic sights of London, but they've probably seen them already. There is so much more for them to see. Things they haven't seen before. We just have to find it and show it to them.

M Fine...so how do we do that?

I I don't know...yet.

b Focus on the instructions. Then give Sts time to read through the extracts and to think about what the missing words might be.

Now play the video again, pausing if necessary after each extract to allow Sts to complete the gaps.

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

ANSWERS

1 Personally 2 honest 3 wrong 4 sure 5 ask 6 agree
7 opinion 8 right 9 Don't 10 agree

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

c ▶ Play the video and tell Sts to watch and repeat the highlighted phrases and sentences in **b** when the video pauses. Encourage them to copy the rhythm and intonation.



Same as previous video with repeat pauses

d Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Max. Get Sts to read the conversation 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 Focus on the **Giving opinions** box and go through it with the class. Then get Sts to read the instructions and look at the three discussion topics. Put Sts in small groups of three or four.

Give Sts time, in their groups, to discuss each topic.

Encourage them to use the phrases from the focus box.

When time is up, choose one of the topics and elicit different opinions from the class.

3 PAMELA HAS AN IDEA

a Focus on the photos and do the questions as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.

b ▶ In this scene, *Pamela has an idea*, Izzy tells Pamela about her work issue, and Pamela makes a suggestion. Play the video for Sts to watch and check their answers. Check answers.

SUGGESTED ANSWERS

1 She's feeling stressed / unhappy, etc. because of Max / the presentation to Dominic went badly, and she only has two days to come up with something new.

2 Pamela has seen Ben's photos, and thinks they are the images that Izzy needs. She tells Izzy to go and see Ben's show.



P = Pamela, I = Izzy, B = Ben

P So...how's work?

I It could be better...It's very stressful at the moment.

P Why's that?

I It's Max. He let me down.

P Again?

I I asked him to do an important job and he didn't do it properly.

P That's annoying.

I It's very annoying! Why did I trust him? I know what he's like.

P Don't blame yourself, Izzy. You're Max's boss. You can't do it all on your own.

I But this is an important project for the magazine. And now we only have two days to get it right. Dominic is really unhappy about it.

P You need some inspiration.

I No. It isn't inspiration I need. I want to show the real London. I know exactly the kind of images I need. But I don't have enough time to find them.

P What do you mean by 'the real London'?

I I want to show a side of London the readers of our magazine have never seen. Not the London you always see in magazines. Not the London the tourists always see. I want to show the hidden London. The secret London...And to show the real people that live here.

P Izzy, I think I can help you.

I Can you? How?

P I have an idea.

B Sorry, the exhibition isn't until tomorrow...Izzy!

c Give Sts time to read sentences 1–3 and the options, and see if they know the answers.

Play the video again.

Now give Sts time to choose the correct answers.

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

ANSWERS

1 b 2 c 3 b

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 Relax! Dominic's going to love them.
- 2 What, don't you like it?
- 3 You've got two days to come up with something much better.
- 4 It could be better.
- 5 That's annoying.
- 6 Don't blame yourself, Izzy.

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?

Focus on the questions and make sure Sts understand all the lexis.

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

Elicit some feedback from the class.