

- G** obligation and prohibition: *have to, must, should*
V phone language
P silent consonants

Lesson plan

The main topic of this lesson is manners in today's world – how people should behave in a variety of common situations.

In the first half of the lesson, the focus is on phone etiquette. The lesson begins with a vocabulary focus on words and phrases related to phones. A short article about Michael Sheen, the actor, asking a member of the audience during a performance to turn their phone off provides the context for Sts to practise common ways of expressing obligation using *must, have to*, and *should*. Sts will have met these verbs separately, but will probably not have contrasted them before. In Pronunciation, Sts work on silent letters in, for example, *should* and *mustn't*. Then they put the new grammar into practice in a speaking activity about annoying things people do with their phones.

In the second half of the lesson, Sts read an article extracted from a book about modern manners. In Listening, the focus is on people's problems with rude relatives. This leads into an extended speaking activity where Sts discuss 'modern manners' and their relative importance in different situations. The lesson ends with Sts writing an email of complaint about a restaurant meal they did not enjoy.

More materials

For teachers

Photocopiables

Grammar obligation and prohibition: *have to, must, should* p.167

Communicative Me and my opinions p.196 (instructions p.183)

For students

Workbook 4A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these questions on the board and get Sts to talk about them in small groups:
What make is your phone?
How long have you had it?
Would you like to get a new one? Why (not)?
What ringtone do you have?
What do you use your phone for (apart from talking)?
Where and when do you normally switch off your phone?
 Get some feedback from various groups.

1 VOCABULARY phone language

Vocabulary notes

As with all technology-related vocabulary, things change rapidly and you may find that there are more verbs / expressions that have come into use recently that you would like to teach.

You may want to point out that although people no longer physically 'hang up' their phones at the end of a conversation, the expression continues to be used for putting an end to a phone conversation.

- a** **4.1** Books open. Focus on the instructions and sentences A–L. Give Sts time to go through them in pairs and say what they think the **bold** words and phrases mean. Clarify the meaning of any words or phrases they don't know.

Now play the audio, pausing after the first one, and elicit that what Sts heard was someone saying goodbye and ending the call, so the answer is C.

Continue playing the audio to the end, pausing after each item to give Sts time to number the correct one.

EXTRA SUPPORT Alternatively, you could pause the audio after each item and let Sts, in pairs, choose the correct sentence.

Give Sts time to compare answers, and then play again if necessary.

4.1

- 1 Thanks very much. OK. Goodbye.
- 2 (sound effect of people having meeting discussion, phone starts ringing)
- 3 (sound effect of engaged tone)
- 4 All our lines are busy at the moment. Please hold, and someone will be with you shortly.
- 5 Hi, Phil, it's Sandra. I'll be home in ten minutes. See you. (sound effect of playing it back at double speed, then pings it over)
- 6 (sound effect of several different ringtones)
- 7 (sound effect of dialling tone and ringtone)
- 8 **A** Hi, love. I'm on the six twenty-five, so I should get in at eight twenty-two.
B Great. Do you want me to...?
A Hello Isabel? Isabel, can you hear me?
- 9 **A** Hello?
B Oh, hi. It's Lionel. I phoned half an hour ago, but Anita wasn't in. Is she there now?
- 10 (sound effect of someone texting)
- 11 **A** Here, have a look... Yeah, the next one...
B Oh, you look lovely. Where's this one taken?
- 12 **A** I need to talk to both of you.
B Oh right. Anna, come here. Dad wants to speak to both of us.
C Hi Bernard.
A Can you both hear me?
B & C Yes, yes.

- b** **4.2** Tell Sts they are now going to hear the answers with the audio from **a**.

Play the audio for Sts to listen and check.

Check answers. You might like to tell Sts that *She's messaging a friend* is the same as *She's sending a text to / texting a friend*.

4.2

- 7 A (audio from 4.1) He's dialling a number.
10 B (audio from 4.1) She's messaging a friend.
1 C (audio from 4.1) He's just hung up.
6 D (audio from 4.1) She's choosing a new ringtone.
9 E (audio from 4.1) He's calling back.
5 F (audio from 4.1) She's left him a voice message.
3 G (audio from 4.1) The line's engaged.
12 H (audio from 4.1) He's putting him on speakerphone.
2 I (audio from 4.1) His phone went off in the middle of a meeting.
4 J (audio from 4.1) She needs to talk to a helpline, but they've put her on hold.
8 K (audio from 4.1) He was cut off in the middle of a conversation.
11 L (audio from 4.1) She's scrolling through photos.

Get Sts to close their books and play the audio again.
Pause after each item and get the class (or individual Sts) to say the sentence.

- c Focus on questions 1–7 and go through them with Sts.
Make sure they understand all the phrases in orange.
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 IDEA Get Sts to ask you some of the questions first.

2 GRAMMAR obligation and prohibition

- a Focus on the task and make sure Sts know the meaning of *incident* (= something that happens, especially something unusual or unpleasant).

Now focus on the photo and the title of the article, making sure Sts understand it.

Give Sts time to read the article and comments.

Put Sts in pairs to discuss which comments they agree with.

Elicit some feedback from various pairs.

EXTRA SUPPORT Read the article together and ask Sts some comprehension questions, e.g. *What happened during a performance of Under Milk Wood at London's National Theatre?* (A phone rang / went off five times and there were a lot of notification sounds.), *What did Michael Sheen do?* (He stopped the play and asked the owner of the phone to turn it off.), *How did the audience react?* (They broke into applause.), etc.

Tell Sts to then read the comments and decide which they agree with.

- b Tell Sts to read the comments again and match the six highlighted phrases to their meaning. You could point out that two phrases have the same meaning.
Get Sts to compare with a partner, and then check answers.

ANSWERS

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

- c Tell Sts to go to **Grammar Bank 4A** on p.146.

Grammar notes

Obligation and necessity: *have to* and *must*

Have to / *must* and *should* / *shouldn't* were taught separately in *English File* Pre-intermediate.

In this lesson they are revised and contrasted in more detail.

Some typical mistakes include:

- saying *must to*, e.g. ~~I must to be on time tomorrow.~~
- confusing *mustn't* (prohibition) and *don't have to* (not necessary / not obligatory)
- using *must* (not *had to*) in the past tense, e.g. ~~I must study last night.~~

Advice or opinions: *should* / *shouldn't*

The important point to emphasize here is that *should* isn't as strong as *have to* / *must*, and it is normally used to express a personal opinion or give advice.

Compare:

- You should talk to your teacher about the problem.*
(= I think it's a good idea.)
- You must talk to your teacher about the problem.*
(= I think it's very important you do this.)

Highlight that *ought to* means the same as *should*, but is less common.

Focus on the example sentences and play audio 4.3, 4.4, 4.5, and 4.6 for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

EXTRA IDEA In a monolingual class, if you know your Sts' L1, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

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 ✓ 2 *mustn't* 3 ✓ (*has to* would be more common because it's an external obligation) 4 ✓ 5 ✓ 6 *don't have to*
7 *had to* 8 *shouldn't*
b 1 Did you have to 2 *Must I* 3 she has to 4 Have you, had to 5 not having to 6 we should 7 I didn't have to

Tell Sts to go back to the main lesson 4A.

EXTRA PRACTICE OPTION Use the 4A Grammar photocopiable activity.

- d Do this as a whole-class activity.

3 PRONUNCIATION silent consonants

Pronunciation notes

Silent consonants are a feature of English. Sts will be aware of some of these, but probably not all of them. Sometimes Sts may have been pronouncing, for example, the *l* in *calm*, since they learned the word without realizing that it is a silent consonant (even though they don't perhaps pronounce the *l* in *half* or *walk*).

- a In pairs, Sts look at the words in the list and decide which consonant (or consonants) is silent in each one.
b 4.7 Play the audio for Sts to listen and check.

Check answers by writing the words on the board and crossing out the silent consonants (they are marked in green in the key).

ANSWERS

calm	hour	rhythm
design	island	should
dishonest	knowledge	talk
doubt	listen	walk
foreign	mustn't	whole
half	ought	wrong

4.7

See words in Student Book on p.39 and answers above

EXTRA CHALLENGE You could elicit the silent consonants in other words (in **bold** here), e.g. *thumb*, *castle*, *science*, *knee*, *answer*, *sign*, *climb*, *scissors*, *exhausted*, etc.

c Focus on the sentences and put Sts in pairs to practise saying them.

EXTRA SUPPORT Model and drill the sentences before putting Sts in pairs.

Then get individual Sts to say the sentences.

4 SPEAKING

Focus on the instructions and make sure Sts can remember the meaning of *annoy*.

Now go through *Annoying things people do with their phones* and make sure Sts understand all the lexis, e.g. *selfie*, *post*, etc.

Put Sts in small groups of three or four and get them to discuss each item in the list by answering the questions.

Get some feedback from various groups.

5 READING assessing a point of view

a Focus on the task and, if you haven't already focused on the title of the lesson, make sure Sts know the meaning of *manners* (= behaviour that is considered to be polite in a particular society or culture).

Do the question as a whole-class activity.

ANSWER

Somebody being very noisy on public transport

b Focus on the instructions and make sure Sts know the meaning of *tip* (= a small piece of advice about something practical).

EXTRA SUPPORT Before Sts read the whole extract, read the introduction together and then elicit / explain the meaning of some of the lexis, e.g. *putting yourself in someone else's shoes*, *go out of fashion*.

Now give Sts time to read the extract and complete the tips.

Check answers.

ANSWERS

1 D 3 C 4 H 7 G 11 F 12 B 14 A 15 E

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

c Tell Sts to read the 15 tips again and tick the ones they strongly agree with and cross the ones they disagree with.

d Put Sts in pairs and get them to compare their answers in **c** and explain their reasons.

Elicit some feedback from various pairs.

Finally, ask the class if they think manners are important and why (not).

EXTRA IDEA Get Sts, in pairs, to write a tip about manners like the ones in the extract in **b**. Get pairs to read out their tip for the class to discuss whether it is important or not. Finally, ask Sts which tip they think is the best.

6 LISTENING understanding problems and advice

a **4.8** Tell Sts they are going to listen to a radio programme in which people call in to talk about a problem with a relative. Make sure Sts understand the phrase *rude relatives*.

Now play the audio once the whole way through, pausing after each story to give Sts time to make notes. Play it again if necessary.

Check answers.

ANSWERS

- 1 Belinda's mother-in-law criticizes Belinda's cooking.
- 2 Damien's brother brings his dog when he comes to stay, but Damien and his girlfriend don't like dogs.
- 3 Miranda's young nephew behaves very badly when he comes to visit Miranda with his parents.

4.8

- 1 **Belinda** She's a nice woman, don't get me wrong, and on the whole we get on well, but one thing she does which I think is really rude is that, whenever she comes for a meal, she criticizes my cooking. I'm not a professional obviously, but I think I'm a pretty good cook, and it really annoys me, especially after I've spent hours making something really nice.
- 2 **Damien** Well, he lives in London and he likes coming up to stay from time to time, which is great. But he's just phoned me saying he's coming next month and he's bringing his new dog. I know he's just got this dog and he's very keen on it, and doesn't like leaving it alone, but it's still a puppy and my girlfriend and I aren't very into dogs. Also we've just redecorated our house, and we've done a lot of work on the garden, and I'm pretty sure the dog's going to destroy them both.
- 3 **Miranda** He's eight years old and his parents don't give him any rules. So he's really wild, and whenever they come to our house he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come round.

b Put Sts in pairs and get them to think of some advice for each caller.

Elicit some ideas for each caller.

c **4.9** Tell Sts they are going to hear some extracts from Sarah, an etiquette expert (an expert in manners), giving advice for each caller.

They must listen and complete the missing words.

Play the audio, pausing after each piece of advice to give Sts time to write.

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

4.9

Belinda

- 1 I think you ought to be the one **who behaves well**.
- 2 You shouldn't **argue with her**, because she won't change her opinion.

Damien

- 3 I think you should politely but directly **say how you feel**.
- 4 To be honest, you don't really have to **give a reason**.

Miranda

- 5 You must **speak to his parents** before their next visit.
- 6 Explain that he has to **calm down** a bit when he's visiting.
- 7 'You mustn't **write on the walls**.'

d 4.10 Tell Sts they are now going to listen to the whole programme, so they will hear the presenter, the callers, and Sarah giving advice.

Play the audio once the whole way through.

Elicit from the class what each piece of advice is and whether they agree with it or not. If not, ask why.

4.10

(script in Student Book on p.132)

P = presenter, B = Belinda, S = Sarah, D = Damien, M = Miranda

P Good afternoon to all. In today's modern manners programme, the subject is family, and what to do with rude relatives. Our etiquette expert Sarah is here to take your calls, so if you have a family member who behaves badly and you don't know what to do about it, just call us here on oh two oh seven nine four six oh six seven one.

And our first caller is Belinda from Salisbury. Hi, Belinda. Tell us about your rude relatives.

B Well, I hate to say it because it's such a cliché, but it's my mother-in-law. She's a nice woman, don't get me wrong, and on the whole we get on well, but one thing she does which I think is really rude is that, whenever she comes for a meal, she criticizes my cooking. I'm not a professional obviously, but I think I'm a pretty good cook, and it really annoys me, especially after I've spent hours making something really nice.

P OK, so Sarah, over to you. How should Belinda deal with her mother-in-law?

S Hi, Belinda. I know this won't be easy, but when she does this, I think you ought to be the one who behaves well. Stay calm, thank her as politely as possible for her advice, and change the subject. You shouldn't argue with her, because she won't change her opinion – and it won't make you feel better either. Instead, encourage your husband or another relative to say how great your cooking is in front of your mother-in-law. When she sees that her criticisms aren't having any effect, and that everybody else loves your food, she'll either stop criticizing or she'll start paying compliments herself.

P Thanks very much for that, Sarah. And our next caller is Damien from Sheffield. Hi, Damien, I think you're going to tell us about a problem with your brother, is that right?

D Yes, that's right.

P So what's the issue?

D Well, he lives in London and he likes coming up to stay from time to time, which is great. But he's just phoned me saying he's coming next month and he's bringing his new dog. I know he's just got this dog and he's very keen on it, and doesn't like leaving it alone, but it's still a puppy and my girlfriend and I aren't very into dogs. Also we've just redecorated our house, and we've done a lot of work on the garden, and I'm pretty sure the dog's going to destroy them both.

P Sarah, what do you think that Damien should do with his brother and his dog? Do you think it's rude to arrive at someone's house with a dog?

S Yes, I have to say I do. It's bad manners for a guest to bring an uninvited pet, even to a relative's home. This is true even if you have one of your own and your house is already animal-friendly. I think you should politely, but directly, say how you feel. You can add a

reason like, as you say, you've just redecorated, but to be honest, you don't really have to give a reason.

P Well, that's very clear advice, thanks, Sarah. And finally, Miranda from Stirling. Hi, Miranda. Tell us about your problem.

M Hi there. My problem's with my nephew, my sister's son. He's eight years old and his parents don't give him any rules. So he's really wild, and whenever they come to our house he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come round.

P Sarah, what should Miranda do with her nightmare nephew?

S You must speak to his parents before their next visit, or at least to your sister. But instead of being critical, say how great it is that their son has so much energy, and how much you love him, but then explain that he has to calm down a bit when he's visiting. And at the beginning of his next visit, welcome him, but give him some rules for your house. Say, 'Hi. It's great to see you again! But just a couple of house rules: no jumping on the furniture, and if you want to draw, please use a piece of paper – you mustn't write on the walls.' He won't mind, and in the long run your sister will be grateful.

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.

7 SPEAKING

a 4.11 Focus on the task and then play the audio once the whole way through.

Check the answer to the first question and elicit opinions to the second.

ANSWER

Two

4.11

(script in Student Book on p.133)

A Well, I don't think people should eat and drink in the cinema. I mean, a film only lasts about two hours. I think people should have a meal before or after a film.

B Yes, I agree, I think it's bad manners to eat in the cinema, especially noisy food like crisps. Some cinemas nowadays are more like restaurants! You get a menu and then somebody brings the food and drink to your seats. I think it's rude to eat noisy food when other people are trying to watch the film.

C I don't think you have to ban food altogether, just noisy food. It's nice to maybe have a drink and a snack like a bar of chocolate. That doesn't make a noise.

A Yes, it does! I hate it when people unwrap a bar of chocolate, or sweets. The paper always makes such a noise!

B It really annoys me, too. If people want to eat and drink when they see a film, they should stay at home and watch the film on TV.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.133, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b 4.12 Focus on the instructions and the **Saying what you think is right** 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.

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

ANSWERS

1 should 2 manners 3 rude 4 have 5 hate 6 annoys

4.12

See sentences in Student Book on p.41 and answer key

- c Focus on the questionnaire and make sure Sts understand all the statements.
Give Sts time to mark each statement **GM** (good manners), **BM** (bad manners), or **NI** (not important) according to their opinion.
- d Divide Sts into small groups of three or four.
Give Sts time to talk about each item in the questionnaire.

EXTRA SUPPORT Read the first situation in the questionnaire and elicit opinions from the whole class, encouraging Sts to use *I think people should...*, *I don't think people should...*, *I don't think it's...*, etc.

If there's time, get some feedback from various groups to see if Sts agree with each other.

8 WRITING an email of complaint

Tell Sts to go to **Writing Bank 4** on p.122.

- a Focus on the title, *An email of complaint*, and elicit that *complaint* is the noun from the verb *complain*, which Sts saw in the previous activity.
Now focus on the questions and options, making sure Sts understand all the lexis.
Give Sts time to read the email and then choose the correct options in 1 and 2.
Check answers.

ANSWERS

1 c 2 b

- b Tell Sts to read the email again and find in which paragraphs 1–5 are mentioned.
Check answers.

ANSWERS

1 A 2 C 3 B 4 C 5 A

- c Now tell Sts to match Luis's complaints (1–3) to his solutions (A–C).
Check answers.

ANSWERS

1 C 2 B 3 A

- d Focus on the **Formal language** box and go through it with the class. Remind Sts that they saw informal language in **Writing Bank 2** (an informal thank-you email).
Now give Sts time to look at the highlighted phrases in the email and rewrite 1–8, using formal language. Point out that the first one (*Dear Mr Krol*) has been done for them.
Check answers.

ANSWERS

2 The table was dirty, **which I found very unpleasant**.
3 **I am writing to complain about** your new menu.
4 **Yours faithfully**,
5 Children **should not be allowed to** misbehave.

6 **I did not expect to find that** your prices had increased.

7 **I look forward to hearing from you**.

8 The prices **should be updated on your website**.

- e Now tell Sts they are going to write an email of complaint to a restaurant. They should plan three paragraphs and make notes about the problems, and provide solutions.
- 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 email, e.g. 15–20 minutes.
- g Sts should check their work for mistakes before giving it in.

- G** ability and possibility: *can, could, be able to*
V -ed / -ing adjectives
P sentence stress

Lesson plan

The grammatical focus of this lesson is how to use *be able to* in the tenses / forms where *can* / *can't* cannot be used. The main context is learning a new skill, and the grammar is presented through two conversations about people's abilities. This is followed by a pronunciation focus on sentence stress in sentences with *can* / *could* / *be able to* and a Speaking activity, where Sts put the new language into practice. Finally, Sts read an article about a well-known British TV presenter who learned to read at the age of 51. In the second half of the lesson, Sts watch some teachers from different countries giving tips on how to practise your English outside the classroom. This leads into a short grammar spot on the use of reflexive pronouns and a speaking activity where Sts talk about learning English. There is then a vocabulary focus on adjectives which have both -ed and -ing forms, e.g. *disappointed* / *disappointing*. Finally, Sts watch a video documentary about Alex Rawlings, a British language teacher with a talent for learning foreign languages (he can speak 11).

Video material

Grammar – ability and possibility
 Listening – *Teachers' tips for practising English*
 Listening – *Hello in different languages*
 Listening – *An interview with Alex Rawlings*

More materials

For teachers

Photocopiables

Grammar ability and possibility: *can, could, be able to* p.168
Communicative Tell us about... p.197 (instructions p.183)

For students

Workbook 4B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:
Yes, we can!

Ask the class which politician had this as his slogan, and when (Barack Obama during his US presidential campaign in 2008).

Ask Sts why they think he chose it (because it was a very positive message which showed that the people had power).

1 GRAMMAR ability and possibility

- a** Books open. Focus on the instructions, and elicit / explain the meaning of *skill* (= the ability to do something well). Now focus on the list of skills, making sure Sts know what they mean.
 Get Sts, in pairs, to name two of the activities for each of the four categories.
 Get some feedback from various pairs.

EXTRA SUPPORT Demonstrate the activity by telling Sts about yourself first.

- b** Tell Sts to look at the photos, and elicit where the people are and what they think is happening. Then focus on the extracts from the conversation and give Sts time to read them.

Now play the video once the whole way through for Sts to watch.

Then tell Sts to try to complete the gaps in the conversations.



- 1 **A** Oh, hi, Ashley. What are you doing here?
B I was looking for a physics book, but I couldn't find it. And you?
A I need a copy of Dante. *La Divina Commedia*.
B *The Divine Comedy*?
A Yes, but I want it in Italian, not in translation... Here it is.
B Can you speak Italian well?
A Yes, I can speak it very well.
B Lucky you! I'd love to be able to speak a foreign language well.
 2 **A** I love that picture. Who did it?
B It was my son, Marco. He did it when he was about six or seven.
A Does he still draw or paint?
B No, not really. He went to art classes after school for about six months, but he wasn't that interested and he decided he didn't want to go any more. But I think he was really good. I love this picture.
A When I was a kid, I could draw really well. Now I'm hopeless.
B I've never been able to draw or paint. Not even when I was younger.

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

- c** Play the video again, and then check answers.

ANSWERS

- 1 Can, can, be able to 2 could, been able to

Then complete 1–3 as a whole class.

ANSWERS

- 1 can / could 2 be able to 3 Can

- d** Tell Sts to go to **Grammar Bank 4B** on p.147.

Grammar notes

Sts should all be perfectly familiar with the verb *can* for ability and possibility (or permission). *Can* / *can't* is a modal verb, which has a past and conditional structure (*could* / *couldn't*), but has no present perfect or past perfect forms, nor does it have an infinitive or -ing form. In these situations, *be able to* must be used.

! For the future, you can often use *can* or *will be able to*, e.g. *I can't go to the meeting tomorrow. / I won't be able to go to the meeting tomorrow.*

Some typical mistakes include:

- trying to use *can* where they should use *be able to*, e.g. *I want to can speak English well. / I won't can come to your party on Saturday.*
- leaving out *to*, e.g. *I won't be able help you*, or using it after *can* or *could*, e.g. *I could to play the piano well.*

! There is a very small difference between *could* and *was able to*. In a **+** past simple sentence, if we want to refer to something that someone succeeded in doing – something difficult on a specific occasion – we use *be able to* (or *managed to*), e.g. *Although the space was very small, he was able to (or managed to) park there.* In this context it is not possible to use *could*. With a strong class you may want to point this out.

Focus on the example sentences and play audio **4.13** and **4.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

EXTRA IDEA In a monolingual class, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

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 ✓ 2 be able to 3 been able to 4 being able to 5 be able to 6 ✓ 7 ✓ 8 be able to 9 been able to 10 ✓
b 1 haven't been able to 2 being able to / to be able to 3 will / 'll be able to 4 Will, be able to 5 to be able to 6 not being able to 7 were able to 8 won't be able to 9 Have, been able to 10 isn't able to

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Grammar** photocopiable activity.

2 PRONUNCIATION & SPEAKING

sentence stress

Pronunciation notes

If necessary, remind Sts about sentence stress in English (see **Pronunciation notes** in **Lesson 2B** on p.45).

- a **4.15** Tell Sts that they are going to hear four sentences using a form of *be able to*. The first time they listen, they should try to write in the pink boxes the stressed words they hear.

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

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

4.15

- 1 He's **never** been able to dance.
- 2 We **won't** be able to come.
- 3 I'd **love** to be able to ski.
- 4 She **hates not** being able to drive.

- b Now tell Sts to look at the words they have written and try to remember what the complete sentences are.

Play the audio again for Sts to listen and try to complete any gaps they have.

Check answers, eliciting the sentences onto the board.

ANSWERS

See script 4.15

- c Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Encourage them

to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words.

Then repeat the activity, eliciting responses from individual Sts.

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

- d **4.16** Go through the instructions. Focus on the two examples and explain that Sts will first hear an example sentence, e.g. *I'd love to be able to ski.* Then they will hear a verb or verb phrase (e.g. *ride a horse*). Sts then have to make a new sentence using that verb / verb phrase, i.e. *I'd love to be able to ride a horse.* At the same time, they should try to copy the rhythm of the original sentence. When Sts are clear what they have to do, play the audio and get the whole class to respond.

4.16

- 1 I'd love to be able to ski. Ride a horse (*ping*) I'd love to be able to ride a horse.
- 2 We won't be able to come. Park (*ping*) We won't be able to park.
- 3 I've never been able to dance. Speak French (*ping*) I've never been able to speak French.
- 4 She hates not being able to drive. Cook (*ping*) She hates not being able to cook.
- 5 Will you be able to find it? Afford it (*ping*) Will you be able to afford it?
- 6 He'd love to be able to snowboard. Windsurf (*ping*) He'd love to be able to windsurf.
- 7 I love being able to understand everyone. Speak to everyone (*ping*) I love being able to speak to everyone.
- 8 They haven't been able to finish. Come (*ping*) They haven't been able to come.

Then repeat the activity, eliciting responses from individual Sts.

- e Focus on the instructions and on the things which Sts have to talk about, making sure they understand them all. You could demonstrate by choosing one of the topics and telling Sts about your experience.

Give Sts time to think about what they are going to say for two or three of the topics.

- f Put Sts in pairs and give them time to tell each other about each of the things they chose in **e**. Encourage them to ask each other for more information and to give as much detail as possible. If there is an odd number of Sts in the class, you can take part yourself, or have one group of three. Monitor and correct any misuse of *can* / *could* / *be able to*.

Get some feedback to find out how many people, for example, have learned to do something after a lot of effort, etc., or if anyone had the same or a similar answer to their partner.

3 READING

working out meaning from context

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

Elicit feedback from various pairs or groups.

- b Focus on the title of the article and the photo. You may want to explain that the title is based on the song *To Be Young, Gifted and Black* by Nina Simone. Tell Sts they are going to read an article about a professor at the University of Cambridge.

Focus on the topics and make sure Sts understand all the lexis, e.g. *background*, *literacy*, etc. Point out the **Glossary**.

Give Sts time to read the article and number the topics.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 5 Jason Arday's personality and beliefs
- 2 Jason Arday's background
- 3 his problems with speech and literacy
- 4 the influence of a teacher
- 1 who Jason Arday is and why he is unusual

- c Focus on the instructions and give Sts time to read the article again and work out what the highlighted phrases mean.

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

ANSWERS

- 1 b 2 b 3 a 4 a 5 b 6 b 7 a 8 a

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words, e.g. *autism* /'ɔ:tɪzəm/, *intellectual* /ɪntə'lektʃuəl/, *supersede* /su:pə'si:z/, etc.

- d Tell Sts to look back at the topics in **b** and see what they can remember about Jason for each paragraph. Sts could do this in pairs or you could do this as a whole-class activity.

If Sts worked in pairs, elicit what they can remember.

- e Focus on the instructions and elicit the meaning of 'if you have the will, it will always supersede skill', i.e. if you try hard enough and often enough, you will eventually succeed. Either put Sts in pairs or do this as a whole-class activity. You could tell the class about yourself.

If Sts worked in pairs, elicit some feedback from various pairs.

4 LISTENING & SPEAKING understanding tips and benefits

- a Do this as a whole-class activity, or put Sts in pairs.

If Sts worked in pairs, get some feedback. Write any useful tips on the board.

- b  In this video Sts will see some teachers from different countries giving Nelson some advice on how to practise English outside the classroom. Some of the teachers speak quite fast, so if you think your Sts are struggling after the first tip, switch on the subtitles.

Focus on the instructions and give Sts time to read Nelson's post, and the tips 1–5, making sure they understand all the lexis. You could get them to discuss in pairs what the missing words might be.

Play the video once the whole way through for Sts to watch. Put Sts in pairs and get them to try to complete the gaps in the tips.

Get Sts to compare with another pair, and then, if necessary, play the video again for Sts to check.

Check answers.

ANSWERS

- 1 TV series 2 social media 3 tourist, town 4 voice diary
5 same level



1 Sanja Vukina, Zagreb

Hello. My best tip for practising English outside the classroom is to listen to as much English as you can. You can either listen to some podcasts you find interesting, or simply watch TV series and movies that you like. That way, you will pick up a lot of new words and

phrases without really noticing it. In my opinion, it is the simplest, most effective way to speed up your learning progress.

2 Panoraia Balali, Athens

Hey, Nelson, I think a great tip is to use social media in English. I mean, in the past, we used to have pen pals, right? Nowadays it's so easy to reach out and find English-speaking accounts, you can make friends with people from all over the world with whom you might share the same interests, and in that way, you can improve not only your speaking skills, but also your reading and writing skills.

3 Begoña Urruticoechea, Mungia

Hi, Nelson. A fun way to practise English outside the classroom is to be a tourist in your town. You can join a group of English-speaking visitors and listen to the guide's explanations. You can interact with them, and make new friends. Another idea is to go to the local museums and set the audio guides in English. If you follow my advice, you will learn about your town, you will make new friends, and you will practise English.

4 Frank Carrizo Zirit, Madrid

Hi, Nelson, here's a tip for you to practise English outside of class. Consider keeping a voice diary in English. Using a voice recorder or a smartphone app, record yourself speaking in English every day, or every week. Talk about your daily experiences, thoughts, or anything you find interesting. This will help you practise your speaking and pronunciation skills. Listening to your previous recordings, and comparing them with your newer ones, will show you the progress you've made over time. You can also share your recordings with a friend, teacher, or language exchange partner, for feedback on your pronunciation and speaking style. Give it a try, Nelson. Keeping a voice diary is a fun and effective way to improve your spoken English. Good luck!

5 Anna Maria Mastoraki, Crete

A very nice way to practise your English is to find a friend at the same level as you and talk to each other in English, even chat online in English. You can also use an application which will help you find the words that you don't know and use them there on the spot, while you are talking. I think you will enjoy that.

- c Focus on the instructions and give Sts time to read benefits A–F. Point out that there is one benefit that they don't need to use.

Play the video again. Then give Sts time to match the benefits to the tips.

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

ANSWERS

- 1 C 2 F 3 E 4 D 5 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.

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

- d Put Sts in pairs and get them to focus on the **bold** words and expressions in 1–5 and guess what they mean.
Check answers.

ANSWERS

- 1 **pick up** = to get information or a skill by chance rather than by making a deliberate effort
- 2 **reach out** = to contact somebody in order to get help
- 3 **interact** = to communicate with somebody
- 4 **feedback** = advice, criticism or information about how good something is
- 5 **on the spot** = at that moment, immediately

- e Focus on the instructions and give Sts time to translate the reflexive pronoun in the extract. If you know your Sts' L1, you could do this as a whole-class activity.

Focus on the **Reflexive pronouns** box and go through it with the class. Highlight that reflexive pronouns are made by adding *-self* (or *-selves* in the plural) to the possessive adjective (*my, your*, etc.). The exceptions are *himself* and *themselves*, where *self / selves* are added to the object pronouns *him* and *them*.

1 You may want to teach Sts the expression *by + reflexive pronoun = alone*, e.g. *I like travelling by myself*.

f Do this as a whole-class activity or put Sts in pairs.

If Sts worked in pairs, check answers.

ANSWERS

themselves – they	yourselves – you
herself – she	himself – he
ourselves – we	itself – it

g **4.17** Go through the instructions. Focus on the example and explain that Sts will first hear an example sentence, e.g. *I tested myself on the new vocabulary*. Then they will hear a new subject, e.g. *We*. Sts then have to make a new sentence using that subject and a reflexive pronoun, i.e. *We tested ourselves...* At the same time, they should try to copy the rhythm of the original sentence. When Sts are clear what they have to do, play the audio and get the whole class to respond.

4.17

- 1 I tested myself on the new vocabulary. We (*ping*) We tested ourselves on the new vocabulary.
- 2 I'm teaching myself Spanish. He (*ping*) He's teaching himself Spanish.
- 3 We introduced ourselves. They (*ping*) They introduced themselves.
- 4 He loves talking about himself. She (*ping*) She loves talking about herself.
- 5 He filmed the video himself. I (*ping*) I filmed the video myself.
- 6 She's cut herself. You (*ping*) You've cut yourself.

Then repeat the activity, eliciting responses from individual Sts.

h Focus on the three bullet points and make sure Sts understand them.

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

Get some feedback from various pairs. Elicit other things Sts do to improve their English outside class.

5 VOCABULARY *-ed / -ing* adjectives

Vocabulary notes

Many adjectives related to feelings have two forms, ending in *-ed* for the person who experiences the feeling or ending in *-ing* for the thing or person which produces the feeling.

Sts should be familiar with some of these adjectives, e.g. *interested / interesting*, and here they expand their knowledge.

You may want to point out that not all adjectives for feelings exist in both forms, e.g. *stressed – stressful* NOT *stressing*, *scared – scary* NOT *scaring*.

a Do this as a whole-class activity. Elicit / Explain / Translate the meaning of the two adjectives in each case.

ANSWERS

- 1 interested 2 interested 3 interesting

You could ask Sts what they think of Marc's tip.

b Focus on the ***-ed and -ing* adjectives** box and go through it with the class.

Give Sts a couple of minutes to choose the correct adjective endings for 1–10.

c **4.18** Play the audio for Sts to listen and check.

Check answers, making sure Sts know what the correct adjective means.

ANSWERS

- 1 depressed 2 exciting 3 amazing 4 disappointed
- 5 tiring 6 embarrassing 7 frightened 8 tired 9 boring
- 10 frustrated

4.18

See sentences in Student Book on p.45 and answer key

Remind Sts that *amazing / amazed* are strong adjectives (see Student Book **Lesson 2B, Vocabulary** p.25). This means that you cannot use *very* with these words.

Amazing can mean either *very surprising* or *very good*.

Now play the audio again and get Sts to underline the stressed syllable in the adjectives.

Check answers.

ANSWERS

See answer key above

Give Sts practice in pronouncing the adjectives, making sure they stress them on the correct syllable. You could play the audio again, pausing after each question and getting Sts to repeat just the adjective.

d Focus on the questions in **b** and get Sts to ask you a couple first. Make sure they ask for more information.

Put Sts in pairs and get them to ask and answer the questions. Monitor and correct any mistakes with word stress.

Get some feedback from various pairs for each question.

6 LISTENING listening for gist

a Do this as a whole-class activity. If you know someone yourself, tell Sts about him / her.

b Focus on the task and photo.

Give Sts time to read about Alex Rawlings and answer the question.

Check the answer.

ANSWER

He speaks more than 11 languages fluently.

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

c **4.19** Tell Sts that they are going to watch a video in which Alex Rawlings says 'hello' in 11 languages. Before they watch, ask Sts to try to match the 11 greetings to the 11 languages. Point out that the first one (*Afrikaans*) has been done for them.

Get Sts to compare with a partner. Then play the video once the whole way through for Sts to watch and check answers.

Check answers.

ANSWERS

- 2 French 3 Hebrew 4 Italian 5 Dutch 6 Greek
- 7 Spanish 8 Russian 9 German 10 English 11 Catalan



Goeiemôre	Hola
Bonjour	Privet
Shalom	Guten Tag
Buongiorno	Hi
Goedemorgen	Bon dia
Yassas	

- d** Give Sts time to read the languages in 1–5 which Alex mentions in the video.

Play the video once the whole way through and tell Sts just to watch and try to follow as much as possible of what he says.

Then play the video again, pausing after Alex mentions each language to give Sts time to make notes.

Check answers.

ANSWERS

- 1 He really likes speaking both languages; he has an emotional connection with Greek because his family speaks it.
- 2 He would like to learn both languages; he works with a Chinese person and he's going to visit Slovenia soon for a conference.
- 3 He's never learned any of his local UK languages and he feels guilty about it; he'd especially like to learn Welsh.
- 4 It was his biggest challenge, the most difficult language for him to learn, partly because it has a different alphabet.
- 5 It was the easiest language for him to learn because the grammar is quite simple and the vocabulary is very similar to English.



I = interviewer, A = Alex Rawlings

I Which of your languages do you enjoy speaking the most?

A All of the languages that I speak are fun. I think that's why I've stuck with them and enjoy speaking them. I think I have the, the, the deepest emotional connection with Greek because my grandmother was from Greece and so we use Greek in my family as well and I've heard it ever since I was a child. But I also really like speaking German.

I What new languages would you like to learn?

A There are so many languages that I would love to learn in the future. As I said, I'm hooked so... I'm, I'm very interested in Chinese at the moment. I work with someone from China, who's teaching me little bits. And I think it's really cool when I hear her speaking to her family or friends on the phone in Chinese and think, 'Wow! Wouldn't it be really awesome to speak that?' I also, I organize an international conference for polyglots every year, which moves country, so last year it was in Iceland and this year it's going to be in Slovenia. So I'd like to learn some Slovene as well before we go there for the weekend.

I Have you ever tried to learn Welsh, Irish, or Scottish Gaelic?

A I always feel a little bit guilty that I'm from the UK, but I've never really learned any of our local languages here. So I've never learned Welsh, I've never learned Irish, I've never learned Scottish Gaelic. And I went to Wales recently and loved that we had everything in two languages. You walk into the supermarket and you see all these languages everywhere. And I thought, 'I think it would be really cool to learn a language which is very close to where I live that I could use.' So I'd love to learn Welsh one day, too.

I What's the most difficult language you've learned?

A The biggest challenge for me with learning a new language was with Russian. There were a number of things that I wasn't expecting to be hard that were. For example, there's a whole new alphabet, which, it's not too different to English – you get used to it – but when you're trying to learn a word, it's just an extra barrier to memorizing that word. First, having to read it and understand what

all of the letters mean and then having to actually memorize it. So there's that extra layer there.

I What's the easiest language you've learned?

A Well, the easiest language for me to learn was definitely Afrikaans, because the grammar's very, very simple, so there are almost no irregular verbs, there's only three real tenses you have to worry about, and a lot of the vocabulary in Afrikaans is very similar to vocabulary in English. So for example, there's this sentence which is 'My pen is in my hand and my hand is in warm water', which in Afrikaans is 'My pen is en my hand and my hand is in warm water', which, you know is very, very easy for English-speakers to learn. So the easiest languages to learn are the languages which are most similar to the one you speak natively because you don't have to learn so many new concepts, and maybe you can already understand a lot of the vocabulary because it's similar to what you already know.

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** Do this as a whole-class activity. You could tell Sts your answer, too.

For instructions on how to use these pages, see p.49.

Video material

Can you understand these people? 3&4

More materials

For teachers

Oxford English Hub

Quick Test 4

File 4 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 limit 2 belts 3 lanes 4 rush 5 rank
b 1 in 2 for 3 on 4 at 5 of
c 1 traffic 2 van 3 ferry 4 set 5 take
d 1 boring 2 frightening 3 excited 4 disappointed
5 depressing
e 1 leave 2 engaged 3 hung 4 scrolled 5 ringtones

PRONUNCIATION

ANSWERS

c 1 arrive /aɪ/ 2 engaged /g/ 3 message /dʒ/
4 Underground /ə/ 5 with /ð/
d 1 motorway 2 disappointed 3 pedestrian
4 speakerphone 5 embarrassing

CAN YOU understand this text?

ANSWERS

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

▶ CAN YOU understand these people?

ANSWERS

1 c 2 c 3 c 4 b 5 b



1 Nick

I = interviewer, N = Nick

I How do you get to work?

N I take the Tube.

I How long does it take?

N Forty-five minutes or so.

I What do you think is the best way to get around London?

N Um, the easiest way is to take the Tube, I think, but the nicest way is probably to go by Boris bike if you want to relax when you're travelling, then it's a nice way to see the city, but maybe not the quickest way to get around.

2 Butterfly

I = interviewer, B = Butterfly

I Do you think women are better than men with young children, or do you think that's just a stereotype?

B I think that, um, it is definitely a stereotype that women are just better with children than men are. I believe that both sexes provide children with valuable, equally valuable, experiences, um, so I definitely trust either sex to raise children and love children, you know, with the same styles and the same quality and, you know, respect and love.

3 Coleen

I = interviewer, C = Coleen

I Are there any stereotypes about men and women that you think are true?

C I think women do think differently to men, um, and I think conversations tend to be different as well. Women are much more into, um, 'what did you say and what did he say, and what did you feel' and all the rest of it, and men are far more pragmatic and, you know, just want to know the score, as it were.

4 Jenny

I = interviewer, J = Jenny

I How many languages do you speak?

J I speak English and I also speak Afrikaans.

I Is there a language you'd like to be able to speak?

J I would very much like to be able to speak Spanish.

I Why Spanish?

J Because Spanish is spoken all over the world and I feel it's, it would be, it's important to be able to communicate with more people.

5 Linwood

I = interviewer, L = Linwood

I Is there anything that people do with phones that really annoys you?

L I would say, from what I've experienced, they're either texting or looking at their phones while walking and not looking where they're going. Er, I would say, from what I've experienced so far in London, that would be the biggest for me.