

G past tenses: simple, continuous, perfect

V sport

P /ɔɪ/ and /ɜɪ/

Lesson plan

The topic of this lesson is sport. The lesson begins with a vocabulary focus on words and phrases connected with sport, followed by video practice, and then a pronunciation focus on two vowel sounds which Sts often have problems with, /ɔɪ/ and /ɜɪ/. Sts then have a speaking activity about sport, which caters for both Sts who like and do sport, and those that do not. This is followed by a reading about the superstitions that many sportspeople have.

The angle in the second half of the lesson is fair play. Sts listen to an interview with a football referee, and then the grammar, narrative tenses (past simple, past continuous, and past perfect), is presented through stories about people helping others in sports. Sts then practise telling anecdotes, and the lesson ends with a writing focus on stories.

Video material

Vocabulary – sport

Pronunciation – /ɔɪ/ and /ɜɪ/

More materials

For teachers

Photocopiables

Grammar past tenses: simple, continuous, perfect p.169

Communicative Marathon cheats p.198 (instructions p.184)

Vocabulary Sport p.221 (instructions p.212)

For students

Workbook 5A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board the names of the three most popular sports in your Sts' country, and drill the pronunciation.

Then get a show of hands to find out how many people in the class like watching these sports, and how many do these sports.

Then ask Sts if they think the class statistics are typical of their country as a whole.

1 VOCABULARY sport

- a** Books open. Focus on the title of the lesson, *Good sports*, and tell Sts that it refers to sports being good for you as well as the idiom *be a (good) sport* (= to be generous, cheerful, and pleasant, especially in a difficult situation or when you have lost a game).

Now focus on the quiz *In which sport...?*

Put Sts in small teams of three or four and tell them to answer the questions as fast as they can.

Stop when the first team 'crosses the finish line'.

- b** 5.1 Play the audio for Sts to listen and check.

Check answers, getting Sts to spell the names of the sports, and checking pronunciation. Find out if the first team to cross the finish line got the most questions correct. If not, the team with the most correct answers is the winner.

ANSWERS

- 1 swimming 2 basketball 3 baseball 4 rugby
5 table tennis / ping pong 6 golf 7 ice hockey
8 tennis 9 athletics 10 football

5.1

- You can do the *butterfly* in swimming.
- There's a shot called a *slam dunk* in basketball.
- The person who throws the ball in baseball is called the *pitcher*.
- There are two teams of fifteen people, and a ball that isn't round, in rugby.
- You hit the ball over a net on a table in table tennis (or ping pong).
- Players walk about eight kilometres, and never run, during a game of golf.
- There are two teams of six, who play on ice, in ice hockey.
- There are four main tennis tournaments in the world: in Melbourne, Paris, London, and New York.
- You can do different activities, for example running, high jump or javelin, in athletics.
- Brazil have won more World Cups than any other country in football.

- c** Tell Sts to go to **Vocabulary Bank Sport** on p.165.

Vocabulary notes

People and places

Highlight that the *coach* is the non-playing person in charge of a sports team. They are in charge of training, tactics, and team selection. In British football, this person is called *the manager*.

Point out that you usually use both words (= a compound noun) to describe the place where you do a sport, e.g. *tennis court*, *football pitch*.

Verbs

You may want to highlight that we say *nil* for a zero score in football and most other sports (e.g. *Inter Milan beat Chelsea two-nil (2–0)*), but we say *love* in tennis (e.g. *fifteen–love (15–0)*). When both teams have the same score, we say *all*, e.g. *The final score was three all (3–3)*.

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

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

Check answers.

5.2

Sport, 1 People and places

- | | |
|--------------------|--------------------------|
| 3 captain | 9 spectators / the crowd |
| 2 coach | 6 sports hall |
| 1 fans | 8 stadium |
| 4 players | 5 team |
| 7 referee / umpire | |

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 the lexis.

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

🔊 **5.3** Now do **d**. Play the audio for Sts to listen and check.

Check answers.

🔊 5.3

- 1 tennis **court** / basketball **court**
- 2 football **pitch** / rugby **pitch** / hockey **pitch**
- 3 swimming **pool** / diving **pool**
- 4 athletics **track**
- 5 Formula 1 **circuit** / motorcycling **circuit**
- 6 golf **course**
- 7 ski **slope**

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on **Activation**. Put Sts in pairs and get them to test each other. Make sure they swap roles.

Focus on **2 Verbs** and go through the **win and beat** box with the class. Make sure Sts know the meaning of the verbs, and then get them to do **a** and **b** individually or in pairs. Highlight that in **b**, Sts should write the verbs in the **Verb** column, not in the shaded gaps in the sentences. By doing this, they can use the sentences to test their memory later.

🔊 **5.4** Now do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

🔊 5.4

2 Verbs

- a** beat, **beat**, **beaten**
win, **won**, **won**
lose, **lost**, **lost**
draw, **drew**, **drawn**

- b** 1 Spain **drew** with Brazil two–all.
2 Milan **beat** Chelsea three–nil.
3 Milan **won** the match three–nil.
4 The Chicago Bulls **lost** seventy-eight–ninety-one to the Boston Celtics.

Now either use the audio to drill the pronunciation of the verbs in **a**, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Sts do **d** individually or in pairs. Remind them to write in the **Verb** column.

🔊 **5.5** Now do **e**. Play the audio for Sts to listen and check.

Check answers.

🔊 5.5

- 1 Professional sportspeople have to **train** every day.
- 2 Don't play tennis on a wet court. You might **get injured**.
- 3 A footballer has to try to **kick** the ball into the goal.
- 4 I've started going to the gym because I want to **get fit**.
- 5 Our new striker is going to **score** a lot of goals.
- 6 Would you like to **go** swimming this afternoon?
- 7 My brothers **do** yoga and t'ai chi.
- 8 In basketball, players **throw** the ball to each other.

EXTRA SUPPORT Get Sts to cover the **Verb** columns in **b** and **d** to test themselves.

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

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

Check answers.

ANSWERS

1 D 2 B 3 C 4 A

🔊 5.6

3 Phrasal verbs

- 1 *Warm up* means 'do light exercise to get ready for a match, for example'.
- 2 *Work out* means 'do exercise, usually at a gym'.
- 3 *Was sent off* means 'was told to leave the pitch, court, etc'.
- 4 *Was knocked out* means 'was eliminated'.

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopiable activity.

d 🎥 This video is divided into four sections, each with a question followed by clips of different sports. Focus on the photo and the first question *Where are they?* and elicit the complete answer (*a tennis court*).

Play the video once the whole way through. Then play again, pausing after each clip, and either elicit the answer orally or get Sts in pairs or teams to write down the answer.

If Sts worked in pairs or teams, check answers to see who won.

ANSWERS

- 1 a tennis court 2 a football pitch 3 an athletics track
- 4 a sports hall 5 a stadium 6 a referee 7 a captain
- 8 a coach 9 spectators 10 a player 11 They are training.
- 12 She is warming up. 13 The player got a red card / sent off.
- 14 He got injured. 15 He scored a goal.

2 PRONUNCIATION /ɔː/ and /ɜː/

Pronunciation notes

Here the focus is on two long sounds which are often mispronounced because of the sometimes irregular relationship between sound and spelling. The biggest problem is *-or*, which is usually /ɔː/, but sometimes /ɜː/ after *w*, and the *ought* / *aught* endings, which are usually /ɔːt/.

a Focus on the sound pictures and elicit the words and sounds: *horse* /ɔː/ and *bird* /ɜː/.

Give Sts a few minutes to put the words in the correct column. Warn them to be careful with the *or* words.

b 🎥 Play the video for Sts to listen and check. Remind them to focus on the mouth position.

Check answers.



horse /ɔː/ ball, caught, course, court, draw, fought, score, sport, warm up
bird /ɜː/ circuit, hurt, serve, shirt, work out, world, worse

Highlight that *caught* and *court* are pronounced exactly the same, although they have a different spelling, and that *fought* and *caught* share the same vowel sound.

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.

- c** ⑤ **5.7** Tell Sts they are going to hear six sentences and they must write them down.

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

⑤ 5.7

- 1 I hurt myself when I caught the ball.
- 2 Her serve's worse than the other girl's.
- 3 It was a draw – the score was four–all.
- 4 It's the worst sport in the world.
- 5 We warmed up on the court.
- 6 They wore red shirts and white shorts.

Then play it again, pausing after each sentence to give Sts time to write it down. Repeat if necessary.

Check answers by eliciting the sentences onto the board.

ANSWERS

See script 5.7

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

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

3 SPEAKING

This topic-based speaking activity takes into account the fact that not all Sts are interested in sport!

Focus on the instructions and the flow chart, and point out the two alternative 'routes' and the last three questions for all Sts to discuss, whichever route they took.

EXTRA SUPPORT Get Sts to interview you with the first few questions from whichever group you belong to. Elicit extra questions to show possible follow-up questions.

Monitor while Sts interview each other. Correct any pronunciation errors with the vocabulary they have just learned, and help them with any new vocabulary they need. Make a note of any common mistakes, and have a correction spot at the end of the activity.

Get some feedback from a few individual Sts.

EXTRA SUPPORT You could do the last three questions as a whole-class activity.

4 READING understanding how examples support main points

- a** Do this as a whole-class activity, making sure Sts understand all the expressions. Explain / Elicit what a *lucky charm* is (= a small object worn on a chain or bracelet that is believed to bring good luck) and elicit some examples, e.g. a rabbit's foot, a four-leaf clover, etc. For 'touch something', if Sts come from different countries, they could tell the class the equivalent things they say in their country, e.g. Italians say *touch iron*, whereas British people say *touch wood*.
- b** Focus on the instructions and elicit / explain the meaning of *superstition* /su:pə'stɪʃn/ (= the belief that particular

events happen in a way that cannot be explained by reason or science). Model and drill its pronunciation.

Read the title of the article and explain / elicit the meaning of *work* here (= to have the result or effect that you want).

Now tell Sts to read the article and answer the questions. Check answers.

ANSWERS

Yes, because they increase confidence and control.

The photos show doing a special handshake before a game, lining up water bottles on the court, drawing a 'lucky' moustache on her lip.

- c** Now focus on the instructions and topics A–D. Make sure Sts understand the words *physical* and *psychological*.

Tell Sts to read the article again quickly and match each topic to a paragraph.

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

ANSWERS

1 B 2 D 3 A 4 C

- d** Put Sts in pairs. Tell them to read the article again and then discuss with their partner why the examples for paragraphs 1–4 are given.

Check answers.

ANSWERS

- 1 They're examples of famous sportspeople's superstitions.
- 2 They were used in a study at the University of Cologne to show that people perform better when they have 'lucky' things.
- 3 Adrenaline and other chemicals are produced as a result of sporting rituals, helping athletes to focus better; Nadal said that his water bottle habit was a way of centering himself.
- 4 This is an example of how superstitions can cause problems – both players wanted to be the last person to leave the changing room.

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

- e** Put Sts in pairs and get them to discuss the questions. Get some feedback from various pairs. If you have any superstitions, you could tell the class.

5 LISTENING understanding an interview

- a** Do this a whole-class activity, and elicit some opinions on referees in general.

EXTRA SUPPORT If Sts can't give any reasons, you could ask them if referees are well paid, respected, or unpopular.

- b** ⑤ **5.8** Focus on the photo and the instructions. Give Sts a few minutes to read questions 1–5 and their three options, and make sure they understand them.

Then play the audio (**Part 1** of the interview) once the whole way through.

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

Check answers.

ANSWERS

1 c 2 b 3 b 4 a 5 a

5.8

(script in Student Book on p.133)

I = interviewer, JA = Juan Antonio

Part 1

I What made you want to become a referee?

JA My father was a referee, but that didn't influence me – in fact, the opposite, because I saw all the problems that he had as a referee. But as a child, I was always attracted by the idea and at school I used to referee all kinds of sport – basketball, handball, volleyball, and of course football. I was invited to join the Referees' Federation when I was only fourteen years old.

I Were you good at sport yourself?

JA Yes. I was a very good handball player. People often think that referees become referees because they're frustrated players, but this is just not true in most cases, in my experience.

I What was the most exciting match you ever refereed?

JA It's difficult to choose one match as the most exciting. But I remember some of the Real Madrid–Barcelona matches, for example, the first one I ever refereed. The atmosphere was incredible in the stadium. But really, it's impossible to pick just one – there have been so many.

I What was the worst experience you ever had as a referee?

JA The worst? Well, that was something that happened very early in my career. I was only sixteen, and I was refereeing a match in a town in Spain, and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years, I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

I Do you think that there's more cheating in football than in the past?

JA Yes, I think so.

I Why?

JA I think it's because there's so much money in football today that it's become much more important to win. Also, football is much faster than it used to be, so it's much more difficult for referees to detect cheating.

I How do footballers cheat?

JA Oh, there are a few ways, but for me, the worst thing in football today is what we call *simulation* or diving. Diving is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him, and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this, he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest. However, since FIFA introduced Video Analysis Referee, what we call VAR, it's much easier to be sure if a foul was really committed or not.

EXTRA SUPPORT You could pause the audio after the referee has answered each question to give Sts time to answer the questions.

c Tell Sts they are going to hear **Part 2** of the interview, but before they listen, they must look at sentences 1–6 and see if they can predict what the referee is going to say. Get Sts to compare with a partner.

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

d **5.9** Tell Sts to listen to **Part 2** of the interview and check their answers.

Play the audio once the whole way through. Then play it again, pausing after each answer is given.

Check answers.

ANSWERS

1 right decisions 2 fast 3 rules 4 exceptions
5 with the ball 6 typical superstar

5.9

(script in Student Book on p.133)

Part 2

I What's the most difficult thing about being a referee?

JA The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is *very* fast. You must remember that everything is happening at one hundred kilometres an hour. Also, important decisions often depend on the referee's *interpretation* of the rules. Things aren't black and white. And, of course, making decisions would be much easier if players didn't cheat.

I Do you think that the idea of fair play doesn't exist any more?

JA Not at all. On the contrary, I think fair play *does* exist – the players who cheat are the exceptions.

I Finally, who was the best player you ever saw in your career as a referee?

JA I have to say Leo Messi.

I Why is he special for you?

JA Well, a study was done on him which showed that Messi could run faster *with* the ball than many footballers can do *without* the ball. But apart from his great ability, what I always admired about him was that he wasn't a typical superstar footballer. In public and in his personal life, his behaviour was always very normal. That's unusual for such a famous player.

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

e Put Sts in small groups to discuss questions 1–4. Before they start, elicit / explain the meaning of *fair play* (= the fact of playing a game or acting honestly, fairly, and according to the rules).

Encourage Sts to give reasons to justify what they say.

Get some feedback from various groups and find out if any Sts disagreed with each other on any of the topics.

6 GRAMMAR

past tenses: simple, continuous, perfect

a Focus on the title of the article and the photo. Elicit how a high jump final works (*Athletes jump gradually increasing heights. They have three attempts at each height, and if they fail, they are eliminated. They continue until only one athlete is left.*). Then elicit reasons why the two high jumpers may have shared the gold medal.

Focus on the task and give Sts time to read the article and answer the question. Point out the **Glossary**.

Check the answer.

ANSWER

Because it was an example of good sporting behaviour.

b Focus on the instructions. Give Sts time to read the article again and find the verbs.

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

ANSWERS

Past continuous: were competing

Past perfect: had supported, had suffered, had won, had had, had jumped

Now ask Sts why the different tenses are used.

ANSWERS

The past continuous verb shows that this action was in progress when the main event happened.

The past perfect verbs show that these things happened before the main events in the story.

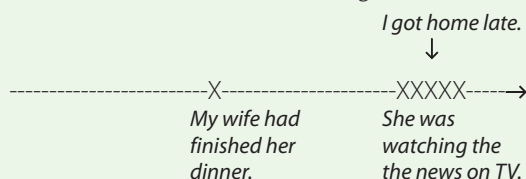
c Tell Sts to go to **Grammar Bank 5A** on p.148.

Grammar notes

In *English File* Pre-intermediate Sts learned the past simple, the past continuous, and the past perfect in separate lessons, so this will be the first time Sts have seen the three tenses together.

Highlight that these three tenses are the ones that we normally use to tell a story / anecdote in the past. Most verbs tend to be in the past simple when we are describing consecutive actions (*First..., then..., etc.*), but we often use the past simple in conjunction with either or both the past continuous and past perfect, e.g. *I got home late; my wife had already finished her dinner and was watching the news on TV.*

You may want to draw a timeline on the board to show Sts how the three tenses work together:



Focus on the example sentences and play audio ⑤ 5.10, ⑤ 5.11, ⑤ 5.12, and ⑤ 5.13 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 had trained 2 was cycling 3 wanted 4 had already started 5 hadn't scored 6 was playing 7 stopped 8 hadn't lost 9 was raining
b 1 happened, were driving 2 cheered, blew 3 didn't recognize, had changed 4 stopped, wasn't wearing 5 weren't listening, was talking 6 couldn't, hadn't snowed 7 weren't able to, hadn't booked 8 got, had taken off / took off

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Grammar photocopiable activity**.

- d Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, elicit some ideas, but don't tell Sts if they are right or not.
e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Fair play, A** on p.109, **B** on p.114. Tell Sts **A** to read about Abel Mutai and Iván Fernández, and Sts **B** to read about Nikki Hamblin and Abbey d'Agostino. When they have finished reading, Sts should underline all the verbs in the past continuous or past perfect.

ANSWERS

Student A

A Kenyan runner called Abel Mutai was competing in a cross-country race in Spain in 2012. He was winning the race easily, but he stopped running about ten metres before the finishing

line. He thought he'd won the race. The crowd were shouting at him – they were telling him to carry on, but he didn't understand them because he didn't speak any Spanish. A Spanish runner, Iván Fernández, was second in the race behind Mutai and he slowed down and told Mutai to keep running. Mutai started running again and crossed the line first. 'I did what I had to do,' said Fernández. 'He was the rightful winner.'

Student B

In the Rio Olympics in 2016, athlete Nikki Hamblin from New Zealand was running in a heat for a place in the final of the 5,000m. During the race, Hamblin tripped and knocked into another competitor, American Abbey D'Agostino, and they both fell to the ground. D'Agostino got up and helped Hamblin to get up too, but then it became clear that D'Agostino had hurt her foot. When Hamblin realized what had happened, she ran next to D'Agostino, and they helped each other to the finish line. Both runners qualified for the final, but D'Agostino couldn't run because of her injury. However, they both received a Fair Play award from the International Olympic Committee.

Sts **A** then cover the story and tell it to their partner, using the prompts in the list.

Sts then swap roles.

Tell Sts to go back to the main lesson **5A**.

- f Do this as a whole-class activity, making sure Sts know the meaning of *heart-warming* (= causing feelings of happiness and pleasure). You could also tell Sts what you think.

7 SPEAKING

- a ⑤ 5.14 Focus on the instructions and make sure Sts understand what an *anecdote* is (= an informal true story about something that happened to you). Model and drill its pronunciation /'ænikdəut/.

Give Sts time to read the three questions and then play the audio.

Check answers.

ANSWERS

- 1 (Women's) handball 2 The Danish team 3 The Spanish team

⑤ 5.14

(script in Student Book on p.133)

A I'm going to tell you about a time when I saw a really exciting sports event. This happened many years ago when I was working as an interpreter for a sports team.

B Wow! What sport was it?

A It was handball, women's handball. The team, they were Spanish, were in the final of the Champions League, and they were playing a Danish team. I was sitting on the bench with the players, because I had to translate anything that the referees said.

B That sounds exciting.

A It was very exciting, because a Spanish team had never won the Champions League, and everybody thought the Danish team were going to win. And by half time, the Spanish team were losing by eight goals, which is a lot in handball.

B What happened next?

A Suddenly, every time the Danish team tried to score a goal, our goalkeeper stopped it. And every time she stopped one, the Spanish team then counter-attacked and got a goal themselves. And in the end they won the match.

B How amazing!

A Yes, we couldn't believe it. We were all jumping up and down, we were so happy. I'll never forget it.

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**  **5.15** Focus on the **Telling an anecdote** box and go through it with the class. 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 a time 2 many 3 Wow 4 exciting 5 next 6 amazing

5.15

See sentences in Student Book on p.51 and answer key

- c** Give Sts time to choose which two topics they are going to talk about, and to plan their stories. Encourage them to think about the vocabulary they are going to need, especially verbs.

Monitor and help Sts with their planning and with any specific vocabulary.

EXTRA IDEA Tell Sts that one anecdote should be true and the other invented. Sts **A** then tell both their anecdotes, one after the other, and Sts **B** must decide which one is true. They then swap roles. You could model the activity first by telling them two anecdotes of your own. Pause from time to time and encourage Sts to ask you questions. Then get Sts to guess which one is true.

- d** Put Sts in pairs, **A** and **B**, or small groups. Sts **A** should start by telling their first anecdote, giving as much information as possible, and Sts **B** should ask questions. Sts **B** then tell their first anecdote.

Monitor while Sts are telling their anecdotes, but don't correct too much, as the aim here is to encourage fluency, and Sts are unlikely to use all the tenses perfectly.

If Sts are enjoying the activity (and you have time), you could get them to change partners / groups and tell their stories again.

8 WRITING telling a story

Tell Sts to go to **Writing Bank 5** on p.124.

- a** Focus on the instructions and give Sts time to read the story and answer the two questions. Tell them not to worry about the gaps in the story.

Check answers.

ANSWERS

They got lost because her husband followed the instructions given by the satnav, which sent them in the wrong direction. They also left their dog under the table in the café on the motorway.

- b** Tell Sts to read the story again and number the things Begoña mentions in the correct order. Point out that the first one has been numbered for them.

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

ANSWERS

2 who she was with
3 where they were going and why
4 what happened on the way

- 5 what they decided to do
6 another problem that they had
7 what happened in the end

- c** Focus on the instructions and the connecting words or phrases in the list. Point out that the first one (*then*) has been done for them.

Give Sts time to read the story again and complete each gap.

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

ANSWERS

2 However 3 instead of 4 so 5 but 6 because
7 as soon as 8 although

- d** Focus on the **Time expressions** box and go through it with the class.

Now give Sts time to find eight time expressions in the story.

Check answers.

ANSWERS

A few years ago, my husband and I...

...**and then** drive west...

At first, the journey was fine.

Three days later, we continued our journey.

However, **after a while**, we realized that...

Eventually, we stopped...**and then** turned round...

And **in the end**, although the beginning...

- e** Give Sts time to circle the correct time expression in sentences 2–6. Point out that the first one (*One day last year*) has been done for them.

Check answers.

ANSWERS

2 After a while 3 When 4 then 5 It was only when
6 Eventually

- f** Now tell Sts they are going to write about a journey when they had a problem. If Sts can't think of a journey, they can invent one. Sts should make notes, using the list in **b** in the correct order.

- g** 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 story, e.g. 15–20 minutes.

- h** Sts should check their work for mistakes before giving it in.

- G** past and present habits and states
V relationships
P the letter *s*, *used to*

Lesson plan

Different kinds of relationships provide the main theme for this lesson. It begins with three stories from a British newspaper feature called *How we met* where couples describe how they got to know each other. Sts then listen to another person talking about where he met his partner, and extracts from the listening provide a lead-in to the grammar, which revises and consolidates the use of *used to* for past habits and states, and contrasts it with the way we express present habits. The pronunciation focus is on the different ways the letter *s* can be pronounced, and the pronunciation of *used to*. This is followed by a controlled oral grammar practice stage.

The second half of the lesson begins with a vocabulary focus on words and phrases related to relationships. The topic then moves to friendships, and Sts then listen to a radio programme on surprising facts about friendships. The lesson ends with a speaking activity where Sts present their opinion on a topic related to friends.

Video material

Pronunciation – the letter *s*
 Vocabulary – relationships

More materials

For teachers

Photocopiables

Grammar past and present habits and states *p.170*
Communicative Past and present *p.199* (instructions *p.184*)
Vocabulary Relationships *p.222* (instructions *p.212*)

For students

Workbook 5B

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

- 1 *I met my best friend at primary school.*
- 2 *Where shall we meet? How about in the café by the station?*
- 3 *When I was out shopping last week, I met an old school friend who I hadn't seen for years.*

Now elicit from Sts the meanings of the verb *meet* in each sentence.

ANSWERS

- 1 To see somebody for the first time
- 2 To go to a place and wait there for somebody to arrive
- 3 To be in the same place as somebody by chance and talk to them

1 READING & SPEAKING understanding a relationship story

- a** Books open. Focus on the title, and explain that *best friends forever* is often abbreviated to *BFF*. It is used especially in text messages and on social media, e.g. *I'm going to my BFF's birthday party next week.*

Now focus on the task and make sure Sts know what a *partner* is here (= a husband / boyfriend, or wife / girlfriend).

Get Sts to number phrases A–F in order according to how likely they think people are to meet friends and partners that way.

Get Sts to compare with a partner, and then elicit opinions. You could tell Sts that statistics vary from country to country, but in the US in 2023 40% of couples met online.

- b** Focus on the instructions and then give Sts time to read the article about Emily and Cyril. Make sure they understand the meaning of the last question. Tell them not to worry about the gaps.

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

ANSWERS

- 1 They met on a trip with their choir.
- 2 They began spending more time together, especially at school, because Cyril was worried about his family being against Emily.
- 3 His family accepted Emily and they got married in 2019.
- 4 They are best friends and are on the same wavelength. They have a lot of things in common, e.g. they both like music, books, and restaurants.

- c** Now tell Sts to read the story again and complete the gaps with phrases A–F. Make sure they understand all the phrases.

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

ANSWERS

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

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

- d** Focus on the question and elicit ideas for both stories. Now put Sts in pairs, **A** and **B**, and tell them to go to **Communication How we met**, **A** on *p.109*, **B** on *p.114*.

Tell Sts **A** to read about Savannah and Michael, and Sts **B** to read about Nick and Tess.

When they have finished reading, Sts should close their books and tell their partner their story.

Tell Sts to go back to the main lesson **5B**.

Do the question as a whole-class activity.

- e** Focus on the instructions and give Sts time to think about how a couple they know met.

Put Sts in pairs and get them to share their stories.

Get some feedback, and if you know a couple who met in unusual circumstances, tell the class.

2 GRAMMAR past and present habits and states

- a **5.16** Tell Sts they are going to listen to another story and they must answer the two questions. You could write the questions on the board and get Sts to close their books.

Play the audio once the whole way through.

Check answers.

ANSWERS

They met in a school corridor, and it wasn't romantic.

5.16

(script in Student Book on p.134)

Well, I used to be a teacher, and I taught English to adults in Indonesia for a few years, and I met my wife there, um, in the school that I was working in. She was a student at the school – ah, not my class, I should point out – just a student at the school, and one day in the corridor I was walking to class, and she was running through the corridor because she was late for class – she didn't use to be very punctual in those days. And she crashed into me, and I was on my way to class, so I was carrying a whole load of things and I dropped all my books, all my papers, all my pens...they went all over the floor. And did she help me to pick them up? Nope! She just ran off, laughing; she thought it was very funny. So...you could say it wasn't love at first sight. But we became friends after that, and we sometimes used to have tea or a beer together. And after being friends for, I think, three years, we got together – became boyfriend and girlfriend – and then a few years later, we got engaged, and then we got married – and now we've been married for twelve years.

- b Now focus on the instructions and on sentences 1–8. Go through them with Sts and make sure they understand them.

Play the audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

ANSWERS

- 1 T
 - 2 F (She was a student at the school, but not in his classes.)
 - 3 F (She wasn't usually very punctual.)
 - 4 T
 - 5 T
 - 6 F (She ran off, laughing.)
 - 7 T
 - 8 F (They've been married for 12 years.)
- c Put Sts in pairs. Tell them to look at the three extracts from the listening and to answer questions 1 and 2.
- Check answers.

ANSWERS

- 1 We use *used to* to talk about things that were true over a period of time in the past.
We make questions with *Did* + person + *use to* + infinitive.
- 2 No

EXTRA SUPPORT Do this as a whole-class activity.

- d Tell Sts to go to **Grammar Bank 5B** on p.149.

Grammar notes

Used to is a grammar point which was presented in *English File Pre-intermediate* and is revised and consolidated here. This is a 'late assimilation' structure, as Sts can express more or less the same idea by using the past tense + a time expression. Compare *I used to go to that primary school* and *I went to that primary school (when I was a child)*.

In that sense, *used to* is a sophisticated structure and its correct use shows that Sts have a higher level of English. In this lesson, *used to* is contrasted with the use of the present simple with *usually* to talk about present habits. Sts may have problems with this structure, as their language may either use a tense which doesn't exist in English for past habits, or may have a verb which can be used both for present and past habits – unlike *used to*, which can only be used in the past.

Emphasize the way we often don't repeat the main verb, but just use the auxiliary verb with *any more* / *any longer* when we contrast the past and present habits, e.g. *I used to like cartoons, but I don't any more*.

Some typical mistakes include:

- using *use to* instead of *usually* for present habits and states, e.g. *I use to go to bed about 11:00*.
- making mistakes of spelling such as *We didn't used to wear a uniform at my school*.

Focus on the example sentences and play audio **5.17** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with Sts. 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 X didn't use to like 2 ✓ 3 X never used to want 4 X did you use to keep in touch 5 X usually go 6 ✓ 7 X Did your parents meet 8 X used to work 9 X usually go
- b 1 used to have 2 usually go 3 didn't use to watch 4 Do, usually play 5 usually eat out 6 did, use to work 7 used to be 8 Did, use to argue 9 usually gets on 10 didn't use to speak

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Grammar** photocopiable activity.

3 PRONUNCIATION & SPEAKING the letter s, *used to*

Pronunciation notes

Many learners of English tend to always pronounce the letter *s* as the unvoiced sound /s/, as in *bus*. In fact, *s* in the middle or at the end of a word is often pronounced /z/, e.g. *music, jobs*, and *-se* is very often pronounced /z/, e.g. *lose, revise*, etc. At the beginning of a word, *s* is almost always /s/, with the exceptions of *sure* and *sugar*, where the *s* is pronounced /ʃ/. Double *s* is always pronounced /ʃ/, e.g. *mission, issue, pressure*.

Used can be pronounced both ways, with a /s/ or a /z/. When it is a main verb (e.g. *I used Google Maps to find the right way*), it is pronounced /ju:zɪd/, but when it is *used to* (e.g. *I used to live in Seville*), it is pronounced /ju:st/.

- a **5.17** Focus on the task and play the video once the whole way through for Sts to listen and repeat. Tell them to focus on, and try to copy, the mouth position for the different sounds.



See sounds and words in Student Book on p.53

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

b **5.18** Tell Sts to write the words in the correct column in the chart in **a**.

Get them to compare with a partner, and then play the audio for Sts to listen and check.

Check answers.

EXTRA SUPPORT Play the audio, pausing after each word for Sts to listen and write the words in the columns.

5.18

snake /s/ summer, parents, practise, singer, sport, supermarket, used to
zebra /z/ busy, friends, holidays, lose, music, use

shower /ʃ/ sure, sugar

television /z/ decision, occasion, unusual, usually

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

c Put Sts in pairs and get them to answer questions 1–3.
Check answers.

ANSWERS

- 1 At the beginning of a word, the letter *s* is usually pronounced /s/. The two exceptions are *sure* and *sugar* /ʃ/.
- 2 At the end of a word, *s* can be pronounced /s/ or /z/.
- 3 In vowel + *-sion*, the letter *s* is pronounced /z/.

d **5.19** Focus on the **used to** box and go through it with the class.

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.

5.19

- 1 I'm sure you used to take sugar in your tea.
- 2 She didn't use to like classical music, but now she loves it.
- 3 We used to stay with my parents' friends in the summer holidays.
- 4 Did you use to use your car more?
- 5 The singer usually practises for six hours a day.

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

Check answers by eliciting the sentences onto the board.

ANSWERS

See script 5.19

Then play the audio again, pausing after each sentence for Sts to listen and repeat.

Finally, repeat the activity, eliciting the sentences from individual Sts.

EXTRA SUPPORT You could get Sts to listen and repeat after the audio, and then practise in pairs.

e Focus on the task and give Sts a few minutes to choose their two topics and plan what they are going to say.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to start talking about their first topic, giving as much information as they can. Sts **B** can ask for more information, too.

Then Sts **B** tell Sts **A** about their first topic, etc.

EXTRA SUPPORT Choose one of the topics yourself and tell Sts a little about it. This way, you demonstrate what you want them to do and give Sts extra listening practice.

As Sts are talking, move round, monitoring and helping, and correcting any mistakes with *used to*.

Get some feedback.

4 VOCABULARY relationships

a Focus on the task and give Sts time to put the pictures in the order they think they happened.

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

b In this video Sts will see how Jessica and Bilal met, and then how their relationship developed.

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

Check the order of the four pictures.

ANSWERS

A 1 B 4 C 3 D 2



See video script in the **Vocabulary Bank** on p.166

Do the questions as a whole-class activity, and elicit answers from different Sts.

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

c Tell Sts to go to **Vocabulary Bank Relationships** on p.166.

Vocabulary notes

People

Highlight that *mate* can be added to other words, e.g. *housemate* (= someone you share a house with), *schoolmate* (= someone you are / were at school with), *workmate* (= somebody you work with).

Tell Sts that *fiancé(e)* is a word 'borrowed' from French, which explains the pronunciation, and why it has an accent. With one *e*, it refers to a man, and with two it refers to a woman.

You might also want to point out that in American English *co-worker* is used instead of *colleague*.

Focus on **1 Verb phrases** and get Sts to do **a** individually or in pairs. Remind Sts to change the verb to the past simple.

EXTRA SUPPORT Elicit the past tense of all the verbs first.

Now do **b**. Play the video for Sts to watch and check.

Check answers.



I **met** Bilal when I was studying at university.

We **got to know** each other quickly because we went to the same classes.

We soon **became friends**.

We discovered that we **had** a lot in common. For example, we both liked art and music.

We **went out together** in our second term and we fell in love.

We **were together** for two years.

In our last term at university, we started to argue a lot, and we **broke up**.

After we left university, we **lost touch** because I moved to London. Five years later we **got in touch** again on social media. We were both still single.

This time we **got on** better than before, maybe because we were older.

After two months, we **got engaged**.
We **got married** last summer. A lot of our old university friends came to the wedding!

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

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

Finally, focus on **Activation** and tell Sts to look at the pictures and see if they can remember the story.

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

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

Check answers.

🎧 **5.20**

2 People

- 1 couple
- 2 partner
- 3 fiancé(e)
- 4 flatmate
- 5 colleague
- 6 ex
- 7 close friend
- 8 classmate

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

Now do **Activation** and tell Sts to cover the definitions, look at the words, and see if they can remember what they mean.

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Vocabulary** photocopiable activity.

d Focus on the task and give Sts a couple of minutes to think about a close friend and how they will answer the questions.

Put Sts in pairs. They take turns to interview each other about their close friend. Monitor and help if necessary.

Get some feedback from individual Sts.

e Either put Sts in pairs to think of the four letters that can be added after the words in the list to make an abstract noun, or do it as a whole-class activity.

If Sts worked in pairs, check the answer. Make sure Sts know the meaning of all the words in the list with *-ship* added to them.

ANSWER

-ship

f Give Sts time to complete sentences 1–5 with an abstract noun from **e**.

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

ANSWERS

- 1 relationship
- 2 membership
- 3 leadership
- 4 partnership
- 5 friendship

5 LISTENING understanding facts and supporting information

a Focus on the instructions and put Sts in pairs to guess the missing words in facts 1–5.

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

b 🎧 **5.21** Tell Sts to listen to the radio programme about friendship and check their answers to **a**.

Play the audio once the whole way through.

Check answers. Find out, with a show of hands, if any Sts got all the answers correct.

ANSWERS

- 1 Animals
- 2 social media
- 3 productive
- 4 Love
- 5 health

🎧 **5.21**

(script in Student Book on p.134)

R = Rickie, J = Joanna, M = Mandy

R You're listening to Radio Oxford, and I'm Rickie Hammond.

J And I'm Joanna Keys.

R Now, I wonder how many of you know what today is. Well, it's Friendship Day! All over the world today, people are celebrating those wonderful people called friends. We've been doing some research this morning about friends, and we've discovered five fascinating facts about friends for you. Just listen to these. Joanna?

J Friends fact number one: Animals have friends, too! Yes, apparently, we humans aren't the only ones who have friends. There's strong evidence that animals, like chimpanzees, horses, elephants, dolphins, and even bats, can form friendships for life. And they even make friends with animals that aren't from their species!

R Friends fact number two: We have more real friends thanks to social media! You may find this hard to believe, but since the invention of the internet, and especially since social media came on the scene, we actually have more real-world friends than before. People always say we're so busy with our online friends that we don't have time for our real friends. But in fact, the opposite is true. A doctor in psychology at Sheffield Hallam University has done some research that shows that the internet actually helps us to keep up friendships. And why is that? Because with social media, it's easier to stay in touch. In the past we used to lose touch with friends because of distance or lack of time. So now you know...

J Friends fact number three: Having friends at work makes you more productive. Now, you probably think that if you have lots of friends at work, you waste a lot of time gossiping with them. Well, listen to this. According to various studies, having friends at work makes you more productive and more creative. And I can believe that, because, you know, if you have friends at work, you're going to be happier, which in turn probably makes you work better. Just one thing, though – don't be friends with your boss! That might make your colleagues trust you less, and they might think you got your job because of your friendship.

R Friends fact number four: Love can make you lose two friends. Yep, it's a sad fact that you can lose two friends when you fall in love. According to the anthropologist Robin Dunbar, who's studied the effect that love has on friendship, when a new person comes into your life, he – or she, of course – displaces two other people in your circle of friends. He says that when you're in love, you spend less time with your friends, and this means that friendships deteriorate. And you know something, from my experience, that's true.

J Friends fact number five: So this is the last one, and it's good news! Friendship is good for your health. People who have a lot of friends are less stressed and live longer. Research shows that you are fifty per cent more likely to have a long life if you have a good social network. So now we're asking you to choose a song for a special friend. Call us or text us on oh eight oh eight one five seven oh eight nine two. The lines are open now, and our first caller is Mandy from Didcot.

M Hi, Joanna! Can you play *I'll Be There for You* for my best friend? Her name's Annie and I love her to bits...

- c Tell Sts they are going to listen to the programme again, and this time they must make notes on examples and reasons for the five facts.

Play the audio again, pausing after each fact to give Sts time to write. Play again if necessary.

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

ANSWERS

- 1 Chimpanzees, horses, elephants, dolphins, and bats can form friendships.
- 2 Because with social media, it's easier to stay in touch with friends.
- 3 Because if you have friends at work, you're happier, and that makes you work better; the exception is your boss (it's better not to be friends with them).
- 4 Because when you're in love, you have less time to see your friends.
- 5 Because you're less stressed, and so you live longer; you are 50% more likely to have a long life.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.134, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases

- d Do this as a whole-class activity.

6 SPEAKING

- a **5.22** Focus on the task and statement.

Play the audio once the whole way through for Sts to listen and count the number of reasons the speaker gives.

Check the answer.

ANSWER

Three

5.22

(script in Student Book on p.134)

A I'm going to talk about going on holiday with a friend. I think it's a bad idea to go on holiday with only one friend. The main reason is that with a group of people, everyone can choose different activities, and there's always someone to do something with you. For example, I went to Greece with a group of friends, and some people went to the beach every day, but other people went to see the temples and museums. It worked really well. Also, if you have an argument with one person, there are other people to talk to instead.

B So true.

A Another reason is that you might not know your friend as well as you think. For instance, I once went to Paris with a friend, and we did a lot of sightseeing, and I walk very fast, but she walked really, really slowly and it was so annoying. It didn't end the relationship. I mean, we're still friends, but we've never been on holiday together again.

Now ask Sts if they agree with the speaker. You could do this with a show of hands and then elicit some opinions for both sides.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.134, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- b **5.23** Focus on the instructions and the **Presenting an opinion** 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 talk about 2 main reason 3 example 4 Also 5 Another reason 6 instance

5.23

See sentences in Student Book on p.55 and answer key

- c Focus on the task and go through sentences A–F.

Give Sts time to tick or cross each sentence according to their own opinions. Tell them to think about their reasons. They can write notes if they want to.

- d Put Sts in small groups of three or four. Tell them to each choose one statement (A–F) in c that they want to talk about. Now focus on the plan and go through it with the class.

Tell Sts to prepare what they are going to say for their chosen statement, using the plan.

- e In their groups, Sts now discuss their statements in turn, giving their opinion.

Get some feedback from the whole class.

EXTRA CHALLENGE Tell Sts to listen to the other members of the group and count how many reasons they give for or against their chosen statement. They should then say if they agree or disagree, and why.



The day before the show

Practical English permissions and requests

Lesson plan

In this third Practical English lesson, Sts learn how to ask for permission and make requests. The *Pictures of you* storyline continues to develop. Carla helps Ben set up for his exhibition in a gallery. She realizes that he can't really afford to rent the space, so she transfers some money to his account. Ben then asks the gallery owner for permission to do a couple of things before asking Carla for a big favour – he has left his camera at home and asks her to go and get it. Ben offers Carla a photo as a thank-you, but she suggests he takes a photo of her instead. They are about to kiss when Izzy walks into the gallery. As Ben is talking to Izzy, who says she has a proposal, Carla walks out.

Video material

Pictures of you – Episode 3

More materials

For teachers

Oxford English Hub

Quick Test 5

File 5 Test

For students

Workbook Practical English 3
Can you remember...? 1–5

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 2 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you*. Ask Sts some simple questions about the last episode. You could elicit some of the language they learned for giving opinions.

1 SETTING UP BEN'S SHOW

a ▶ Books open. In this part of the video, *Setting up Ben's show*, Carla helps Ben to prepare for his photo exhibition.

Focus on the title and elicit / teach the meaning of *set up* (= to prepare something). Then focus on the task, and elicit that the verb *price* means to put a price on something. Highlight that this scene takes place in the morning of the day before the exhibition, i.e. before Izzy turns up at the exhibition.

Play the video for Sts to watch.

Check answers

ANSWERS

- 1 She helps him set up the show.
- 2 She lends him money to pay for the gallery space.



C = Carla, B = Ben

C Look at the time!

B Sorry I'm late.

C I have better things to do than wait for you, Ben Fischer.

B OK, I'm sorry.

C I'm only joking. Here.

B Thanks. And, er, thanks for helping me set up today.

C My pleasure. Come on. Let's do this.

B Yeah!

B So, how much would you pay for this?

C Umm. Five pounds?

B Carla!

C What?

B Be serious. How much should I ask for it? Eighty pounds?

C No!

B A hundred?

C Ben. You need to be more confident.

B You think it's worth that?

C Trust me. How many photos do you have?

B Thirty.

C So, at that price, how many do you need to sell?

B Thirty.

C Really?

B Yeah. Hopefully. Life in London is expensive, and this gallery space isn't cheap.

C Have you paid for the space yet? Can you afford to?

B As I said, hopefully. And with some luck, I can make some contacts and get some more work. No, Carla... I can't...

C You can pay me back when you sell some photos.

B But... this is too much.

C I want to help. It's what friends are for.

B I... Thanks, Carla.

C You're welcome... You're a great photographer, Ben. Now you need to learn to be a good businessman.

b Give Sts time to read sentences 1–5, making sure they understand all the lexis, e.g. *worth*, *contacts*, etc.

Play the video again.

Now give Sts time to circle the correct options.

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

ANSWERS

1 isn't 2 more 3 hasn't 4 contacts 5 businessman

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 PERMISSIONS AND REQUESTS

a ▶ In this part of the video, *Permissions and requests*, Ben asks Sue for permission to do various things in the gallery. He then asks Carla to go and get his camera which he has left at home, and to get coffee.

Focus on the instructions and then give Sts time to read 1–4. Play the video and get Sts to write the initials for the four phrases.

Check answers.

ANSWERS

1 B 2 S 3 C 4 B



B = Ben, S = Sue, C = Carla

B Hi, Sue! Sorry. Do you mind if I open some windows? It's very hot in here.

S Of course not, Ben.

B Thanks. Also, is it OK if we move this table over there?

S Yes, that's OK.

B Thank you.

B OK. Perfect. What's next? Where's my camera? Oh no.

C What's wrong?

B Could you do me a big favour?

C Oh no. What have you forgotten?

B I left my camera at home. I really need it. Would you mind going to get it?

C Not at all. I'll go and get it right now.

B Thank you. Oh, also... Do you think you could pick up some coffee while you're out?

C I'm on it. Don't worry. But... you owe me one.

B Thank you!

b Focus on the extracts and make sure Sts know the meaning of the two sections.

Give Sts a minute to read through the extracts and to think about what the missing words might be. Then play the video again, pausing if necessary after each extract, and get Sts to check.

Check answers.

ANSWERS

1 mind 2 course 3 OK 4 that's 5 favour 6 mind 7 all
8 could

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

c Focus on the **Permissions and requests** box and go through it with the class. Point out that the reply *No, not at all* and *No, go ahead* mean that it is OK.

Now 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 Ben and **B** is Sue / Carla. Get Sts to read the extracts in **c** aloud, paying attention to rhythm and intonation.

When they have finished, they should swap roles.

You could get a few pairs to perform in front of the class.

e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Could you do me a favour?**, on p.118.

Go through the instructions with them carefully.

Monitor and help, encouraging Sts to use appropriate intonation.

When they have finished, get feedback. Who got the most people to help them?

Tell Sts to go back to the main lesson.

3 AN UNEXPECTED VISITOR

a In this scene, *An unexpected visitor*, Ben and Carla are chatting and nearly kissing when Izzy walks into the gallery.

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

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

Check answers.

SUGGESTED ANSWERS

- 1 Carla isn't very happy as she and Ben were nearly kissing when Izzy arrived.
- 2 Ben feels surprised, pleased, and possibly a little uncomfortable.



C = Carla, B = Ben, I = Izzy

C Cheers!

B Cheers! Thanks for all your help today.

C No problem. It was a pleasure. I'm really proud of you.

B Thanks, Carla.

C I mean it. I love your photography.

B Well, you can take your pick. You can have any print you want, as a thank-you.

C Maybe you could take a new one. Especially for me.

B Sure. I can take your portrait if you'd like?

C That would be nice.

B Didn't I lock the door? Sorry, the exhibition isn't until tomorrow... Izzy!

I Ben.

B What are you... What are you doing here?

I Well, Pamela told me about your show and I wanted to come and see for myself.

B Oh... I um... hi.

I Hi... It's good to see you, Ben.

B Yeah. You too. How are you?

I I'm good. Working hard.

B Of course.

I But everything's going well. I recognize this one.

B Aha. Yeah. My finest work.

I A hundred and fifty pounds. Surely, I'm worth more than that?

B Well, what are you offering?

I Actually... I'd like to talk to you about something.

B Uh... sure.

I Shall we go for a walk? I'll buy you a drink.

B Um, yeah... I mean, um...

C Hi, Izzy.

I Carla? Hi.

C I'm going home. Bye, Ben.

B Oh. You're leaving? OK, see you, Carla. Oh, and thanks... Thanks again for your help today.

C That's OK...

I Um... shall we go?

B Yeah. Yeah.

c Give Sts time to read questions 1–7, and see if they know the answers.

Play the video again.

Now give Sts time to answer the questions.

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

ANSWERS

1 C 2 B 3 B 4 I 5 I 6 I 7 C

EXTRA CHALLENGE Get Sts to do **c** and **d** at the same time.

- d** Now tell Sts it's time to decide who the people in **c** said those things to.

Get Sts to compare with a partner.

Check answers, and elicit the circumstances in which they said them.

ANSWERS

- 1 To Ben (talking about his show / photos)
- 2 To Carla (when she says maybe he could take a new special photo for her)
- 3 To Carla (when he hears a noise in the gallery – Izzy coming in)
- 4 To Ben (when she sees the price on the photo of her in the park)
- 5 To Ben (to explain why she has come)
- 6 To Ben (so that she can explain what she wants to talk about)
- 7 To Ben (when she leaves after Izzy's arrival. She is clearly upset.)

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 My pleasure.
- 2 Trust me.
- 3 Cheers! Thanks for all your help today.
- 4 Well, you can take your pick.
- 5 Maybe you could take a new one, especially for me.

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?

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

Elicit some feedback from the class.