

- G** passive (all tenses)
V cinema
P regular and irregular past participles

Lesson plan

The topic of this lesson is the cinema. The lesson begins with a video, which shows clips about five films which introduces cinema vocabulary. This is followed by a reading text about working as an extra in a film. This provides the context for revision and extension of the passive forms. Past participles are then focused on in Pronunciation.

In the second half of the lesson, Sts listen to the true story of a young Polish student who, by chance (and because of her excellent English), got to work for a world-famous film director. Film language is then put into practice in a questionnaire where Sts talk about their own cinema preferences and experiences. Finally, in Writing, Sts write a description of a film they would recommend.

Video material

Vocabulary – cinema
 Pronunciation – regular past participles
 Pronunciation – irregular past participles

More materials

For teachers

Photocopiables

Grammar passive (all tenses) p.171
 Communicative Film quiz p.200 (instructions p.184)
 Vocabulary Cinema p.223 (instructions p.212)

For students

Workbook 6A

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

When was the last time you went to the cinema?
What do you think are the advantages of seeing a film in the cinema rather than on a device or a TV?
Do you think cinemas will still exist in ten years' time?
 Get Sts to ask and answer the questions in pairs.
 Get some feedback from various pairs.

1 VOCABULARY cinema

a Books open. In this video Sts will see five clips of famous directors and actors on the red carpet or being interviewed. They need to identify the type of film the people are promoting.

Focus on the task and the photo. Check Sts know the meaning of the five film types. Elicit ideas for what the film in the photo is and what genre it is, and if they know anything more about it, but don't tell them if they are right or not.

Then play the video for Sts to watch and match each clip to a type of film.

Check answers. Ask Sts if they recognize any of the films, actors or directors.

ANSWERS

- 1 an animation (*Pinocchio* with Guillermo del Toro, and some of the actors who voiced the characters)
- 2 a musical (*West Side Story* with director Steven Spielberg)
- 3 a western (*The Power of the Dog* with actor Benedict Cumberbatch)
- 4 a biopic (*The Theory of Everything* with actors Eddie Redmayne, Felicity Jones, and Stephen Hawking, the subject of the biopic)
- 5 a science fiction film (*Star Wars The Rise of Skywalker* with the robots C-3PO and R2-D2 and Daisy Ridley)

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

b Tell Sts to go to **Vocabulary Bank Cinema** on p.167.

Vocabulary notes

You could tell Sts that *film* and *movie* mean the same thing, but *movie* is more common in American English.

Kinds of film

You might want to tell Sts that nowadays a lot of people simply say *a sci-fi (film)* instead of *a science fiction film*.

You could point out that the term 'drama' on its own is a general term. If you want to be precise, you can say *crime drama*, *courtroom drama*, *period drama*, etc.

People and things

You may also want to teach *a prequel* (a film set before another film, e.g. *The Phantom Menace* is a prequel to the main *Star Wars* films).

You could point out that *a set* is also the scenery used for a film or play.

Verbs and verb phrases

Elicit / Explain the meaning of the phrase *be on* (= being shown on TV or at the cinema), e.g. *What's on TV tonight?*
What's on at the cinema at the moment?

Focus on **1 Kinds of film** and get Sts to do **a** individually, in pairs, or in small groups.

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

Check answers.

6.1

Cinema, 1 Kinds of film

4 an action film	3 a horror film	12 a thriller
11 an animation	2 a musical	5 a war film
10 a biopic	6 a rom-com	9 a western
1 a comedy	8 a science fiction	
7 a period drama	film	

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Now focus on **Activation** and get Sts, in pairs, to name a film for each kind of film in **a**.

Elicit answers from the class, making sure Sts pronounce the film types correctly.

Now ask a few Sts what kinds of film they like and dislike, and why.

EXTRA IDEA Write these adjectives on the board: exciting funny moving scary violent. First, check Sts know the meaning of the adjectives. Then model and drill their pronunciation. Put Sts in pairs and get them to match the kinds of film in **a** to the adjectives. Elicit some answers.

ANSWERS

exciting: a science fiction film, an action film, a horror film, a thriller, a war film, a western
funny: an animation, a comedy, a musical
moving: a drama, a historical film, a war film
scary: an action film, a horror film, a thriller
violent: an action film, a historical film, a horror film, a thriller, a war film, a western

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

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

🔊 6.2

2 People and things

- 1 cast
- 2 star
- 3 soundtrack
- 4 plot
- 5 scene
- 6 audience
- 7 sequel
- 8 special effects
- 9 trailer
- 10 script
- 11 extra
- 12 subtitles
- 13 review
- 14 set
- 15 prop
- 16 critic

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 definitions and look at the words to see if they can remember the meanings.

Finally, focus on **3 Verbs and verb phrases** and get Sts to do **a** individually or in pairs.

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

🔊 6.3

3 Verbs and verb phrases

- 1 *E is based on* means 'an adaptation of a true story'.
- 2 *A is set in* means 'is situated in that place, at that time'.
- 3 *B is directed by* means 'he is the director'.
- 4 *C plays the part of* means 'this is his role in the film'.
- 5 *F was shot on location* means 'was filmed outside the studio'.
- 6 *D is dubbed* means 'the words are spoken in another language'.

Now, in **Activation**, tell Sts to cover sentences 1–6 and look at A–F to see if they can remember the verbs and verb phrases. They should try to think of another film for each sentence.

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Vocabulary** photocopiable activity.

c Put Sts in pairs and get them to discuss the difference between the pairs of words and phrases in 1–6.
 Check answers.

ANSWERS

- 1 **a plot** = the story of a film
a script = the words of a film
- 2 **a musical** = a film in which part or all of the story is told using songs and often dancing
a soundtrack = the music from a film that people can buy
- 3 **the cast** = all the people who act in a film
the stars = the most important actors in a film
- 4 **a dubbed film** = a film where the original speech has been replaced with words in another language
a film with subtitles = a film where the words that are said appear on the screen (in the same or a different language)
- 5 **the set of a film** = the place where a film is being shot
the film was set in... = the story of the film was situated in that place and at that time
- 6 **a critic** = a person who writes about films, books, restaurants, etc. (for the press)
a review = an article which gives an opinion about a film, a book, a restaurant, etc.

2 READING identifying positive and negative connotation

a Focus on the task and photo as a class, making sure Sts know what an *extra* is (= a person who is employed to play a very small part in a film, usually as a member of a crowd).

Now put Sts in pairs and get them to think of two positive and two negative things about being an extra.

Elicit some ideas and write them on the board.

b Tell Sts to read the article and find out if their ideas from **a** are mentioned. They must also decide if 1–8 are positive, negative or both.

Check answers.

ANSWERS

1 N 2 N 3 N 4 P 5 N 6 P 7 P 8 B

c Tell Sts to read the article again and choose the best options for 1–6. Make sure they understand all the lexis. Get Sts to compare with a partner, and then check answers.

ANSWERS

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

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

d Do this as a whole-class activity.

Then, with a show of hands, find out how many Sts would like to be an extra. Ask a few Sts why, and then find out from others why they wouldn't want to be an extra.

EXTRA IDEA Elicit whether any Sts have been an extra, or know somebody who has been one.

3 GRAMMAR passive (all tenses)

a Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, check answers.

ANSWERS

- 1 present continuous 2 infinitive 3 past simple
4 past continuous 5 present simple 6 present perfect

b Tell Sts to go to **Grammar Bank 6A** on p.150.

Grammar notes

If your Sts previously used *English File* Pre-intermediate, they will already have had an introduction to the passive, although only in the present and past tenses.

The form of the passive (*be* + participle) is quite straightforward, and the easiest way to approach this grammar point is to emphasize that there are two ways of saying the same thing (active and passive), but with a different emphasis or focus.

Depending on your Sts' L1, it may be worth pointing out that we often use the passive in sentences like *These cars are made in Korea*, *Rice is grown in this area*, where some languages use an impersonal subject. Some contrasting with their L1 may help Sts to see when to use the passive.

Some typical mistakes include:

- using the active instead of the passive, e.g. *The tickets sell at a newsagent's*.
- problems of form, e.g. leaving out the verb *be* or not using the participle correctly
- thinking they always have to use *by (somebody)* when they make a passive sentence

Focus on the example sentences and play audio  6.4 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 are being made 2 inspired 3 hasn't been inhabited
4 is set 5 will be shot 6 aren't recording 7 wasn't being used
8 has transformed 9 hadn't owned 10 was taken
b 1 are subtitled 2 was written by García Márquez 3 is being repaired
4 hasn't been released yet 5 won't be finished
6 have to be collected 7 hadn't been told 8 was directed by Damien Chazelle
9 has already been recorded 10 was being interviewed

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar** photocopiable activity.

4 PRONUNCIATION regular and irregular past participles

Pronunciation notes

Regular participles

You could remind Sts that the pronunciation of regular past participles is the same as the regular past simple. There are three pronunciations of *-ed*:

- 1 *-ed* is pronounced /t/ after verbs ending in unvoiced sounds, e.g. /k/ *looked*, /p/ *hoped*, /f/ *laughed*
- 2 *-ed* is pronounced /d/ after verbs ending in voiced sounds, e.g. /v/ *arrived*, /dʒ/ *changed*, /l/ *failed*
- 3 *-ed* is pronounced /ɪd/ after verbs ending in /t/ *hated* or /d/ *decided*

The most important of these three sounds for Sts to get correct is the third. If Sts mix up the first two sounds, it's unlikely to cause problems with understanding, but you may want to focus on accurate pronunciation with your Sts. If you do, it will be helpful to explain the difference between voiced and unvoiced sounds. Voiced sounds are made in the throat by vibrating the vocal cords. You can demonstrate this by getting Sts to hold their hand against their throat – they should feel a vibration when making a voiced sound. Unvoiced sounds have no vibration.

Irregular participles

The pronunciation of irregular past participles can be difficult for Sts because they show many of the irregularities associated with sound–spelling relationships in English. Encourage Sts to be sure they know how to pronounce irregular participles when they learn them – this is especially important, as many of the most common verbs in English are irregular.

- a Focus on the three sounds and the three groups of regular past participles.
Give Sts time to match the groups of verbs to the sound pictures.
- b  Play the video for Sts to watch and check.
Check answers.

ANSWERS

- 1 /d/ filmed, used, dubbed, subtitled
2 /t/ finished, released, based, looked
3 /ɪd/ recorded, directed, situated, acted



See sounds and words in Student Book on p.59

Now play the video again, pausing after each group of words for Sts to listen and repeat.

- c  Play the video for Sts to watch and repeat the irregular past participles in groups.
- d Sts answer the questions individually or in groups.
Check answers by focusing on the first pair. Ask Sts how both words are pronounced and elicit *same* or *different*. Refer Sts back to the video and elicit the vowel sound word for *paid* (= *train*) and *said* (= *egg*). Do the same for the remaining pairs. Then play the video again for Sts to watch and check.

ANSWERS

paid /peɪd/ – said /sed/ = D
grown /grəʊn/ – known /nəʊn/ = S
done /dʌn/ – gone /ɡɒn/ = D
bought /bɔ:t/ – caught /kɔ:t/ = S
written /'rɪtɪn/ – driven /'drɪvn/ = S



See verbs in Student Book on p.59

Finally, play the video again 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.

- e  6.5 Focus on the instructions and the example. Make sure Sts understand that they must keep the same tense, but change the sentence to the passive tense.
Play the audio, pausing after each sentence for Sts to listen and form the passive.

6.5

- 1 They shot the film in Poland. The film (*ping*) The film was shot in Poland.
- 2 They speak English here. English (*ping*) English is spoken here.
- 3 They didn't employ me. I (*ping*) I wasn't employed.
- 4 He wrote his first book when he was twenty. His first book (*ping*) His first book was written when he was twenty.
- 5 They do the work by hand. The work (*ping*) The work is done by hand.
- 6 He drew this picture in the fifteenth century. This picture (*ping*) This picture was drawn in the fifteenth century.
- 7 They record the music in a studio. The music (*ping*) The music is recorded in a studio.
- 8 They don't use this office any more. This office (*ping*) This office isn't used any more.

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

5 LISTENING focusing on content words for note-taking

a Do this as a whole-class activity.

ANSWER

They were all directed by Steven Spielberg.

! Don't ask Sts if they have seen any of the films as they will be doing this in **b**.

b Focus on the instructions. You could do this as a whole-class activity, or get Sts to read about the film and then, in pairs, answer the questions.

Find out, with a show of hands, how many Sts have seen *Schindler's List*. Then ask individual Sts if they liked it. Now ask some of the Sts who haven't seen the film if they would like to see it.

Finally, ask the class if they have seen any other Spielberg films and what they thought of them.

POSSIBLE ANSWERS

See films in **a** and *Saving Private Ryan*, *Minority Report*, *War Horse*, *Bridge of Spies*, *The Post*, *Ready Player One*

c 6.6 Focus Sts' attention on the photos and the task. Get Sts to quickly discuss the questions in pairs.

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

This interview is with a Polish woman, Dagmara, who became Steven Spielberg's interpreter when he was making the film *Schindler's List*.

Play **Part 1** of the interview for Sts to listen and check.

Check answers. You could tell Sts that the music they heard at the beginning of the audio is from the soundtrack of the film *Schindler's List*.

ANSWERS

They were on the set of *Schindler's List*. Dagmara was interpreting for Spielberg.

6.6

(script in Student Book on p. 134)

I = interviewer, D = Dagmara

Part 1

I So tell me, how did you get involved in the film, Dagmara?

D Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time, studying English. And the film company set up their production office here three months before they started shooting the film, and I got a job there as a production assistant, preparing and translating documents and the script.

I But how did you get the job as Steven Spielberg's interpreter?

D Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited, too. When I arrived at the party, the Polish producer of the film came up to me and said, 'The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech.'

I How did you feel about that?

D I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job, though, because soon afterwards Spielberg came up to me to say thank you, and then he said, 'I'd like you to be my interpreter for the whole film.' I was so stunned I had to pinch myself to believe that this was happening to me.

d Tell Sts they are now going to listen to the first part of the interview again and they must mark the sentences *T* (true) or *F* (false). Give them time to read 1–6. Remind them to correct the false ones.

Play the audio once the whole way through.

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

Check answers.

ANSWERS

- 1 F (She was a **student**.)
- 2 T
- 3 F (It was a party for **all the actors and the crew**.)
- 4 F (The interpreter **couldn't** come.)
- 5 F (She drank **a couple of glasses**.)
- 6 T

e 6.7 Focus on the **Making notes** box and go through it with the class.

Now tell Sts they are going to listen to three extracts from **Part 2** of the interview and they must complete the gaps. Point out that the first one (*film*) has been done for them.

Give Sts time to read 1–3.

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

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

Check answers.

6.7

- 1 I had to go to the **film set every day** and **translate** Spielberg's **instructions** to the Polish **actors**, and also to the **extras**.
- 2 It was **really exciting**, and I often felt as if I was a **director myself**.
- 3 The **worst thing** was when we had to **shoot a scene again** and **again** because Spielberg thought it **wasn't exactly right**.

f 6.8 Tell Sts they are now going to listen to the whole of **Part 2** of the interview. They need to listen and make notes for questions 1–6.

Give Sts time to read the six questions, and make sure they understand them. Remind them that they need to write key words and not full sentences.

Play the audio once the whole way through.

6.8

(script in Student Book on p.134)

Part 2

I So what exactly did you have to do?

D I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.

I So, was it a difficult job?

D Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as sixteen times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right, and Spielberg started shouting at me because he was stressed. Eventually we got it right, and then he apologized and I cried a little, because I was also very stressed – and after that, it was all right again.

I So, was Spielberg difficult to work with?

D Not at all. I mean, he was very demanding – I had to do my best every day – but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.

I Did you ever get to be an extra?

D Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one, I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my 'acting career'. I still have the photos of me looking like a girl from the forties, though!

I Have you ever worked with Spielberg again?

D Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me to come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so, in the end, I decided not to go.

I Do you regret it?

D Not at all. I had my moment, and it was unforgettable, but that was it!

g Get Sts to compare notes with a partner, and then play the audio again.

EXTRA SUPPORT Elicit the key words before Sts answer the questions in full in **h**.

POSSIBLE KEY WORDS

- 1 16 times; think, my fault, nervous
- 2 stressed; apologized; cried a little; all right again
- 3 demanding; really nice, like a daughter; freezing on set; warm coat, gloves
- 4 party scenes; one scene, didn't make final cut; other scene, tripped, twisted ankle, in pain
- 5 interpret, premiere, *Schindler's List*, Poland
- 6 work, production assistant, next movie, Hollywood; not at all

h Now put Sts in pairs and get them to answer questions 1–6 in **f** with full sentences, using their notes. Check answers.

ANSWERS

- 1 Some scenes were repeated 16 times. It made Dagmara think it was her fault and it made her nervous.

- 2 Spielberg started shouting because he was stressed. Later he apologized. She cried a little, then it was all right again.
- 3 He was demanding, but he was really nice. He treated her like a daughter. When it was freezing on set, he made sure she had a warm coat and gloves.
- 4 She was going to appear in two party scenes, but one scene didn't make the final cut, and before the other scene, she tripped, twisted her ankle, and was in so much pain that she couldn't take part in the filming.
- 5 Yes, she interpreted at the premiere of *Schindler's List* in Poland.
- 6 He offered her work as his production assistant for his next movie in Hollywood. No, not at all.

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

i Do the questions as a whole-class activity.

6 SPEAKING

a Focus on the cinema interview and quickly go through the questions.

Give Sts time to think about what they are going to say.

b Put Sts in pairs and tell them to take turns to interview each other to find out if they have similar tastes.

Emphasize that they should give and ask for as much information as they can.

Get some feedback.

EXTRA IDEA If there's time, you could get the class to interview you.

7 WRITING a film review

Tell Sts to go to **Writing Bank 6** on p.125.

a Focus on the film title and, with a show of hands, find out how many Sts have seen it. Don't ask any questions about the film or Sts' opinions, as they will be doing this later.

Then elicit / explain the meaning of *classic* in the title (= something that is accepted as being of very high quality and one of the best of its kind).

Now tell Sts to read the film review and answer the question.

Check the answer.

ANSWER

The message is that you don't have to be perfect for people to love you.

b Tell Sts to read the review again, paying particular attention to layout. They must match paragraphs 1–4 to the topics, and then answer the question.

Check answers.

ANSWERS

- | | |
|-----------------------|------------------|
| 1 general information | 3 the plot |
| 2 setting | 4 recommendation |

The present simple is used to talk about the plot.

c Focus on the **Making a paragraph plan** box and go through it with the class.

Now tell Sts to match the items in the list to the correct topics in **b**. Sts could work individually or in pairs.

Check answers.

EXTRA SUPPORT Do the first one as a class.

ANSWERS

the plot: what the story is about, the ending

general information: the type of film, the director, the stars, any prizes it won

recommendation: reasons you like it

setting: when and where the story takes place, where it was filmed

- d** Tell Sts to look at the highlighted phrases in the review and then complete sentences 1–6.

Check answers.

ANSWERS

1 was directed by

2 takes places in

3 is based on

4 stars

5 is set in

6 is about

7 was filmed in

8 I strongly recommend

- e** Now tell Sts they are going to write a similar film review for a film they would recommend. They should plan four paragraphs, and make notes about the topics in **c**. Remind them that they can use the **Vocabulary Bank Cinema** on *p.167* to help them.
- 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 description, e.g. 15–20 minutes.
- g** Sts should check their work for mistakes before giving it in.

- G** modals of deduction: *might, can't, must*
V the body
P diphthongs

Lesson plan

The overall topic of this lesson is the image that people give of themselves to the world, both on social media and in person, and how we tend to judge people at first sight, according to their appearance.

The lesson begins with an article about what people's profile photos on social networking sites say about them. This is followed by a short speaking activity with Sts interpreting their own profile photo and those of friends and family. This leads to the grammar of modals of deduction, which is presented through a conversation about a photo. Finally, Sts make some deductions about four famous people and then watch a video to see if their deductions are correct.

In the second half of the lesson, Vocabulary focuses on the body and verbs related to parts of the body, like *touch* and *point*. Pronunciation looks at diphthongs (combinations of two vowel sounds). In Reading and Listening, Sts read an article about a journalist who met a charisma coach, and then they listen to what happened when the coach followed the journalist for a couple of days, and the tips he gave him. The lesson finishes with a video about a personal stylist.

Video material

Grammar – modals of deduction
 Vocabulary – the body
 Pronunciation – diphthongs
 Listening – *A day with a personal stylist*

More materials

For teachers

Photocopiables

Grammar modals of deduction: *might, can't, must* p.172
Communicative Who do you think they might be? p.201 (instructions p.184)
Vocabulary The body p.224 (instructions p.213)

For students

Workbook 6B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise the difference between *look* and *look like* by asking Sts to complete these sentences with the correct form of either verb:

- 1 Do you _____ your mother or your father?
- 2 You _____ very tired. Are you OK?
- 3 Your grandmother _____ very young for her age. She doesn't _____ 70!
- 4 Jack _____ a rugby player – he's enormous.
- 5 'What _____ Mark's wife _____?'
'She's quite tall, with very long, dark hair.'

ANSWERS

- 1 look like 2 look 3 looks, look 4 looks like
 5 does, look like

Ask Sts if they can remember the grammatical difference between *look* and *look like* (*look* is followed by an adjective, and *look like* by a noun).

1 READING & SPEAKING interpreting visual information

- a** Books open. Focus on the title of the lesson, *In the picture*, and elicit its literal meaning as well as the idiom *be in the picture* (= be involved in a situation or have the information you need in order to understand a situation).

Now focus on the questions and make sure Sts understand them, especially *profile photo*.

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

Get some feedback.

- b** Focus on the instructions and check Sts know what a *life coach* is (= a person who is employed by somebody to give them advice about how to achieve the things they want in their life and work).

Now focus on the photos and elicit Sts' opinions as to the meaning of why the people have chosen these particular photos.

- c** Focus on the task and headings A–F. Make sure Sts know the meaning of the verb *pose* (= to sit or stand in a particular position in order to be photographed). Model and drill its pronunciation /pəʊz/.

Then give Sts time to read the article and match the types of photo 1–6 in **b** to their meanings A–F.

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

ANSWERS

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

- d** Tell Sts to read the article again and find the information for 1–6 in the text.

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

ANSWERS

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

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

- e** Focus on the questions and make sure Sts know the meaning of *interpretation* (= explanation).

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

Get some feedback from various pairs. If you have a profile photo, you could tell Sts which type you are and whether you agree with the interpretation.

EXTRA IDEA Get Sts to use their phones to look at the profile photos of family members or friends. This will help them to discuss the last question.

2 GRAMMAR modals of deduction: *might, can't, must*

- a** 6.9 Focus on the instructions, and give Sts time to read the conversation and look at the photo.

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

ANSWERS

1 must 2 might 3 can't 4 could

6.9

See conversation in Student Book on p.63 and answer key

EXTRA SUPPORT Write the missing words in random order on the board, e.g. *can't, could, might, must*.

b Focus on the task and point out that the first one (*might*) has been done for Sts. Get them to answer the questions individually or in pairs.

Check answers.

ANSWERS

1 could 2 must 3 can't

c Tell Sts to go to **Grammar Bank 6B** on p.151.

Grammar notes

Sts are already familiar with these modal verbs in other contexts, e.g. *may / might* to express a possibility (e.g. *I might go*), *must* for obligation (e.g. *You must wear a seat belt*), and *can't* for permission (e.g. *You can't take photos in the museum*). Here the same modal verbs are used in a different way to speculate and make deductions.

Although these verbs are used with *be* in the presentation, they can be used with any verb, e.g. *She must have a lot of money, as she wears very expensive clothes*.

The most typical mistakes include:

- using *mustn't* instead of *can't* for something that's impossible, e.g. *It mustn't be true*. (This would be considered wrong in British English, but is acceptable in American English.)
- using *can* instead of *might / may* for a possibility, e.g. *I think he's speaking Spanish, so he can be Spanish or South American*.

Focus on the example sentences and play audio

6.10, 6.11, and 6.12 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 I 2 J 3 A 4 C 5 H 6 B 7 F 8 E 9 G

b 1 must 2 might not 3 must 4 can't 5 might 6 must
7 might not 8 can't 9 might 10 can't

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar** photocopiable activity.

d Focus on the instructions and the photos, and make sure Sts understand what they have to do. Tell Sts that all the facts are true about one of the four people. Point out that they don't have to use all the phrases in the list – they should just choose the ones they want, and they can use them more than once.

Give Sts time to make deductions orally or to write them down.

Elicit some deductions about each photo, but don't tell Sts if they are right or not.

EXTRA SUPPORT Focus on the first photo and make the deductions as a whole-class activity.

e In this video Sts will find out who the four people in **d** are.

Play the video once. If Sts wrote their deductions, tell them to tick or cross their deductions.

Then play it again. Pause after each person. Find out if any Sts made correct deductions, and elicit as much information about them as possible. Sts might be interested to know that Deshun Wang started to learn English when he was 44.

ANSWERS

See video script



Dominic McVey was born in London in nineteen eighty-five. When he was thirteen, he set up a business importing micro-scooters from the USA into the UK. The business grew, and by the age of fifteen, he was Britain's youngest millionaire. In two thousand and nine, he was named one of Britain's most influential business people in the *Sunday Times* 'Top thirty power players under thirty'. His business interests now include fashion, music, media, and cosmetics. He has also set up several businesses in Kenya, Ethiopia, and Ghana. In twenty twenty-two, he was awarded an MBE for his services to development in Africa. He is now a professor at the University of Trinity St David's in Wales.

Deshun Wang was born in nineteen thirty-six, in Shenyang in China. When he was in his twenties, he became an actor and performed in many Chinese films over the following decades. At the age of seventy-nine, he started to work as a model, and is now known as 'the world's hottest grandpa'. In twenty seventeen, he became brand ambassador for Reebok. He is still incredibly fit and enjoys ice skating!

Luz Acosta was born in Guaymas in north-west Mexico in nineteen eighty. She started weightlifting as a teenager and was soon competing for her country. She took part in the Olympics in Beijing in two thousand and eight, where she came eighth. After that, she competed in the London Olympics in twenty twelve, where she came sixth. However, some years later, the gold and silver medallists were found to have had positive doping tests, and in twenty seventeen, she was awarded the bronze medal. She was sad that she was never on the podium, but happy to be an example for clean competition.

Maggie Aderin-Pocock was born in London. Her parents were Nigerian. As a child, she told her teachers that she wanted to be an astronaut, but they told her she should try nursing. However, she studied Physics at university in London and became a space scientist. Since twenty fourteen, she has presented the popular TV astronomy programme *The Sky at Night*. She has several honorary degrees and has won many awards, including the gold medal in the Physics News Award and the Sky Women in Film and Television award. In twenty three, Mattel created a Barbie doll of Aderin-Pocock to celebrate International Women's Day.

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.

3 VOCABULARY the body

a Focus on the photo and instructions. Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, elicit the parts of the body Sts can name.

ANSWERS

1 eye 2 nose 3 ear 4 finger 5 tooth (teeth) 6 hand
7 mouth (lips) 8 neck

b Tell Sts to go to **Vocabulary Bank The body** on p.168.

Vocabulary notes

Parts of the body

Highlight the difference between *fingers* and *toes* – in some languages, the same word is used for both.

Verbs related to the body

All the verbs are regular except for *bite* (*bite* /baɪt/, *bit* /bɪt/, *bitten* /'bɪtən/). You may want to point out that *smell* can be regular or irregular (*smelled* or *smelt*).

Focus on **1 Parts of the body** and get Sts to do **a** individually or in pairs.

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

6.13

The body, 1 Parts of the body

6 arms	5 hands	12 shoulders
8 back	2 head	10 stomach
21 chin	18 knees	11 teeth
15 ears	16 legs	20 thumb
13 eyes	22 lips	3 toes
9 face	1 mouth	19 tongue
7 feet	4 neck	
14 fingers	17 nose	

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. Highlight the irregular pronunciations of *stomach* /'stʌmək/ and *tongue* /tʌŋ/, and the silent *k* in *knees*.

EXTRA SUPPORT Get Sts to cover the words, look at the photos, and test themselves or a partner.

Focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** point to a part of their body for Sts **B** to name. Make sure they swap roles.

Finally, focus on the **Possessive pronouns with parts of the body** box and go through it with the class.

Now focus on **2 Verbs related to the body** and get Sts to do **a** individually or in pairs. Remind them to put the verb in the correct form.

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

Check answers.

6.14

2 Verbs related to the body

- 1 Don't be frightened of the dog. He won't **bite**.
- 2 Jason **kicked** the ball too hard and it went over the wall into the next garden.
- 3 Mmm! Something **smells** delicious! Are you making a cake?
- 4 The stranger **stared** at me for a long time, but he didn't say anything.
- 5 Can you **taste** the sauce? I'm not sure if it needs more salt.
- 6 My dog always comes back when I **whistle**.
- 7 Don't **touch** the oven door! It's really hot.
- 8 The audience **clapped** when I finished singing.
- 9 The teacher suddenly **pointed** at me and said, 'What's the answer?' I hadn't even heard the question!
- 10 He's a very serious person – he never **smiles**.
- 11 Everybody **noded** in agreement when I explained my idea.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Point out the silent *t* in *whistle*.

EXTRA SUPPORT Elicit which parts of the body you use for each verb.

ANSWERS

bite: teeth **smile:** mouth / lips
clap: hands **stare:** eyes
kick: feet **taste:** tongue
nod: head **touch:** hands
point: finger **whistle:** lips
smell: nose

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Vocabulary** photocopiable activity.

c In this video Sts will see eight clips of people doing actions that involve different parts of the body. They need to say what the people are doing and which part of their body they are using.

Focus on the task and photo in **a**, and ask Sts what the woman is doing (*She's biting an apple.*) and what she is using to do it (*She's using her teeth.*).

Play the video and tell Sts to just watch. Then play it again and pause during each clip for Sts to write down the verb and the part of the body.

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

ANSWERS

- 2 They're clapping. They're using their hands.
- 3 She's smelling roses. She's using her nose.
- 4 She's smiling. She's using her mouth.
- 5 He's whistling. He's using his lips.
- 6 He's pointing. He's using his finger.
- 7 He's kicking a ball. He's using his foot.
- 8 She's tasting food. She's using her tongue.

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

EXTRA IDEA Tell Sts you are going to give them some instructions and they must act out what they are told to do: *Clap your hands. Stare at the person next to you. Point at the board. Nod your head. Whistle a tune. Touch your chair. Smile.*

4 PRONUNCIATION diphthongs

Pronunciation notes

Diphthongs consist of two short vowel sounds which are combined to make one longer sound. The most common problem for Sts is that they may not make the sound long enough, or may pronounce it as just one sound.

- a Focus on the task and get Sts to say the sounds aloud. Elicit some ideas about the question, but don't tell Sts if they are right or not.
- b  Play the video for Sts to watch and check their answer to **a**, and hear all the diphthongs. Tell Sts to focus on the mouth position. Check the answer.

ANSWER

Because they are a combination of two vowel sounds.



What are diphthongs?

Diphthongs are a combination of two short vowel sounds.

For example, the /e/ sound and the /ɪ/ sound, said together, make the longer /eɪ/ sound.

train /eɪ/, *bike* /aɪ/, *phone* /əʊ/, *owl* /aʊ/, *chair* /eə/

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

- c In pairs or individually, Sts put the words in the list in the correct columns in **a**. This exercise recycles words from **Vocabulary Bank The body** which have diphthongs.
- d  **6.15** Play the audio for Sts to listen and check. Check answers.

6.15

- 1 **train** /eɪ/ face, taste
- 2 **bike** /aɪ/ bite, eyes, smile
- 3 **phone** /əʊ/ nose, shoulders, throw, toes
- 4 **owl** /aʊ/ mouth
- 5 **chair** /eə/ hair, stare

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

Now focus on the six phrases and elicit / explain what *a Roman nose* is (= a nose with a bump at the top).

In pairs, Sts now practise saying the phrases.

Finally, get individual Sts to say them.

EXTRA SUPPORT Read each phrase first and get Sts to repeat after you. Then put Sts in pairs and get them to practise saying the phrases.

5 READING & LISTENING checking assumptions

- a Read the definition of *charisma* as a class and make sure Sts understand it. Model and drill the pronunciation. Find out if Sts know any public figures who they think have charisma.
- b Focus on the instructions and make sure Sts know what the two jobs are. Elicit from the class who they think is who and why, but don't tell Sts if they are right or not. Point out to Sts that *Danish* is an Indian name and is pronounced /dɑːnɪʃ/.

- c Before Sts read the article, you could focus on the title, *Can you learn how to be charismatic?*, and point out that *charismatic* is the adjective and is pronounced /kærɪz'mætɪk/. Model and drill its pronunciation. Tell Sts to read the article to find the answer to **b** and then to answer questions 1–4. Check answers.

ANSWERS

The charisma coach is Danish Sheikh.

- 1 He's worked with Microsoft, Yahoo, and the BBC.
- 2 Yes – he charges £150 an hour, and plenty of people are paying.
- 3 He followed Colin everywhere and watched how he behaved, because Colin is going to be his student.
- 4 He can't make conversation, he has negative body language, he doesn't smile enough, and he seems bored when he's talking to people.

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

- d Focus on the instructions and tell Sts, in pairs, to tick the things they think a charismatic person does. Elicit from various pairs what they have ticked.
- e  **6.16** Tell Sts they are going to listen to Colin talking about what he learns and they must check their answers to **d**. Now play the audio once the whole way through. Get Sts to compare answers with a partner. Play the audio again if necessary, and then check answers.

ANSWERS

A person with charisma does 1, 2, 5, 6, 7, and 10.

6.16

(script in Student Book on p.135)

Danish Sheikh tells me that people with charisma do two basic things. They project their own personality, but at the same time, they also make other people feel important. Sheikh's lessons are designed to help me to do both of these things, and in the next forty-eight hours I learn a lot.

Projecting your own personality is difficult to learn. Nobody likes people who talk about how fantastic they are, but nobody remembers people who don't say anything about themselves. Sheikh says the solution is to talk about yourself enough, but not too much.

People with charisma also feel confident. Sheikh gives me advice to help me feel more confident, for example, before I walk into a meeting or a party. He tells me to remember a time in the past when I was successful. This positive memory will stop me from feeling afraid or anxious.

Body language is also important. We practise it together, including how to stand like a gorilla, with your feet apart and your arms wide – this shows that you're an important person. Sheikh also tells me how to enter a room. You have to have your chin up and your shoulders back. He tells me to make eye contact with the people I'm talking to, but not for too long – maximum four seconds – it's important not to stare. We also study hand gestures – you shouldn't use them too much.

Finally, conversation. I learn that it's important not to speak too fast or too slowly. You need to vary your speed to keep your listener's attention. But the most important thing of all is listening carefully. If you show interest in people, it makes them feel special. But if you're not really listening, the person you're talking to notices very quickly, so you need to make sure you really concentrate on what they're saying.

At the end of the two days, I have a practical test...

- f Tell Sts they are going to listen to Colin again, and this time, they must answer questions 1–4. Play the audio again the whole way through.

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

ANSWERS

- 1 Talk about yourself enough, but not too much.
- 2 Remembering a past success will help you to feel more confident.
- 3 You have to have your chin up and your shoulders back.
- 4 The person you're talking to notices very quickly.

g **6.17** Focus on the task and tell Sts to listen and complete 1–3.

Now play the audio once the whole way through. Get Sts to compare with a partner.

Play the audio again if necessary, and then check answers.

ANSWERS

- 1 talk to strangers.
- 2 giving him advice, e.g. make eye contact, don't cross your arms, etc.
- 3 understanding who you really are.

6.17

(script in Student Book on p.135)

At the end of the two days, I have a practical test. I go to a pub with Sheikh, and I have to talk to strangers. I start talking to people and it goes OK. I don't think English people really like it when a stranger starts speaking to them, but we laugh and I have some interesting conversations. Occasionally, Sheikh gives me advice. He reminds me to make eye contact with everyone I'm talking to, and tells me not to cross my arms – that kind of thing.

As we leave the pub, we shake hands. He says that the course has been good for me, and he gives me a thumbs-up. So, have I changed? Am I more charismatic? Not exactly – I'm never going to stand like a gorilla again, for example. But perhaps charisma is simpler than that, anyway; it's about understanding who you are better, and showing the best version of yourself.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.135, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

h Do this as a whole-class activity, getting all Sts to demonstrate the phrases.

You could repeat the activity, getting individual Sts to act out some of the phrases.

i Do this as a whole-class activity. You could also tell Sts what you think and if you would do a charisma course.

6 LISTENING understanding advice

a Focus on the task and make sure Sts understand the meaning of *outfit* (= a set of clothes that you wear together, e.g. trousers and a shirt) and *suits him best* (= he looks best in).

Either put Sts in pairs or do this as a whole-class activity.

Elicit with a show of hands which outfit Sts think suits Sam best.

b Tell Sts that they are going to watch a video about Sam, an actor, who has a session with Elin Mai, a personal stylist. Elicit / Explain the meaning of a *personal stylist* (= someone who advises people on what kind of clothes to wear for them to look good and feel more confident). Play the video once the whole way through. Check answers.

ANSWERS

Sam liked outfit 2 best because it was quite bold, he felt very smart, and he wouldn't normally wear clothes like that. He thought the experience was brilliant.



N = narrator, S = Sam, E = Elin

N *Sam Alexander is an actor. He lives in London. Today, he's going to visit a personal stylist, Elin Mai, at the Westfield Shopping Centre in Shepherd's Bush.*

S I thought my wardrobe was getting quite boring and I dress up a lot for my job as an actor. Sometimes I don't give any thought to my own wardrobe, so I was keen to sort of refresh things a bit and get a new opinion...Hi, Elin.

E Hello, Sam! Welcome!

S Thank you very much. Nice to meet you.

E Nice to meet you, too. Welcome to the Fashion Lounge.

S Thank you very much.

E I think having your unique personal style is something that's incredibly important to each and every individual. And everyone should ideally try and find their own personal style as well.

N *Before this session, Sam has filled in a questionnaire with everything from his sizes to his dress sense.*

E OK. Tell me how today came about...With every session, we sit down at the beginning and we have a chat about their questionnaire, so we go into a bit more depth...And then, we would ask them more questions about their lifestyle as well. Now the consultation usually lasts, you know, fifteen to twenty minutes, but the consultation actually continues throughout the session as well. So those little questions about their lifestyle – and I find out things about what they like and what they dislike, and about the shops that they've gone to in the past and about their relationship with clothes.

N *After Sam and Elin have visited a few shops, they return to the Fashion Lounge and Elin divides the clothes into four outfits.*

E Wow! What another entrance!

S So this is a staple – everyone should have one of these.

E Everyone should have a denim shirt.

S See, I haven't. Brilliant.

N *But which outfit does Sam like best? Outfit one...Outfit two...Outfit three...Outfit four...*

S Hmm, I think outfit two really, because it was quite bold. I felt very smart in it and I wouldn't have worn those kind of things.

N *So what are Elin's golden rules?*

E I would say my golden rules would be to look at your own wardrobe to begin with before even going shopping because without knowing what you've got, you can't go out and buy the right things.

N *Is there one item that Elin thinks everyone should have?*

E I do think that everyone should have a good pair of jeans in their wardrobe that fits them perfectly, that makes them feel good about themselves. Did you enjoy today?

S I did. It was absolutely brilliant. It exceeded my expectations. It was really great fun.

N *Although not everyone needs Elin's help, for Sam the day with a personal stylist has clearly changed his wardrobe and his attitude to it.*

E Take care.

S Thank you again. Bye.

E Bye!

c Focus on the instructions and give Sts time to read the list of items – point out the two sections.

Play the video again the whole way through for Sts to tick three items in each group.

Get Sts to compare with a partner, and then check answers. You may want to explain that we can use *wardrobe* to refer not just to the piece of furniture, but also to the clothes in it.

ANSWERS

What Elin needs to find out about Sam: what kind of lifestyle he has; where he usually shops for clothes; how he feels about clothes in general

Things Elin thinks are important: checking what you already own before going shopping for clothes; finding your own style; having a pair of jeans that makes you feel good

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 Discuss Elin's rules together as a class. You could also ask Sts if they would like to have a session with her, or with another personal stylist.

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

Video material

Can you understand these people? 5&6

More materials

For teachers

Oxford English Hub

Quick Test 6

File 6 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 lips / mouth 2 eyes 3 nose 4 hands 5 teeth
b 1 beat 2 court 3 get injured 4 scored 5 go
c 1 close 2 common 3 touch 4 got 5 fiancé
d 1 soundtrack 2 subtitles 3 special effects 4 star 5 scene
e 1 out 2 off 3 up 4 out 5 on

PRONUNCIATION

ANSWERS

c 1 booked /t/ 2 crowd /au/ 3 eyes /z/ 4 shoulders /əu/
5 world /ɜ:/
d 1 referee 2 review 3 spectators 4 director 5 colleague

CAN YOU understand this text?

ANSWERS

a The best exercise is the exercise that you will actually do.
b 1 B 2 E 3 C 4 A 5 F 6 G 7 D

▶ CAN YOU understand these people?

ANSWERS

1 c 2 c 3 a 4 b 5 a



1 Philomena

I = interviewer, P = Philomena

I Do you prefer doing sport or watching it?

P Probably doing it. I find watching it really boring.

I What sport do you do?

P Er, I don't do a lot. I'd say I don't mind tennis, swimming in variation, depends on the weather.

I What sports do you most like watching?

P If I had to watch one, I like the rhythmic gymnastics or the diving, like for example at the Games, when they're on TV.

I Why do you like them?

P I think because they're kind of like a dance, it's like a routine, it's very graceful. It's not as rough a sport.

2 Rachel

I = interviewer, R = Rachel

I Do you know anyone who has gone out with someone they met online?

R I know lots of people who've gone out with people they've met online.

I How did it work out?

R A couple of people are married, for some of them they're still with the other person, and for a lot of them it didn't work out.

3 Aileen

I = interviewer, A = Aileen

I Have you ever cheated in an exam?

A I have, yes.

I How did you cheat?

A I wrote the answers in a tissue and put it in my pocket and then went to the bathroom to read the answers that I'd written down.

I Were you caught?

A No.

4 Coleen

I = interviewer, C = Coleen

I What's your favourite film of all time?

C That has to be the *Lord of the Rings* trilogy. I've read the books I have no idea how many times. I absolutely adored the films.

I How many times have you seen them?

C No idea, but probably getting on for ten times.

I Why do you like them so much?

C Part of that I think is because I never expected them to be made into films because they're just so huge in scale. Um, and I think the CGI is amazing on them, and the characters, the casting is brilliant, so the whole thing really is just amazing.

5 Miranda

I = interviewer, M = Miranda

I Do you have a profile photo?

M Yes, I have a profile photo on my Facebook, and Instagram, and Twitter.

I What is it?

M The photo, the profile photo on my Facebook page is of me and my husband in Las Vegas on our anniversary.

I Why did you choose it?

M Um, my make-up looked good.