

- G** first conditional and future time clauses + *when, until*, etc.
V education
P the letter *u*

Lesson plan

This lesson is about education and provides two different angles on the topic. The lesson begins with a vocabulary focus which revises and extends Sts' knowledge of vocabulary related to education. This is followed by a pronunciation focus on the letter *u*, and a speaking activity where Sts talk about their own education. Sts then read and listen to an educational experiment, which was televised, where 15 pupils and their teachers 'travel' through seven eras of British educational history. Sts then have a discussion on the differences between their parents' education and theirs, and the most recent changes in schools.

In the second half of the lesson, the context is exams; grammar – first conditional sentences and the use of the present tense in future time clauses – is presented through a video where a teenager, who is waiting for her results, is interviewed by a journalist. Sts then read an online forum where people discuss whether or not it's worth going to university, and also read about two people's contrasting experiences. Finally, Sts have a debate on various topics related to education.

Video material

Vocabulary – education

Grammar – first conditional and future time clauses (Parts 1–2, extracts)

More materials

For teachers

Photocopiables

Grammar first conditional and future time clauses + *when, until*, etc p.173

Communicative Three in a row p.202 (instructions p.185)

Vocabulary Education p.225 (instructions p.213)

For students

Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *school* on the board.

Ask Sts how many words they can think of to describe a kind of school, e.g. *primary*.

POSSIBLE ANSWERS

secondary, state, private, language, faith / religious, boarding

If your Sts suggest *public school*, tell them that this is a correct collocation; however, in the UK it doesn't refer to a school run by the government, which is a *state school*, but to a private school – usually a boarding school.

1 VOCABULARY education

- a** Books open. In this video Sts will see eight multiple-choice revision test questions. After Sts have seen the

questions and three possible answers, they have ten seconds to decide which answer is correct. Put Sts in pairs. Play the video for Sts to watch and choose their answers. Then play it again, pausing after each question to check answers.

ANSWERS

1 A 2 C 3 B 4 C 5 B 6 B 7 C 8 B

Find out which pair got the most answers correct.



OK everyone, here's your revision test. There are eight questions. Choose A, B, or C. Ready?

Question one: What year did the Second World War start?

A nineteen thirty-six, B nineteen thirty-nine, or C nineteen forty-five

Question two: Which country's longest river is called the Po?

A Mongolia, B Greece, C Italy

Question three: What's the square root of thirty-six?

A three, B six, C nine

Question four: What does OS stand for in computing?

A Output Software, B Online Security, C Operating System

Question five: Who discovered the law of gravity?

A René Descartes, B Isaac Newton, C Galileo Galilei

Question six: How many books are there in *The Lord of the Rings*?

A one, B three, C five

Question seven: In what part of the body is the tibia?

A the arm, B the back, C the leg

And finally, question eight: What's the most common chemical element on Earth?

A carbon, B hydrogen, C oxygen

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see 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.

- b** Tell Sts to complete each school subject. Then, they should see if they can remember the quiz question from the video for each school subject.

Finally, elicit the quiz question for each subject.

ANSWERS

- 1 history: What year did the Second World War start?
- 2 geography: Which country's longest river is called the Po?
- 3 maths: What's the square root of thirty-six?
- 4 computing: What does OS stand for in computing?
- 5 physics: Who discovered the law of gravity?
- 6 literature: How many books are there in *The Lord of the Rings*?
- 7 biology: In what part of the body is the tibia?
- 8 chemistry: What's the most common chemical element on Earth?

- c** **7.1** Play the audio for Sts to listen and check.

Check answers by eliciting the words onto the board. You may want to point out that in some schools they call computing *computer science*, and in others *information technology* or *IT*.

7.1

- | | |
|-------------|--------------|
| 1 history | 5 physics |
| 2 geography | 6 literature |
| 3 maths | 7 biology |
| 4 computing | 8 chemistry |

Now get Sts to underline the stressed syllable in each school subject.

Play the audio again for Sts to listen and check.

Check answers. Model and drill pronunciation, especially *geography* /dʒi'ɒɡrəfi/ and *literature* /'lɪtrətʃə/.

ANSWERS

See underlining in script 7.1

EXTRA CHALLENGE Get Sts to underline the stressed syllables as they complete the school subjects.

d Tell Sts to go to **Vocabulary Bank Education** on p.169.

Vocabulary notes

Highlight that in the British system, *grades* refers to the marks you get in exams when they are letters, not numbers, e.g. *He got a grade A in chemistry A level*. In the US system, *grade* can also refer to the year you are in, e.g. first grade.

In Scotland students take Highers, not A levels.

College also has different meanings in the two systems. In British English, a college is a place where people can study or receive vocational training after school, e.g. a secretarial college or a teacher training college. However, in the US system, *college* is synonymous with *university*.

A synonym of *head teacher* is *principal*.

Focus on **1 The school system in the UK and the US** and get Sts to do **a** individually or in pairs.

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

Check answers.

ANSWERS

- 2 nursery 3 secondary 4 state 5 private 6 boarding
7 pupils 8 students 9 head 10 terms 11 degree

7.2

See text in Student Book on p.169 and answer key

Sts now do **c** individually or in pairs.

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

Check answers.

ANSWERS

- 2 high 3 grades 4 kindergarten 5 twelfth grade
6 semesters 7 college

7.3

See text in Student Book on p.169 and answer key

For **Activation**, put Sts in pairs and tell them to cover the two texts. Sts then tell each other about the school system in both countries.

EXTRA IDEA Get the class to tell you about the school system in their country.

Now focus on **2 Discipline and exams**. You could elicit / explain the meaning of *discipline* /'dɪsəplɪn/ (= training people to obey rules, and punishing them if they do not), and model and drill its pronunciation. Then get Sts to do **a** individually or in pairs. Remind them to put the verb in the correct form.

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

ANSWERS

- A** 2 let 3 misbehave 4 be punished 5 make 6 cheat
7 be expelled
B 1 take (do) 2 pass 3 revise 4 fail 5 get the result

7.4

See text in Student Book on p.169 and answer key

For **Activation**, get Sts to cover the texts and look at the verbs, and try to remember as much information as possible from them.

Finally, focus on the **make, let, and allow** box and go through it with the class. With a stronger class, you might want to point out that when we use *make* in the passive, we use the infinitive with *to*, e.g. *I was made to stand in the corner for ten minutes*.

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Vocabulary photocopyable activity**.

2 PRONUNCIATION the letter u

Pronunciation notes

The letter *u* has several different pronunciations, but between consonants it is usually (but not always) /ʌ/, e.g. *sun*, *luck*, *summer*, or /ju:/, e.g. *music*, *tune*, *student*. Sts often don't realize that there is a kind of 'hidden sound' – /j/ – in words like *music*, and tend to pronounce them /'mu:zɪk/ or /'stu:dənt/.

You might want to remind Sts about the rule governing the use of the indefinite article *a* or *an* before words beginning with *u*. If the *u* is pronounced /ʌ/ (i.e. a vowel sound), then *an* is used, e.g. *an umbrella*, *an uncle*, but if *u* is pronounced /ju:/ (i.e. a consonant sound), then *a* is used, e.g. *a uniform*, *a university*, *a useful book*.

a Focus on the box **The letter u** and go through it with the class.

Elicit the three words and four sounds: /ju:/, *up* /ʌ/, *boot* /u:/, and *bull* /ʊ/.

Give Sts time to put the words in the correct column.

b **7.5** Play the audio for Sts to listen and check.

Check answers. You may want to point out here that the /ʊ/ pronunciation is the least common.

7.5

/ju:/ music, pupil, student, university

up /ʌ/ lunch, result, study, subject

boot /u:/ rude, rules, true

bull /ʊ/ full, put

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

Give Sts time to practise saying the words.

- c 7.6 Focus on the task and tell Sts that they are going to hear four sentences which they need to write down. Play the audio once the whole way through for Sts just to listen.

7.6

- 1 What subject did you study at university?
- 2 Do pupils at your school wear a uniform?
- 3 Most students have lunch in the canteen.
- 4 I usually get good results in my music exams.

Then play it again, pausing after each sentence to give Sts time to write.

Play the audio again for Sts to listen and check.

Check answers by eliciting the sentences onto the board.

ANSWERS

See script 7.6

EXTRA SUPPORT Play the audio again, pausing for Sts to repeat and copy the rhythm. Put Sts in pairs and get them to practise saying the sentences.

3 SPEAKING

Education vocabulary is now put into practice in a free-speaking activity. Sts interview their partner, asking the questions in the questionnaire.

Focus on the question prompts, making sure Sts understand them all. Explain / Elicit that *PE* stands for *physical education* (= sport and exercise that is taught in schools). Remind Sts that if they are currently at secondary school, they should use the present tense (i.e. add *do* or *is* / *are* to the prompts). If they are no longer at school, they should use the past tense (i.e. add *did* or *was* / *were* to the prompts).

EXTRA SUPPORT Elicit the questions in the questionnaire before you start the activity, by getting Sts to ask you the questions.

Sts take turns to interview each other. Remind the student who is interviewing to react to the interviewee's answers and ask for more information where possible (*Really?* / *That's interesting.* / *Why didn't you like it?*, etc.).

Get some whole-class feedback at the end, by finding out, e.g. how many people liked / didn't like their school and what their best / worst subjects were.

4 LISTENING

 checking predictions

- a Focus on the photo and elicit from Sts what they can see. Tell Sts to read the description of a BBC documentary and answer questions 1–4. Check answers to questions 1 to 3.

ANSWERS

- 1 Fifteen pupils and their teachers
- 2 From the 1890s to the 1990s
- 3 To show how much life at school has changed over the past 100 years

Now elicit opinions for question 4.

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

- b Focus on the question and make sure Sts know what a *decade* is (= a period of ten years). Model and drill its pronunciation /'dekeɪd/.

Now give Sts time to read 1–6, and make sure they understand all the lexis.

Point out the **Glossary** and go through it with the class.

Get Sts to discuss the question in pairs. Elicit some ideas, but don't tell Sts if they are right or not.

- c 7.7 Play the audio for Sts to listen and check their ideas in b.

Check answers.

ANSWERS

- 1 1960s
- 2 1940s–50s
- 3 1920s–30s
- 4 1990s
- 5 1980s
- 6 1970s

7.7

(script in Student Book on p.135)

Episode two: the nineteen twenties to the nineteen thirties

In this episode, the children learn Esperanto. This language of international communication was invented in the nineteenth century and became popular in the period between the two World Wars. It was called 'the language of peace'. To help them learn it, teachers use the latest technology – a record player, or 'gramophone' as it was called then. There are school medical checks, and the children have to take a spoonful of a medicine called cod liver oil every day, for extra vitamins – they all hate it! Children of all ages also have to have a sleep every afternoon, as it's considered important for their health. In lessons, the girls aren't happy when they discover that the boys are studying science, while they have to look after dolls to teach them how to look after babies when they have them! And it's not just the female pupils who are treated differently; female teacher Sue must leave when she gets married.

Episode three: the nineteen forties to the nineteen fifties

The Second World War has ended, and a revolution in education has begun. There is a new exam for children called the eleven plus, which separates the academic and less academic children. Health is still very important, and children get a free bottle of milk every day. Learning is all based on memorizing facts. The girls now do some academic subjects like English and history, but they also do some 'girls' subjects; for example, they have 'deportment' lessons, where they practise balancing books on their heads to learn how to walk gracefully. For the boys, on the other hand, apart from doing all their academic subjects, they also go cross-country running – a sport where they run long distances in the countryside. This is because being athletic was now considered very important.

Episode four: the nineteen sixties

In the sixties, the class try out a different school called a Secondary Modern. Education is now less formal, and they study vocational subjects to prepare them for certain types of jobs. Boys and girls are separated again: typewriting for girls and bricklaying for boys. Then there's cookery for girls, and the boys learn to drive, something that is considered a vital skill for male school leavers. They still have to do maths, though, and this is one of the few lessons where boys and girls are mixed.

Episode five: the nineteen seventies

In the nineteen seventies, the children are at a new type of school called a Comprehensive. Finally, boys and girls are mixed for all lessons. The curriculum expands to include new subjects like business and air travel – they even have a life-size model plane in the classroom. Although education now is more experimental, school rules are still strict, especially as regards uniform and appearance, and the children rebel. The girls want to wear short skirts and the boys want to have long hair, both of which are forbidden. Three of the pupils in the programme are kept in after school as a punishment for breaking the rules!

Episode six: the nineteen eighties

The pupils arrive in the nineteen eighties, where technology is changing fast. In the maths class, they try out a computer for the first time. School meals have also changed. Fast food is now served in a canteen, and children can choose what they want to eat – for the very first time they can have chips! The only area where boys and girls do different things is in PE lessons. Boys still have to do cross-country running, for example, but the girls can take part in a new sport – rhythmic gymnastics.

Episode 7: the nineteen nineties

By the nineteen nineties, many of the changes at school are to do with extracurricular activities and how pupils spend their free time. The children raise money for charity by performing a fashion show for their friends and family. In break time, they exchange football stickers, or play with toys such as the Game Boy and their pet Tamagotchis. But the biggest change of all takes place in their computer class. They get the chance to use an early dial-up modem, and access the very first worldwide website. Education will never really be the same again.

- d** Tell Sts they are going to listen again and this time they need to answer questions 1–12. Give Sts time to read 1–12, making sure they understand all the lexis. Put Sts in pairs to see if they can remember any of the answers. Play the audio once the whole way through. Get Sts to compare with their partner, and then play the audio again if necessary. Check answers.

ANSWERS

- 1 It's an international language of communication, called 'the language of peace'. The teachers use the latest technology, a record player.
- 2 It's a kind of medicine; children have to take it for extra vitamins. They also have to have a sleep every afternoon.
- 3 A new exam called the 11 plus, which separates the academic and less academic children.
- 4 Girls only do some academic subjects and do 'girls' subjects' like learning to walk gracefully; boys do academic subjects, but also sports like cross-country running.
- 5 They try out a secondary modern school.
- 6 They do vocational subjects separately; girls do typewriting and cookery, boys do bricklaying and learn to drive. Boys and girls do maths together.
- 7 Business and air travel
- 8 Girls aren't allowed to wear short skirts and boys aren't allowed to have long hair.
- 9 They have meals in a canteen and children can choose what they want to eat.
- 10 Cross-country running for the boys and rhythmic gymnastics for the girls.
- 11 They raise money for charity, they exchange football stickers, and they play with Game Boys and Tamagotchis.
- 12 Because they start using the internet.

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

- e** Either put Sts in small groups of three or four and get them to discuss the questions, or do this as a whole-class activity. If Sts worked in groups, get some feedback from various groups.

5 GRAMMAR first conditional and future time clauses + *when, until*, etc.

- a** Focus on the questions and make sure Sts understand them. Then get Sts, in pairs, to answer them. Get some feedback from various pairs, and tell Sts how you feel or felt about exams.
- b**  Focus on the photo and tell Sts they are going to watch two interviews with Olivia, the girl in the photo, who took some important exams – the first interview is before she gets her results, and the second after.

Make sure Sts can remember what *A levels* are (A levels are the exams students take in their last year of school. Getting a place at university depends on your A level grades).

Now give Sts time to read questions 1–6.

Play the video for Sts to watch.

Then put Sts in pairs and tell them to answer the questions. Play the video again if necessary.

Check answers. You may want to explain that in the UK students normally go to school to get their A level results, which are given in a letter.

ANSWERS

- 1 An A star
- 2 She is sure she has passed, but she is worried about her grades.
- 3 She wants to study Medicine at Edinburgh.
- 4 She gets her results tomorrow morning at school.
- 5 She doesn't want to plan any celebrations until she knows the results.
- 6 She will do another year at school and take the exams again.



J = journalist, O = Olivia

J Tomorrow it's Results Day, when students all over the country will get their A level results. Students usually take three or four A levels. The results are given as grades – A, B, C, etc. The top grade is A star, which is even better than an A!

Today I'm talking to some students who are waiting for their results, and tomorrow, I'll talk to them again to find out what happened.

Now I'm here with Olivia – she's a student at Highcroft Secondary School. Hi, Olivia. Now first of all, what subjects did you take?

O Biology, chemistry, maths, and physics.

J Do you think you've passed?

O I'm sure I've passed, but I'm worried about what grades I'll get.

J Why are you worried about your grades?

O Because I want to study Medicine at Edinburgh. They won't give me a place unless I get at least two A stars and an A.

J Do you think you'll get them?

O I don't know. I think I did quite well, but I'm a bit worried about maths.

J What time will you get your results?

O As soon as I wake up tomorrow, I'll go to school and pick them up. I'm really nervous.

J How will you celebrate if you get the grades you want?

O I don't want to plan any celebrations until I know the results.

J What will you do if you don't get the right grades?

O I don't want to think about it. If I don't get the grades I need, my parents will kill me. No, I'm joking. I really want to study Medicine, so I suppose I'll do another year at school and take the exams again.

J OK. Well, good luck!

O Thanks.

- c**  Tell Sts they will now find out what grades Olivia got. They must listen for the results and find out what she is going to do.

Play the video once the whole way through.

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

ANSWERS

Olivia got an A star in biology and an A in chemistry, but Bs in physics and maths.

When she feels a bit more positive, she'll decide what to do. But she'd really like to study Medicine, so she might take maths and physics again next year.



J It's Results Day and I'm here at Highcroft Secondary School. It's an exciting day for some, disappointing for others. Let's speak to Olivia, who we met yesterday. She's just got her results.

O Thanks Mum. Yeah, I will. OK. Love you, bye.

J Olivia – I can tell from your face that the results, er, weren't exactly what you wanted – am I right?

O Yeah. I got an A star in biology, an A in chemistry, and Bs in maths and physics. Not quite good enough.

J So what are you going to do now?

O At the moment, I don't know. When I feel a bit more positive, I'll decide what to do. But I'd really like to study Medicine, so I might take maths and physics again next year.

J How did your parents react? Were they angry?

O No, Mum and Dad were really nice – they know how disappointed I am.

J Thanks Olivia. I'm sure it's all going to work out for you. Now back to you in the studio.

d Focus on the five sentences from the interviews and give Sts time to complete the gaps.

Then play the video, pausing after each sentence to give Sts time to listen and check.

Check answers. Elicit / Explain the meaning of *unless* (= if not) and *as soon as* (= the moment when).

ANSWERS

1 I get 2 I wake up 3 I know 4 will kill 5 I feel



See sentences in Student Book on p.70 and answer key

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

e Tell Sts to go to **Grammar Bank 7A** on p.152.

Grammar notes

Sts should be familiar with basic first conditional sentences (*if* + present, future (*will*)) from their Pre-intermediate course. Here they also learn to use *unless* (instead of *if... not*) in conditional sentences, and that other future time clauses (i.e. beginning with *when*, *as soon as*, *unless*, etc.) work in the same way as *if*-clauses, i.e. they are followed by a present tense although they actually refer to the future. This may be new for your Sts. Emphasize that in the other (main) clause, the verb form is usually *will* + infinitive, but it can also be an imperative or *be going to*.

A typical mistake includes using a future form after *when*, *unless*, etc., e.g. *I'll call you when I'll arrive*.

Focus on the example sentences and play audio 7.8 and 7.9 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 will get 2 won't mark 3 are / 're 4 doesn't improve
5 hurry 6 don't know 7 shouts 8 will finish
9 won't go out 10 need

b 1 until 2 before 3 when 4 after 5 unless 6 as soon as
7 until 8 when 9 unless 10 before

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Grammar photocopiable activity**.

f Put Sts in pairs and focus on the questions. Tell Sts that they should make true sentences beginning with the phrases in the question, e.g. *As soon as I get home, I'll...*, *If I don't do well in my next test, I'll...*, etc.

Give Sts a few minutes to think about their sentences.

Then they ask each other the questions, and answer with full sentences.

Get some feedback.

6 READING & SPEAKING understanding points of view

a Focus on the instructions and make sure Sts can identify which of the three categories they belong to.

Now put Sts in pairs and get them to tell their partner the answers to the questions that match their situation.

Get some feedback from various pairs.

EXTRA SUPPORT You could demonstrate the activity by answering the questions about yourself first.

b Do this as a whole-class activity. Point out to Sts that *university* is sometimes shortened to *uni*.

ANSWER

Is it really a good idea / a good use of your time, effort, and money?

c Focus on the instructions and make sure Sts understand the difference between the three symbols.

Give Sts time to read the comments and complete the task. Check answers.

ANSWERS

1 S 2 ✓ 3 X 4 X 5 X 6 S

d Give Sts time to read the comments again and then think about university education in their country.

Get some feedback.

e Do this as a whole-class activity.

f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication University or not?**, **A** on p.110, **B** on p.115.

Go through the instructions. Sts **A** read about Archie while Sts **B** read about Emily-Fleur. As they are reading, walk around monitoring and helping with any queries.

When they have finished reading, Sts **A** should start by asking their questions about Emily-Fleur. Sts **B** can have their books open, but should try to answer from memory. Then they swap roles and Sts **B** ask their questions about Archie.

Tell Sts to go back to the main lesson **7A**.

EXTRA SUPPORT When Sts have finished, elicit as much information as possible from the class about Archie and Emily-Fleur.

g Do this as a whole-class activity.

7 SPEAKING

a 7.10 Focus on the task and statement.

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

She agrees.

- 1 It's good for their health and helps them learn better.
- 2 Team sports are great for building relationships.
- 3 They learn team skills they can use in other areas.
- 4 It's an enjoyable experience.

7.10

(script in Student Book on p.136)

The topic I've chosen is 'All children should play a team sport at school'.

I completely agree for the following reasons.

First of all, I think that doing any kind of sport is a really positive thing for children. It's good for their health and, apparently, it helps children to learn better.

My second point is that team sports are good for building relationships. Children learn how to work together.

Another important point is that they can use the team skills they learn from sport in other areas of their life.

Finally, being part of a team is a great experience. It doesn't matter if you're not good at a sport – you can still enjoy playing the game with your friends.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.136, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b 7.11 Focus on the instructions and the **Organizing and presenting your opinions** 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 topic 2 completely 3 First 4 point 5 Another 6 Finally

7.11

See sentences in Student Book on p.71 and answer key

c Put Sts in small groups of three or four. Go through the instructions and the statements in the list, making sure Sts understand them.

Give Sts time in their groups to each choose a different statement from the list.

Now give Sts time (e.g. five minutes) to think of at least three reasons why they agree or disagree with the statement they have chosen, and to prepare what they are going to say. Help Sts with any vocabulary they may need.

d Sts in each group now take turns to say whether they agree or disagree with the statement they have chosen in **c**, and why. The other Sts should listen, and at the end say if they agree or disagree with the student who introduced the statement, and why. Finally, each group votes on whether they agree or disagree.

If there's time, get feedback to find out who argued about which statement in each group, and if they managed to convince the others in their group.

- G** second conditional, choosing between conditionals
V houses
P sentence stress, the letter c

Lesson plan

The topic of this lesson is people's homes. In the first half of the lesson, Sts start by reading an article about the advantages and disadvantages in the UK of living with your parents as an adult. This leads to Sts discussing the situation in their own country. The grammar, second conditionals, is presented through online comments where young people respond to the article and say whether they would like to leave home and live independently or not. This is followed by a pronunciation focus on sentence stress and rhythm, and oral practice of the second conditional.

In the second half of the lesson, there is a vocabulary focus on lexis related to houses and where people live. This leads to a pronunciation section on the letter c and its three possible pronunciations, /s/, /ʃ/, and /k/. Sts then watch a video about a London building (now a museum) where both the composer George Handel and the musician Jimi Hendrix once lived. Sts then describe their own dream houses. The lesson ends with writing, where Sts write a description of their house / flat for a home rental website.

Video material

Vocabulary – houses

Listening – *Handel Hendrix House*

More materials

For teachers

Photocopiables

Grammar second conditional, choosing between conditionals p.174

Communicative If you had to choose... p.203 (instructions p.185)

Vocabulary Houses p.226 (instructions p.213)

For students

Workbook 7B

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

Places to live when you're a university student

Elicit the three most common places, e.g. *at home, in a shared flat with friends, in a hall of residence.*

If any of your Sts are at, or have been to, university, ask them where they live(d).

1 READING & SPEAKING understanding pros and cons

- a** Books open. Give Sts time to look at the photos and answer the questions in pairs.
 Check the answer to the first question.

ANSWERS

Photo 1: at home with parents

Photo 2: in shared accommodation

Photo 3: in a hall of residence / uni accommodation

Now get some feedback for questions 2 and 3.

- b** Focus on the title of the article, *Things you know if you still live with your parents*, and get Sts, in pairs, to think of one advantage and one disadvantage of living with your parents as an adult.
 Elicit some advantages and disadvantages onto the board.
- c** Now tell Sts to read the article and see if the advantages and disadvantages they mentioned are included. Tell them not to worry about the gaps.
 Check answers.
- d** Now tell Sts to read the article again and this time complete each gap with the correct words from 1–10.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

1 matter 2 embarrassing 3 let 4 awake 5 hear 6 wrong
 7 afford 8 realized 9 removes 10 bills

- e** Focus on the task and make sure Sts understand *pros* and *cons*. Get them to close their books.
 Put Sts in pairs and get them to tell each other all the pros and cons they just read about living with parents as an adult.
 Elicit all the pros and cons from the class.
 Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.
- f** Put Sts in pairs and get them to discuss the four questions.
 Get some feedback from various pairs.

2 GRAMMAR second conditional, choosing between conditionals

- a** Tell Sts that some people have written online comments after reading the article *Things you know if you still live with your parents* in 1. Tell them to read the comments and find out whether they want to leave home and why (not).
 Check answers.

ANSWERS

Vivienne: Yes, she wants to have her own things, and not be told what to do.

Marco: No, because somebody else cooks and cleans and he has a nice room.

Andrea: Yes, she doesn't feel independent.

Carlos: Yes, his mum drives him mad and he'd like a dog.

EXTRA IDEA Depending on the age of your class, you could ask Sts how many of them live with their parents and whether they agree with any of the writers.

- b** Tell Sts to look at the highlighted phrases in the comments. In pairs, Sts answer questions 1–3.
 Check answers.

ANSWERS

1 The past simple
 2 The conditional form (*would* + infinitive)
 3 b (a situation they are imagining)

- c** Tell Sts to go to **Grammar Bank 7B** on p.153.

Grammar notes

Sts who previously used *English File* Pre-intermediate will have already been introduced to second conditional sentences: *if* + past, conditional (*would / wouldn't*). Here they revise both the second conditional and contrast it with the first conditional.

What is also introduced here is the use of the conditional form without *if* in sentences like *I would never buy a flat next to a pub or restaurant*. This use should not be too problematic, as Sts may well have a conditional form of the verb in their L1. They have also already met this use of the conditional in the phrase *I would like...*

Focus on the example sentences and play audio 7.12 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 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. In **b**, ask Sts after each sentence if it is a first or second conditional.

ANSWERS

- | | |
|-------------------------------------|-------------------------------|
| a 1 wouldn't have to, worked | b 1 would get up (2nd) |
| 2 didn't have, 'd get on | 2 will...live (1st) |
| 3 wouldn't buy, were | 3 don't pass (1st) |
| 4 Would...sell, offered | 4 was (2nd) |
| 5 lived, 'd go | 5 didn't have (2nd) |
| 6 Would...share, paid | 6 sell (1st) |
| 7 tidied, wouldn't be | 7 won't get (1st) |
| 8 wouldn't treat, loved | 8 would...be (2nd) |
| 9 painted, would...look | 9 doesn't find (1st) |
| 10 wouldn't buy, didn't enjoy | 10 wouldn't complain (2nd) |

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar** photocopyable activity.

- d** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Guess the sentence, **A** on p.110, **B** on p.115.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

If I had a job, I'd rent my own flat.

Don't show the piece of paper to Sts yet. Then write on the board:

If I had a job, I _____ my own flat. (+)

Tell Sts that they must guess the exact sentence that you have written on a piece of paper. Elicit ideas. If they are wrong, say *Try again*, until someone gives exactly the correct answer. Then show them your piece of paper with the sentence on it.

Tell Sts to look at instruction **a**. Give them a few minutes to complete their sentences in a logical way in their heads – remind them not to write anything yet. Explain that their partner has the same sentences, already completed, and the idea is to try to complete the sentences in the same way. Monitor and help while they are doing this.

Now tell Sts to look at instruction **b**. Sts **A** read out sentence 1, and Sts **B** tell **A** if they have guessed the

sentence correctly. If not, **A** has to guess again. When **A** guesses the sentence correctly, they should write in the answer.

When Sts **A** have finished, Sts **B** read their sentences to Sts **A**, and do the same thing.

Tell Sts to go back to the main lesson **7B**.

3 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

Sts continue to work on sentence stress and are given practice in pronouncing more strongly the words in a sentence which convey important information (e.g. nouns, verbs, adjectives, and adverbs). Other, shorter words (e.g. articles and pronouns) should be pronounced less strongly. Getting this balance right will help Sts pronounce English with the correct rhythm.

For more notes, see **Pronunciation** p.30 in Lesson **1B** and p.45 in Lesson **2B**.

- a** 7.13 Tell Sts they are going to work on sentence stress. Play the audio once the whole way through for Sts just to listen, and elicit that the **bold** words are stressed.

7.13

See sentences in Student Book on p.73

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

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT In pairs, Sts practise saying the sentences.

- b** Focus on the task and give Sts time to choose their six sentence beginnings and complete them. Go round, making sure that Sts are writing correct sentences.
- c** Focus on the speech bubbles. Put Sts in pairs, **A** and **B**. Sts **A** tell Sts **B** their first sentence. Sts **B** should ask for more information. Then Sts **B** say their first sentence, etc. Monitor and encourage Sts to get the correct sentence rhythm.
- Get some feedback from the class. Find out if any Sts had the same endings as their partner.

EXTRA SUPPORT Before they say the sentences, Sts could underline the stressed words in the completed sentences for you to check.

4 VOCABULARY houses

- a** In this video Sts will see Andrea, Beata, and Anna showing them their homes.

Play the video for Sts to watch. Pause after each person, and give Sts time to write down which rooms they saw and four things in each room.

Elicit answers and write them on the board in columns.

POSSIBLE ANSWERS

Andrea: the kitchen – microwave, oven, table, chairs, sink, fridge, cupboards

Beata: the living room – armchair, sofa, coffee table, fireplace, pictures, clock, dining table and chairs, lamps, TV, plants

Anna: the bedroom – table, bed, armchair, sofa; the bathroom – sink, bath, toilet, rubbish bin



Andrea Hello, I'm Andrea from the Czech Republic.

Beata Hi, I'm Beata and I'm from Poland.

Anna Hi, I'm Anna. I'm from San Francisco, California, in the USA.

b Tell Sts to go to **Vocabulary Bank Houses** on p.170.

Vocabulary notes

Where people live

Some languages have a word similar to *suburbs*, but which has a negative connotation like *slums*. You may want to point out that in English, *suburbs* simply means a residential area where people live outside the city centre. The *outskirts* is the area around a city which is the furthest from the centre, e.g. *They live on the outskirts of Milan*.

Parts of a house

You may want to make sure Sts are clear about the difference between *a terrace* and *a balcony*. A terrace is an outside area on the ground floor, whereas a balcony is always outside a window on an upper floor.

Describing a house or flat

You may want to point out the difference between *a fireplace* (= an open space for a fire in the wall of a room) and *an open fire* (= a fireplace with a wood fire in it, as opposed to, e.g. *a woodburning stove*).

Focus on **1 Where people live** and get Sts to do **a** individually or in pairs. Make sure they write in the **Preposition** column and not in the sentences.

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

Check answers.

7.14

Houses, 1 Where people live

- 1 I live **in** the country, surrounded by fields.
- 2 I live **on** the outskirts of Oxford, about three miles from the centre.
- 3 I live **in** a village.
- 4 I live in Cromer, a small town **on** the east coast.
- 5 I live **on** the second floor of a large block of flats.
- 6 I live **in** Croydon, a suburb of London about fifteen miles from the city centre.

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. Do **c** and tell Sts to cover the **Preposition** column. Can they remember sentences 1–6 with the prepositions?

In **Activation**, Sts, in pairs, describe where they live.

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

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

7.15

2 Parts of a house

- | | |
|----------------|-------------|
| 3 attic | 10 path |
| 5 balcony | 1 roof |
| 8 basement | 9 steps |
| 2 chimney | 13 terrace |
| 7 entrance | 4 top floor |
| 12 gate | 11 wall |
| 6 ground floor | |

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, look at the pictures, and see if they can remember the words.

Now focus on **3 Describing a house or flat** and get Sts to do **a** individually or in pairs.

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

Check answers.

7.16

3 Describing a house or flat

- 2 I live in a cottage in the country. It's old and made of stone and the rooms have very low ceilings. There's an open fire in the living room and it's very cosy in the winter.
- 1 I live in a modern flat in the city centre. It's spacious and very light, with wooden floors and big windows.

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

Focus on the **chimney or fireplace?** and **roof or ceiling?** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the descriptions and look at the photos. They can test themselves or a partner by describing the rooms.

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Vocabulary photocopiable activity**.

c Put Sts in pairs and get them to discuss the difference between the words.

Check answers. Model and drill pronunciation.

ANSWERS

- 1 **the outskirts** /'aʊtskɜːts/ = the area around a town or city which is the furthest from the centre
a suburb /'sʌbɜːb/ = a residential area outside the centre of a large city
- 2 **a village** /'vɪlɪdʒ/ = a very small town located in a country area
a town /taʊn/ = a place where people live and work, which is larger than a village, but smaller than a city
- 3 **a roof** /ruːf/ = the structure that covers the whole house
a ceiling /'siːlɪŋ/ = the top inside surface of a room
- 4 **a balcony** /'bælkəni/ = a platform that is built on the upstairs outside wall of a building, with a wall or rail around it
a terrace /'terəs/ = a flat, hard area, especially outside a house, where you can sit, eat, and enjoy the sun
- 5 **a chimney** /'tʃɪmni/ = a structure through which smoke is carried up, away from a fire, etc. and through the roof of a building
a fireplace /'faɪəpleɪs/ = an open space for a fire in the wall of a room
- 6 **the ground floor** /graʊnd 'flɔː/ = the floor of a building that is at the same level as the ground outside
the first floor /fɜːst 'flɔː/ = the level of a building above the ground level (NB in American English, *the first floor* = the ground floor)
- 7 **wood** /wʊd/ = noun; the hard material that the trunk and branches of a tree are made of; this material when it is used to build or make things, or as a fuel
wooden /'wʊdn/ = adjective; made of wood

5 PRONUNCIATION the letter c

Pronunciation notes

Some consonants in English have a single pronunciation – *m* is always /m/, *k* is always /k/, *j* is always /dʒ/, etc. But some consonants can have more than one pronunciation, depending on the surrounding letters, and *c* is a good example. The two most common pronunciations of *c* are /k/ and /s/. /ʃ/ isn't very common, and is only when the letter *c* is before *i* + vowel. Sts will have come across lots of words with the two main pronunciations of *c*, but this is the first time in *English File* that they've focused on the difference. This section gives spelling rules for how *c* is pronounced, and these will help Sts to work out pronunciations for themselves.

You may want to point out that *c* can very occasionally be silent after the letter *s*, in words like *science* and *scene*.

With words with double *c*, if the second *c* comes before *e* or *i*, the pronunciation is /ks/, e.g. *success*. If the second *c* comes before *a*, *o* or *u*, the pronunciation is /k/, e.g. *account*.

- a Put Sts in pairs and get them to say all the words in groups 1–5 to each other.
- b Focus on the instructions and give Sts time, in pairs, to complete rules 1–5.

EXTRA SUPPORT Focus on rule 1 and tell Sts to look at the examples in a1. Elicit that the pronunciation is /k/. Then tell them to use the examples in 2–5 to help them to complete the rules.

- c 7.17 Play the audio for Sts to listen to how the words in a are pronounced and to check their answers to b. Check answers.

ANSWERS

1 /k/ 2 /s/ 3 /ʃ/ 4 /k/ 5 /ks/

7.17

See words in a in Student Book on p.74

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

6 READING & LISTENING understanding biographical information; using visual clues to understand biographical information

- a Before Sts read about Handel and Hendrix, you could elicit what they know about them. Tell them not to worry if they don't know anything.
Tell Sts to read the texts and elicit answers to the questions.
Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.
- b Give Sts time to look at the information about the museum and answer the question.
Check the answer.

ANSWER

Two famous musicians from different centuries lived there.

- c In this video Sts will be taken on a tour of the museum.

Give Sts time to look at photos 1–8, then elicit what they can see. You might want to tell them what a *dressing table* is (= a piece of bedroom furniture like a table with drawers and sometimes a mirror on top that people sit at to do their hair, etc.). You could also explain that *Surrey* is a county in the south-east of England, *Westminster Abbey* is one of London's great churches, and the *Royal Albert Hall* is a concert hall in south-west London.

Put Sts in pairs to guess whose house they think each photo is from. You could tell them that there are four from each.

Play the video once the whole way through.

Check answers. You could fast forward here, pausing as each piece of furniture appears.

ANSWERS

1 JH 2 GFH 3 JH 4 GFH 5 GFH 6 JH 7 GFH 8 JH



[text on screen: Handel's House]

In seventeen twelve, the German composer George Frideric Handel decided to settle permanently in England, where he was employed as a musician to the English court. After living in Surrey for some years, he moved to London, and during the summer of seventeen twenty-three, he rented a house at twenty-five Brook Street. He was the first occupant of the house, but as a foreigner, he was not allowed to buy it. However, even after becoming a British citizen five years later, he decided to continue renting the house. In seventeen forty-two, his annual rent for Brook Street was fifty pounds. The plan of the house in Brook Street was usual for a modest London townhouse of the period. There was a basement containing the kitchens, and on the ground floor there was a room at the front for receiving visitors. On the first floor there were bigger rooms, where Handel entertained and worked. In the largest room, he kept his instruments – a harpsichord and a little house organ – and he occasionally rehearsed there. The room next to it is where he composed many of his most famous works, including the *Messiah*. The second floor contained the bedroom at the front, with a dressing room at the back, where he kept his clothes. In the attic at the top of the house, the servants had their rooms. During the last decade of his life, Handel's eyesight got worse, and by seventeen fifty-four, after an eye operation went wrong, he was completely blind. When he went to play the organ, someone had to lead him to the seat. He died at his Brook Street house on the fourteenth of April, seventeen fifty-nine. He was buried in Westminster Abbey, and more than three thousand people attended his funeral.

[text on screen: Hendrix's Flat]

Although Jimi Hendrix's career only lasted four years, he is widely regarded as one of the most influential electric guitarists in the history of rock music. The flat on the upper floors of twenty-three Brook Street was found by Jimi's girlfriend, Kathy Etchingham, when she saw an advert in one of the London evening newspapers in June nineteen sixty-eight, while he was in New York. He moved in briefly in July, before returning to the United States for an extensive tour. He spent some time decorating the flat to his own taste. He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere. He told Kathy that this was 'my first real home of my own'. In January the following year, he gave a series of press and media interviews and photo shoots in the flat. He also appeared on the BBC and gave two concerts in February at the Royal Albert Hall. In March nineteen sixty-nine, he went back to New York again, and although Kathy stayed at Brook Street for a while longer, Jimi did not live there again. He died in London in nineteen seventy, at the age of twenty-seven, but in a hotel, not in the Brook Street flat. Over the years, his flat was used as an office, until it was taken over in two thousand by the Handel House Trust. The whole building, twenty-three to twenty-five Brook Street, is now a museum and concert venue where both men's music can be heard in live performances.

- d Focus on the instructions and ten extracts, making sure Sts understand all the lexis.
Now give Sts time to decide who each extract 1–10 is about.
Check answers.

ANSWERS

1 GFH 2 JH 3 GFH 4 GFH 5 GFH 6 JH 7 JH 8 JH
9 GFH 10 JH

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

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

- e Give Sts time to match the words and phrases in the list to the definitions.

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

ANSWERS

1 owner 2 move in 3 settle 4 upper 5 move to

- f Do this as a whole-class activity. If you have visited a house where a famous person lived, tell the class about it.

7 SPEAKING & WRITING describing a house or flat

- a Focus on the speaking task and give Sts a few minutes to think about what they are going to say. Go round the class, helping Sts with any vocabulary they might need which isn't in **Vocabulary Bank Houses**.

- b Put Sts into small groups of three to five. They take turns to describe their 'dream house' in as much detail as possible. They must also say which of the other houses they like best.

When the activity has finished, you could get feedback from each group to find out which house was the most popular.

- c Tell Sts to go to **Writing Bank 7** on p.126.

Focus on the instructions for **a** and tell Sts to read the two posts and decide if they would like to rent either of the properties for a holiday. You might want to elicit / teach what a *villa* is (= a house where people stay on holiday, especially in southern Europe).

In pairs, Sts tell each other their answers.

Get some feedback from various pairs. You could have a show of hands for each place to see if there is a favourite.

For **b**, give Sts time to read both posts again and answer questions 1–8 for both places.

Check answers.

ANSWERS

Fabulous one-bedroom flat in Florence

- 1 In the centre of Florence
- 2 Four. The bedroom is spacious, the living room is sunny, the kitchen is fully-equipped and the bathroom is large.
- 3 No, there isn't.
- 4 The area is mainly pedestrian. It is near museums and the main railway station.
- 5 It is very near places of interest.
- 6 There are trains.
- 7 It is suitable for couples who would like to go sightseeing.
- 8 No smoking and no pets.

Beach villa in Kusadasi, Türkiye

- 1 In Kusadasi, on the west coast 80 km south of Izmir.
- 2 Seven. The three bedrooms are double, the kitchen is nice.
- 3 Yes, there is a terrace and a communal area with a garden and swimming pool.
- 4 It is near beaches and mountains.
- 5 It is walking distance to several beaches and a short drive to the mountains.
- 6 There are regular buses.
- 7 It is suitable for a family with children or three couples.
- 8 No pets.

For **c**, focus on the **Using adjectives to persuade the reader** box and go through it with the class. Then focus on the instructions and make sure the task is clear. Give Sts time to read about the flat in Florence again and complete the task.

Check answers, making sure Sts can remember what the adjectives mean. Model and drill pronunciation.

ANSWERS

fabulous = extremely good

stunning = extremely attractive or impressive

lovely = beautiful, attractive

attractive = pleasant to look at

spacious = large and with plenty of space to move around in

sunny = with a lot of bright light from the sun

fully equipped = with all the things that are needed

large = big in size

ideal = perfect; most suitable

beautiful = attractive

For **d**, Sts now read about the villa in Türkiye and improve the description with the adjectives they underlined in **c**.

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

SUGGESTED ANSWER

Kusadasi is a **beautiful** holiday resort on the west coast of Türkiye, 80 km south of Izmir.

The house has three double bedrooms, a living room, a **fully equipped** kitchen, and two bathrooms... There is a **spacious** terrace with table and chairs, so you can eat outside. There are **stunning** views of the beach and the mountains. There is a communal area with an **attractive** garden and a swimming pool.

The house is walking distance from several **lovely** beaches, where you can do a lot of different water sports...

This house is **ideal** for a family with children...

For **e**, tell Sts they are going to write a description of their house or flat for the website. If Sts don't want to write about their own home, they can invent one. Sts should plan four paragraphs and make notes for the questions in **b**.

For **f**, Sts should write their four paragraphs, as in the model, using positive adjectives, and the **Vocabulary Bank Houses** on p.170 to help them. 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.

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

Together again?

Practical English making suggestions

Lesson plan

In this lesson Sts learn to make suggestions. In episode 4 of *Pictures of you*, Ben and Izzy go for a walk in a park and catch up on each other's news. Izzy wants to talk to Ben over a drink, but Ben is very hungry, so they decide to go to a restaurant. Izzy finally tells Ben that she would like to buy some of his photos for her magazine. As they are giving each other a goodbye hug, Carla sees them and is upset. Ben runs after her, and asks if she is OK, but she pretends to be fine.

Video material

Pictures of you – Episode 4

More materials

For teachers

Oxford English Hub

Quick Test 7

File 7 Test

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 3 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you*, and ask them some questions about it. You could elicit some of the language Sts learned for asking permission and making requests.

1 TALKING IN THE PARK

a ▶ Books open. In this part of the video, *Talking in the park*, Izzy and Ben catch up on their news, and fill each other in about people they both know (Andre, Ben's tutor and Izzy's ex-tutor, and Max).

Focus on the question and three options.

Play the video for Sts to watch.

Check the answer.

EXTRA IDEA If your Sts watched the previous two seasons you may want to pause at 03.08 when Izzy and Ben walk past the park bench and stop and look at it. Elicit that it's where they sat on their first date, and also where they were when they agreed to break up.

ANSWER

c



I = Izzy, B = Ben

I How have you been, Ben?

B I've been good. I finished my course last month. And I passed my exams.

I Well done.

B And recently I've been working a lot on the show.

I I can see. It looked great.

B Thanks. Andre helped me a lot with it. He knows the gallery owner.

I Andre?

B Yeah. You remember him? My tutor. Your old tutor.

I Of course I remember him. He helped you?

B Yeah, a lot. Yeah.

I That's nice of him.

B He's been really supportive. He helped me look at my work in a new way. He's tough, but he's always honest. I think he made me a better photographer.

I Well, I always thought you were great.

B And what about you? I hear that you got a promotion.

I Yes, I did. I'm in charge of a small team. You remember my boss, Max?

B Max? Max? I can't remember anyone called Max...

I Stop it!

B Of course I remember Max. I didn't like that guy at all.

I Yeah, I know...it was pretty obvious. Well, I'm Max's boss now, so...

B Really? Good. I like that.

I Yeah. And you were right about him. He's not nearly as clever as he thinks he is.

B Well, I'm a good judge of character. Let's move on. So, what did you want to talk to me about?

I I'll tell you over a drink.

b Give Sts time to read sentences 1–7.

Now play the video again.

Give Sts time to choose the correct options.

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

ANSWERS

1 month 2 has 3 is 4 good 5 hasn't 6 has

7 doesn't tell

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 MAKING SUGGESTIONS

a ▶ In this part of the video, *Making suggestions*, Izzy and Ben suggest various places to go and have a drink.

Focus on the instructions and the names of the places.

You may want to point out that Pomodora (an invented name similar to *pomodoro*, which is Italian for 'tomato') is the name of the Italian restaurant where Izzy and Ben had dinner in Season 1, and that Les Amis is the French restaurant where they went with Izzy's workmates in Season 2. The Nag's Head is a common British name for a pub and *nag* is an informal word for a horse.

Play the video for Sts to watch and number the places in the order Ben and Izzy mention them. Then Sts answer the question.

Get Sts to compare with a partner, and discuss where they go in the end.

Check answers.

ANSWERS

3 The Red Lion

5 Pomodora

1 A coffee shop

4 Les Amis

2 The Nag's Head

They decide to go to Pomodora, because it's near.



I = Izzy, B = Ben

I Where shall we go for that drink?

B Well, there's a really nice coffee shop up the road. We could go there.

I Actually, I've had a lot of coffee today. And it's a bit late for tea or coffee.

B OK. Why don't we go to a pub?

I Good idea. What about The Nag's Head? It's quite near here. I've never been before, but I've heard good things about it.

B Or how about The Red Lion?

I It's always too busy in there.

B Actually, I'm really hungry. I didn't have much lunch. What about going to Les Amis?

I That's a great idea. Although we're not far from Pomodora. Do you remember it?

B Of course. That's where we had our first date.

I No! Our first date was cycling! So shall we go there?

B Why not?

b Focus on the extracts and give Sts a minute to read them and think what the missing words might be.

Play the video again, and get Sts to check their answers.

Check answers.

ANSWERS

1 shall 2 could 3 don't 4 Good 5 What 6 how

7 going 8 idea 9 shall 10 Why

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

c Focus on the **Verb forms: infinitive or gerund?** box and go through it with the class.

Play the video and tell Sts to watch and repeat the highlighted phrases in **b** when the video pauses.

Encourage them to copy the rhythm and intonation.



Same as previous video with repeat pauses

d Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Ben. Get Sts to read the conversation in **b** aloud, paying attention to rhythm and intonation.

When they have finished, they should swap roles.

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

e Put Sts in small groups and tell them to make suggestions for all three of the situations. Tell them that they need to agree with each other before moving on to the next situation. Encourage them to use the language in the extracts in **b**.

Find out from various groups what decision they made for each situation.

3 A GREAT OPPORTUNITY

a In this scene, Ben and Izzy have a relaxed meal in the restaurant, and Izzy finally tells Ben that her magazine wants to buy some of his photos.

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

Now play the video for Sts to watch and check their ideas.

Check answers.

ANSWERS

1 The past / when they went out together, work.

2 She has seen Ben and Izzy saying goodbye / hugging.



I = Izzy, B = Ben, C = Carla

I You did! And also...do you remember when Max came jogging with us in the park?

B How could I forget?

I And you had a bad back...

B I had a very bad back.

I You and Max were racing. And you wanted to win so much that you forgot how much your back was hurting.

B I know. I don't know what I was thinking. You know, I couldn't go to class for two days after that. So, what did you actually want to talk about?

I I wanted to ask you something about work.

B Sure, go ahead.

I Well, I have this project that's not going well. It's a magazine feature all about London, but I want to show a different side of it.

B OK.

I So...some of your photos would be perfect for it. You have an amazing way of capturing a different side of London that most people never see. What do you think? The money would be good.

B Is that why you wanted to see me?

I What? No, I...

B You just wanted something from me.

I No, it's been great seeing you again. But this would be a fantastic opportunity. Don't...

B Izzy, I'm only joking. Of course. I'd love to help you.

I Really? Ah, that's amazing! The money would be good.

B You're right. It's a great opportunity. You'd be my first real business contact...I've spent everything I have on this exhibition, and so the money would be really helpful right now.

I Cool. However, a little bit of business advice for you – don't tell somebody who might be paying for your work that you really need the money! Play hard to get.

B Ha! Yes, that's very good advice. So how many photos would you like to use?

I Well...I'd like to choose five or six of the ones that really capture London.

B Sure, just let me know what you need. Well, it's been really nice seeing you again.

I Yeah, it has. I'm looking forward to working with you. I'll be in touch very soon about the project.

B Looking forward to it.

I So...see you soon.

B Yeah. Let's keep in touch. OK...bye, Izzy.

I Bye.

B Carla! Carla!

C Oh...hi, Ben.

B Hi. I was just having a drink with...Izzy.

C Oh, yeah? That's nice.

B We were talking about work.

C Work? Right. I see.

B Are you...are you OK? Should we...should we talk?

C No, no. I, I'm fine...I just, uh...Listen, I have to go. I'm in a hurry. But I'll see you tomorrow, OK?

b Focus on questions 1–4 and play the video again for Sts to watch.

Give Sts time to answer the questions, individually or in pairs.

Check answers.

ANSWERS

- 1 Ben had a bad back, but he and Max had a race, and his back got worse. He couldn't go to class for the next two days.
- 2 She says they would be perfect for her magazine feature about London because they show a different side of London.
- 3 Not to tell somebody who is going to pay him for his work that he needs the money.
- 4 She feels upset because she thinks Ben and Izzy are getting back together again.

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. You might want to point out that *How could I forget?* is used as gentle sarcasm and it is actually the intonation that will help convey this message. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 Well done! 2 I'll tell you over a drink. 3 How could I forget?
4 Sure, go ahead. 5 Yeah, it has. I'm looking forward to working with you.

Now play the video again, pausing as necessary, 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 talk about the questions. Elicit some feedback from the class.