

- G** third conditional
V making adjectives and adverbs
P sentence rhythm, weak pronunciation of *have*

Lesson plan

This lesson presents the third conditional in the context of different aspects of luck. The first half of the lesson centres on people who got into difficulties when travelling on their own and were lucky enough to be helped by kind strangers. Sts read and listen to a journalist from a website called Solo Traveler talking about how she was helped, and then listen to three more people talking about their experiences. Sentences about the stories provide an introduction to the grammar, which is then further practised in pronunciation, focusing on the stress patterns in third conditionals.

The second half of the lesson opens with Sts talking about how lucky or unlucky they consider themselves to be. This leads to a reading activity on some research carried out by psychologist Richard Wiseman on how to improve your luck. There is then a vocabulary focus on adverb and adjective formation, and this is consolidated through a writing game.

Video material

Grammar – third conditional

More materials

For teachers

Photocopiables

Grammar third conditional p.177

Communicative Sentence race p.206 (instructions p.186)

Vocabulary Word building p.228 (instructions p.214)

For students

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a horseshoe on the board, with the open part at the top. Ask what it is, and tell Sts that in Britain and America, people believe that if you find a horseshoe, it will bring you good luck, and people often hang them up on the wall. Ask if horseshoes also mean good luck in your Sts' country.

Then put Sts in pairs and ask them to think of things in their country which are considered either good luck or bad luck. Get feedback and write the things in two columns, *good luck / bad luck*, on the board. Then ask Sts if they really believe in this.

1 LISTENING listening for retelling

- a** Books open. Focus on the questions and go through them, making sure Sts know the meaning of *run out of* and *foreign*. Tell Sts to imagine they are on their own in each scenario.
 Put Sts in pairs and get them to discuss the four situations. Get some feedback.
- b** Focus on the instructions and make sure Sts know what a *stranger* is. You might want to tell Sts that *traveller* is spelled with one *l* here as the website Solo Traveler is

American. In the text, *traveling* is also spelled with one *l* as Tracey Nesbitt is American.

Tell Sts to read the text and answer the two questions. Check answers.

ANSWERS

- 1 She was lost and was in a hurry to get to the train station.
- 2 The stranger took her to the station. It was especially kind because he wasn't going there himself.

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

- c** **9.1** Tell Sts they are going to listen to Tracey telling three stories that were sent to her of people who were helped by strangers.

Play the audio for Sts to listen and match two photos to each story.

Check answers.

ANSWERS

Story 1: C, E

Story 2: B, F

Story 3: A, D

9.1

(script in Student Book on p.137)

Here are three of the best stories people sent to me at Solo Traveler. First, Katya. Katya was in Argentina to see the famous Iguazu Falls. She'd just arrived in Puerto Iguazu, the nearest town to the falls. It was ten p.m. at night. She'd booked a room in a hostel, but when she tried to find it, it just didn't seem to exist. She walked around town for a long time, but she had no luck, and in the end, she stopped at a bar and asked the owner and his wife for help. It turned out that the hostel had given her the wrong address. The kind bar owner ended up driving her around town at two o'clock in the morning to try to find the hostel. In the end, they found the place, but the front desk was closed for the night. So then the bar owner drove her to a small hotel that was still open, so she could get a room for the night – he even negotiated the price for her as he was worried it would be too expensive – so it only cost her the same as the hostel. Katya says she can't believe how incredibly kind he was.

What a great story. Now, this is Gerry's story.

Gerry was on a solo trip to France. While he was in Paris, one day he was in a hurry. He ran across the street and tripped on the kerb. He fell flat on his face on the sidewalk and cut his face badly – it was bleeding a lot. He was lying on the sidewalk, and a group of boys, about thirteen or fourteen years old, came over to him. They helped him to stand up and they took him to sit down on a bench – one of the boys gave him some tissues to stop the bleeding. Then another boy ran to a nearby school to ask the school nurse to have a look at Gerry, and all the other boys helped him to walk slowly along the road to the school. They couldn't go in with him, so they waved goodbye and ran off. Gerry says that the whole experience could have been much worse, but the kindness of those young men really cheered him up.

And finally, this is what happened to Jenn. Jenn was at the airport in Lisbon. She was on her way first to London and then back to the US. She thought she'd allowed plenty of time to check in, but when she got to the airport, there was a huge line, of several hundred people. She was absolutely convinced that she would miss her flight – she was panicking, and talking aloud to herself, saying, 'What am I going to do?' Then a man in the line asked her, in English, if he could help. She explained that she had a flight to London and the man told her she was actually in the line for a flight to Brazil. He wasn't sure where she needed to be, but he stepped out of his line, found the line she needed to be in, which was much shorter, and showed her where to go. The person behind him saved his place while he made sure Jenn

was OK. Jenn says if it wasn't for the kindness of this man, she would have had a complete panic attack!

I love these stories of the kindness of strangers. Keep sending your stories in – we love to hear from all those solo travelers out there.

- d** Focus on the instructions and then give Sts time to read items 1–5 for each story, making sure they understand all the lexis, e.g. *trip*, *kerb*, etc. Point out the **Glossary**.

Play the audio again the whole way through.

ANSWERS

See script 9.1

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.137, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e** Now put Sts in groups of three and tell them to each choose a story to retell, using 1–5 to help them.

Finally, elicit each story from the class.

- f** Put Sts in pairs or small groups to tell each other their stories.

Elicit some of the stories. You could also tell Sts if you have a story of your own.

EXTRA SUPPORT Do **f** as a whole-class activity or write the following on the board to help Sts:

- *where it happened*
- *what the problem was*
- *what you did to help a stranger / what the stranger did to help you*

Now get Sts to tell their partner / group about their story using the prompts to help them.

2 GRAMMAR third conditional

- a** Focus on the instructions and get Sts to match sentence beginnings 1–4 to their endings A–D.

Check answers.

ANSWERS

1 D 2 B 3 A 4 C

- b** Focus on the questions. Then either get Sts to answer the question in pairs, or elicit the answer from the class.

If Sts worked in pairs, check the answer.

ANSWER

b

- c** Tell Sts to go to **Grammar Bank 9A** on p.156.

Grammar notes

If Sts have a similar structure in their own language, they may not have too many problems with the concept, but most Sts will have problems with the 'mechanics' of the structure, i.e. remembering which verb form goes in each part of the sentence, and also in understanding and producing contracted forms.

Some typical mistakes include:

- using *would have* in the *if*-clause, e.g. *If I would have known, I would have done something about it.*
- using the past perfect in both clauses, e.g. *If I had known, I had done something about it.*

Focus on the example sentences and play audio **9.2** 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 F 3 H 4 E 5 A 6 J 7 B 8 G 9 C

- b** 1 hadn't taken, would have missed
2 wouldn't have won, hadn't given
3 would have enjoyed, had come
4 hadn't bought, would have been
5 would have forgotten, hadn't reminded
6 had arrived, wouldn't have caught
7 hadn't lent, wouldn't have been able
8 would have fallen, hadn't caught
9 wouldn't have found, hadn't seen
10 had known, would have applied

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar photocopiable activity**.

- d** **▶** In this video Sts will see a series of five scenes which show a man having a bad day, each prompting a separate third conditional sentence. There is no script, just the man acting the events.

Play the video once the whole way through for Sts just to watch.

Now play the video again, pausing after each clip for Sts to write a third conditional sentence using the verbs on the screen.

EXTRA CHALLENGE Get Sts to say the sentences without writing them down.

Put Sts in pairs and get them to compare sentences.

Elicit a sentence for each video clip.

ANSWERS

- 1 If he hadn't got up late, he wouldn't have missed the bus.
- 2 If he hadn't forgotten his coat, he wouldn't have been cold.
- 3 If he had read the email, he wouldn't have been late for the meeting.
- 4 If he hadn't gone running, he wouldn't have hurt his leg.
- 5 If the player hadn't missed the penalty, his / Keith's team would have won.

Then tell Sts to close their books, and play the video again and elicit the sentences orally from different Sts.

Now ask Sts if they've ever had a day like Keith's when everything went wrong, and ask them to tell you what happened.

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

3 PRONUNCIATION sentence rhythm, weak pronunciation of *have*

Pronunciation notes

The main focus here is on getting Sts to say third conditional sentences with good rhythm, by stressing the information words. You may also want to highlight the weak form of *would have* /wədəv/ and the contraction of *had* in these kinds of sentences. These forms are commonly used by native speakers but, at this level, it is more important for Sts to be able to understand them rather than produce them themselves.

- a **9.3** Focus on the instructions and the sound waves, and give Sts time to read the sentences. Tell them that the sound waves show the stress pattern of the first sentence. Play the audio, pausing first after the two clauses in 1 and then after the sentence for Sts to listen and repeat. Now do the same with 2–4. Ask Sts how *have* is pronounced after *would*.

ANSWER

Have is pronounced /əv/.

9.3

See clauses and sentences in Student Book on p.89

Now get Sts to practise in pairs, focusing on the rhythm.

- b **9.4** Focus on the task and tell Sts that they are going to hear five more third conditional sentences and they need to try to write them down. Play the audio, 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.

9.4

- 1 It would have been much quicker if we'd taken a taxi.
- 2 She wouldn't have found out if you hadn't told her.
- 3 The tickets would have been cheaper if we'd booked them earlier.
- 4 If you hadn't done your homework so quickly, you wouldn't have made so many mistakes.
- 5 I would have lent you some money if you'd asked me.

EXTRA IDEA Play the audio again, pausing for Sts to listen and repeat, copying the rhythm. Then put Sts in pairs and get them to practise saying the sentences.

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Guess the conditional, **A** on p.111, **B** on p.116.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence: *If I'd known it was your birthday, I would have bought you a present.*

Don't show the sentence to your Sts.

Then write on the board: *If I'd known it was your birthday, I _____ you a present.* [⊕]

Tell Sts that you have this sentence completed on a piece of paper and they have to try to guess exactly what it is. Elicit possible completions with a [⊕] verb phrase (e.g. *would have got* / *would have given*). Say *Try again* if Sts say something different, until someone says the phrase *I would have bought you a present*. Then show them your piece of paper with the sentence on it and say *That's correct*. Now go through the instructions. Emphasize that Sts should only complete the gap when their partner says *That's correct*.

Sts continue in pairs. Monitor and help.

Tell Sts to go back to the main lesson **9A**.

4 READING & SPEAKING

identifying topic sentences

- a Do this in pairs or as a whole-class activity. Make sure Sts know what *lucky* means. With a show of hands, find out how many Sts think they are lucky. Get a few Sts to explain why (not).

- b Tell Sts that they are going to read an article about luck. First, focus on the **Topic sentences** box and go through it with the class. Then go through topic sentences A–E, making sure Sts understand them. Now get Sts to read the article and match the topic sentences to paragraphs 1–5. Get Sts to compare with a partner, and then check answers.

ANSWERS

1 B 2 E 3 C 4 D 5 A

- c Focus on the instructions and quickly go through 1–5, making sure Sts understand all the lexis. Give Sts time to read the article again and then choose the best option in the five multiple-choice questions. Get Sts to compare with a partner, and then check answers.

ANSWERS

1 a 2 b 3 a 4 b 5 c

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

- d In pairs, Sts discuss the four questions. Get some feedback from various pairs.

EXTRA SUPPORT You could do question 1 with the whole class, and then elicit answers to the other questions from individual Sts.

5 VOCABULARY

making adjectives and adverbs

- a Focus on the sentences from the article, and elicit that *luck* is a noun and *lucky* / *unlucky* are adjectives.

! The phrase *be lucky* may be a problem for some Sts who express the same concept in their L1 as *have luck*.

Now focus on questions 1 and 2 and get Sts, either in pairs or individually, to answer them.

Check answers.

ANSWERS

1 luckily 2 unluckily

- b Tell Sts to go to **Vocabulary Bank Word building** on p.172.

Vocabulary notes

Making adjectives and adverbs

Point out that:

- -y and -able are both typical endings for adjectives.
- un- and im- are common prefixes to make an adjective negative, but adjectives formed with the suffix -ful, e.g. *careful*, sometimes (but not always) make the opposite adjective with -less, e.g. *useful* – *useless*.
- the suffix -ful means *full of*; with -less it means *without*.
- sometimes there are spelling changes, e.g. the final e is dropped before an -ly suffix in, for example, *comfortably*, *possibly*, etc., and with adjectives ending in consonant + y, the y changes to i before adding the suffix, e.g. *lucky* – *luckily*, *healthy* – *healthily*, etc.

Focus on **2 Making adjectives and adverbs** and go through the **Adjective prefixes and suffixes** box with the class. Get Sts to do **a** individually or in pairs.

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

🔊 9.5

Word building, 2 Making adjectives and adverbs

luck lucky, unlucky, luckily, unluckily

fortune fortunate, unfortunate, fortunately, unfortunately

comfort comfortable, uncomfortable, comfortably, uncomfortably

patience patient, impatient, patiently, impatiently

care careful, careless, carefully, carelessly

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

EXTRA SUPPORT Get Sts to underline the stressed syllable in all the words in the chart.

ANSWERS

luck: lucky, unlucky, luckily, unluckily

fortune: fortunate, unfortunate, fortunately, unfortunately

comfort: comfortable, uncomfortable, comfortably, uncomfortably

patience: patient, impatient, patiently, impatiently

care: careful, careless, carefully, carelessly

Focus on **c** and get Sts to complete each gap with the adjective or adverb made from the noun in **bold**. Tell them to be careful, as some are positive and some are negative.

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

🔊 9.6

- 1 The beach was beautiful, but **unfortunately** it rained almost every day.
- 2 My new shoes are very **comfortable**. I wore them all day yesterday and they didn't hurt at all.
- 3 He did the exam quickly and **carelessly**, and so he made lots of mistakes.
- 4 We were really **unlucky**. We missed the flight by just five minutes.
- 5 Jack is a very **impatient** driver! He can't stand being behind someone who is driving slowly.
- 6 It was a bad accident, but **luckily** nobody was seriously hurt.
- 7 It was raining, but fans waited **patiently** in the queue to buy tickets for tomorrow's concert.
- 8 The roads will be very icy tonight, so drive **carefully**.
- 9 The temperature dropped to minus ten degrees, but **fortunately**, we were all wearing warm coats.
- 10 The bed in the hotel was incredibly **uncomfortable**. I hardly slept at all.

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary photocopiable activity**.

- c** Tell Sts they are going to play *The sentence game*, and read the rules together as a class. Make sure everything is clear. You could demonstrate the activity by writing on the board: *friend* (7 words), and then *People in my country are very friendly*.
- d** Put Sts in teams of three or four and give them five minutes to write five sentences. If you can see that they need more time, extend the limit.

- e** When the time is up, get each team to read out their sentences. The teams with five correct sentences are the winners.

EXTRA SUPPORT You could write each team's sentences on the board and get the other teams to say if they are correct or not.

- G** quantifiers
V electronic devices
P linking, *ough* and *ough*

Lesson plan

This lesson revises and extends Sts' knowledge of quantifiers, e.g. *a lot of / plenty of, too much, not enough*, etc. through the topic of the use of electronic devices.

The first half of the lesson starts with a vocabulary focus on electronic devices and phrasal verbs associated with these devices, and this is followed with pronunciation practice on linking words. Then Sts listen to a journalist who tried the experiment of living for a day without electricity. The first half ends with Sts discussing power cuts and how well they could cope without electricity.

The second half starts with grammar, which is presented through sentences related to the internet and electronic devices. There is then a pronunciation focus on the frequently problematic combinations *ough* and *ough*. Sts then read and discuss an article about how to 'tidy up' their digital life, i.e. encouraging them to get rid of old software and apps, etc. The lesson ends with a writing focus where Sts write an article analysing the advantages and disadvantages of smartphones.

Video material

Vocabulary – electronic devices

Pronunciation – *ough* and *ough*

More materials

For teachers

Photocopiables

Grammar quantifiers p.178

Communicative True or not? p.207 (instructions p.187)

For students

Workbook 9B

OPTIONAL LEAD-IN (BOOKS CLOSED) Bring into class as many of the items in **1b** as you can and put them on the table, e.g. an adaptor, a charger, a plug, a mouse, a speaker, a USB-C cable.

Ask Sts to come up and look at what's on the table for a minute.

Then tell them to go back to their places and, in pairs, try to write down the objects that were on the table (meanwhile, put the objects in a bag or cover them).

Then take the objects out one by one and see if Sts had remembered them, and if any Sts knew how to say them in English.

1 VOCABULARY electronic devices

- a** Books open. Focus on the questions and elicit the meaning of *devices*. Model and drill the pronunciation of *device* /dɪ'vaɪs/ and the plural *devices* /dɪ'vaɪsɪz/. Do the questions as a whole-class activity. You could tell the class which device you use the most.

- b** Focus on the instructions and the words. Point out that the first one (*a voice assistant*) has been done for them. Give Sts time, individually or in pairs, to match the words and photos.
- c** **9.7** Play the audio for Sts to listen and check. Check answers.

9.7

8 an adaptor	6 a remote control
7 a charger	4 a router
11 a keyboard	3 a socket
2 a memory stick	12 a speaker
5 a mouse	13 a switch
10 a plug	14 a USB-C cable
9 a printer	1 a voice assistant

Then play it again, pausing after each word for Sts to listen and repeat.

Now put Sts in pairs and tell them to test each other by covering the words and looking at the photos.

EXTRA CHALLENGE Ask the class if they know any other technology words, e.g. *a VR headset, a screen, hardware, software, etc.*

Vocabulary notes

Sts may ask about the difference between *switch on / off* and *turn on / off*. Explain that they both mean the same thing, but they originated because of the way in which power was connected or disconnected. *Turn on* came into use because of things which had knobs that were turned right or left to connect or disconnect, and *switch on* for things which had switches. Today they are synonymous and can be used for anything, no matter whether it has a switch, a knob, or a button. However, we use *turn + up / down*, as many devices still use a knob which must be turned to increase power, volume, etc.

- d** **9.7** In this video Sts will see ten clips of people using an electronic device. Sts need to watch the clips and match each one to a sentence.
- Focus on the instructions and sentences A–J. Tell Sts that they refer to electronic devices and the phrasal verbs and normal verbs we commonly use to describe things we do with them. Now give Sts time to read the sentences.
- Focus on the photo and elicit the sentence, but don't confirm the answer yet.
- Then play the video once the whole way through. Play it again and pause briefly after each clip for Sts to number the sentences.

EXTRA SUPPORT Pause the video after each clip to give Sts time to write.

Get Sts to compare with a partner.

Check answers.

ANSWERS

A 2 B 3 C 5 D 4 E 1 F 8 G 6 H 10 I 7 J 9

Now tell Sts to close their books. Play the video again and get Sts to say the sentences for each clip.

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

2 PRONUNCIATION linking

Pronunciation notes

Linking

These phrasal verbs related to technology are often used with the pronoun *it* followed by the particle, and the three words are linked. When the verbs are in the past tense (they are all regular), the linking also enables Sts to hear clearly how the *-ed* is pronounced.

As many of these are common phrases (e.g. *switch it off*, *turn it down*), Sts will benefit from learning to say them as one linked phrase.

You may want to point out that in *A it* and *down* are linked, because *it* ends and *down* begins with very similar consonant sounds.

- a **9.8** Focus on the **Separable phrasal verbs** box and go through it with the class.
Play the audio for Sts to listen and notice how the words are linked. Elicit after each phrase whether the *-ed* ending is pronounced /t/, /d/, or /ɪd/.

9.8

See sentences A–E in Student Book on p.93

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

Finally, play the audio again, getting responses from individual Sts.

- b Quickly go through questions 1–5, making sure Sts understand them.

Put Sts in pairs and get them to ask and answer the questions. Encourage them to give reasons for their answers.

Get some feedback from various pairs.

3 LISTENING & SPEAKING listening for note-taking

- a Focus on the task and make sure Sts understand a *power cut* (= a situation in which the supply of electricity is interrupted) and *frustrating* (= causing you to feel annoyed and impatient because you cannot do what you want).

Get Sts to answer the question in pairs, or do it as a whole-class activity.

If Sts worked in pairs, get some feedback.

- b **9.9** Focus on the task and elicit some ideas to the first question. Don't tell Sts if they are right or not.

Play the audio once the whole way through for Sts to listen and answer the questions.

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

EXTRA IDEA Elicit which gadgets Chris used (laptop, phone, tablet) and ask *Did any of the gadgets run out of battery completely?* (Yes, his laptop battery.)

ANSWERS

He found the evening the most difficult.

On the whole it was a negative experience.

9.9

(script in Student Book on p.137)

We're more dependent on power than ever before, thanks to our phone addiction, and because many people work from home more often, using laptops. So how difficult would life be for twenty-four hours without power? I decided to find out.

Seven a.m. – nine a.m.

Laptop battery: ninety-five per cent Phone battery: one hundred per cent Tablet battery: sixty-five per cent

It's ten minutes since my alarm went off. I set it on my phone, which I charged overnight – my last blast of electricity for the next twenty-four hours. Already I'm realizing quite how dependent we are on power. My usual morning shower isn't possible. Neither is breakfast. I look sadly at the electric kettle. I can't even boil some water in a saucepan. My hob needs power. My toaster needs power. Everything in my modern home seems to need power. I read the news on my tablet and the battery life drops from sixty-five per cent to fifty-five per cent in a few minutes. Uh-oh.

Nine a.m. – midday

Laptop battery: seventy-two per cent Phone battery: ninety-one per cent Tablet battery: fifty-five per cent

I sit down to work at my laptop. By ten a.m., it's down to seventy-two per cent battery. Someone gets in touch to ask me to Skype, but Skype calls really drain the power. I close down unnecessary programs and turn the brightness of my screen down to its lowest level. I can't use the wi-fi because my internet router is turned off. I can only use my mobile data, but I decide not to use it because I'm worried that it will use up my phone battery very quickly.

A researcher at Queensland University of Technology, who has studied 'battery anxiety', says that when our battery life drops to twenty per cent, we start thinking about what we actually need to do compared to what we want to do. Do we need to scroll through TikTok? I think we all know the answer to that.

Midday – two p.m.

Laptop battery: thirty-nine per cent Phone battery: eighty-six per cent Tablet battery: fifty-four per cent

Normally for lunch, I'd reheat yesterday's pizza in the oven. But that's not possible, so I eat cold meats, and drink a warm Diet Coke, because the fridge is also off! I'm trying to avoid opening the fridge as much as possible; if the door is shut, food should be OK for four to six hours in the fridge, and fifteen to twenty-four hours in the freezer before you need to throw it away.

Two p.m. – six p.m.

Laptop battery: zero per cent Phone battery: sixty-nine per cent Tablet battery: thirty-six per cent

Finally, my laptop battery dies just after lunch. Thankfully, I can continue to work in the cloud on my phone. I do this for a while, but the small screen makes typing very difficult and I want to shout at the screen! I go for a walk – only I can't listen to music or the radio on my phone, as I usually would. I think nostalgically of the battery-operated Walkman of the nineteen eighties...

Six p.m. onwards

Laptop battery: zero per cent Phone battery: forty-four per cent Tablet battery: twenty-six per cent

There's not much power left and it's getting dark. How on earth did people keep themselves busy in the evenings before electricity? I call a friend named Joel. Two and a half years ago, he decided to live off-grid and now he lives in a tent in a field. I ask Joel what to do with my long Friday evening. He thinks for a minute. 'Cook yourself a really nice meal,' he says, sounding very chilled. 'But I have an electric cooker,' I say. Joel's surprised – he cooks his food outside over a fire. Then I have a flash of inspiration. My car has enough petrol in it to get to a takeaway. As my phone charge drops to twenty per cent, I drive out to pick up dinner. For the next hour, my girlfriend and I sit in the dark eating fried chicken. Then we decide to have an early night. And with hardly any phone battery left, I won't be able to rely on my alarm to wake me up tomorrow.

- c Tell Sts they are going to listen to the experiment again and this time they must make notes about what Chris couldn't do at certain times of the day.

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

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

Check answers.

ANSWERS

- 1 He couldn't have a shower and he couldn't have breakfast (he couldn't make coffee, or tea or toast).
- 2 He couldn't use Skype and he couldn't use the wi-fi.
- 3 He couldn't have any hot food (because he couldn't use the oven) and he couldn't have any cold drinks (because the fridge was off).
- 4 He couldn't use his laptop (no battery), he couldn't listen to music or the radio on his phone.
- 5 He couldn't cook dinner or have the light on to eat, he couldn't set his alarm to wake up the next morning.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.137, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Tell Sts to focus on the bold expressions in 1–6 and decide what they mean. They could do this individually or in pairs.

If Sts worked individually, get them to compare with a partner.

Check answers. You might want to tell Sts that in British English the American spelling for *program* is used when talking about computer programs.

ANSWERS

- 1 goes down
 - 2 use up the electricity
 - 3 stop (a computer program) from running
 - 4 stops working
 - 5 work online using a server
 - 6 live without using electricity from a public supply
- e Focus on the task and make sure Sts understand 'battery anxiety'.
Put Sts in pairs and get them to discuss questions 1–4.
Get some feedback from various pairs.

4 GRAMMAR quantifiers

- a Put Sts in pairs and tell them to try to guess what the missing words in sentences 1–6 are. Tell them not to write anything yet.
- b **9.10** Tell Sts to listen and complete the gaps in a.
Get Sts to compare with a partner, and then check answers. Drill the pronunciation where necessary, e.g. *enough* /ɪˈnʌf/. Find out if any Sts guessed all the answers correctly.

ANSWERS

- 1 a lot
- 2 enough money
- 3 too much
- 4 a few
- 5 big enough
- 6 too expensive

9.10

See sentences in Student Book on p.94 and answer key

- c Tell Sts to go to **Grammar Bank 9B** on p.157.

Grammar notes

Quantifiers

Sts should have seen most or all of these forms previously, but here they are brought together.

Large quantities

Lots of is a colloquial equivalent of *a lot of*. Be careful Sts don't say ~~a lots of~~. You may also want to teach *loads of* – another colloquial equivalent.

Some nationalities confuse *plenty of* and *full of* because of L1 interference.

Small quantities

A little and *very little* are quite different in meaning (the second is more negative). The same applies to *a few* and *very few*.

You may (or may not!) want to point out to Sts that native speakers increasingly use *less* where they should use *fewer*.

More or less than you need or want

Some typical mistakes include:

- using *too much* + an adjective, e.g. ~~I'm too much busy~~.
- the position of *enough*, e.g. ~~I'm not enough tall to open the cupboard~~.
- mispronouncing *enough*

Zero quantity

Point out that *no* must be used with a noun, e.g. *I have no time, no brothers and sisters*, etc. *None* is a pronoun, so it is used on its own, e.g. *'Is there any milk?' 'No, I'm afraid there's none left.'*

Focus on the example sentences and play audio **9.11**, **9.12**, **9.13**, and **9.14** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 a few 2 much 3 ✓ 4 very few 5 ✓ 6 a lot 7 too 8 ✓ 9 old enough 10 ✓
b 1 ✗ A lot! 2 ✓ 3 ✗ There isn't enough time / There's no time 4 ✗ much too loud 5 ✓ 6 ✗ isn't fast enough 7 ✗ too many emails 8 ✗ None 9 ✗ only a few people 10 ✓

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar photocopyable activity**.

- d Put Sts in pairs and get them to discuss whether 1–6 in a are true for them. Tell them to give as much information as possible.

Get some feedback from various pairs.

5 PRONUNCIATION ough and augh

Pronunciation notes

The aim of these exercises is to help Sts remember the pronunciation of a group of high-frequency words which all contain *ough* / *ough* – a combination of letters which has rather an anarchic spelling–pronunciation relationship.

- a Focus on the **ough and augh** box and go through it with the class.

Then focus on the six columns and elicit the picture word and sound for each, e.g. *horse* /ɔː/, *up* /ʌ/, etc.

Now get Sts to put the words in the list in the correct column. They could do this in pairs. Encourage them to say the words out loud and to use their instinct to help them decide.

- b  Play the video for Sts to watch and check.

Check answers.



horse /ɔː/ **bought, brought, caught, daughter, thought**

up /ʌ/ + /ɛ/ **enough, tough**

phone /əʊ/ **although**

car /ɑː/ + /ɛ/ **laugh**

boot /uː/ **through**

clock /ɒ/ + /ɛ/ **cough**

Then play the video and get Sts to watch and repeat the sounds and words.

Now ask *Which is the most common sound?*

ANSWER

The most common sound is /ɔː/.

Point out that this is true especially when there is a *t* after *ough* or *augh*. This includes the past tense / participle forms (*bought, brought, caught, taught, and thought*).

Emphasize that the group of words which finish in /ɛ/ (*enough, tough, laugh, and cough*) is very small, but they are very common words and it is worthwhile for Sts to memorize their pronunciation. Two other fairly common words like this are *rough* /rʌf/ and *draught* /draʊft/.

- c  **9.15** Focus on the sentences, which all contain the target sounds, and play the audio once the whole way through for Sts just to listen.



9.15

See sentences in Student Book on p.94

Give Sts time to practise saying them in pairs.

Finally, elicit the sentences from individual Sts.

EXTRA SUPPORT Play the audio again, pausing for Sts to listen and repeat. Then get Sts to practise saying them.

6 READING & SPEAKING

understanding technical language

- a Focus on the questions. Elicit the meaning of *unsubscribe* in the penultimate question (= to remove your / somebody's email address from an internet mailing list). Put Sts in pairs and get them to discuss the questions.

EXTRA SUPPORT Demonstrate the activity by answering the first few questions.

When Sts have finished, they should decide who has a more organized digital life.

Get some feedback from various pairs.

- b Focus on the task and make sure Sts understand the title, *8 ways to tidy up your digital life*. Then set a time limit for them to read the eight headings and tick the ones they need to tidy up.

Get Sts to compare with a partner, and then get some feedback.

- c Tell Sts to now read the article and complete the gaps with the verbs in the list.

Check answers.

ANSWERS

1 answer 2 free up 3 find 4 keep 5 Update 6 forget
7 click 8 recycle

- d Focus on the four tips from the article and tell Sts they need to look for adjectives in the article with the prefix *un-* to complete the gaps.

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

ANSWERS

Tip 1: unopened, unanswered

Tip 2: Uninstall

Tip 4: unfollow

Tip 7: unwanted, unsubscribe

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

- e Tell Sts that this time they need to complete eight sentences with the prefix *un-* and a word from the list.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation. You could tell Sts that *Ctrl* stands for *Control*.

ANSWERS

1 unread 2 undo 3 unfollow 4 unlock 5 unhelpful
6 unknown 7 unclear 8 uncomfortable

You may want to point out that *un-* is the most common negative prefix in English, and is often used to make the negative of new 'technology' verbs, e.g. *unfriend, unfollow*.

- f Focus on the instructions and give Sts time to read the tips in the article again. They choose three that they think would be the most useful for them.

When Sts are ready, put them in small groups of three or four to discuss their choices.

Get some feedback from various groups.

7 WRITING

a 'for and against' essay

Tell Sts to go to **Writing Bank 9** on p.129.

- a Focus on the instructions and give Sts time to read the essay and answer the question.

Check the answer.

ANSWER

The writer is generally 'for' Wikipedia.

EXTRA CHALLENGE Before Sts read the essay, write on the board *Advantages and disadvantages of Wikipedia*. Put Sts in pairs or small groups and tell them to think of two advantages and two disadvantages. Then get them to read the essay to see if their ideas are there.

- b Tell Sts to cover the text and see if they can remember three good things and three bad things about Wikipedia. You could do this as a whole-class activity or Sts could do it in pairs.

If Sts worked in pairs, check answers.

ANSWERS

1 It has information about more or less everything. The information is easy to find. It usually gives a good basic introduction to a topic. It gives links and references to other sources, so it is easy to find out more.

2 The information is sometimes inaccurate. You don't know who has written the articles. Sometimes there is a personal or political bias.

- c Tell Sts to read the essay again and match paragraphs 1–4 to the sections in the list.

Check answers.

ANSWERS

2 advantages

4 the writer's opinion

1 introduction: what Wikipedia is

3 disadvantages

- d Focus on the **Adding and contrasting information** box and go through it with the class.

Now give Sts time to read sentences 1–7 and choose the correct options.

Check answers.

ANSWERS

1 although 2 also 3 but 4 too 5 In addition

6 On the other hand 7 However

- e Now tell Sts they are going to write a similar essay about smartphones. As an alternative, they could write about an app or website they know well instead – depending on your Sts, they might find this more motivating. If they do, you'll need to modify the title, e.g. (*app / website*) – *for and against*.

Read the beginning of the essay as a class.

Now put Sts in pairs and give them time to write notes for three advantages and three disadvantages of smartphones.

Elicit some ideas from the class. You could ask Sts, individually, to now number their advantages and disadvantages 1–3, with 1 being the most important advantage and disadvantage.

- f Tell Sts to plan their essay with four paragraphs as in the model, and to use the **Adding and contrasting information** box to help them. They should start by completing the introduction and deciding on their opinion.
- g You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their article, e.g. 15–20 minutes. Remind them to use some of the highlighted phrases.
- h Sts should check their work for mistakes before giving it in.



Ben's big show

Practical English indirect questions

Lesson plan

In this lesson Sts learn how to form indirect questions.

In this final episode of *Pictures of you*, Izzy talks to Pamela about seeing Ben again and how she feels. Pamela tells her to be careful and make sure they both want the same thing. Izzy meets Ben for a drink and they talk about the past and then move on to the future. They realize that they want different things, and Ben admits to liking Carla. At Ben's show, his sister Emma encourages him to tell Carla, which he does. We then see the end of Izzy's presentation. Dominic really likes the photos and implies that he will be asking her to do more projects, whereas Max receives a put-down. The series ends with a snapshot of where they are four years later: Izzy, looking glamorous and successful, is in the park taking photos when she sees Carla and Ben playing with their child.

Video material

Pictures of you – Episode 5

More materials

For teachers

Oxford English Hub

Quick Test 9

File 9 Test

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 4 (*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 making suggestions.

1 PAMELA'S ADVICE

a ▶ Books open. In this section, *Pamela's advice*, Izzy thinks about her relationship with Ben and talks to Pamela about it.

Focus on the photos and either put Sts in pairs to answer the questions or do it as a whole-class activity.

If Sts worked in pairs, 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.

EXTRA IDEA You might want to pause the video at 1.30 when Ben looks into the café and sees Carla, and elicit what he might be thinking, e.g. whether to go in and explain to her about the hug.

Check answers.

ANSWERS

- 1 She's thinking about happy times she and Ben have had, and possibly wondering if they should get back together.
- 2 Pamela advises Izzy to make sure that if they get back together, it is what they both want. She also tells Izzy to talk to Ben.



I = Izzy, P = Pamela

I So I went to see Ben's exhibition.

P Did you? What did you think of his photos?

I They're great. And you were right.

P I am very wise.

I You really are! His photos are amazing. They're perfect for the London feature.

P And does he want to help you?

I Yes, he's really excited about the idea. He said we can use his photos in the magazine. I know Dominic will love them!

P That's fantastic.

I Yeah...erm...Ben and I also went for something to eat...

P Hmm...

I It was nice. We talked about old times.

P Well, that's good.

I And then, at the end...

P Izzy?

I Well, we had a hug. A very long hug.

P A very long hug?

I Maybe too long.

P And how do you feel?

I Well...it was great to see him again. It reminded me why I liked him so much.

P But...you broke up for a reason, Izzy.

I I know. I know!

P Just make sure this is something that you both want.

I Yes.

P Talk to him.

b Give Sts time to read the questions. Play the video again.

Give Sts time to answer all the questions, and then get them to compare with a partner.

Check answers. You could then ask Sts if they think Izzy wants to get back with Ben.

ANSWERS

- 1 a They are great; they are perfect for the London feature.
b It was nice, they talked about old times.
c It was a long hug, maybe too long.
- 2 a That it's fantastic.
b She says they broke up for a reason.

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 ASKING INDIRECT QUESTIONS

a ▶ In this scene, Izzy and Ben talk about their relationship – why they broke up and if they should get back together again. They 'role-play' a more polite formal interview to help them to clarify their ideas. In the end, Ben admits that he likes someone else.

Play the video for Sts to watch.

Now give Sts time to discuss question 1–3 with a partner, and then check answers.

ANSWERS

- 1 Yes
- 2 No. Izzy would like to run a magazine one day, but Ben would like to travel, and have a family.
- 3 No. Ben is interested in someone else.



I = Izzy, B = Ben

I So...about yesterday. I don't know if you felt what I felt?

B I...suppose I did. Yeah.

I I'm glad it's not just me.

B So?

I Look. We're adults. Let's just be honest with each other. Mr Fischer. Thank you for joining me today.

B You're very welcome.

I So, could you tell me what you think of Izzy?

B I think she's an awesome person. She's smart. She's funny.

I She's stylish.

B Very.

I But you broke up, didn't you? I'd like to know if you think you should get back together?

B Well, I think it's complicated. We've both moved on. What about you, Ms Silva?

I I think we broke up because we wanted different things. I'd like to run my own magazine one day.

B And I'd like to travel. I'd like to see the world. I suppose I'd like to do that with someone. I'd like a family, too. Do you know if you want kids?

I I don't know. It's not really something I think about. But I still feel something for you.

B I wonder if we'll always feel something for each other.

I I think we will.

B But is that enough if we want different things?

I I don't know. It was just really nice to see you again. I miss having you in my life.

B Yeah...me too, I...seeing you yesterday confused me a little. The truth is I'm interested in someone else.

I Can you tell me who it is?

B It's Carla.

I Carla? I think you two would be good together.

- b Focus on the extracts from the conversation and give Sts time to read through it and complete the gaps with the phrases in the list.

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

Check answers.

ANSWERS

- 1 could you tell me
- 2 I'd like to know
- 3 Do you know
- 4 I wonder
- 5 Can you tell me

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

Focus on the **American and British English box**. Point out that as well as a difference in meaning, there is a difference in pronunciation between the British and American versions of *smart*. Note that the IPA style is different in American English. The symbol /a/ doesn't exist in British English and the *r* is not pronounced.

- c Play the video and tell Sts to watch and repeat the highlighted phrases and sentences in **b** when the video pauses. Encourage them to copy the rhythm and polite 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 extracts in **b** aloud, paying attention to rhythm and intonation.

When they have finished, they should swap roles.

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

- e Focus on the **Indirect questions** box and go through it with the class.

Give Sts time to make questions 1–5 indirect.

Get Sts to compare with a partner, and then check answers, getting Sts to read the questions in full.

EXTRA SUPPORT Highlight the difference between the direct and the indirect question, i.e. the word order is (question word / *if* / *whether*) + subject + verb, and we don't use *do* / *did* in the present and the past.

ANSWERS

- 1 where the station is
- 2 what you think
- 3 if / whether Jack is coming tonight
- 4 what the time is
- 5 what time the show starts

- f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Asking politely for information**, **A** on p.112, **B** on p.117.

Go through the instructions with them carefully. Tell them to focus on instruction **a** and give them time to write the indirect questions.

When they are ready, tell Sts **A** they are tourists and they should turn to Sts **B** and start by saying *Excuse me*.

Monitor and help.

Make sure Sts swap roles.

When they have finished, get feedback.

Tell Sts to go back to the main lesson.

3 A HAPPY ENDING?

- a This final scene begins with Ben's show. Emma, Ben's twin sister, has come over from the USA. They chat about the show and he tells her that he is interested in Carla. Emma encourages him to go and talk to her. He does and admits his feelings. At *Images of London*, Izzy and Max present Ben's photos to Dominic, who loves them. Finally, we see some images showing where Izzy and Ben are four years later, and Sts will see Izzy walking through the park, taking photos, when she sees Ben and Carla in the park with their child.

Play the video for Sts to watch.

Now give Sts time to number the photos in the order that they happened.

Check answers.

ANSWERS

- 1 C 2 B 3 A 4 E 5 D



E = Emma, B = Ben, C = Carla, D = Dominic, I = Izzy, M = Max

E Hey, bro!

B Emma! It's great to see you. I'm so glad you were able to make it! I can't believe you came all the way from California for this.

E Well, I couldn't miss my brother's first big show!

B How are Mom and Dad?

E They're good. And they're so proud of you, Ben. It's all Mom can talk about. It's getting a little annoying, actually.

B Well, I'm glad to hear it. If I can still annoy you when I'm on a different continent, then I'm doing something right!

E You look exhausted.

B Yeah...there's just been a lot going on this week.

E With the show?

B Yeah...and some other things, too.

E Really?!

B Shush.

E Carla?

B Yeah. No. Maybe?

E I've always liked Carla. She's great.

B Yeah, she is.

E I'm going to take a look around.

C You know, I think this one is my favourite.

B You know that's you. It was outside the café after a really long shift. And there was this amazing sunset.

C Oh yeah, I remember that. You had only just started working at the café.

B Yeah, I think I annoyed you with all my questions.

C You still annoy me with all your questions!

B You know...nothing happened with Izzy and me.

C No?

B No. The truth is...I'm interested in someone else.

C Yeah?

B Yeah...You know...I think this one might be my favourite, too.

D Do you think this is good enough?

I I, um...Yes, actually, I do. I think this month's magazine will be one of our best.

D So do I. This is fantastic. This is exactly what I wanted. Let's talk next week about a project I think you'd be perfect for. And Max...

M Yes, sir.

D Could you open the door?

M Yes, sir.

D And by the way.

M Yes, sir?

D Who was the photographer? These photos are exceptional.

I Oh. Just...an old friend.

b Play the video again for Sts to watch.

Now put Sts in pairs, and get them to look at the photos in **a** and tell each other what happened in each scene in the correct order. You may want to tell Sts that Emma refers to their mother as *Mom* which is American English (British English is *Mum*).

Finally, elicit the story from the class.

SUGGESTED ANSWERS

- 1 Emma, Ben's twin sister, has come especially from the USA to see his show. Ben tells Emma that he is interested in Carla. Emma is pleased because she says that she has always liked Carla.
- 2 Ben and Carla look at a photo which Carla says is her favourite. They talk about when and where the photo was taken.
- 3 Izzy presents the new 'Images of London' design to Dominic. She is confident that they are right.
- 4 Dominic agrees with Izzy and says that he has a new project that she will be perfect for. He asks Izzy who took the photos and she replies 'An old friend'.
- 5 Four years later, Ben and Carla are in the park playing with their young child. Izzy is in the same park taking photos. She sees Ben and Carla, and takes a photo of them all. Ben and Izzy smile at one another.

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. Tell Sts that *bro* /brəʊ/ is informal for *brother*, and elicit that we use *by the way* when we want to introduce a completely different subject.

ANSWERS

- 1 Did you? What did you think of his photos?
- 2 Emma! It's great to see you!
- 3 Yeah. There's just been a lot going on this week.
- 4 I, um...Yes, actually, I do.
- 5 Oh, just an old friend.

Now play the video again for Sts to watch and repeat.

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions.

Elicit some feedback from the class. You could find out with a show of hands who the favourite character was.