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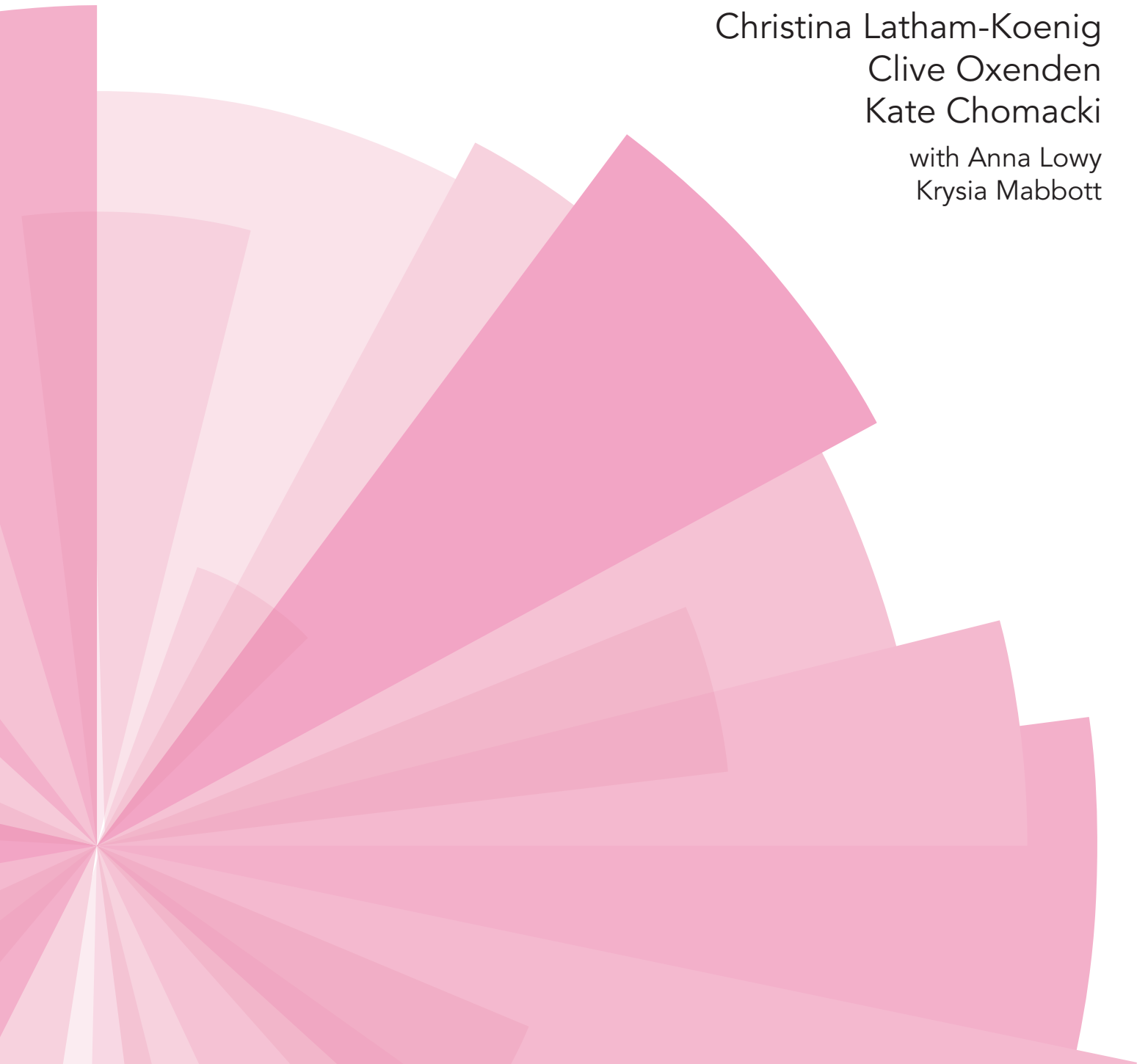
fourth
edition

English File

Intermediate Plus
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
6	A Why did they call you that?	pronouns	names	vowel sounds
10	B Life in colour	adjectives	adjective suffixes	word stress
14	Practical English Episode 1	reporting lost luggage		
2				
16	A Get ready! Get set! Go!	present tenses	packing	/s/, /z/, and /ɪz/
20	B Go to checkout	possessive	shops and services	r and final -r
24	Revise and Check 1&2			
3				
26	A A Grow up!	past simple, past continuous, or <i>used to</i> ?	stages of life	-ed endings, sentence rhythm
30	B Photo albums	prepositions	photography	word stress
34	Practical English Episode 2	renting a car		
4				
36	A Don't throw it away!	future forms: <i>will / shall</i> and <i>be going to</i>	rubbish and recycling	/aɪ/ and /eɪ/
40	B Put it on your CV	first and second conditionals	study and work	word stress
44	Revise and Check 3&4			
5				
46	A Screen time	present perfect simple	television	/w/, /v/, and /b/
50	B A quiet life?	present perfect continuous	the country	vowel sounds, sentence rhythm
54	Practical English Episode 3	making a police report		

SPEAKING	LISTENING	READING
talking about names, brand names, making suggestions	four people talking about their names, understanding proper names	checking hypotheses
talking about results, describing a room	listening for extra information	scanning for information
How good are you at preparing for a holiday?, expressing preferences	understanding advice	understanding linkers / cohesive devices
showing interest	recognizing positive / negative comments	predicting content from visual clues
What do you think is the best age for...?, events in your life	listening for detail	read and retell
taking photos, talking about an interesting photo	understanding advice	understanding the main point in a paragraph
zero waste, responding to plans and predictions	listening and taking notes	reading to check assumptions
agreeing / disagreeing and giving opinions, talking about work and studies	listening for factual information	focusing on key information
expressing enthusiasm	understanding answers	speculating based on visual clues
discussing problems and solutions	listening for point of view	understanding problems and solutions

	GRAMMAR	VOCABULARY	PRONUNCIATION
6			
56 A What the waiter really thinks	obligation, necessity, prohibition, advice	at a restaurant	word pairs with <i>and</i>
60 B Do it yourself	<i>can, could, and be able to</i>	DIY and repairs, paraphrasing	consonant clusters
64 Revise and Check 5&6			
7			
66 A Take your cash	phrasal verbs	cash machines, phrasal verbs	linking
70 B Shall we go out or stay in?	verb patterns	live entertainment	homographs
74 Practical English Episode 4	talking about house rules		
8			
76 A Treat yourself	<i>have something done</i>	looking after yourself	sentence stress
80 B Sites and sights	the passive, defining and non-defining relative clauses	historic buildings, wars and battles	silent consonants
84 Revise and Check 7&8			
9			
86 A Total recall	reported speech	word building	word stress
90 B Here comes the bride	third conditional and other uses of the past perfect, adverbs	weddings	sentence stress
94 Practical English Episode 5	giving directions in a building		
10			
96 A The land of the free?	<i>be, do, and have</i> : auxiliary and main verbs	British and American English	stress on <i>be, do, and have</i>
100 B Please turn over your papers	revision of verb forms	exams	revision of sounds
104 Revise and Check 9&10			
106 Communication	115 Writing	124 Listening	132 Grammar Bank

SPEAKING**LISTENING****READING**

talking about bad service in restaurants, talking about tipping

listening for content words

understanding the main point in a paragraph

responding to other people's suggestions, paraphrasing, describing a process

understanding an anecdote

checking hypotheses

cash machines, raising money for charity

listening for news facts

understanding the conclusions of research

talking about entertainment and live events, What do you like doing with friends in your free time?

predicting the outcome of a story

understanding descriptions of games

looking after yourself, presenting a campaign

understanding interview questions

understanding whether people are being positive or negative

historical sites, role-play between a local and a tourist

understanding a guided tour – note-taking

understanding historical events

giving examples, stories and anecdotes

linking dates and events

understanding a theory

agreeing and disagreeing

understanding anecdotes

understanding a short story

Americanization

understanding examples – note-taking

working out vocabulary from context

exams, an exam task

exam skill – multiple-choice listening

exam skill – T / F reading

Course overview

Introduction

Our aim with *English File fourth edition* has been to make every lesson better and to make the package more student- and teacher-friendly. As well as the main A and B Student's Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available. Don't forget:

- videos that can be used in class in every File: Practical English, Video Listening, and Can you understand these people?
- Quick Tests and File tests for every File, as well as Progress Tests, an End-of-course Test, and an Entry Test, which you can use at the beginning of the course
- photocopiable Grammar and Communicative activities for every A and B lesson, and a Vocabulary activity for every Vocabulary Bank

Online Practice and the **Workbook** provide review, support, and practice for students outside the class.

The **Teacher's Guide** suggests different ways of exploiting the Student's Book depending on the level of your class. We very much hope you enjoy using *English File fourth edition*.

What do Intermediate Plus students need?

Intermediate Plus students need to practise their existing language skills in new and challenging contexts. They need motivating material and challenging tasks which will thoroughly revise the grammar and lexis they have learnt at Intermediate level, so that they can use these with confidence. To carry on expanding their vocabulary they also need a steady input of high frequency words and phrases and plenty of opportunities to speak and build oral fluency and accuracy.

Grammar

- Consolidation and extension of main grammatical structures
- Practice in using a range of tenses and forms accurately
- Practice in discriminating between different tenses and forms
- Encouragement to use the grammar they know with confidence

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humour, and suspense. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with example sentences on audio, clear rules, and common errors. There are at least two practice exercises for each grammar point. Students can look again at the grammar presented in the lesson on **Online Practice**. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

Vocabulary

- Systematic expansion of topic-based lexical areas
- Work on collocations, phrasal verbs, and word building
- Opportunities to put new vocabulary into practice

Many lessons are linked to the **Vocabulary Banks** which help present and practise the vocabulary in class, give an audio model of each word, and provide a clear reference so students can revise and test themselves in their own time. Students can review the meaning and the pronunciation of new vocabulary on **Online Practice**, and find further practice in the **Workbook**.

Pronunciation

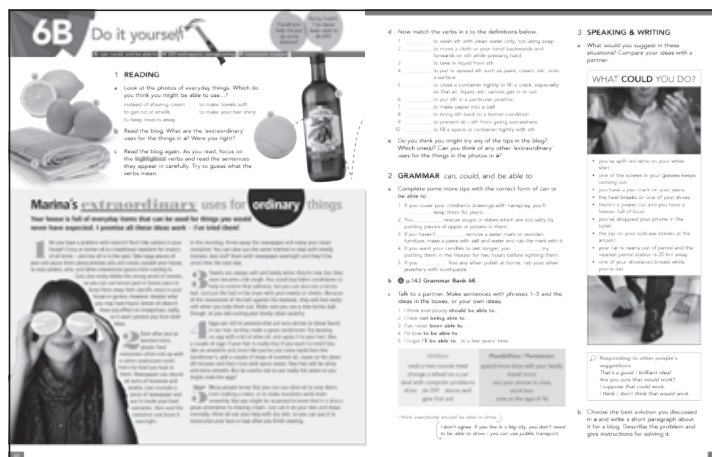
- Practice in pronouncing sounds, words, and connected speech clearly
- Continue to develop their instinct for rules and patterns
- Focus on word and sentence stress

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. **Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

Speaking

- Motivating and accessible topics
- The key words and phrases necessary to discuss a topic
- Confidence that their language is clear and intelligible
- Practice in more extended speaking
- Increase in the range of language they can produce
- Improvement in accuracy as well as further development of their fluency

Lack of self-confidence can be a barrier to successful speaking at this level. Each speaking task is supported by the necessary Grammar, Vocabulary, and Pronunciation and



designed to help students to feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.

Listening

- Confidence-building, achievable tasks
- Practice in 'getting the gist' and listening for detail
- Practice in dealing with authentic spoken language
- Interesting, integrated, listening material

At Intermediate Plus level students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks, to avoid memory overload. Students are exposed to a wide variety of accents, including some non-native speakers of English. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practise in their own time, and to read the script to check anything that they have found difficult.

Reading

- Engaging topics and stimulating material
- Exposure to a wide variety of authentic text types
- Challenging tasks which help them read more skillfully

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to provide material where they feel there is a reason to read and tasks which help them to get the most out of a text. This level contains a variety of readings from real sources (the British press, magazines, websites, forums, infographics) and have been chosen for their intrinsic interest and potential to generate a reaction. The opinions expressed in these texts do not necessarily reflect the view of the *English File* authors or of Oxford University Press.

Writing

- Clear models for a variety of text types
- An awareness of register, structure, and fixed phrases
- A focus on 'micro' writing skills

It is often difficult to motivate students to write at this level. In *English File Intermediate Plus* each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of language, style, and organization to help break the writing process down into a series of achievable tasks.

Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

Practical English

- Consolidation and extension of functional language
- Knowing what to say in typical social situations
- Getting used to listening to faster, more colloquial speech

The five *Practical English* lessons revise and extend common situations such as giving directions, and introduce and practise the language for new situations, like renting a car. The story line involving the two main characters, Jenny and Rob, continues from where it left off in *English File Intermediate* but it is self-standing, so it can be used equally with students who did not use the previous level. The lessons also highlight other key 'Social English' phrases, for example *I wish you were here* and *Thanks for letting me stay*. On **Online Practice**, students can use the interactive video to record themselves and hear their own voice in the complete conversation. They can also listen and record the Social English phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Revision


- Regular review
- Motivating reference and practice material
- A sense of progress

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. After every two Files there is a two-page Revise & Check section. The left-hand page revises the grammar, vocabulary, and pronunciation of each File. The right-hand page provides a series of skills-based challenges, including street interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students.

On **Online Practice**, for each File, there are three **Check your progress** activities. The first is a multiple choice activity for students to test themselves on the Grammar and Vocabulary from the File. The second is a dictation related to the topic and the language of the File for students to practise the new language in context. Finally, there is a **Challenge** activity, which involves a mini-research project based on a topic from the File. After every two Files, the **Workbook** contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the **Student's Book**.

4 VOCABULARY DIY and repairs, paraphrasing

a Look at the photo of the shop. What kinds of things does it sell? Do you ever go to shops like this?



b p.115 Listen to somebody asking about things in a DIY store. Which two of the four objects above does he want to buy?

c Listen again and complete the conversation. Then practise it with a partner.

A Excuse me.
B Yes, can I help you?
A Yes, please. I'm looking for some... things.
I don't know the name. They're the...
That you put into wood. I want to make some shelves.
B Yes, mean shelves?
A Yes, that's it. And I need one more thing. My...
A Yes, that's it. I need a new one.
B Right.
A Yes, thank you.
B You'll find them both over there, behind the gardening things.

d Communication What's it called? p.109
p.112 Explain what you want to buy to a partner.
p.161 Vocabulary Bank DIY and repairs

5 PRONUNCIATION consonant clusters

a Consonant clusters
Some words have three (or even four) consonant sounds together, and these can be difficult to pronounce. These are common:
1 in words beginning with sci, spi, or sti, e.g. script, spring, struggle
2 in the middle of a word, e.g. sunglasses, describe
3 when you add an -s to a word ending in two consonant sounds, e.g. pounds

b 6.19 Listen and repeat the groups of words.
1 screw screener screen screen string
2 paintbrush toothbrush electrician handle
3 needles shelves lamps bulbs

c Practise saying the sentences.
1 I need some screws and a screwdriver.
2 Go straight down the next street.
3 Two electric toothbrushes, please.
4 That's stronger - this string's not very strong.
5 Put some new bulbs in the lamps.


6 LISTENING & SPEAKING

a Have you ever been to IKEA or similar stores that sell self-assembly (or flat-pack) furniture? Did you buy anything there? What?

b Look at the cartoon with the article below. What problem does it show?

c Read about IKEA. What information in the article...?
1 shows that IKEA is a very popular outside Sweden
2 shows that there are also problems with IKEA

It looks so easy at first...
The Swedish furniture store has been transformed around the world with its cheap, modern, Scandinavian style. Since it started in 1943, IKEA has also changed the way we live: one in ten Europeans now sleep in an IKEA bed, and its catalogue is in more houses than any other publication, including the Bible and the complete works of Shakespeare. But along with the pleasure of inexpensive furniture is the pain, for example, the frustrating one-way system used to navigate the stores, or some of the design names given to the products. Most of all, there's the problem of putting the furniture home and trying to put it together.



7 VIDEO LISTENING

a You're going to watch a documentary about the history of flat-pack furniture. Before you watch, with a partner, guess the answers to 1-6.

1 The first flat-pack furniture was invented by a man from:
a Sweden b the USA c Japan
2 He originally invented it in order to make the furniture:
a quicker to make b cheaper to sell c easier to transport
3 He patented the idea in the...
a 1930s b 1950s c 1970s
4 IKEA started selling flat-pack furniture years later.
a 5 b 10 c 15
5 Today most people have a flat-pack:
a bookcase b kitchen c bed
6 In general... people are able to assemble flat-pack furniture.
a very few b not many c most

b Watch the documentary once and check your answers to a.

c Watch again and answer the questions.
1 What two problems does the presenter say people talk about?
2 What kind of furniture did Sauer's company originally make?
3 What did two travelling salesmen do with one of Sauer's coffee tables?
4 What was Gille Lindgren having a problem with?
5 How did Sauer solve the problem?
6 What reasons are given for the success of flat-pack furniture?
7 What problem does the presenter have at the end with his bookcase?

Go online to watch the video and review the lesson

Course overview

For students

Student's Book

The Student's Book has 10 Files. Each File is organized like this:

A and B lessons

Each File contains two four-page lessons which present and practise **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. Every two Files (starting from File 2), the B lesson ends with a **Video Listening** section. All lessons have clear references to the **Grammar Bank**, **Vocabulary Bank**, and where relevant, to the **Sound Bank** at the back of the book.

Practical English

Every two Files (starting from File 1) there is a two-page lesson which teaches high-frequency, everyday English (e.g. language for asking for permission and making requests) and social English (useful phrases like *I'm sorry I can't take your call at the moment* and *It's all such a mess*). The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline which runs through the level.

Revise & Check

Every two Files (starting from File 2) there is a two-page section revising the **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking**. The 'Can you...?' section challenges students with engaging reading texts and street interview videos, which give students exposure to real-life English.

Online Practice

For students to practise and develop their language and skills or catch up on a class they have missed.

- **Look again:** students can review the language from every lesson.
- **Practice:** students can develop their skills with extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves on the main language from the lesson and get instant feedback, and try an extra challenge.
- **Interactive video** to practise the language from the Practical English lessons.
- **Sound Bank videos** to learn and practise pronunciation of English sounds.
- **Resources:** All Student's Book audio, video, scripts, wordlists, dyslexia-friendly texts, and CEFR Language Portfolio.

Workbook

For language practice after class.

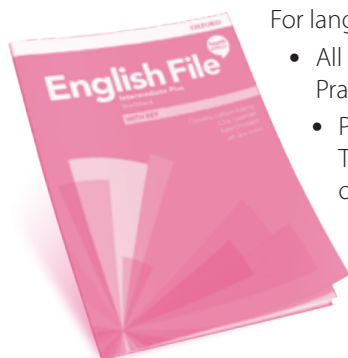
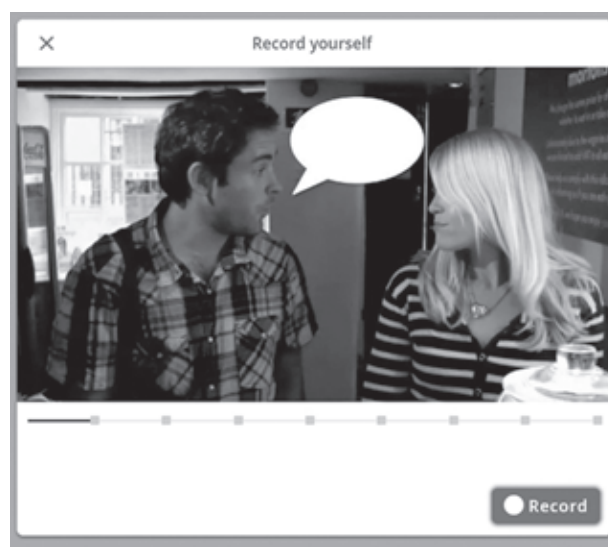
- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
 - *Can you remember...?* exercises for students to check their progress
 - Available with or without key



The back of the Student's Book

The lessons contain references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

The Student's Book is also available as an eBook.



Say It: English pronunciation app

For students to learn and practise the sounds of English

- Individual sounds
- Sounds in key words
- Speak and record functionality



For teachers

Teacher's Guide

Step-by-step procedural notes for all the lessons including:

- an optional 'books-closed' lead-in for every lesson.
- **Extra challenge** suggestions for ways of exploiting the Student's Book material in a more challenging way if you have a stronger class.
- **Extra support** suggestions for ways of adapting activities or exercises to make them work with weaker students.
- **Extra ideas** for optional activities.

All lesson plans include answer keys and audio scripts.

Over 50 pages of photocopiable activities.



Grammar

see pp. 150–171

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice

Communicative

see pp. 172–201

- Extra speaking practice for every A and B lesson

Vocabulary

see pp. 202–217

- An activity for every Vocabulary Bank, which can be used in class or for self-study extra practice

There is more information on page 149 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

Teacher's Resource Centre



- All the Student's Book audio/video files and scripts
- Detailed lesson plans from the Teacher's Guide
- Answer keys
- All the photocopiable activities from the Teacher's Guide, including customisable versions
- All the Workbook audio files and scripts
- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents



Classroom Presentation Tool



- The complete Student's Book
- Photocopiable activities from the Teacher's Guide
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student's Book and photocopiable activities
- Dyslexia-friendly texts



Class audio

All the listening materials for the Student's Book can be found on the **Teacher's Resource Centre, Classroom Presentation Tool, Online Practice, Student's eBook**, and the **Class Audio CDs**.



Video

Video listening

- Short documentary, interviews, or animation for students at the end of even-numbered B lessons (2B, 4B, 6B, etc.)

Practical English


- A unique series of videos that goes with the Practical English lessons in the Student's Book

Revise & Check video

- Street interviews filmed in London, New York, and Oxford to accompany the Revise & Check section

All the video materials for the Student's Book can be found on the **Teacher's Resource Centre, Classroom Presentation Tool, Online Practice, Student's eBook**, and the **Class DVD**.

7 VIDEO LISTENING



a You're going to watch a documentary about the history of flat-pack furniture. Before you watch, with a partner, guess the answers to 1–6.

- 1 The first flat-pack furniture was invented by a man from _____.
a Sweden b the USA c Japan
- 2 He originally invented it in order to make his furniture _____.
a quicker to make b cheaper to sell c easier to transport
- 3 He patented the idea in the _____.
a 1930s b 1950s c 1970s
- 4 IKEA started selling flat-pack furniture ____ years later.
a 5 b 10 c 15
- 5 Today most people have a flat-pack _____.
a bookcase b kitchen c bed
- 6 In general, ____ people are able to assemble flat-pack furniture.
a very few b not many c most

b Watch the documentary once and check your answers to a.

c Watch again and answer the questions.

- 1 What two problems does the presenter say that people talk about?
- 2 What kind of furniture did Sauder's company originally make?
- 3 What did two travelling salesmen do with one of Sauder's coffee tables?
- 4 What was Gillis Lundgren having a problem with?
- 5 How did he solve the problem?
- 6 What reasons are given for the success of flat-pack furniture?
- 7 What problem does the presenter have at the end with his bookcase?

- G** pronouns
V names
P vowel sounds

Lesson plan

In this first lesson, the topic of names provides a context for Sts to get to know each other, revise sounds, and practise basic reading and listening skills. The vocabulary focus is on working out meaning from context, and the grammar focus is on pronouns.

Sts begin by looking at some information about the names of famous people, and focus on words and phrases used when talking about names, e.g. *maiden name*, *pseudonym*, etc. Sts then use these terms to talk about someone they know. This is followed by a pronunciation focus on vowel sounds through common British names. The pronunciation focus can also be used to introduce the sound–picture system to Sts who have not previously used *English File*. Sts then read an article about naming customs around the world. The first part of the lesson ends with Listening & Speaking, where Sts listen to four speakers talking about their names, and Sts finally talk about their own names.

The second half of the lesson is about popular brand names. The grammar of pronouns is presented through a short text about the Amazon Kindle eBook reader. Sts then listen to a radio programme and find out the origin of some common brand names. The lesson ends with a speaking activity in which Sts read descriptions of new inventions and together come up with names for the products.

There is an Entry Test on the *Teacher's Resource Centre*, which you can give the Sts before starting the course.

More materials

For teachers

Photocopiables

Grammar pronouns p.152

Communicative Talk for a minute p.179
 (instructions p.172)

Teacher's Resource Centre

Entry Test

For students

Workbook 1A

Online Practice 1A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write your full name on the board, e.g. JOHN PHILIP SMITH, and elicit that this is your **full name**. Then elicit that:

- JOHN is your **first name**
- PHILIP is your **middle name**
- SMITH is your **surname** (or also **family name** or **last name**)

If you don't have a middle name, you could either invent one or use a celebrity's name.

1 VOCABULARY names

Vocabulary notes

Surname, *family name*, and *last name* are all synonyms, and Sts may see any of them on forms.

Pseudonym is normally used for a writer who writes under a different name. When an actor or singer uses a different name professionally, this is usually referred to as a *stage name*.

- a** Books open. Focus on the eight photos and ask Sts if they know any of the people. Don't worry if they don't recognize anyone.
 Tell Sts to read about the people and then match them to their photo. Tell them to guess if they don't know. Point out that the first one (1H) has been done for them.
 Get Sts to compare with a partner.
 Then get Sts, in their pairs, to try to work out the meaning of the **bold** words and phrases.
- b** **1.2** Play the audio for Sts to listen and check.
 Check answers. Find out if any Sts got all the answers correct. You may want to tell them that J.K. (Rowling) stands for Joanne Kathleen and J.R.R. (Tolkien) stands for John Ronald Reuel.

2 C 3 A 4 F 5 E 6 B 7 D 8 G

1.2

See texts in Student's Book on p.6

Now elicit the meaning of the words and phrases in **bold** in 1–8, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. Model and drill pronunciation. Point out the silent *p* in *pseudonym*. Model and drill its pronunciation.

- full name** /fʊl neɪm/ = the first name, any middle names, and last name of a person
- is short for** /ɪz ʃɔ:t fɔ:/ = being a shorter form of a name
- initials** /ɪˈnɪʃlɪz/ = the first letters of all of a person's names
- maiden name** /ˈmeɪdn neɪm/ = a woman's family name before marriage
- married name** /ˈmærid neɪm/ = when a person takes the last name of his / her spouse
- nickname** /ˈnɪkneɪm/ = an informal, often humorous, name for a person that is connected with their real name, their personality or appearance, or with sth they have done
- changed her name** /tʃeɪndʒd hɜ neɪm/ = got a different name
- pseudonym** /ˈsu:dnənm/ = a name used by sb, especially a writer, instead of their real name
- is named after** /ɪz neɪmd ˈɑ:ftə/ = to be given the name of a person or place
- first name** /ˈfɜ:st neɪm/ = a name that was given to you when you were born, that comes before your family name
- middle name** /ˈmɪdl neɪm/ = a name that comes between your first name and your family name
- 's called** /z kɔ:ld/ = having a particular name
- for short** /fɔ ʃɔ:t/ = being a shorter form of a name


- c Focus on the instructions and put Sts in pairs.
Give Sts time to ask and answer the questions. Encourage them to ask for extra information.
Elicit some answers for each question.

2 PRONUNCIATION vowel sounds

Pronunciation notes

Many Sts find it difficult to pronounce common British names, often because of vowel sounds which don't exist in their L1.

This exercise will remind Sts who have used *English File* before of the sound–picture system. If your Sts are new to the series, you will need to explain that the sound pictures show the phonetic symbols, and give a clear example of a word with the target sound to help them remember the pronunciation of the symbol.

- a  **1.3** Focus on the eight sound pictures and elicit the words and sounds. Tell / Remind Sts that two dots in the phonetic symbol show a long sound, and two symbols together show a diphthong.

1 fish /ɪ/ 2 tree /i:/ 3 cat /æ/ 4 horse /ɔ:/ 5 egg /e/
6 train /eɪ/ 7 phone /əʊ/ 8 bike /aɪ/

Now focus on the instructions and the first names. Point out that the sound that is being focused on is that of the pink letters in the names. Play the audio, pausing after each group to give Sts time to find the odd one out.

EXTRA CHALLENGE Give Sts time, in pairs, to find the odd one out in each set of four names. Remind them that this kind of exercise is easier if they say the words aloud to themselves. Then elicit answers and play the audio for Sts to listen and check.

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

1 Diana 2 Emily 3 Amy 4 Charlotte 5 Leo 6 Sam
7 Nicole 8 Mia

1.3

1 fish /ɪ/ Chris, Bill, Linda, Diana
2 tree /i:/ Peter, Steve, Emily, Eve
3 cat /æ/ Alex, Amy, Andrew, Anna
4 horse /ɔ:/ George, Paula, Charlotte, Sean
5 egg /e/ Adele, Edward, Leo, Jessica
6 train /eɪ/ Sam, Grace, James, Kate
7 phone /əʊ/ Tony, Joe, Nicole, Sophie
8 bike /aɪ/ Caroline, Mia, Mike, Simon

EXTRA CHALLENGE In pairs, get Sts to decide the sound of the pink letter in the names they have circled. Then check answers.

1 Diana /aɪ/ 2 Emily /e/ 3 Amy /eɪ/ 4 Charlotte /ɑ:/
5 Leo /i:/ 6 Sam /æ/ 7 Nicole /ɒ/ 8 Mia /i:/

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher's Resource Centre*.

- b Focus on the instructions. Give Sts a few minutes in pairs to decide which are men's names, women's names, or both.

Check answers, and each time ask Sts if the name is short for something. You may want to tell them that Toni with an *i* is short for Antonia, and Jo (without an *e*) is short for Joanna / Josephine.

- 1 Chris **B** (short for Christopher **M** or Christina / Christine **W**), Bill **M** (short for William), Linda **W**, Diana **W**
- 2 Peter **M**, Steve **M** (short for Stephen / Steven), Emily **W**, Eve **W**
- 3 Alex **B** (short for Alexander **M** or Alexandra **W**), Amy **W**, Andrew **M**, Anna **W**
- 4 George **M**, Paula **W**, Charlotte **W**, Sean **M**
- 5 Adele **W**, Edward **M**, Leo **M** (short for Leonard / Leonardo), Jessica **W**
- 6 Sam **B** (short for Samuel **M** or Samantha **W**), Grace **W**, James **M**, Kate **W** (short for Catherine / Katherine)
- 7 Tony **M** (short for Anthony), Joe **M** (short for Joseph), Nicole **W**, Sophie **W**
- 8 Caroline **W**, Mia **W**, Mike **M** (short for Michael), Simon **M**

- c Tell Sts to go to **Communication Middle names quiz** on p.106.

Make sure Sts understand the task and give them time, in pairs, to do the quiz.

Check answers. You could elicit the names of films these actors have been in or whether Sts like them.

- 1 Ashton /æʃtən/ 2 Reese /ri:s/ 3 Brad /bræd/
- 4 Jude /dʒu:d/ 5 Dakota /dəkəʊtə/ 6 Bruce /bru:s/
- 7 Sean /ʃɔ:n/ 8 Rihanna /ri:ænə/ 9 Hugh /hu:/
- 10 Warren /wɒrən/

Tell Sts to go back to the main lesson **1A**.

3 READING checking hypotheses

- a Get Sts to cover the article and focus on the instructions. Put Sts in pairs to answer the questions.
Elicit some opinions, and encourage Sts to give reasons if they can, but don't tell them if they are correct.
- b Tell Sts to uncover the article and focus on the title. Elicit / Explain the meaning of *customs* /'kʌstəməz/ (= an accepted way of behaving or of doing things in a society or a community). Model and drill its pronunciation.
Now tell Sts to read the article to check their answers to **a** and to make a note whether the first names in the list are male or female.
Get Sts to compare with a partner, and then check answers.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

Yeon Seok: Korean male first name
Rakhmaninov: Russian (male) surname
López Ramírez: Spanish-speaking country surname
Aarushi: Indian female first name
Li: Chinese surname
Abdul Ahad: Afghan (Arabic) male first name
Jones: British surname

- c Tell Sts to read the article again and answer questions 1–6. Check answers.

1 Korea and China 2 Afghanistan 3 Spanish-speaking countries 4 Russia 5 the UK 6 India

You may want to explain that in Spanish-speaking countries a child gets both their father's and their mother's first surname, so if Juan López García and Ana Ramírez Soler have a daughter Maria José, her full name will be Maria José López Ramírez.

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

- d Focus on the questions and make sure Sts understand them. If your Sts come from the same country, you could do this as a whole-class activity. If not, put Sts in pairs to discuss the questions, and then get some feedback from the class.

4 LISTENING & SPEAKING

- a **1.4** Focus on the instructions. Now play the audio for Sts to listen, write the name of each person, and add a tick if the people like their name.

Check answers by eliciting the names onto the board, getting Sts to spell them.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

1 Sean ✓ 2 Deborah 3 Khari ✓ 4 Anya ✓

1.4

(script in Student's Book on p.124)

I = interviewer, S = Sean, D = Deborah, K = Khari, A = Anya

- 1
I Excuse me. I'm doing a survey. Can I ask you some questions about your name?
S OK.
I So, what's your name?
S Sean Gibson.
I Is that S-E-A-N or S-H-A-U-N?
S S-E-A-N.
I Why did your parents call you that?
S I think I'm named after the actor Sean Connery, who played James Bond in the sixties. He was still very famous at the time when I was born.
I Do you have a nickname?
S Yes, at school they used to call me 'Gibbo' because of my surname, Gibson. I didn't really mind it because most people were called by some nickname or other.
I And are you happy with your first name?
S Mmm, I like it. I was usually the only Sean at school, which I think was quite a good thing. But people find it quite difficult to spell, especially as there are two possible spellings, and most foreign people find it really difficult to pronounce.
I Would you like to change it?
S No, no, I definitely wouldn't change it.
2
I So, what's your name?
D Deborah.
I Is that with an h at the end?
D Yes, D-E-B-O-R-A-H.
I Why did your parents call you that?
D Ah, I'm actually named after the hospital where I was born, Deborah Hospital in New Jersey – near New York. My dad thought of that.
I Do you have a nickname?
D No, but everyone calls me Debbie or Deb for short.
I Are you happy with your name?
D Not really.
I Would you like to change it?
D I don't know. When I was little, I started calling myself April, and then Caroline, but now I don't like those names, either.

- 3
I What's your name?
K Khari.
I How do you spell it?
K K-H-A-R-I.
I Sorry, K-A-H...?
K No, K-H-A-R-I.
I Why did your parents call you that?
K It was my mum's idea. When she was young, she went travelling in the Himalayas and she stayed at a monastery in Nepal called 'Khari' – I think she said it was also the name of the lama.
I Lama?
K Yeah, the head priest there. You know, like the Dalai Lama. Apparently, Khari means 'the precious one'.
I Oh, OK! Thanks – that's really interesting. Do you have a nickname?
K No, I don't.
I Are you happy with your name?
K Yeah.
I Would you like to change it?
K No, no way. My name's unique; I'm proud of it.
4
I What's your name?
A It's Anya, A-N-Y-A.
I Why did your parents call you that?
A Well, my dad's half Polish, and my parents wanted a Polish name. My mum originally wanted to call me Agnieszka, but my dad thought it would be too hard to spell, so they decided on Anya.
I Do you have a nickname?
A I do, but I don't want to tell you what it is – it's too embarrassing.
I Are you happy with your name?
A Yes, I am – it's quite an unusual name in the UK. I only know one other Anya. I think it's more common in Poland, but there it's spelt A-N-I-A.
I Would you like to change your name?
A No, I really like it. I often get compliments about it.

- b Now tell Sts they are going to listen again and need to answer the three questions. Give Sts time to read them. Play the audio again, pausing after each speaker to give Sts time to answer the questions. Get Sts to compare with a partner, and then play the audio again if necessary. Check answers.

EXTRA SUPPORT Play each speaker again, pausing to check the answers before playing the next speaker.

- Speaker 1** 1 He was named after Sean Connery.
2 At school he was nicknamed 'Gibbo' because of his surname, Gibson.
3 He wouldn't like to change it.
Speaker 2 1 She was named after a hospital in New Jersey.
2 No, but people call her Debbie or Deb for short.
3 She doesn't know.
Speaker 3 1 His mum called him after a place – a monastery in Nepal. It was also the name of the lama / head priest there.
2 He doesn't have a nickname.
3 He wouldn't like to change his name because it's unique and he's proud of it.
Speaker 4 1 Because her dad is half Polish and her parents wanted a Polish name.
2 She has a nickname, but she doesn't want to say what it is.
3 She wouldn't like to change it.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.124, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Put Sts in small groups of three or four and get them to answer the questions about their names. You could demonstrate the activity by answering some of the questions yourself.

Get feedback from different pairs, and use this as an opportunity to learn Sts' names.

EXTRA IDEA Ask Sts if they know what their name is in English, and if they like it more or less than in their language.

5 GRAMMAR pronouns

- a Focus on the instructions, making sure Sts know what a *brand name* is (= the name given to a product by the company that produces it). Now put Sts in pairs to discuss the questions.

Elicit some answers.

- b Focus on the image and find out if any Sts have a Kindle or a Kindle app. Then ask if they know how the Kindle got its name. Don't tell Sts if they are correct.

Now focus on the instructions, and then give Sts time to read the text.

To check comprehension, ask Sts how the Kindle got its name.

The designer Michael Cronan chose *kindle* because its meaning reminded him of the feeling people get when reading. Also, Victor Hugo, the French novelist, wrote 'to read is to light a fire'.

Now elicit Sts' opinions of the name. You may want to tell Sts that Jeff Bezos wanted a name for his company starting with A and chose *Amazon* because it's the biggest river in the world, and he wanted his company to be the biggest in the world.

- c Put Sts in pairs and tell them to read the text again and decide what the highlighted pronouns refer to. You might want to remind Sts what a *pronoun* is (= a word that is used instead of a noun or noun phrase).

Check answers.

them = Kindle eBook readers it = Kindle eBook reader
him = Michael Cronan he = Jeff Bezos it = the word *kindle*
their = people

- d Tell Sts to go to **Grammar Bank 1A** on p.132. If your Sts have not used the *English File* series before, explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

The **Grammar notes** in this Teacher's Guide aim to add more information to the notes and rules on the **Grammar Bank** pages in the Intermediate Plus Student's Book where necessary. There is a direct link between the number of each rule in the Teacher's Guide and the Student's Book. If there is no extra information about a rule in the Teacher's Guide, this is either because we assume that Sts at this level should already know it, or because all the information needed is on the Student's Book page.

The **Grammar Bank** rules section usually begins with **Revise the basics**, showing what Sts should already know – in this case, the forms of all pronouns, and basic rules.

The examples on the audio and the rules are grammar which is either completely new (as in this case), or grammar which is complex in form or use and needs thorough recycling.

Pronouns

At this level, Sts will have met all of the pronoun forms, but may not have revised them since Elementary level.

It is also an area where many common errors persist, especially confusing the third person pronouns *he / she / they*, and mixing up subject and object pronouns or possessive adjectives and pronouns.

Remind Sts that pronouns are not usually stressed in sentences except for emphasis.

Direct / indirect object pronouns and word order

- Rule 1:** Emphasize that when the direct object is a noun, we usually put the indirect object (without a pronoun) directly after the verb, and then the direct object, e.g. *I gave Jack / him my address* (address is the direct object and Jack or him is the indirect object) NOT *I gave to Jack / him my address*.

However, we can also say *I gave my address to Jack / him* (= verb, direct object, *to* or *for* + indirect object), but highlight that the indirect object usually answers the question 'to whom?', e.g. *I gave it to him*. The direct object answers 'what?', e.g. *I gave my address to him / I gave it to him*.

- Rule 2:** Emphasize that when the direct object is a pronoun, the only possible order is verb + direct object + *to* or *for* + indirect object, e.g. *I gave it to Jack / him*.

You may want to write a few more sentences on the board with indirect objects and elicit the different possibilities, e.g.

They showed Jane the flat.

They showed the flat to her.

They showed it to her.

Focus on the first section, **Revise the basics**. Go through the examples and elicit the rules, e.g. *I* always being a capital letter in 1, the difference between a subject pronoun and an object pronoun in 2, etc. Then focus on the chart showing all the pronouns and possessive adjectives.

Now focus on the example sentences for **direct / indirect object pronouns and word order** and play audio 1.5 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.

a

1 He, his 2 your, mine 3 their, hers 4 her, me
5 them, theirs 6 our, ours 7 your, mine 8 us, her
9 him, his 10 It's, its

b

- 1 They sent it to me.
- 2 I gave them to her.
- 3 She found them for me.
- 4 My grandmother wrote them to me.
- 5 Will you lend it to him?
- 6 My son made it for me.
- 7 My parents offered it to us.
- 8 We didn't buy it for her.
- 9 I read it to them.
- 10 A friend sold them to me.

Tell Sts to go back to the main lesson 1A.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

- e **1.6** Focus on the instructions and examples. Explain (or show on the board) that first Sts will hear a sentence, then they have to change it, by changing the direct object to a pronoun.

Play the first sentence and then elicit the new sentence from the class.

Play the rest of the audio, pausing after each sentence for Sts to listen and say the sentence.

EXTRA SUPPORT As Sts listen, pause the audio at the beep if they need more time.

1.6

- 1 Give me the book. (pause) Give it to me.
- 2 Give her the shoes. (pause) Give them to her.
- 3 We gave him the present. (pause) We gave it to him.
- 4 Show me the photo. (pause) Show it to me.
- 5 I'll give them the information. (pause) I'll give it to them.
- 6 Did you give her your number? (pause) Did you give it to her?
- 7 She didn't send me an email. (pause) She didn't send it to me.
- 8 He can't give us the details. (pause) He can't give them to us.

Then repeat the activity, eliciting responses from individual Sts.

- f Focus on the task. Put Sts in pairs and tell them to take it in turns to talk about a couple they know, using the suggested topics and anything else they think is interesting. Focus on the example and remind Sts to use *he / his / him* when talking about a man, and *she / her / hers* when talking about a woman.

Monitor and help, encouraging Sts to use the appropriate pronouns.

Get some feedback from the class.

EXTRA SUPPORT Demonstrate the activity by telling Sts a little about a couple you know.

EXTRA CHALLENGE Get Sts to ask each other follow-up questions, e.g. *How did you meet them?*

6 LISTENING understanding proper names

- a Focus on the photos of the brands and the task. Do the questions as a whole-class activity, or put Sts in pairs or small groups to discuss the questions and then get some feedback.
- b **1.7** Play the audio for Sts to listen to how each name is pronounced. Then elicit what kind of company they are and which ones are pronounced differently in your Sts' L1.

- A Burberry /'bɜːbəri/ fashion items, e.g. raincoats, scarves, etc.
B Ferrari /fe'rɑːri/ cars and related merchandising
C Vodafone /'vɒdəfəʊn/ mobile phone networks
D Samsung /'sæmsʌŋ/ electronic products
E Nivea /ni'viːə/ cosmetics
F Nike /'naɪki/ sportswear
G Starbucks /'stɑːbʌks/ coffee and coffee shops
H Bluetooth /'bluːtuːθ/ wi-fi technology

1.7

- A Burberry
B Ferrari
C Vodafone
D Samsung
E Nivea
F Nike
G Starbucks
H Bluetooth

- c Put Sts in pairs and give them time to think which brand name A–H has which meaning 1–7. You may want to point out that 7 has two answers. Tell them not to write their answers.

Elicit some answers from various pairs, but don't tell them if they are correct.

- d **1.8** Tell Sts they are going to listen to a radio programme about the brands they have just discussed and they should now match the brands (A–H) to their meanings in c.

Play the audio once the whole way through.

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

Check answers. Find out how many Sts had guessed correctly.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

1 D 2 E 3 C 4 G 5 H 6 F 7 A, B

1.8

(script in Student's Book on p.124)

I = interviewer, J = John

- I Today we're talking to the Creative Director of a business that names companies and products. Welcome, John.
J Hello, Sarah.
I So, how do companies go about choosing their names?
J Oh, in all sorts of ways. Many, like Burberry clothes and accessories, and Ferrari cars, are named after the people who started them. Others are combination words, such as Vodafone, which is from letters in the words *voice*, *data*, and *telephone* – though actually, they changed the *P-H* in *telephone* to *F*. And Microsoft comes from the words *microcomputer* and *software*.
I Interesting...
J And other names come from phrases in the local language. A good example of that is Samsung, the big Korean electronics company. In Korean, Samsung means 'three stars'. The name was chosen back in the year nineteen thirty-eight, and at that time,

three stars was the most impressive rating that people could imagine for hotels and things like that.

- I So if they'd started the company today, they would probably have called it 'five stars' – whatever that is in Korean.
- J Absolutely. Some names even come from Latin – the name of the cosmetics company Nivea comes from the Latin word *niveus*, which means 'snow white'. And talking of Latin, there's another famous brand name with a classical connection, which is Nike.
- I I think I know this one. Nike is the Greek goddess of victory. Is that right?
- J Yes, exactly. However, 'Nike' wasn't the company's original name. When it started in nineteen sixty-four, its original name was Blue Ribbon Sports. They changed their name to Nike a few years later, in nineteen seventy-one.
- I I didn't know that.
- J And a name ideally needs to have a strong sound. Take the coffee chain Starbucks, which was founded by two teachers and a writer, who decided to set up a business selling high-quality coffee beans and roasting equipment. Their advertising agency advised them that the letters *S-T* were powerful, and so they brainstormed words beginning with these letters and thought of a character called Starbuck from a nineteenth-century novel. The name didn't have anything to do with coffee, but they said that 'the sound seemed to make sense'.
- I And do you have a favourite brand name?
- J Well, one of my favourites is Bluetooth. This one comes from the name of a Viking king, Harald Blatand, so called because he had a dead tooth which had turned blue – *blatand* means 'blue tooth' in Danish. This king believed in good communication between people, which is an excellent model for developing new communication technologies. But also, the logo for Bluetooth on your phone screen, the *B* shape, is made up of the two Viking letters for the King's initials – the symbols for *H* – Harald – and *B* – Blatand. I love that.
- I Thank you so much, John, for speaking with us this afternoon.
- J You're very welcome.

- e Focus on the instructions and make sure Sts understand all the lexis, e.g. *founders*, *Viking*.

Now play the audio again for Sts to listen and write their answers to each question. You could pause after each question is answered to give Sts time to make notes. Play again if necessary.

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

- 1 Microcomputer and software
- 2 1938
- 3 Blue Ribbon Sports
- 4 Because an advertising agency said they were powerful letters
- 5 *H* and *B*

Get feedback on what Sts found surprising about the brand names.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.124, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f If your Sts come from the same country, you could do this as a whole-class activity. If not, put Sts in pairs and then get some feedback from various pairs.

7 SPEAKING

- a Focus on the instructions and make sure Sts understand the meaning of the phrase *raise money*.

Point out the **Glossary** and go through it with the class. Check that Sts understand *straw* /strɔː/, and model and drill its pronunciation.

Now give Sts time to read about one of the products on the website.

Elicit some opinions from the class. You could also tell the class what you think.

EXTRA IDEA Before focusing on the straws, ask *What brand and model of phone, car, and / or computer do you and your family have? Do you like the names?*

- b Put Sts in pairs and tell them to discuss the two questions.

Elicit some opinions from various pairs. You could also have a class vote with a show of hands for each name.

Then tell Sts that the name that was chosen for the product was Lolistraw (a lollipop is a sweet on the end of a stick). The product raised \$29,759 from 821 people.

- c Focus on the task and on the **Making suggestions, Accepting suggestions, Rejecting suggestions** box and go through it with the class.

Set a time limit for Sts to read about the three products.

Then put them in small groups and get one person in each group to act as 'secretary', writing down all the possible ideas for names. Monitor and help, encouraging Sts to use expressions from the box.

- d Now tell Sts to decide in their groups on the best names for each product.

Elicit ideas from each group for each product and write the names on the board.

Then have a class vote for the best name for each product.

Now tell the class the real names of the products and where the names come from. Ask Sts whether they think the real names are as good as the names they chose.

- 1 Quercus; the word is from the Latin name for the oak tree.
- 2 IQ bars; IQ means 'Intelligence Quotient'.
- 3 Pixl; the word is from a *pixel* which is a small individual coloured square on a computer screen – together these form the whole display.

Finally, ask *Which product do you think was the most popular?* (Pixl raised the most money from the most people on the website.)

- 1 Quercus raised £6,342 from 86 people.
- 2 IQ bars raised \$73,664 from 1,500 people.
- 3 Pixl raised \$225,017 from 4,018 people.

- G** adjectives
V adjective suffixes
P word stress

Lesson plan

The topic of this lesson is colour. Sts start by taking a colour personality test and reading the results, which revises some adjectives of personality covered in *English File Intermediate*. They then focus on word-building with adjectives and suffixes, and this is followed by a pronunciation focus on word stress in adjectives. Next, Sts listen to a podcast about some facts about colours. The first half ends with a speaking activity in which Sts discuss various questions related to colours.

The second half of the lesson begins with the grammar focus, which is on adjectives, revising basic rules and extending Sts' knowledge of comparative and superlative adjectives, together with a focus on the use of *one / ones*. Next, Sts read and discuss an article about the psychology of colour – how the colour of a room can affect our mood. This lesson ends with Sts talking and then writing about their favourite room at home.

More materials

For teachers

Photocopiables

Grammar adjectives p.153

Communicative Good, better, best p.180
 (instructions p.172)

Vocabulary Adjective suffixes p.206 (instructions p.202)

For students

Workbook 1B

Online Practice 1B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise adjectives of personality by doing this quiz with the whole class, getting them to write the answers.

Ask: *What do you call someone who...?*

- 1 wants to be successful in life (ambitious)
- 2 isn't confident about himself / herself (insecure)
- 3 refuses to change his / her opinion (stubborn)
- 4 is friendly and enjoys being with other people (sociable)
- 5 always thinks about himself or herself and not about other people (selfish)
- 6 has moods that change quickly and often (moody)

Check answers and elicit the stressed syllable in each adjective.

1 VOCABULARY adjective suffixes

- a** Books open. Focus on the instructions and the eight colours on the page. Tell Sts to do *The colour test* individually. They should do this task quickly.
- b** Now tell Sts to go to **Communication The colour test** on p.106 and read the results of the test.
 Tell Sts to read about the colour they chose and to underline the points they agree with.
 Tell Sts to go back to the main lesson **1B**.

I *Don't ask Sts about their results yet, as they will be discussing these at the next stage. You might want to tell the class that this activity is based on the famous Max Lüscher colour test.*

- c** Focus on the **Talking about results** box and go through it with the class.
 Now put Sts in pairs to answer the two questions.
 Monitor and encourage Sts to use the expressions in the box and to ask each other follow-up questions.
 Elicit some feedback. You could also tell Sts which colour you chose and what you think of the results.

EXTRA IDEA *Get Sts to vote with a show of hands for the most and least popular colours.*

- d** Focus on the instructions and give Sts time to complete the adjectives with the correct suffixes.
 Check answers, and elicit the meaning of the adjectives, especially if you didn't do the **Optional lead-in**.

ambitious passionate sensitive sociable successful

- e** Tell Sts to go to **Vocabulary Bank Adjective suffixes** on p.152.

Vocabulary notes

Describing people

Sts will have met several of these adjectives before. If they are new, encourage them to try out the words with the different endings to see which one sounds best.

Describing places and things

Some of the stems can be used with different suffixes, e.g. *useable* (= can be used) and *restive* (= unable to stay still). We have focused on the two more common adjectives, but you may also want to point out these two alternatives.

-ful and -less

Point out that *hopeless* can also mean 'not good', e.g. *I'm hopeless at maths*.

Look at **1 Describing people**. Focus on the **Word endings for adjectives** box and go through it with Sts.
 Now get Sts to do **a** individually or in pairs.

EXTRA SUPPORT *Let Sts use their dictionaries to help them with this section.*

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

1.9

Adjective suffixes

1 Describing people

sociable, sensible, loveable, reliable, responsible
passionate, affectionate, compassionate, considerate
sensitive, assertive, attractive, creative, impulsive, possessive
ambitious, envious, glamorous, rebellious
successful, helpful, powerful, thoughtful

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

EXTRA IDEA If your Sts' L1 is a Latin-based language, some of these adjectives may be quite similar. Get Sts to highlight or circle the ones that are completely different.

Now do **Activation** and tell Sts to cover the chart, look at the nouns and verbs in the list in **a**, and see if they can say the adjectives.

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

EXTRA SUPPORT Let Sts use their dictionaries to help them with this section.

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

Check answers. Point out the difference in pronunciation between *luxury* /'lʌkʃəri/ and *luxurious* /lʌg'ʒʊəriəs/.

1.10

2 Describing places and things

recognizable, affordable, comfortable, desirable, profitable, suitable
easy, dirty, healthy, messy, noisy, risky
addictive, expensive, impressive
dangerous, luxurious, spacious
useful, colourful, peaceful, restful, stressful

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

Now do **Activation** and tell Sts to cover the chart, look at the nouns and verbs in the list in **a**, and see if they can say the adjectives.

Now look at **3 -ful and -less**. Focus on the **-ful and -less** box and go through it with the class.

Focus on the instructions for **a** and make sure Sts understand what they have to do. Get them to do it individually or in pairs.

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

Check answers.

1.11

3 -ful and -less

helpful, helpless
powerful, powerless
thoughtful, thoughtless
useful, useless
colourful, colourless
restful, restless

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

Tell Sts to go back to the main lesson **1B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

2 PRONUNCIATION word stress

Pronunciation notes

Word stress can be difficult for Sts and needs lots of practice. The presence of prefixes and suffixes can add to the difficulty for Sts from L1 backgrounds where suffixes take the main word stress. The main thing for all Sts to learn is that suffixes and prefixes are not stressed in English. The only exception is the *a* in *-ation*, e.g. *converse* – *conversation*.

a Focus on the **Word stress on adjectives formed with suffixes** box and go through it with the class.

Then focus on the instructions and questions 1–10. Give Sts time to underline the stressed syllable in the **bold** adjectives.

EXTRA SUPPORT Remind Sts that the stress will never be on the prefix or suffix.

b 1.12 Play the audio for Sts to listen and check.
Check answers.

1.12

- 1 creative
- 2 possessive
- 3 envious
- 4 rebellious
- 5 glamorous
- 6 comfortable
- 7 unhealthy
- 8 suitable
- 9 impressive
- 10 luxurious

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

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

EXTRA CHALLENGE Get Sts to match the stressed syllable in each adjective to its vowel sound (/e/, /i:/, etc.).

- | | | | | | | | |
|-------|---------|-------|-------|-------|-------|-------|--------|
| 1 /e/ | 2 /e/ | 3 /e/ | 4 /e/ | 5 /æ/ | 6 /ʌ/ | 7 /e/ | 8 /u:/ |
| 9 /e/ | 10 /ʊə/ | | | | | | |

c Focus on the instructions and put Sts in pairs, **A** and **B**. Tell Sts **A** to ask their partner questions 1–5 and Sts **B** to ask 6–10. Encourage them to ask for extra information where possible.


Monitor, making sure Sts stress the **bold** adjectives correctly.

Get feedback from the class.

EXTRA SUPPORT Get Sts to ask you a couple of the questions first. Encourage them to ask the follow-up questions for more information.

EXTRA IDEA Get Sts to reply to the questions with *What about you?*

3 LISTENING listening for extra information

- a** You could do this as a whole-class activity, or put Sts in pairs and then get some feedback from various pairs. You could elicit a few colours for each noun and write them on the board. Leave them up to help Sts when doing **e** later.
- b** Focus on the instructions and make sure Sts understand *fascinating* in the title. Model and drill its pronunciation. Put Sts in pairs and tell them to read each fact and choose a colour from the list for each gap. Tell them not to write anything at this stage.
- c**  **1.13** Focus on the instructions and make sure Sts know what a *podcast* is (= a digital audio file that can be taken from the internet). Tell Sts that the podcast has a lot of information in it, more than just the text on the Student's Book page, and the first time they listen, they just have to check their answers to **b**. Play the audio for Sts to listen and check. Check answers. Find out how many Sts got all answers correct.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

1 red 2 orange 3 Pink 4 purple 5 blue 6 green
7 yellow 8 white 9 brown 10 black

1.13

(script in Student's Book on pp.124–125)

Look around you. Colour is everywhere in our lives. Did you know that, according to some experts, there are as many as ten million possible colours in our world, though many are too complex for the human eye? So how much do you really know about colour? Here are some fascinating facts.

Research shows that the world's most popular colour is blue, followed by purple, red, and green, while white, orange, and yellow are our least favourite colours.

Works of art using the colour red tend to be more expensive. This is because it's a powerful colour, which is considered lucky in many countries, such as China. The most expensive works by the artist Mark Rothko, for example, whose paintings are mainly just blocks of colour, are his two red paintings.

The word *orange* didn't describe a specific colour in English until the sixteenth century, when it was named after the fruit. Instead, people used the old English word *geoluhread*, which meant 'yellow-red'. This is why we have the word *redhead* for people with this colour of hair.

Pink has a calming effect and reduces anger and anxiety. Many prisons and hospitals paint their walls pink, to make prisoners and patients less anxious.

In Imperial Rome, the colour purple was produced with an extremely expensive dye made from thousands of seashells. The colour symbolized the power and wealth of the Roman Empire, and by the fourth century AD, only the emperor was allowed to wear it.

Mosquitoes are attracted to dark colours, especially blue. So, if you're planning to be outside in the evening in an area with a lot of mosquitoes, be careful what colour clothes you wear.

There is no such thing as a green mammal, even though it's a perfectly common colour for birds, reptiles, fish, and insects. One reason might be that most mammals can't see this colour, so it doesn't help with camouflage.

Van Gogh said that yellow was the colour of happiness, and it's the main colour of many of his paintings between eighteen eighty and eighteen ninety. The Dutch painter suffered from epilepsy, and doctors may have given him the drug *digitalis*, which can cause people to see this colour very strongly.

The safest colour for a car is white. Studies show that it is the most visible colour in all driving conditions except snow.

Most diamonds in their natural state are brown. These are used in industry as cutting tools, rather than in jewellery. The largest cut diamond in the world is this colour. It was found in nineteen eighty-five in South Africa and weighs one hundred and nine grams.

The name for the colour black hasn't always meant 'dark'. It comes from the root word *bhleg-*, which meant 'to burn, gleam, or shine'. This may explain why in languages like French and Spanish, *blanc* or *blanco* are actually the words for white.

These are just a few of the fascinating facts I discovered when I was researching colour. The next time you make a choice about colour, for example, for a new car, do some research first to find out exactly what it means.

- d** Now focus on the instructions and give Sts time to read questions 1–10. Make sure they understand them. Play the audio again. You might want to pause it after each colour has been mentioned to give Sts time to answer the questions. Get Sts to compare with a partner, and then play again if necessary. Check answers.

1 white 2 orange 3 black 4 yellow 5 blue 6 purple
7 red 8 pink 9 brown 10 green

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on pp.124–125, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e** Do the question as a whole-class activity.

EXTRA IDEA You could ask Sts how many of their answers in **a** were the same as the information in the text. If you wrote Sts' ideas in **a** on the board, point to them.

4 SPEAKING

Focus on the questions, and go through them, making sure Sts can remember the meaning of *smart* and *dye*. You might also want to check they understand the question *What are they like?* They should answer this question after each person they have mentioned in the third section.

Monitor and help, encouraging Sts to use adjectives and to ask for extra information.

Get some feedback from the class.

5 GRAMMAR adjectives

- a** Focus on the task and then give Sts time to complete facts 1–8. Get Sts to compare with a partner, and then check answers.

1 most 2 than 3 ones 4 in 5 more 6 much
7 as 8 the

- b** Tell Sts to go to **Grammar Bank 1B** on p.133.

Grammar notes

Adjectives

Revise the basics

Sts will have seen both these forms before, but may still be confusing comparative and superlative forms, e.g. ~~It's the more expensive watch in the shop.~~

Adjective + one / ones

In many languages, adjectives can be used as nouns, and Sts need to be encouraged to say, e.g. *the blue one* NOT *the blue*.

More rules for comparatives and superlatives

Rule 2: two-syllable adjectives

You may want to point out that:

- adjectives which end in *-ing*, *-ful*, and *-less* use *more* / *the most* for comparatives and superlatives, e.g. *boring*, *careful*, *painless*.
- two-syllable adjectives with a negative prefix which end in *-y*, e.g. *unhappy*, *untidy*, can make comparatives and superlatives with *-er* / *-est* or *more*, e.g. *unhappier* or *more unhappy*.
- although *the least* + adjective is very common, *less* + adjective is not as common – we tend to use *not as... as...*, e.g. *Today isn't as hot as yesterday* (rather than *today is less hot than yesterday*).

a bit and much + comparative adjective

Highlight that *very* is not used with comparatives, e.g. *very bigger*.

You could point out that we can also use *a little* instead of *a bit* with comparatives, and *far* or *a lot* instead of *much*.

Focus on **Revise the basics** and go through the examples, eliciting the rules for each one, e.g. that adjectives go before nouns in 1, that we never add an *s* to adjectives in 2, etc. Then focus on the chart for comparative and superlative adjectives and use it to revise the rules.

Now focus on the example sentences for **adjective + one / ones** and play audio 1.14 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Repeat for **more rules for comparatives and superlatives** 1.15 and **a bit and much + comparative adjective** 1.16.

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

Check answers, getting Sts to read the full sentences.

- a
- 1 X the worst film 2 X as sporty as 3 ✓ 4 ✓, ✓
5 X a cheap one 6 X a better driver 7 X the most comfortable ones 8 X very successful 9 X is easier than
10 ✓

- b
- 1 Tom's brother is **luckier than** he is.
2 Our house is **much smaller than** theirs.
3 My old password was **more difficult / harder** to memorize than my new one.
4 This flat is **the nicest** of the three we've seen.
5 My children aren't **as helpful as** my sister's.
6 The weather was **worse than** we'd expected.
7 The book was **a bit more dramatic than** the film.
8 Red won't look **as good as** yellow for your kitchen walls.

Tell Sts to go back to the main lesson 1B.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

- c Focus on the **Compare them!** section and the example answer.

Then get Sts to look at the **Extremes!** section and elicit the superlative of the adjectives in brackets. Tell Sts not to write them in the questions.

- 1 the saddest 2 the most positive 3 the most popular, the best
4 the furthest (or farthest) 5 the most generous
6 the most boring

Tell Sts to choose three topics or questions from each section to talk about.

Put Sts in pairs to discuss the topics and / or answer the questions, then swap roles.

Monitor and help, encouraging Sts to give reasons and explain their choices as fully as possible.

Get feedback from various pairs.

EXTRA IDEA Tell Sts they have to try to talk for at least one minute on each topic they have chosen.

6 READING scanning for information

- a Focus on the instructions and make sure Sts understand the meaning of *colour scheme* (= the way in which colours are arranged, especially in the furniture and decoration of a room). Model and drill its pronunciation.

Put Sts in pairs to share their ideas.

Elicit some opinions from the class.

- b Focus on the instructions, making sure Sts understand that they should read quickly to find which room in a generally follows the advice given in the article.

Check the answer.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

- c the study

- c Focus on the instructions and make sure Sts can remember the meaning of *suitable*.

Give Sts time to read the article again, complete the chart, and answer the question.

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

	Suitable colours
a bedroom	pink, blue, green, purple
a living room	green, brown
a dining room	red, orange
a kitchen	yellow
a study	purple, blue
a bathroom	blue

Not suitable for bedrooms: red, yellow, white

- d Put Sts in pairs and tell them to answer questions 1–9. Check answers.

- 1 Because, as it's a strong colour, it might be too much or give people headaches.
2 Pink can be a 'girlie' colour, so adding grey or black will make it attractive to more people.
3 Because it can make a room look smaller.