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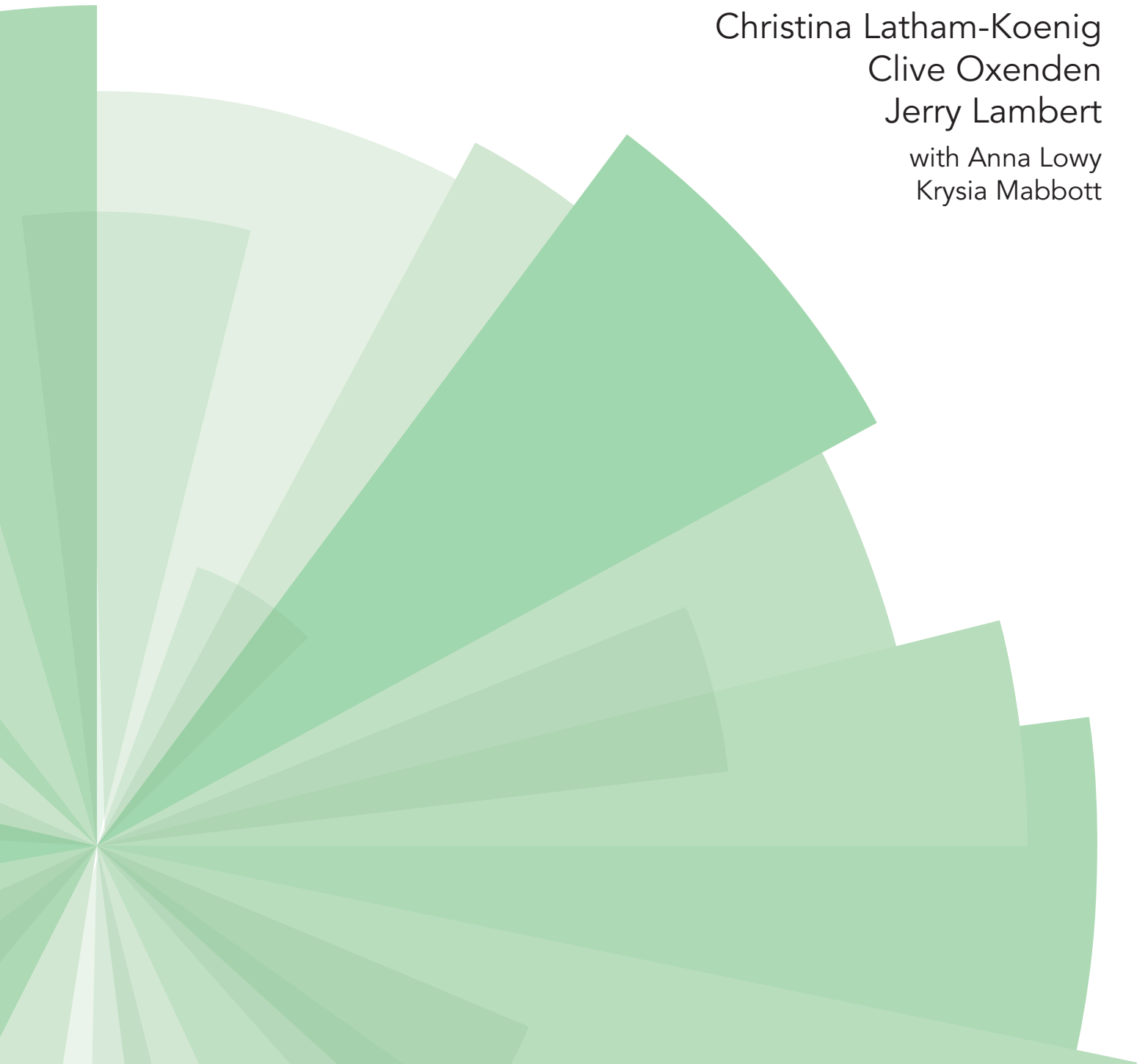
fourth
edition

English File

Intermediate
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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Contents

p.4 Syllabus checklist

p.8 Course overview

- **Introduction**
- **What do Intermediate students need?**
- **For students**

Student's Book

Online Practice

Workbook

- **For teachers**

Teacher's Guide

Teacher's Resource Centre

Classroom Presentation Tool

Class audio

Video

p.12 Lesson plans

p.12	File 1 A–B	Practical English Episode 1
p.28	File 2 A–B	1&2 Revise and Check
p.41	File 3 A–B	Practical English Episode 2
p.54	File 4 A–B	3&4 Revise and Check
p.66	File 5 A–B	Practical English Episode 3
p.79	File 6 A–B	5&6 Revise and Check
p.92	File 7 A–B	Practical English Episode 4
p.106	File 8 A–B	7&8 Revise and Check
p.120	File 9 A–B	Practical English Episode 5
p.132	File 10 A–B	9&10 Revise and Check

p.143 Photocopiable activities

p.143	Introduction
p.144	Grammar activity answers
p.147	Grammar activity masters
p.169	Communicative activity instructions
p.176	Communicative activity masters
p.199	Vocabulary activity instructions
p.203	Vocabulary activity masters

Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
6	A Eating in...and out	present simple and continuous, action and non-action verbs	food and cooking	short and long vowel sounds
10	B Modern families	future forms: present continuous, <i>be going to</i> , <i>will / won't</i>	family, adjectives of personality	sentence stress, word stress
14	Practical English Episode 1	introducing yourself and other people, reacting to what people say		
2				
16	A Spending money	present perfect and past simple	money	o and or
20	B Changing lives	present perfect + <i>for / since</i> , present perfect continuous	strong adjectives: <i>exhausted, amazed</i> , etc.	sentence stress
24	Revise and Check 1&2			
3				
26	A Survive the drive	choosing between comparatives and superlatives	transport	/f/, /dʒ/, and /tʃ/, linking
30	B Men, women, and children	articles: <i>a / an, the</i> , no article	collocation: verbs / adjectives + prepositions	/ə/, two pronunciations of <i>the</i>
34	Practical English Episode 2	giving opinions, agreeing / disagreeing / responses		
4				
36	A Bad manners?	obligation and prohibition: <i>have to, must, should</i>	phone language	silent consonants
40	B Yes, I can!	ability and possibility: <i>can, could, be able to</i>	-ed / -ing adjectives	sentence stress
44	Revise and Check 3&4			
5				
46	A Sporting superstitions	past tenses: simple, continuous, perfect	sport	/ɔ:/ and /ɜ:/
50	B #thewaywemet	past and present habits and states	relationships	the letter <i>s</i> , <i>used to</i>
54	Practical English Episode 3	asking for permission, making requests, greeting someone you haven't seen for a long time		

SPEAKING	LISTENING	READING
talking about preferences, agreeing and disagreeing	understanding key words in questions, predicting content using visual clues	using your own experience to understand a text
talking about the future, retelling a story	understanding a story	identifying reasons
talking about money and experiences	listening for facts	understanding paragraphing
<i>How long...?</i> , talking about extremes	checking hypotheses, listening for specific information	understanding the order of events
tourist role-play, giving opinions	confirming predictions	confirming predictions
generalizing, talking about childhood	understanding points of view	understanding the main point in a paragraph
talking about annoying habits and manners	understanding problems and advice	assessing a point of view
talking about ability, assessing advice	making inferences, listening for specific information	understanding tips and examples
talking about sport, telling an anecdote	understanding an interview	understanding how examples support main points
talking about present and past habits, presenting an opinion	predicting the end of a story, understanding facts and supporting information	predicting the end of a story

	GRAMMAR	VOCABULARY	PRONUNCIATION
6			
56 A Behind the scenes	passive (all tenses)	cinema	regular and irregular past participles
60 B Every picture tells a story	modals of deduction: <i>might, can't, must</i>	the body	diphthongs
64 Revise and Check 5&6			
7			
66 A Live and learn	first conditional and future time clauses + <i>when, until, etc.</i>	education	the letter <i>u</i>
70 B The hotel of Mum and Dad	second conditional, choosing between conditionals	houses	sentence stress, the letter <i>c</i>
74 Practical English Episode 4	making and responding to suggestions, making an excuse and apologizing		
8			
76 A The right job for you	choosing between gerunds and infinitives	work	word stress
80 B Have a nice day!	reported speech: sentences and questions	shopping, making nouns from verbs	the letters <i>ai</i>
84 Revise and Check 7&8			
9			
86 A Lucky encounters	third conditional	making adjectives and adverbs	sentence rhythm, weak pronunciation of <i>have</i>
90 B Digital detox	quantifiers	electronic devices	linking, <i>ough</i> and <i>augh</i>
94 Practical English Episode 5	asking indirect questions		
10			
96 A Idols and icons	relative clauses: defining and non-defining	compound nouns	word stress
100 B And the murderer is...	question tags	crime	intonation in question tags
104 Revise and Check 9&10			
106 Communication	115 Writing	125 Listening	132 Grammar Bank

SPEAKING	LISTENING	READING
talking about films	listening for content words	understanding the main point in a paragraph
talking about profile pictures, making deductions	checking assumption, understanding the order of events	understanding humour, checking assumptions
talking about school, assessing opinions	listening for numbers	understanding points of view
discussing pros and cons, describing ideal situations	using prediction to understand content	understanding pros and cons
making a presentation	listening and making notes	predicting from evidence
talking about shopping habits	understanding the order of events, understanding attitude and tone	predicting the end of a story
talking about luck	listening to summarize	understanding topic sentences
discussing digital habits	understanding attitude	understanding technical language
talking about people and things that you admire	listening for facts	reading with purpose
police interview role-play	taking notes	understanding referencing

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 students need?

The Intermediate level is often a milestone for students: at this point, many students really begin to 'take off' in terms of their ability to communicate. Some students, however, may see the Intermediate level as a 'plateau' and feel that they are no longer making the progress they were before. Students at this level need fresh challenges to help them to realize how much they know and to make their passive knowledge active, together with a steady input of new language.

Grammar

- Consolidation and extension of main grammatical structures
- Practice in using different tenses together
- Student-friendly reference material

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 with 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
- Building new words by adding prefixes and suffixes
- Opportunities to put new vocabulary into practice

Every lesson focuses on high-frequency vocabulary and common lexical areas, but keeps the load realistic. All new vocabulary is given with the phonemic script alongside, to help students with the pronunciation of new words.

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
- Awareness of 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
- Time to organize thoughts before speaking

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.



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

Reading

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

Writing

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

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.

- Consolidate 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 introductions or making polite requests, and introduce and practise the language for new situations, like expressing opinions or apologizing. The story line involving the two main characters, Jenny and Rob, continues from where it left off in *English File Pre-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 *Could you tell me why... ?* and *If you don't mind*. 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 student 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. 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**.

[illegible]

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 *How come you're so late?* and *I think I'll go home if you don't mind*). 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.

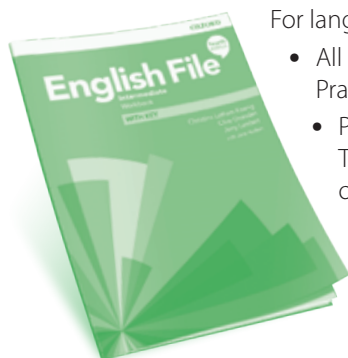
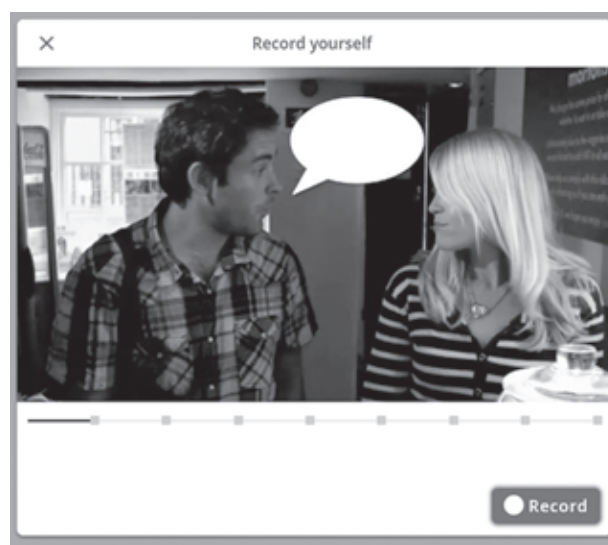
- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
 - *Can you remember...?* exercises for students to check their progress
 - Available with or without key



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 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. 144–168

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

Communicative

see pp. 169–198

- Extra speaking practice for every A and B lesson

Vocabulary

see pp. 199–217

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

There is more information on page 143 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, drama, 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**.



G present simple and continuous, action and non-action verbs

V food and cooking

P short and long vowel sounds

Lesson plan

The topic of this first lesson is food and cooking. The lesson begins with some quotes about food, which lead into the Vocabulary Bank, where Sts extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on short and long vowel sounds, which is relevant to this lexical area and will be especially useful if your Sts are not familiar with the *English File* sound-picture system. Sts then do a food questionnaire before listening to six people, each answering one of the questions in the questionnaire. Sts read an article about new research which shows that eating at the right time can make us happier and healthier.

In the second half of the lesson, Sts listen to an interview with Marianna Leivaditaki, the head chef at Morito, a popular restaurant in London. Extracts from the interview lead to the grammar focus, which is on the present simple and continuous, and Sts are introduced to the concept of action and non-action verbs. The lesson ends with a speaking activity where Sts discuss statements related to food, cooking, and restaurants.

If you would like to begin the first lesson without the book, there is a Communicative photocopiable *Getting to know you* activity on pp.176–177 (instructions p.169), two photocopiable revision Grammar activities on pp.147–148 (key p.144), and one Vocabulary photocopiable *Classroom language* activity on p.203 (instructions p.199).

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

More materials

For teachers

Photocopiables

Grammar Introduction What do you remember? p.147

Introduction Don't make these mistakes! p.148

present simple and continuous, action and non-action verbs p.149

Communicative Getting to know you pp.176–177 (instructions p.169)

Describing a photo p.178 (instructions p.169)

Vocabulary Classroom language p.203 (instructions p.199)

Food and cooking p.204 (instructions p.199)

Teacher's Resource Centre

Entry Test

For students

Workbook 1A

Online Practice 1A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Put Sts in pairs or small groups. Write this puzzle on the board, or read the categories out one by one, and get pairs / small groups to write down their answers:

ONE RED FRUIT, **ONE** YELLOW FRUIT, **ONE** GREEN FRUIT

TWO KINDS OF FOOD THAT SOME PEOPLE ARE ALLERGIC TO

THREE KINDS OF FOOD THAT COME FROM MILK

FOUR VEGETABLES THAT YOU CAN PUT IN A SALAD

FIVE CONTAINERS THAT YOU CAN BUY FOOD IN

SIX THINGS THAT PEOPLE SOMETIMES HAVE FOR BREAKFAST

Elicit answers and write them on the board (eliciting the spelling from Sts if you want to revise the alphabet).

1 VOCABULARY food and cooking

a Books open. Focus on the instructions and make sure Sts know what a *quote* is and the website Pinterest.

Give Sts time to complete the gaps with a word or phrase from the list.

Get Sts to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

1 pear 2 pasta 3 onions 4 tomato, fruit salad
5 cake 6 cookie

b Give Sts time to decide which quote they like best and why.

Put Sts in pairs and get them to tell each other their favourite quote.

Get some feedback from the class. You could also tell the class which quote is your favourite and why.

c Tell Sts to go to **Vocabulary Bank Food and cooking** on p.152.

Vocabulary notes

Food

In this lexical group, as in many others, there are large numbers of useful words, and a selection has been made in order not to overwhelm Sts. However, words which are important in your Sts' country because they are very common or popular foods may have been left out and it is important to teach them and get Sts to add them to the **Vocabulary Bank** page, so that they are equipped with the vocabulary they need to do the speaking activities which follow.

Cooking

Sts may ask what the difference is between *baked* and *roast*, as both mean cooked in the oven: *baked* is used for bread, cakes, and most sweet things, and also fruit or vegetables. *Roast* always means cooked with fat, and is used especially for meat and potatoes cooked in fat.

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

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

Check answers.

1.2

Food and cooking

1 Food

Fish and seafood

- 1 crab
- 7 lobster
- 5 mussels
- 6 prawns
- 2 salmon
- 3 squid
- 4 tuna

Meat

- 11 beef
- 12 chicken
- 9 duck
- 10 lamb
- 8 pork

Fruit and vegetables

- 20 aubergine
- 14 avocado
- 25 beetroot
- 13 cabbage
- 24 cherries
- 22 courgette
- 18 cucumber
- 23 grapes
- 27 green beans
- 26 lemon
- 19 mango
- 15 melon
- 21 peach
- 16 pear
- 28 raspberries
- 17 red pepper

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on **Activation** and put Sts in pairs to discuss the questions.

Get some feedback and write any new words on the board.

Focus on **2 Cooking** and get Sts to do **a** individually or in pairs.

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

Check answers.

1.3

2 Cooking

- 6 baked
- 5 boiled
- 1 fried
- 2 grilled
- 4 roast
- 3 steamed

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Now focus on **Activation** and get Sts to tell a partner how they like the four items to be cooked.

Get some feedback from the class.

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

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

Check answers.

1.4

3 Phrasal verbs

- 1 I eat **out** a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.
- 2 I'm trying to cut **down on** coffee at the moment. I'm only having one cup at breakfast.
- 3 The doctor told me that I should completely cut **out** all cheese and dairy products from my diet.

EXTRA CHALLENGE Get Sts to make a true sentence about themselves using each phrasal verb.

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 **Vocabulary** photocopiable activity at this point.

d Tell Sts to look at the list of adjectives that are used to describe food. You might want to point out that *hot* here means the same as *spicy*.

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

If Sts worked in pairs, elicit their ideas. Elicit the meaning of each adjective and drill pronunciation.

Possible answers

fresh	fish, vegetables, etc.
frozen	peas, fish, pizza etc.
hot / spicy	sauce, chicken, etc.
low-fat	yogurt, cheese, etc.
raw	fish, vegetables, etc.
tinned	tomatoes, tuna, etc.

e 1.5 Focus on the instructions and make sure Sts understand what they have to do. Point out that the first one (*raw beetroot*) has been done for them.

Play the audio for Sts to complete the task.

Check answers. You may want to point out to Sts that *yogurt* can also be spelled *yoghurt*. Model and drill pronunciation of any words your Sts find difficult to pronounce.

- 2 spicy prawns, hot food 3 fresh tuna 4 low-fat yogurts
5 tinned red peppers 6 frozen raspberries

1.5

- 1 A What do I need to make the soup?
B Well, first of all, you need raw beetroot, not the cooked kind. Three or four should be enough.
- 2 A What are you going to have as a starter?
B I think I'll have the spicy prawns. I love hot food.
- 3 A How should I cook this fresh tuna?
B Just grill it for a few minutes on each side.
- 4 A Are you going to the shops? Could you get me some low-fat yogurts?
B Sure. What flavour do you want?
A Just plain.
- 5 A What else can I put in this rice salad?
B Well, we've got some tinned red peppers. How about those?
- 6 A I never buy frozen raspberries.
B No, they taste OK, but the texture just isn't the same.

2 PRONUNCIATION

 short and long vowel sounds

Pronunciation notes

Sts work on distinguishing between two similar sounds (one short and one long) and they look at the typical spellings for these sounds. Then there are exercises to show Sts how useful it is for them to be able to understand the phonetic transcription of words given in print or online dictionaries.

a Focus on the eight sound pictures. If your Sts are not familiar with them, explain that the sound pictures give a clear example of a word with the target sound, and they help Sts remember the pronunciation of the phonetic symbol (there is one for each of the 44 sounds of English).

Elicit and drill the first two words and sounds: *fish* /ɪ/ and *tree* /i:/.

Now put Sts in pairs and get them to work out the other six words and sounds.

Check answers.

3 cat /æ/ 4 car /ɑ:/ 5 clock /ɒ/ 6 horse /ɔ:/
7 bull /ʊ/ 8 boot /u:/

Finally, ask Sts how they know which sounds are long.

The two dots /:/ tell you that a sound is long.

- b** 1.6 Focus on the instructions and point out to Sts that they have to match the letters in pink in the phrases to the sounds in **a**.

Give Sts time, in pairs, to complete the task. Tell them that this kind of exercise is easier if they say the phrases aloud to themselves.

Play the audio for Sts to listen and check.

Check answers. Point out to Sts that *tuna* is pronounced /'tʃu:nə/, not /'tu:nə/.

crab salad 3 grilled squid 1 a jar of raspberry jam 4
steamed green beans 2 a good cook 7 hot sausages 5
raw pork 6 tuna with beetroot 8

1.6

3 cat /æ/ crab salad
1 fish /ɪ/ grilled squid
4 car /ɑ:/ a jar of raspberry jam
2 tree /i:/ steamed green beans
7 bull /ʊ/ a good cook
5 clock /ɒ/ hot sausages
6 horse /ɔ:/ raw pork
8 boot /u:/ tuna with beetroot

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

EXTRA SUPPORT You could play the audio first for Sts to hear the phrases before they do the matching activity.

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*.

3 LISTENING & SPEAKING

understanding key words in questions

- a** Focus on the questionnaire and give Sts time, in pairs, to try to guess what the words and phrases in **bold** mean. Check answers. Model and drill pronunciation.

topping /'tɒpɪŋ/ = a layer of food that you put on top of a dish, to add flavour

filling /'fɪlɪŋ/ = food put inside a sandwich

ready-made /'redi 'meɪd/ = prepared in advance so that you can eat it immediately or after heating it

takeaway /'teɪkəweɪ/ = a meal that you buy in a restaurant that cooks and sells food that you take away and eat somewhere else, usually at home

allergic /ə'lɜ:dʒɪk/ = when you react badly or feel sick when you eat sth

intolerant /ɪn'tɒlərənt/ = not able to eat particular foods without becoming ill

cheer yourself up = to make yourself happier
miss /mɪs/ = feel sad because you can't have sth

- b** 1.7 Focus on the instructions and give Sts time to quickly read all the questions in *Your food profile* again, and make sure they understand them.

Point out that the first one has been done for Sts.

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

1.7

Emma

Definitely tea. I went to Slovenia on holiday recently, and I was staying in a hotel and they didn't have any real English breakfast tea. I really missed it in the mornings.

Sarah

I absolutely love pasta, and I try and eat it whenever I can, so I would find it really difficult to...to live without pasta. Pasta and pesto is my favourite meal, and I have it at least twice a week, normally when my husband's away, because he's always telling me not to eat so much pasta.

John

Yes, er, quite often. My wife's from Asia, from Indonesia, so we often...we often eat hot food. Erm, I love hot food, er, curries, any Indonesian food. I also love Thai food, like a good green curry.

Rob

I guess, like a lot of people, I tend to eat chocolate in that situation – chocolate or ice cream, maybe. Definitely something sweet.

James

Only caffeine, actually, which I didn't use to be. I used to drink a lot of coffee, but a few years ago I started noticing that it was... it was affecting me quite badly when I drank coffee. I was getting headaches and, er, I've never been tested for it, but, er, I've stopped drinking caffeine – caffeine in coffee – and I think...I think I feel better.

Sean

I like spicy ones, and I like them with meat, so maybe pepperoni. That's what I always end up ordering in an Italian restaurant.

Now play the audio again, pausing after each speaker for Sts to match each one to a question. Play again if necessary.

Check answers.

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

Sarah 6 John 2c Rob 4a James 3 Sean 1b

- c** Tell Sts that they are going to listen to the six speakers again and that this time they must write down the food or drink the speakers mention.

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

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

Emma tea

Sarah pasta

John curries, Indonesian food, Thai food

Rob chocolate, ice cream

James caffeine / coffee

Sean meat / pepperoni

- d Put Sts in pairs and get them to ask and answer the questions in *Your food profile*, giving as much information as possible. They should see if they have anything in common.

EXTRA SUPPORT Demonstrate the activity by answering one or two of the questions yourself before putting Sts in pairs.

Monitor and help with any food vocabulary.

EXTRA CHALLENGE Before Sts give feedback, you may want to teach them the phrases *Both of us...* and *Neither of us...*, which they can use to show what they have in common. Highlight that the verb is plural after *Both of us* and singular after *Neither of us*.

Get feedback from different pairs to find out if they have anything in common.

4 READING using your own experience to understand a text

- a Put Sts in pairs and get them to tell each other at what time they usually do each activity.

EXTRA SUPPORT Quickly revise telling the time by drawing different clocks on the board and eliciting the times. Remind Sts that we can tell the time in two ways, e.g. *six thirty* or *half past six*.

Get some feedback from various pairs.

- b Give Sts time to read the article and answer the question. Get feedback from various pairs.

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

- c Give Sts time to read the article again. Then in pairs, get Sts to answer questions 1–6. Check answers.

- 1 Because you're less likely to be at risk of heart disease as an adult.
- 2 It can make us more mentally alert.
- 3 Having steak and chips for lunch means we digest it better. Having it for dinner makes our blood glucose levels higher.
- 4 Because our sense of smell and taste are at their best at this time.
- 5 a yoga or going for a walk b running or cycling
- 6 Because it helps us to go to sleep.

Deal with any other new vocabulary, but not the words in d. Model and drill the pronunciation of any tricky words.

- d Focus on the instructions and make sure Sts know what they have to do.

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

- 1 heart 2 stomach 3 liver 4 brain 5 muscles 6 lung
- a We have one heart, stomach, liver, and brain.
- b We have two lungs.
- c We have more than two muscles.


- e Put Sts in pairs and get them to discuss the two questions. Get some feedback from various pairs. You could tell Sts what you think about the information in the article.

5 LISTENING predicting content using visual clues

- a Focus on the introduction and read it as a class. You may want to elicit from Sts that *Cretan* is the adjective used for someone from Crete, a Greek island.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g. *Where is Marianna's mother from?* (Scotland), *Who owned a seafood restaurant?* (Marianna's parents), *Where does Marianna work now?* (Morito / London), etc.

Put Sts in pairs and get them to look at the photos and then tell each other how they think each extract finishes. Get some ideas from the class, but don't tell Sts if they are correct.

- b  1.8 Tell Sts they are going to listen to **Part 1** of an interview with Marianna, and they must check their answers to a.

Play the audio once the whole way through.

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

Check answers.

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

- 1 my dad caught 2 lemon and olive oil 3 a small blue notebook 4 animals, a garden, olive trees, and grapes 5 Greek sandwich with pitta bread

1.8

(script in Student's Book on p. 125)

I = interviewer, M = Marianna Leivaditaki

Part 1

- I With me today I have Marianna Leivaditaki, head chef of the Morito restaurant in Hackney. Marianna, what was your favourite food when you were a child?
- M At home we ate a funny mixture because of my parents. Fresh fish, bacon and eggs for breakfast on Sundays, and traditional apple pies. But my favourite was fish. We ate fish every day, which my dad caught. In fact, my dad still goes fishing every night!
- I Wow!
- M Yes, we were very lucky because not all families could do that – could eat fish every day. Even on an island, fish is expensive, unfortunately.
- I Did your dad catch fish for the family or for the restaurant?
- M For both. Except for lobsters. When he caught a lobster, he never sold it; it was always for us. We boiled it and ate it with lemon and olive oil. You don't need anything except lemon and olive oil when fish and seafood is really fresh. That's how I cook lobsters nowadays in the restaurant, in Morito.
- I Were you interested in cooking when you were a child?
- M Oh yes. I spent every evening in our restaurant, and instead of playing with the other children, I usually helped in the kitchen. I wrote down recipes which I wanted to cook for the family in a small blue notebook.
- I So your love of food and cooking came from your parents?
- M From my parents and also from my aunt, and from many inspiring ladies who surrounded me when I was growing up. My aunt, Thia Koula, had animals, a garden, olive trees, and grapes. In the summer, I often spent all day with her. She knew everything about wild food in Crete. She only ate what she had grown or found or made herself. It's such a beautiful way to eat.
- I Did you ever eat out as a child?
- M Never in the evening, because our restaurant was open for dinner seven days a week, but occasionally my mum used to buy me and my brother souvlaki for lunch, a sort of Greek sandwich with pitta bread. Inside it has pork, tomato, red onion, and lots of thick yogurt.

- c Now tell Sts to listen again and write down anything else about each photo.
Get Sts to compare with their partner, and then check answers.

See script 1.8

EXTRA SUPPORT Play the audio again, pausing after Marianna mentions each photo to give Sts time to make notes.

- d **1.9** Tell Sts they are now going to listen to **Part 2** of the interview. Focus on the questions and quickly go through them.
Play the audio once the whole way through. 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 She studied psychology at Kent University. She travelled round southern Europe and South America. She went back to Crete and worked in the family restaurant.
- 2 When she was a student, she used to save money and go and eat there. Because she wanted to work there.
- 3 She became head chef.
- 4 It has more Cretan dishes on the menu.
- 5 Four or five times a year. They share all the food and always order too much.

1.9

(script in Student's Book on p.125)

Part 2

- I So did you always want to be a chef, to have your own restaurant?
M No, not at all. I wanted to be a psychologist, and when I was eighteen, I came to the UK to study at Kent University. Then I decided I didn't want to be a psychologist after all, and I went travelling for a bit – I'd saved some money at university because I worked in the evenings. I went all around southern Europe and also to South America, to Ecuador. I tried all sorts of different dishes and fell in love with food again, so I went back to Crete and worked in our family restaurant for two years.
I Why did you come back to the UK?
M Well, I wanted to continue working as a chef, but I needed a bigger challenge. And when I was a student in the UK and I missed good food, I used to save money and go to London to have dinner in the restaurant called Moro. It wasn't Greek food, but it was Mediterranean, Spanish, North African, and I loved it. So when I came back to London, I went to Moro and I said, 'I want a job' – and they gave me one.
I And what happened then?
M Well, really slowly, through hard work, and after seven years, I became head chef. It was magic. And then the owners of Moro, Samantha and Samuel Clark, suggested that I help them open Morito.
I How is Morito different from Moro?
M It's the same inspiration, and many of the dishes are similar, but because I run the kitchen, I have been able to have more Cretan dishes on the menu – dishes from my childhood. This week, for example, I'm making *ntakos*, a Cretan salad made with fresh goat's cheese, tomato, and bread.
I Do you go back to Crete much?
M Yes, I go to Crete maybe four or five times a year. My family's restaurant is closed now, but I go out for lunch with my friends, the people I miss when I'm in London. Food comes, and we share everything. We always order too much, and by the end of it we feel incredibly full.
I Well, Marianna, it's been great chatting to you, and thanks for coming in.
M Thank you very much for having me.

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

- e Put Sts in pairs and get them to tell each other about the three questions.
Get feedback from various pairs, or simply ask the whole class. You could also tell them about yourself.

6 GRAMMAR present simple and continuous, action and non-action verbs

- a Give Sts time to circle the correct form in each sentence. Then get them to compare with a partner.
b **1.10** Play the audio for Sts to listen and check.
Give Sts time, in their pairs, to say why they think each form is used.
Check answers, getting Sts to explain why (in their L1 if necessary) the other form is wrong. For 1, they may simply 'feel' that *need* is correct without being able to explain why. This would be a good moment to explain about action / non-action verbs (see **Grammar notes**).

- 1 don't need (It's a non-action verb, not normally used in the continuous.)
- 2 I'm making (It's a temporary action which is only happening this week.)
- 3 I go (It's a habitual action.)

1.10

- 1 You don't need anything except lemon and olive oil when fish and seafood is really fresh.
- 2 This week, for example, I'm making *ntakos*, a Cretan salad made with fresh goat's cheese, tomato and bread...
- 3 I go to Crete maybe four or five times a year.

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

Grammar notes

Present simple

At this level, Sts should be clear about the form and use of the present simple.

Remind Sts of the difference in pronunciation of the third person -s, i.e. /s/ (verbs ending in an unvoiced consonant, e.g. *cooks, eats*), /z/ (verbs ending in a vowel sound or voiced consonant, e.g. *plays, has*), and /ɪz/ (verbs where you have added -es, e.g. *watches, finishes*).

Remind them too of the irregular pronunciation of (*he / she / it*) *says* /sez/ and *does* /dʌz/.

! The present simple is also occasionally used to refer to the future, e.g. *The next train leaves at 7.30*. This use is not dealt with here.

Present continuous

Sts who don't have a continuous form in their language may need reminding that this is the form they must use when they are talking about temporary actions in progress now, this week, this month, etc.

Remind Sts of the use of the present continuous for future arrangements. This will be revised fully together with the other future forms in **1B**.

Action and non-action verbs

These are often called *Dynamic / Stative* or *Progressive / Non-progressive* verbs. We have called them *Action / Non-action*, as we think this helps to make the difference clearer for Sts.

When Sts look at the list of common non-action verbs, you may want to point out that *enjoy* isn't there. It describes a state or feeling, so Sts might expect it to be a non-action verb, but in fact it's an exception, and is an action verb, e.g. *Are you enjoying your dinner?* You could also point out that *look* is normally a non-action verb (e.g. *That looks delicious*), but *look at* is an action verb (e.g. *We're looking at the menu*).

There are several other verbs which can be both action and non-action, e.g. *see, feel*. The **Grammar Bank** uses *have* and *think* as clear examples.

Focus on the example sentences and play audio 1.11, 1.12 and 1.13 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Verbs that can be both action and non-action** box and go through it with the class.

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

Check answers, getting Sts to read the full sentences.

- a**
- 1 is coming 2 doesn't want 3 isn't working
4 seems 5 aren't speaking 6 thinks 7 Do we need
8 I'm having 9 I love 10 tastes
- b**
- 1 I **have** high cholesterol, so I never **eat** fried food.
2 **Are** you **taking** any vitamins at the moment?
3 Don't eat the spinach if you **don't like** it.
4 **Does** your boyfriend **know** how to cook fish?
5 We **order** takeaway pizzas once a week.
6 What **is / 's** your mother **making**? It **smells** delicious!
7 You look sad. What **are** you **thinking** about?
8 I **think** the diet in my country **is getting** worse.
9 How often **do** you **have** seafood?
10 I **don't** usually **cook** red meat.

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** photocopyable activity at this point.

- d** Focus on the question prompts and elicit / explain the meaning of *diet* here (= the food that you eat and drink regularly). Model and drill its pronunciation.

Now elicit that the question prompts under **On a typical day** are habitual actions, so should be present simple, and Sts must add *do you*. The ones under **At the moment / Nowadays** are things in progress, and if the verbs are action verbs, they should be present continuous; if they are non-action, they should be present simple.

Elicit the questions from the class to check that they are forming the questions correctly, and that they are using the correct rhythm, i.e. stressing the 'information' words.

On a typical day

- What do you usually have for breakfast?
- Do you drink fizzy drinks, e.g. Coke? How many glasses do you drink a day?
- Where do you normally have lunch?
- What do you usually have for lunch during the week?
- Do you ever cook? What do you make?
- Do you prefer eating at home or eating out?

At the moment / Nowadays

- Are you taking vitamins or food supplements at the moment?
- Are you trying to cut down on anything at the moment?
- Do you need to buy any food today?
- Do you want anything to eat right now?
- Is the diet in your country getting better or worse?

EXTRA SUPPORT You could write the full questions on the board and underline the stressed words to help Sts get the rhythm correct (see answer key above).

Monitor as Sts work in pairs, making sure they are using the present simple and continuous correctly. The focus here should be on accurate practice of the grammar.

Get some feedback from various pairs.

7 SPEAKING

- a** Focus on the instructions and go through statements 1–6, making sure Sts understand each one.

Give Sts time to decide whether they agree with each statement and to think of three reasons or examples for each one.

- b** Focus on the **Agreeing and disagreeing** box and go through it with the class.

Put Sts in pairs or small groups and tell them to spend at least two minutes discussing each topic.

Monitor and encourage Sts to use the phrases for agreeing and disagreeing. Don't over-correct, but make a note of any errors that you may want to focus on when they finish speaking.

Get some feedback from various pairs or groups.

EXTRA CHALLENGE If your Sts are confident, you could give them some more sophisticated language for agreeing and disagreeing, e.g. *I completely / totally (dis)agree, I agree up to a point, I couldn't agree more.*

- G** future forms: present continuous, *be going to*, *will* / *won't*
V family, adjectives of personality
P sentence stress, word stress

Lesson plan

The context of this lesson is the family. Sts begin by revising family vocabulary and talking about family life in the UK and in their country. The grammar focus is on the three most common future forms. Sts will have studied them all separately, but probably haven't had to discriminate between them before. There is then a pronunciation focus on sentence stress patterns in future forms.

In the second half of the lesson, the focus shifts to relationships between siblings. Sts extend their knowledge of adjectives to describe personality, and also practise the word stress in these adjectives. Sts then read an article about how birth order affects our personality. The lesson ends with a listening and speaking about a time they or a sibling behaved badly, and a writing focus on describing a person.

More materials

For teachers

Photocopiables

Grammar future forms: present continuous, *be going to*, *will* / *won't* p.150

Communicative Who is it? p.179 (instructions p.169)

Vocabulary Personality p.205 (instructions p.199)

For students

Workbook 1B

Online Practice 1B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise family words by drawing a quick family tree of your family (including, if possible, aunts, uncles, nephews, nieces, and cousins) and tell Sts a little about them.

Put Sts in pairs and get them to do the same.

1 VOCABULARY & SPEAKING family


- a** Books open. In pairs, Sts discuss the difference between the words and phrases in 1–8.
 Check answers.

- 1 A father is the male parent of a child. A parent is the mother or father.
- 2 A stepmother is married to your father, but she isn't your biological mother.
- 3 A brother-in-law is the brother of your husband / wife, or your sister's husband.
- 4 A stepsister is the daughter of your stepmother or stepfather and their previous husband or wife. She isn't biologically related to you. A half-sister shares one parent with you, either your mother or your father.
- 5 A grandfather is your father or mother's father. A great-grandfather is your father or mother's grandfather.

- 6 An adopted child is one who has become part of a family which is not the one in which he or she was born. An only child is a child who doesn't have brothers or sisters.
- 7 'Brothers and sisters' and 'siblings' mean the same thing, but *sibling* is a more formal word and is used for both genders.
- 8 Your immediate family are your parents, children, brothers, and sisters. Your extended family is anyone related to you who is not your immediate family, e.g. your uncles, aunts, cousins, grandparents, etc.

- b** Focus on the instructions. Then read the introduction together and make sure Sts understand *survey* (= an investigation of the opinions, behaviour, etc. of a particular group of people) and *statistics* (= a collection of information shown in numbers). You might also want to check they know the meaning of the noun *row* (= argument).

Now give Sts time, in pairs, to complete the gaps with the numbers from the list.

- c**  **1.14** Play the audio for Sts to listen and check.
 Check answers.

1 14% 2 45% 3 40% 4 30 5 32 6 10% 7 17% 8 2

1.14

The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. A recent survey of British family life showed some surprising statistics.

Family structure

Sixty per cent of families have married parents.

Twenty-two per cent are single-parent families. Only fourteen per cent of the single parents are men.

Forty-five per cent of families have one child, forty per cent have two, and fifteen per cent have three or more.

Eleven per cent of families have stepchildren.

On average, women get married at thirty and men at thirty-two.

Family habits

Twenty per cent of families only eat together once or twice a week, and ten per cent never eat at the same time.

They visit friends or extended family twice a month.

Seventeen per cent of people have family members who they never speak to or contact.

Seventy-five per cent of people are happiest with their families, and seventeen per cent with their friends.

The average family has two rows each day, and the most common cause is children or teenagers refusing to put down their phones or tablets.

Remind Sts that this survey was done in the UK. Give them time to think which results they think would be very different for their country.

Get some feedback.

- d** Focus on the questions and make sure Sts know the meaning of *argue* (= to speak angrily to somebody because you disagree with them).

Give Sts time to think about their answers.

Now go through the **Politely refusing to talk about something** box. Point out that in class Sts do a lot of asking and answering questions, and if there are any which they would feel uncomfortable answering, to respond with this phrase.

Put Sts in pairs or small groups. Tell them to discuss the questions.

Monitor and help when necessary.

Get some feedback from various pairs or groups.

2 GRAMMAR future forms

- a 1.15 Focus on the instructions. Play the audio once the whole way through. Play again if necessary.

Check answers.

- A 2; They're talking about a party that she's going to.
B 3; They're talking about if he can borrow her car.
C 1; They're talking about what he's going to do next year.

1.15

(script in Student's Book on p.125)

- 1
A So what are you going to do next year, dear? Are you going to go to university? Adam? Can you hear me?
B Sorry, Gran. What did you say?
A I said, 'Are you going to go to university next year?'
B No, Gran. I've already told you loads of times. I'm not going to go to university. I'm going to look for a job. I need to earn some money.
A All right, dear, you don't need to shout. I can hear perfectly well, thank you. What's the time now?
B Ten to four. Shall I make you a cup of tea?
A Yes, please, dear. That'd be very nice.
2
A Bye. See you tomorrow.
B Bye. Hey, what do you mean *tomorrow*? Aren't you coming back tonight?
A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying the night there.
B Who else is going?
A Oh, just the usual crowd. You don't know any of them.
B Well, make sure you don't go to bed too late. And don't forget to...
A Bye!
B Where's your coat? You can't go out like that. It's going to be cold tonight!
A Bye!
3
A Can I use your car tonight?
B No, you can't.
A You said you didn't need it. Why can't I borrow it?
B Because you won't look after it. You'll drive too fast.
A I won't. I promise I'll drive really slowly. I'll be really careful.
B Oh, all right, then.
A Thanks. See you.

EXTRA IDEA Alternatively, you could pause the audio after each conversation, play it again if necessary, and check the answer.

- b Give Sts time to go through sentences a–f and think what the missing words might be.

EXTRA CHALLENGE Get Sts, in pairs, to decide before they listen again how to complete the gaps.

Play the audio again, pausing after each conversation.

Check answers.

- 1 a going to go
b Shall I make
2 c 'm staying
d 's going to be
3 e 'll drive
f 'll be

- c Focus on the instructions and make sure Sts understand the difference between a plan or intention, and an *arrangement* (= a plan for which you have already made preparations, e.g. booking a ticket, a hotel, or a table in a restaurant).

Put Sts in pairs to complete the task.

Check answers.

a plan or intention: a a prediction: d,e an offer: b
an arrangement: c a promise: f

From this, elicit from Sts that, generally speaking, we use *going to* for plans and predictions; *will / won't* for predictions, offers, and promises; and the present continuous for arrangements.

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

Grammar notes

Sts often have problems using future forms correctly in English, mainly because the future form used depends on what the speaker wants to say, e.g. whether he / she wants to express a plan or pre-arranged event, or make an 'instant' decision at that moment. This means that Sts often can't use the same form that they would use in their L1.

The important thing to emphasize is that we use *going to* (or present continuous) for things we have already decided to do, i.e. our plans, intentions, or arrangements, whereas *will + infinitive* is used for decisions made at the time of speaking, and also for offers, promises, and future facts.

A typical mistake here is to use the present simple for offers: ~~I carry your bag for you.~~

Remind Sts that *shall* is only used with *I* and *we*, e.g. *Shall I...?* for offers, or *Shall we...?* for offers or suggestions. Some British people use *I / We shall* instead of *I / We will*, but it isn't common, especially in spoken English. *Shall / shan't* is never used to express an instant decision.

! You may want to point out that in song lyrics, *going to* is usually transcribed as *gonna* (because that is how it sounds when sung quickly).

Focus on the example sentences and play audio 1.16, 1.17, 1.18 and 1.19 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 Shall 2 'll make 3 ✓ 4 Are you going to go 5 won't tell
6 're visiting 7 will go down 8 ✓ 9 Shall
b
1 I promise I **will** / 'll **phone** every day.
2 He **is** / 's **going to do** a degree in engineering.
3 No, I **am** / 'm **working** late.
4 Yes, I **will** / 'll **have** the prawns, please.
5 OK. **Shall** we **get** a takeaway?
6 No problem, I **will** / 'll **lend** you some.
7 No, the weather forecast says it **is** / 's **going to rain** / **will rain**.
8 **Shall** I **pick** you up from the airport?


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.

3 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

As Sts should already know, in English, words which are stressed more strongly are the ones which carry information, e.g. *I went to the cinema on Friday night*. These are typically verbs, nouns, adjectives, and adverbs. The 'non-information' words (e.g. personal pronouns, articles, and little words like *to, of, on, as*, etc.) are pronounced less strongly, and these words often get shortened when we speak, e.g. *to* becomes /tə/. It is this mixture of stressed and unstressed words which gives English its rhythm, and Sts need plenty of practice until correct stress and rhythm becomes instinctive.


- a  **1.20** Focus on the **Sentence stress** box and go through it with the class.
- Give Sts time to read the sentence, and then elicit with a show of hands who thinks the pink words are stressed.
- Play the audio once the whole way through.
- Check the answer.

They are stressed.

1.20

See the sentence in Student's Book on p.11

Then play the audio again for Sts to listen and repeat.

- b  **1.21** Tell Sts they are going to hear four sentences and they must listen for the stressed words and write them in the pink boxes in the sentences.
- Play the audio, pausing after each sentence to give Sts time to write.
- Get Sts to compare with a partner, and then check answers.

- 1 sister's, having, baby, April
- 2 anyone, family, moving, house, soon
- 3 see, parents, weekend
- 4 think, live, home, next, year

1.21

- 1 My sister's having a baby in April.
- 2 Is anyone in your family moving house soon?
- 3 Are you going to see your parents at the weekend?
- 4 Do you think you'll live at home next year?

- c Now tell Sts to look at the words they have written and try to remember what the complete sentence or question is.
- Tell Sts to listen to the audio again and complete any gaps they have. Play the audio again.
- Check answers, eliciting the sentences onto the board.

- 1 My sister's having a baby in April.
- 2 Is anyone in your family moving house soon?
- 3 Are you going to see your parents at the weekend?
- 4 Do you think you'll live at home next year?

- d Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words.
- Then repeat the activity, eliciting responses from individual Sts.

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

- e Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible. You could demonstrate the activity by answering a couple of questions first.
- Get some feedback from various pairs.

EXTRA SUPPORT Before Sts ask and answer the questions in pairs, get them to underline the content words in the questions. Check answers and drill the questions.

Is anyone in your family...?

- getting married in the near future
- travelling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to...?

- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 90 or older
- you'll move away from (or back to) the area where your family live

EXTRA SUPPORT Write possible short responses on the board to help Sts to answer the questions, e.g. MAYBE. / PERHAPS. / PROBABLY, I DON'T THINK SO, I HAVE NO IDEA. Tell them that they should then give a reason for their answer.

4 VOCABULARY adjectives of personality

- a Focus on the instructions. Point out the heading, *Opposites attract*, and tell Sts that the adjectives they have to complete are the opposites of the first adjectives. Give Sts time to complete the adjectives in 1–5.
- Check answers, eliciting from Sts what the adjectives mean. Model and drill pronunciation. You could ask Sts if they agree that opposites attract and if they can give any examples.

- 1 shy 2 mean 3 lazy 4 quiet 5 serious

EXTRA SUPPORT First, elicit the meaning of the adjectives in the first half of sentences 1–5. Then give Sts time, in pairs, to complete the opposites.

- b Tell Sts to go to **Vocabulary Bank Personality** on p.153.

Vocabulary notes

This **Vocabulary Bank** gives Sts adjectives to describe personality, and also introduces them to using negative prefixes to make opposite adjectives. A good print or online dictionary will give opposite adjectives, using prefixes. Encourage Sts to learn positive and negative adjectives with prefixes – this will help them to expand their vocabulary more quickly and effectively.

Focus on **1 What are they like?** and elicit / teach that the question *What are they like?* = *What kind of personality do they have?*

Get Sts to do **a** individually or in pairs. You might want to point out that SYN stands for *synonym*.

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

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

Check answers.

🔊 1.22

Personality

1 What are they like?

- 1 Selfish people think about themselves and not about other people.
- 2 Spoilt children are rude and behave badly because they are given everything they want.
- 3 Mature people behave like adults.
- 4 Honest people always tell the truth and never steal or cheat.
- 5 Charming people have an attractive personality, and people like them.
- 6 Sensible people have common sense and are practical.
- 7 Sociable people are friendly and enjoy being with other people.
- 8 Anxious people are often worried or stressed.
- 9 Imaginative people have a good imagination.
- 10 Independent people like doing things on their own, without help.
- 11 Bossy people like telling other people what to do.
- 12 Insecure people are not confident about themselves.
- 13 Sensitive people can be easily hurt or offended.
- 14 Stubborn people never change their opinion or attitude about something.
- 15 Patient people can wait for a long time or accept difficulties without getting angry.
- 16 Ambitious people want to be successful in life.
- 17 Reliable people are ones who you can trust or depend on.
- 18 Self-confident people are sure of themselves and their abilities.
- 19 Rebellious people don't like obeying rules.
- 20 Moody people have moods that change quickly and often.
- 21 Competitive people always want to win.
- 22 Affectionate people show that they love or like other people very much.

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

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

Now focus on **Activation** and tell Sts, in pairs, to decide which are positive.

Get feedback.

Suggested answers

mature honest charming sensible sociable imaginative
independent patient reliable self-confident affectionate

EXTRA SUPPORT Tell Sts, in pairs, to cover the adjectives and look at the sentences. They must try to remember the adjectives.

Focus on **2 Negative prefixes** and explain that with some adjectives of personality, the opposite is a completely different word, but for others you simply add a negative prefix.

Focus on the **Negative prefixes** box and go through it with the class.

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

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

Check answers.

🔊 1.23

2 Negative prefixes

un- / dis-: unambitious, unfriendly, dishonest, unimaginative, unkind, disorganized, unreliable, unselfish, unsociable, untidy

in- / im- / ir-: immature, impatient, irresponsible, insensitive

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. Elicit that *un-* is by far the most common negative prefix. Explain also that *im-* is used before adjectives beginning with *p* or *m*, e.g. *impossible*, *immature*, and *ir-* is used before adjectives beginning with *r*, e.g. *irregular*. Finally, ask Sts which adjective + prefix has a positive meaning.

Unselfish has a positive meaning.

Focus on **Activation** and get Sts to cover the columns and test themselves.

Finally, focus on the **False friends** box and go through it with the class.

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.

EXTRA IDEA Tell Sts to write down the first three adjectives of personality that come into their heads.

Get Sts to compare their adjectives with a partner.

Then tell them that the activity they have just done is a personality test. The first adjective they wrote down is how they see themselves, the second is how other people see them, and the third is what they are really like.

Ask Sts if they agree with their results.