

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

Lesson plan

This lesson is about education and provides two different angles on the topic. The lesson begins with a vocabulary focus which revises and extends Sts' knowledge of vocabulary related to education. This is followed by a pronunciation focus on the letter *u*, and a speaking activity where Sts talk about their own education. Sts then read and listen to the account of an educational experiment, which was televised, where five teachers from China come to a British school for four weeks and teach three subjects to half of the Year 9 Sts. Sts then have a discussion on the Chinese education system, the British, and their own.

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

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

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

Communicative Three in a row

Vocabulary Education

For students

Workbook 7A

Online Practice 7A

Plus extra Vocabulary and Pronunciation for speakers of Spanish: easily confused verbs; the letter *u*

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following on the board:

_____ SCHOOL

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

Possible answers

primary secondary state private language
 faith / religious boarding

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

1 VOCABULARY education

- a** Books open. Focus on the eight questions and give Sts two minutes to answer them individually or in pairs. You may want to explain that $\sqrt{36} = \text{'the square root of 36'}$. Check answers.

1 1939 2 Italy's 3 Six 4 Universal Serial Bus
 5 Isaac Newton 6 Three 7 Leg 8 Hydrogen

Find out which Sts or pairs got the most answers correct.

- b** Tell Sts to complete each school subject. Check answers by eliciting the words onto the board.

biology chemistry geography history
 information technology literature maths physics

- c** **7.1** Now give Sts time to match questions 1–8 in **a** to the school subjects in **b** by writing the number from **a** in each box.

Play the audio for Sts to listen and check.

Check answers. Model and drill pronunciation, especially *geography* /dʒi'ɒgrəfi/ and *literature* /'lɪtərətʃə/.

7.1

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

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

Play the audio again for Sts to listen and check.

Check answers.

See underlining in script 7.1

EXTRA CHALLENGE Get Sts to underline the stressed syllables as they do the matching exercise. Then check both at the same time.

- d** Tell Sts to go to **Vocabulary Bank Education** on p.233.

Vocabulary notes

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

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

There are several words that can be used as synonyms of *head teacher*, e.g. *headmaster* (for a man), *headmistress* (for a woman), or *principal*.

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

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

Check answers.

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

7.2

Education

1 The school system in the UK and the US

In the UK

Children start primary school when they're five. Before that, many children go to nursery school, for example between the ages of two and four, but this is not compulsory. From eleven to eighteen, children go to secondary school. The majority of schools in the UK – about ninety percent – are state schools, which means that they are paid for by the government, and education is free. The other ten per cent are private schools, where parents have to pay. A few of these are boarding schools, where children study, eat, and sleep. Children at primary school are often called *pupils*, and children at secondary school are usually called *students*, as are people who are studying at university. The person who is in charge of a school is called the *head teacher*. The school year is divided into three terms. If you want to go to university, you have to take exams called *A levels* in your last year at school. If your results are good enough, you get a place. A person who has finished university and has a degree is called a *graduate*.

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

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

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

7.3

In the US

The school system is divided into three levels, elementary school, middle school – sometimes called *junior high school* – and high school. School children are divided by age groups into grades. The youngest children start in kindergarten, followed by first grade, and continue until twelfth grade, which is the final year of high school. The school year is divided into two semesters. Higher education in the US is often called *college*.

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

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

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

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

A
2 let 3 misbehave 4 be punished 5 make
6 cheat 7 be expelled

B
1 take 2 pass 3 revise 4 fail 5 result

7.4

2 Discipline and exams

A Discipline is very strict in our school. We aren't allowed to take our phones to school, and they don't let us bring unhealthy food for lunch, like crisps or fizzy drinks. Most children behave well, but if you misbehave – for example, talk too much in class – you'll be punished, and the teacher will probably make you stay behind after class. If you do something more serious, like cheat in an exam, you might even be expelled.

B Marc has to take an important English exam next week. He hopes he'll pass, but he hasn't had much time to revise, so he's worried that he might fail. He won't get the result until July.

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

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

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

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

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: easily confused words

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: education

2 PRONUNCIATION the letter u

Pronunciation notes

The letter *u* has several different pronunciations, but between consonants it is usually (but not always) /ʌ/, e.g. *sun, luck, summer*, or /juː/, e.g. *music, tune, student*.

Sts often don't realize that there is a kind of 'hidden sound' – /j/ – in words like *music*, and tend to pronounce them /'mʌːzɪk/ or /'stʌːdənt/.

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

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

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

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

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

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

7.5

/juː/ education, music, pupil, student, university

up /ʌ/ lunch, result, study, subject

boot /uː/ rude, rules, true

bull /ʊ/ full, put

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

Give Sts time to practise saying the words.

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 *Online Practice*.

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

7.6

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

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

Play the audio again for Sts to listen and check.

Check answers by eliciting the sentences onto the board.

See script 7.6

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

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: the letter *u*

3 SPEAKING

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

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

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

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

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

4 LISTENING listening for numbers

- a** Focus on the photos and elicit from Sts what they can see. Tell Sts to read the description of a TV programme and answer questions 1–3.

Check answers for questions 1 and 2 and elicit opinions for question 3. You could find out, with a show of hands, how many Sts think the Chinese system will prove better.

- 1 Because in some subjects, Asian students are three years ahead of Western students of the same age.
- 2 Five Chinese teachers are going to teach a group of British students for four weeks. They will then take tests to see who does better, the students taught by the British teachers or the students taught by the Chinese teachers.

- b** **7.7** Tell Sts they are going to listen to **Week 1** of the programme about the experiment. Make sure they understand the question. Tell Sts to listen and make notes for each time and number.

Play the audio once the whole way through.

Get Sts to compare with a partner.

Now play the audio again, and then check answers.

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

7.00 a.m. They start the day at 7.00 a.m., much earlier than usual

30 minutes a day They do 30 minutes of physical exercises every day instead of two hours a week.

50 There are 50 students in one class instead of 30.

11.30 a.m. They have lunch, and it's early for them.

5.00 p.m. They finish lessons at 5.00, but they can't go home.

7.00 p.m. They clean the classroom before they go home.

12 hours The school day is 12 hours long, which is very tiring for British students.

7.7

(script in Student's Book on p.201)

Week 1

On the first day of week one, students change their normal school uniforms for Chinese-style tracksuits. They start the day much earlier than usual, at seven in the morning, with thirty minutes of physical exercise. In Britain, PE is usually fun, and students only have two hours a week, but in the Chinese system, students do PE every day. Then lessons begin, and students get another shock – all fifty of them are together in one class. In Britain, the maximum is normally thirty, but in China it's common to have fifty kids in one room. They stop for lunch early, at eleven thirty. Classes finish at five o'clock, but they're not allowed to go home. They have dinner at school, and after dinner they still have a lot of homework and self-study. When they finish, at seven o'clock, they have to clean the classroom. The school day is twelve hours long. British students find this exhausting!

- c** **7.8** Sts now listen to **Weeks 2 and 3** of the programme and tick the sentences that are true about the Chinese teachers in the experiment. Give Sts time to read 1–10, making sure they understand all the lexis.

Play the audio once the whole way through.

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

Check answers.

Sts should tick: 1, 2, 5, 6, 8, 10

7.8

(script in Student's Book on p.201)

Weeks 2 and 3

There are big differences between Chinese and British teaching styles. The Chinese teachers teach very fast. Everything is done in books and on paper, and there is a lot of copying from the board. In Britain, for example in science, the approach is to let students do experiments and discover things by themselves, with less help from the teacher.

Discipline is also very different in British and Chinese schools. In China, the teachers have complete authority, but in Britain, the same teachers are having problems. They're surprised that the students don't take school seriously. When her students don't pay attention, Miss Yang, the science teacher, makes them stand and look at the wall, but it doesn't seem to work very well. As Rosie, one of the students, says, 'It probably works in China, because everybody does what their teacher says. But here we don't care. We think it's funny.' By week three there is a serious problem with discipline. Some students like the Chinese system, but a lot of others are behaving badly in class, and some students stop coming to class completely. The Chinese teachers are losing control, and realize they need to change the way they are teaching or their students will fail the tests in week four. They start to teach the children about Chinese culture and food, and they add Chinese face-massage to their daily lessons. They also try to teach patience and concentration using traditional Chinese games.

During a meeting with the parents, the Chinese teachers try to get them to help and to encourage their children to work hard. The parents are impressed, and the Chinese teachers are filled with new energy and confidence.

- d **7.9** Sts now listen to **Week 4** of the programme, complete the numbers in the chart, and answer the question. First, check that Sts know what *Mandarin* is. Now play the audio once the whole way through. Get Sts to compare with a partner, and then play the audio again if necessary. Check answers.

Test results	Students with British teachers	Students with Chinese teachers
maths	54%	68%
science	50%	58%
Mandarin	37%	46%

The British teachers learned that the Chinese method got good results, but that their discipline was too strict for some British students.

The Chinese teachers learned that their method didn't help to develop personality or creativity.

7.9

(script in Student's Book on p.201)

Week 4

During the last week of the experiment, the children in the Chinese class are behaving better. At the end of the week, all the students from the classes with Chinese teachers and the classes with British ones take tests in maths, science, and Mandarin. These tests will decide which style of teaching has worked better. So what do the results show?

In the maths test, the children taught by British teachers get an average of fifty-four per cent, and the class taught by Chinese teachers gets...sixty-eight per cent. In science, British-taught students get fifty per cent and Chinese-taught students get...fifty-eight per cent. And in Mandarin, British-taught students get thirty-seven per cent, and Chinese-taught students get...forty-six per cent. The Chinese teachers are delighted and their students are really grateful and happy.

So the Chinese teachers get better results, but does that mean their teaching methods are better? Neil Strowger, the head teacher at the school, says, 'It clearly gets good results, but the discipline is too strict for some students.' The Chinese teachers agree that their method doesn't help to develop personality or creativity. Perhaps the last word should go to Miss Li, the Mandarin teacher. As she says, 'It's very hard to say which system is better...but I think we both learned from each other.'

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.201, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Put Sts in small groups of three or four and get them to discuss the questions. Get some feedback from various groups. You could also tell Sts where you would prefer to teach and why.

5 GRAMMAR

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

- a Focus on the questions and make sure Sts understand them. Then get Sts, in pairs, to answer them. Get some feedback from various pairs, and tell Sts how you feel or felt about exams.
- b **7.10** Tell Sts they are going to listen to two interviews with a student who took some important exams – the first interview is before she gets her results, and the second after. In the interviews, the speaker uses several examples of time clauses with *if, when, as soon as*, etc. First, focus on the **Exam results** box and go through it with the class. Make sure Sts know what *A levels* are. Now give Sts time to read questions 1–5. Play the audio, pausing if necessary after each answer is given. Get them to compare with a partner, and then play the audio again if necessary. Check answers.

- 1 She's sure she has passed, but she's worried about her grades.
- 2 She'll get her results tomorrow at school.
- 3 She doesn't want to plan any celebrations until she knows the results.
- 4 She wants to study Medicine at Cambridge University.
- 5 She will probably do another year at school and take the exams again.

7.10

J = journalist, O = Olivia

- J What subjects did you take?
O Biology, chemistry, maths, and physics.
J Do you think you've passed?
O I'm sure I've passed, but I'm worried about what grades I'll get.
J Why?
O Because I want to study Medicine at university – at Cambridge – and they won't give me a place unless I get at least two A stars and an A.
J Do you think you'll get them?
O I don't know. I think I did OK, but I'm a bit worried about maths.
J When will you get your results?
O Tomorrow. I'm really nervous – and so are my parents! As soon as I wake up, I'll go to school and pick up the envelope.
J And how will you celebrate if you get the grades you want?
O I don't want to plan any celebrations until I know the results.
J What will you do if you don't get the grades you need?
O I don't want to think about it. If I don't get into Cambridge, my parents will kill me. No, I'm joking. I suppose I'll do another year at school and take the exams again.
J Well, good luck!
O Thanks.

- c **7.11** Tell Sts they will now find out what grades Olivia got. They must listen for the results and find out what she is going to do.
Play the audio once the whole way through.
Get Sts to compare with a partner, and then check answers.

Olivia got an A star in biology, an A in chemistry and physics, and only a B in maths.

She's going to try to get a place at another university. But she'd really like to go to Cambridge, so she might retake her A levels again next year.

7.11

- J Olivia – I can see from your face that the results, er, weren't exactly what you wanted – am I right?
O Yeah. I got an A star in biology, an A in chemistry and physics, and only a B in maths. Not quite good enough.
J So what are you going to do now?
O At the moment, cry! When I feel a bit more positive, I'll try to get a place at another university. But I'd really like to go to Cambridge, so I might take my A levels again next year.
J How did your parents react? Were they angry?
O No, my mum and dad have been really nice – they know how disappointed I am.

- d **7.12** Focus on the five sentences from the interviews and give Sts time to complete the gaps.

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

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

- 1 I get 2 I wake up 3 I know
4 my parents will kill me 5 I feel

7.12

- 1 They won't give me a place unless I get at least two A stars and an A.
- 2 As soon as I wake up, I'll go to school and pick up the envelope.
- 3 I don't want to plan any celebrations until I know the results.
- 4 If I don't get into Cambridge, my parents will kill me.
- 5 When I feel a bit more positive, I'll try to get a place at another university.

- e Tell Sts to go to **Grammar Bank 7A** on p.216.

Grammar notes

Sts should be familiar with basic first conditional sentences (*if* + present, future (*will*)) from their A2/B1 course. Here they also learn to use *unless* (instead of *if... not*) in conditional sentences, and that other future time clauses (i.e. beginning with *when*, *as soon as*, *unless*, etc.) work in the same way as *if*-clauses, i.e. they are followed by a present tense although they actually refer to the future. This may be new for your Sts.

Emphasize that in the other (main) clause, the verb form is usually *will* + infinitive, but it can also be an imperative or *going to*.

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

Focus on the example sentences and play audio **7.13** and **7.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

a

- 1 That girl **will get** into trouble if she doesn't wear her uniform.
- 2 If you give in your homework late, the teacher **won't mark** it.
- 3 Don't write anything unless you **are** / **'re** sure of the answer.
- 4 Gary will be expelled if his behaviour **doesn't improve**.
- 5 They'll be late for school unless they **hurry**.
- 6 Ask me if you **don't know** what to do.
- 7 Johnny will be punished if he **shouts** at the teacher again.
- 8 My sister **will finish** university this year if she passes all her exams.
- 9 I **won't go out** tonight unless I finish my homework quickly.
- 10 Call me if you **need** some help with your project.

b

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

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

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

- f Put Sts in pairs and focus on the questions. Tell Sts that they should make true sentences beginning with the phrases in the question, e.g. *As soon as I get home I'll...*, *If I don't get a good mark in my next test, I'll...*, etc.
Give Sts a few minutes to think about their sentences. Then they ask each other the questions, and answer with full sentences.
Get some feedback.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: first conditional and future time clauses + *when*, *until*, etc.

6 READING & SPEAKING

understanding points of view

- a** Focus on the instructions and make sure Sts can identify which of the three categories they belong to.
Now put Sts in pairs and get them to tell their partner the answers to the questions that match their situation.
Get some feedback from various pairs.

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

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

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

- c** Focus on the instructions and make sure Sts understand the difference between the three symbols.
Give Sts time to read the comments and complete the task.
Check answers.

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

1 S 2 ✓ 3 X 4 X 5 ✓

- d** Give Sts time to read the comments again and then think about university education in their country.
Get some feedback.
- e** Do this as a whole-class activity.
- f** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication University or not?**, **A** on p.180, **B** on p.184.
Go through the instructions. Sts **A** read about Jack while Sts **B** read about Emily-Fleur. As they are reading, walk around monitoring and helping with any queries.
When they have finished reading, Sts **A** should start by asking their questions about Emily-Fleur. Sts **B** can have their books open, but should try to answer from memory. Then they swap roles and Sts **B** ask their questions about Jack.
Tell Sts to go back to the main lesson **7A**.

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

- g** Do this as a whole-class activity.

7 SPEAKING

- a** Put Sts in small groups of three or four. Go through the instructions and the discussion topics in the list, making sure Sts understand them.

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

Focus on the **Organizing and presenting your opinions** box and go through it with the class.

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

- b** **MEDIATION ACTIVITY** Sts in each group now take turns to say whether they agree or disagree with the sentence they have chosen in **a** and why. The other Sts should listen, and at the end say if they agree or disagree with the student who introduced the topic, and why. Finally, each group votes on whether they agree or disagree.
If there's time, get feedback to find out who argued which topic in each group, and if they managed to convince the others in their group.

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

Lesson plan

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

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

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar second conditionals, choosing between conditionals

Communicative If you had to choose...

Vocabulary Houses

For students

Workbook 7B

Online Practice 7B

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: houses and flats; /d/ in contractions; University housing

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following on the board:

PLACES TO LIVE WHEN YOU'RE A UNIVERSITY STUDENT

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

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

1 READING & SPEAKING

understanding pros and cons

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

- Photo 1** at home
Photo 2 in shared accommodation
Photo 3 in a hall of residence / uni accommodation

- b** Focus on the title of the article, *Things you know if you still live with your parents*, and get Sts, in pairs, to think of one advantage and one disadvantage of living with your parents as an adult.
 Elicit some advantages and disadvantages onto the board.
- c** Now tell Sts to read the article and see if the advantages and disadvantages they mentioned are included. Tell them not to worry about the gaps.
 Check answers.

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

- d** Now tell Sts to read the article again and this time complete each gap with the correct words from 1–10.
 Get Sts to compare with a partner, and then check answers.

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

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

2 GRAMMAR

second conditional, choosing between conditionals

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

- Vivienne** Yes, she wants to have her own things, and not be told what to do.
Marco No because somebody else cooks and cleans and he has a nice room.
Andrea Yes, she doesn't feel independent.
Carlos Yes, his mum drives him mad and he'd like a dog.

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

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

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

c Tell Sts to go to **Grammar Bank 7B** on p.217.

Grammar notes

Sts who previously used *English File A2/B1* or a similar-level course will have already been introduced to second conditional sentences: *if + past, conditional (would / wouldn't)*. Here they both revise the second conditional and contrast it with the first conditional.

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

Focus on the example sentences and play audio  **7.15** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with the class.

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

Check answers, getting Sts to read the full sentences. In **b**, ask Sts after each sentence if it is a first or second conditional.

a

- 1 Nick **wouldn't have to** commute every day if he **worked** from home.
- 2 If they **didn't have** such a noisy dog, they'd **get on** better with their neighbours.
- 3 I **wouldn't buy** that bike if I **were** you – it's too expensive.
- 4 **Would** we **sell** our house if somebody **offered** us enough money?
- 5 If my mother-in-law **lived** with us, we'd **get** divorced.
- 6 **Would** you **share** a flat with me if I **paid** half the rent?
- 7 If my sister **tidied** her room more often, it **wouldn't be** such a mess.
- 8 You **wouldn't treat** me like this if you really **loved** me.
- 9 If we **painted** the kitchen white, **would** it **look** bigger?
- 10 I **wouldn't buy** a house with a garden if I **didn't enjoy** gardening so much.

b

- 1 My kids **would get up** earlier if they didn't go to bed so late. (2nd)
- 2 Where **will** you **live** if you go to university? (1st)
- 3 If you **don't pass** your exams, what will you do? (1st)
- 4 I'd buy a bigger house if I **was** sure we could afford it. (2nd)
- 5 We couldn't have a dog if we **didn't have** a garden. (2nd)
- 6 How will you get to work if you **sell** your car? (1st)
- 7 If we sit in the shade, we **won't get** sunburnt. (1st)
- 8 If you could change one thing in your life, what **would** it **be**? (2nd)
- 9 He won't be able to pay next month's rent if he **doesn't find** a job soon. (1st)
- 10 If she made less noise, her neighbours **wouldn't complain** so often. (2nd)

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

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

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Guess the sentence, A** on p.180, **B** on p.185.

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

IF I HAD A JOB, I'D RENT MY OWN FLAT.

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

IF I HAD A JOB, I _____ MY OWN FLAT. (+)

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

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

Now tell Sts to look at instruction **b**. Sts **A** read out sentence 1, and Sts **B** tell **A** if he / she has guessed the sentence correctly. If not, **A** has to guess again. When **A** guesses the sentence correctly, he / she should write in the answer.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: second conditional, choosing between conditionals

3 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

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

For more notes, see **Pronunciation** p.20 in Lesson **1B** and p.35 in Lesson **2B**.

a  **7.16** Tell Sts they are going to work on sentence stress. Play the audio once the whole way through for Sts just to listen, and elicit that the **bold** words are stressed.

 **7.16**

See sentences in Student's Book on p.115

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

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT In pairs, Sts practise saying the sentences.

b Focus on the task and give Sts time to choose their six sentence beginnings and complete them. Go round making sure that Sts are writing correct sentences.

- c** **MEDIATION ACTIVITY** Focus on the speech bubbles. Put Sts in pairs, **A** and **B**.
Sts **A** tell Sts **B** their first sentence. Sts **B** should ask for more information. Then Sts **B** say their first sentence, etc. Monitor and encourage Sts to get the correct sentence rhythm.
Get some feedback from the class. Find out if any Sts had the same endings as their partner.

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

FOR SPEAKERS OF SPANISH Online Practice Pronunciation: /d/ in contractions

4 VOCABULARY houses

- a** Put Sts in pairs and get them to write down three things / pieces of furniture, etc. for each room in the chart. Point out the example in each column.
Elicit answers and write them on the board in columns.
- b** Tell Sts to go to **Vocabulary Bank Houses** on p.234.

Vocabulary notes

Where people live

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

Parts of a house

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

Describing a house or flat

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

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

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

7.17

Houses

1 Where people live

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

Either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Do **c** and tell Sts to cover the **Preposition** column. Can they remember sentences 1–6 with the prepositions?

In **Activation**, Sts, in pairs, describe where they live. Now focus on **2 Parts of a house** and get Sts to do **a** individually or in pairs.

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

7.18

2 Parts of a house

- attic
- balcony
- basement
- chimney
- entrance
- gate
- ground floor
- path
- roof
- steps
- terrace / patio
- top floor
- wall

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

EXTRA SUPPORT Tell Sts to cover the words, look at the pictures, and see if they can remember the words.

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

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

7.19

3 Describing a house or flat

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

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

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

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

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

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

- c** Put Sts in pairs and get them to discuss the difference between the words.
Check answers. Model and drill pronunciation.

- the outskirts** = the area around a town or city which is the furthest from the centre
a suburb = a residential area outside the centre of a large city
- a village** = a very small town located in a country area
a town = a place where people live and work, which is larger than a village, but smaller than a city

- 3 **a roof** = the structure that covers the whole house
a ceiling = the top inside surface of a room
- 4 **a balcony** = a platform that is built on the upstairs outside wall of a building, with a wall or rail around it
a terrace = a flat, hard area, especially outside a house, where you can sit, eat, and enjoy the sun
- 5 **a chimney** = a structure through which smoke is carried up, away from a fire, etc. and through the roof of a building
a fireplace = an open space for a fire in the wall of a room
- 6 **the ground floor** = the floor of a building that is at the same level as the ground outside
the first floor = the level of a building above the ground level (NB in American English, *the first floor* = the ground floor)
- 7 **wood** = noun; the hard material that the trunk and branches of a tree are made of; this material when it is used to build or make things, or as a fuel
wooden = adjective; made of wood

FOR SPEAKERS OF SPANISH Online Practice Vocabulary: houses and flats

FOR SPEAKERS OF SPANISH Pocket Book Vocabulary: houses

5 PRONUNCIATION the letter c

Pronunciation notes

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

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

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

- a Put Sts in pairs and get them to say all the words in groups 1–5 to each other.
- b Focus on the instructions and give Sts time, in pairs, to complete rules 1–5.
- c **7.20** Play the audio for Sts to listen to how the words in **a** are pronounced and to check their answers to **b**. Check answers.

1 /k/ 2 /s/ 3 /ʃ/ 4 /k/ 5 /ks/

7.20

See words in **a** in Student's Book on p.116

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

6 LISTENING using prediction to understand content

- a Do this as a whole-class activity. Don't worry if Sts don't know anything about Handel or Hendrix, as they will find out some information in the listening.

- b Now tell Sts to read the information on the poster and check their answers to **a**. Check answers.

They are both musicians.

They both left their countries to live in London. Handel came to London in the 18th century and Hendrix in the 1960s. They lived in the same building in London.

Now find out which bedroom Sts like best, and why.

- c Focus on the instructions and eight extracts, making sure Sts understand all the lexis.

Then focus on the **Glossary** and go through it with the class.

Now give Sts time to decide who each extract (1–8) is about.

- d **7.21** Play the audio for Sts to listen and check.

Check answers.

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

1 Han 2 Hen 3 Han 4 Han 5 Hen 6 Hen
7 Hen 8 Han

7.21

(script in Student's Book on p.201)

Welcome to the Handel Hendrix house

Handel's House

In seventeen twelve, the German composer George Frideric Handel decided to settle permanently in England, where he was employed as musician to the English court. After living in Surrey for some years, he moved to London, and during the summer of seventeen twenty-three, he rented a house at twenty-five Brook Street. He was the first occupant of the house, but as a foreigner, he was not allowed to buy it. However, after becoming a British citizen five years later, he decided to continue renting the house. In seventeen forty-two, his annual rent for Brook Street was fifty pounds.

The plan of the house in Brook Street was usual for a modest London townhouse of the period. There was a basement containing the kitchens, and on the ground floor there was a room at the front for receiving visitors. On the first floor there were bigger rooms, where Handel entertained and worked. In the largest room, he kept his instruments – a harpsichord and a little house organ – and he occasionally rehearsed there. The room next to it is where he composed many of his most famous works, including the *Messiah*. The second floor contained the bedroom at the front, with a dressing room at the back, where he kept his clothes. In the attic at the top of the house, the servants had their rooms.

During the last decade of his life, Handel's eyesight got worse, and by seventeen fifty-four he was completely blind. He died at his Brook Street house on the fourteenth of April, seventeen fifty-nine. He was buried in Westminster Abbey, and more than three thousand people attended his funeral.

Hendrix's Flat

Although Jimi Hendrix's career only lasted four years, he is widely regarded as one of the most influential electric guitarists in the history of rock music.

The flat on the upper floors of twenty-three Brook Street was found by Jimi's girlfriend, Kathy Etchingham, when she saw an advert in one of the London evening newspapers in June nineteen sixty-eight, while he was in New York. He moved in briefly in July, before returning to the United States for an extensive tour. He spent some time decorating the flat to his own taste. He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere. He told Kathy that this was 'my first real home of my own'.

In January the following year, he gave a series of press and media interviews and photo shoots in the flat. He also appeared on the BBC and gave two concerts in February at the Royal Albert Hall.

In March nineteen sixty-nine, he went back to New York again, and although Kathy stayed at Brook Street for a while longer, Jimi did not live there again. He died in London in nineteen seventy, at the age of twenty-seven, but in a hotel, not in the Brook Street flat. Over the years, his flat was used as an office, until it was taken over in two thousand by the Handel House Trust. It opened to the public on Wednesday the tenth of February, twenty sixteen. The whole house is now a museum and a concert venue where both men's music can be heard in live performances.

e Tell Sts they are going to listen again and they must answer questions 1–10. Give them time to read the questions.

Play the audio again, pausing after Sts have heard about Handel to give them time to answer questions 1–5. Then play the rest of the audio.

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

- 1 Nobody
- 2 Because he was a foreigner.
- 3 Entertaining and working
- 4 A bedroom and a dressing room
- 5 The servants
- 6 Four years
- 7 Hendrix's girlfriend
- 8 In March 1969
- 9 In a London hotel
- 10 As an office

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.207, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f **7.22** Tell Sts to read the six extracts from the listening and to complete the gaps. They can do this in pairs or individually.

Play the audio, pausing after each extract to give Sts time to check their guesses.

Check answers, making sure Sts understand the meaning of the words. Model and drill pronunciation.

- 1 settle 2 moved 3 occupant 4 upper
- 5 decorating 6 venue

7.22

- 1 Handel decided to settle permanently in England...
- 2 After living in Surrey for some years, he moved to London...
- 3 He was the first occupant of the house...
- 4 The flat on the upper floors of twenty-three Brook Street was found by...
- 5 He spent some time decorating the flat to his own taste.
- 6 The whole house is now a museum and a concert venue...

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

FOR SPEAKERS OF SPANISH **Online Practice** Listening: University housing

7 SPEAKING & WRITING describing a house or flat

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

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

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

c Tell Sts to go to **Writing Describing a house or flat** on p.192.

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

In pairs, Sts tell each other which one they have chosen and why.

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

For **b**, focus on the instructions and make sure the task is clear. Give Sts time to read about the flat in Florence.

Check answers, making sure Sts can remember what the adjectives mean (*stunning* = extremely attractive or impressive). Model and drill pronunciation.

In **c**, Sts now read about the Turkish villa and improve the description with the adjectives they underlined in **b**.

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

- Possible answers**
- a **fully-equipped** kitchen a **sunny** terrace
 - stunning** views a **large** garden **lovely** beaches
 - ideal** for a family

Focus on the **Describing location** box and go through it with the class.

For **d**, tell Sts they are going to write a description of their house or flat for the website. If Sts don't want to write about their own home, they can invent one.

Focus on the plan and go through it with Sts.

Sts should write four paragraphs, as in the model, and use the language in the **Describing location** box and the **Vocabulary Bank Houses** to help them.

You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their description, e.g. 15–20 minutes.

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

Function making and responding to suggestions, making an excuse and apologizing

Language *Why don't we...?, What about...?, That's a great idea., etc.*

Lesson plan

In the fourth episode, the main functional focus is on expressions for making and responding to suggestions. In the first scene, Rob and Paul are in a bar, playing pool and reminiscing about old times. Paul thinks that Rob has changed a lot and is becoming very 'American', which he puts down to Jenny. In the next scene, Jenny joins them for a meal, and they then decide what they are going to do. They can't agree, and in the end, Paul and Rob decide to go to a gig Kerri (from Episode 2) is doing, and Jenny, rather upset, calls Monica and goes round to see her. The last scene takes place in the office. Jenny is at work and ready for a meeting with Don, but Rob phones in saying that he doesn't feel well and isn't going to make it.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Practical English Episode 4

Quick Test 7

File 7 Test

For students

Workbook Practical English 4

Can you remember? 1–7

Online Practice Practical English 4

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before starting Episode 4, elicit what Sts can remember about Episode 3. Ask *Who is Monica? What is her big news? Whose friend is Paul? What do Rob and Paul do at the end of the episode?, etc.*

Alternatively, you could play the last scene of Episode 3.

1 ▶ ROB AND PAUL CATCH UP

a 7.23 Books open. Tell Sts that this is the following day to the previous episode, after work. Focus on the photos and elicit what Sts think is happening. Elicit / Teach *pool* (the game they are playing).

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through, and then check the answer.

EXTRA SUPPORT Before playing the video / audio, go through the listening scripts and decide if you need to pre-teach / check any lexis to help Sts when they listen.

He clearly doesn't like her, and implies that she is bossy / controlling.

7.23

P = Paul, R = Rob

P Bad luck, mate.

R Nice shot.

P I've had years of practice.

R You used to play pool a lot at university.

P You did, too.

R Yeah. I don't really have the time any more...

P Or anybody to play with?... So what do you do in your free time?

R The magazine keeps me pretty busy. And when I'm free, I'm usually with Jenny...

P Tch. Your turn. Don't blow it.

R What is it?

P I was just thinking about you.

R What about me?

P Do you remember the great times we had at uni? You had such crazy hair – last time I saw you it was blond!

R Don't remind me.

P Those were the days. Look at you now, with your girlfriend and your nine-to-five job. If you don't come back to London soon, you'll become an all-American boy!

R Come off it.

P It's true! I mean, just look at that shirt.

R What's wrong with my shirt?

P You look like a businessman! Did you buy it?

R Me? No. It was... it was a present from Jenny.

P I thought so.

R What does that mean?

P It's Jenny's taste.

R Yes, and I really like it.

P Jenny seems to know what she wants – and she probably gets it.

R That's one of the things I like about her... Terrible.

P You said it.

R Sorry, Paul. We've got to go.

P Oh come on, Rob. We haven't even finished the game.

R Another time. Jenny's waiting for us.

P Jenny. Right.

b Focus on sentences 1–6. Go through them with Sts and make sure they understand them.

Now play the video / audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false).

Remind them to correct the false ones.

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

1 T

2 F (He **doesn't have** much free time. / His job keeps him busy.)

3 T

4 T

5 F (**Jenny** gave Rob the shirt he's wearing.)

6 T

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

2 MAKING SUGGESTIONS

a  **7.24** Focus on the photos and elicit what Sts think is happening.

Now either tell Sts to close their books, and write the questions on the board, or get Sts to focus on the three questions and cover the rest of the page.

Before playing the video / audio, elicit / teach a *gig* /*gɪg*/ (= a performance by musicians playing popular music or jazz in front of an audience).

Play the video / audio once the whole way through and then check answers.

Paul and Rob decide to go and see Kerri playing in a gig.
Jenny says she has a busy day the next day.
She ends up going to Monica's house.

7.24

P = Paul, R = Rob, J = Jenny, M = Monica

P Oh, yeah. That was good. So! What shall we do now?

R What do you want to do?

P Well...I haven't been on a dance floor for weeks now. I've got to move my body. Let's go dancing.

J I'm going running in the morning. Why don't you join me?

P No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.

J A club?

P Don't you feel like dancing?

J Not on a Wednesday night. What about going to the late show at MOMA?

P MOMA? What's that?

J MOMA. It's the Museum of Modern Art. There's a Kandinsky exhibition.

P That isn't exactly my idea of a great night out.

J What about staying in and watching a movie on TV?

P I'm in New York. I can watch TV anywhere.

J Who's that?

R It's a text from Kerri. She's doing a gig at the Bowery Ballroom.

P Kerri who?

R Kerri Johnson. I interviewed her last week.

P Kerri Johnson? I've seen her play live. She's cool. Do you like her, Jenny?

J I have to admit I'm not crazy about her music...or her, for that matter.

P I didn't think so. So shall we go there?

R Why not? Actually, Kerri's staying very near here and she doesn't know New York very well. We could meet her outside and go together.

P That's a great idea!

R I'll send her a text.

J I think I might have an early night. You two can go on your own.

R Are you sure you don't mind?

P Of course she doesn't mind!

J No, Rob, it's fine. I have another busy day tomorrow. You do, too, actually.

R I know, we're meeting Don. I haven't forgotten...Oh, it's Kerri. She's on her way now.

P What are we waiting for? Let's go!

M Hello?

J Hi, Monica – it's not too late to call, is it?

M Jenny! No, why? Are you OK?

J I need to talk.

M Can you come over? Why don't you take a cab?

J OK, thanks.

b Give Sts time to read questions 1–7 and to think who might have made each suggestion.

Now play the video / audio again, and get Sts to write the correct initial.

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

1 P 2 J 3 P 4 J 5 J 6 P 7 R

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

c  **7.25** Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now play the video / audio again, and get Sts to complete the gaps.

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

1 do, Let's 2 don't, keen, could 3 How 4 What
5 shall, Why 6 could, idea

7.25

1

P What shall we do now?

R What do you want to do?

P Well...I haven't been on a dance floor for weeks now. I've got to move my body. Let's go dancing!

2

J I'm going running in the morning. Why don't you join me?

P No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.

3

J What about going to the late show at MOMA?

P MOMA? What's that?

4

J What about staying in and watching a movie on TV?

P I'm in New York. I can watch TV anywhere.

5

P I didn't think so. So shall we go there?

R Why not?

6

R We could meet her outside and go together.

P That's a great idea!

d Focus on the **Verb forms** box and go through it with the class.

Now focus on the instructions and make sure Sts understand the word *emphatic* (= given with force to show that it is important).

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

Let's (go dancing).

e  **7.26** Tell Sts to focus on the highlighted phrases in the extracts in **c**. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the video / audio, pausing for Sts to watch or listen and repeat.

7.26

See highlighted phrases in Student's Book on p.118

Then repeat the activity, eliciting responses from individual Sts.

- f Put Sts in pairs and tell them to practise the conversations in c.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure Sts swap roles.

- g **MEDIATION ACTIVITY** Put Sts in small groups and tell them to organize their end-of-term class party using the expressions for making suggestions.

Monitor and help.

Get some feedback from various groups.

3 THE MORNING AFTER THE NIGHT BEFORE

- a **7.27** Focus on the photos and ask Sts some questions, e.g. *Where are Rob and Jenny? What's happening?*, etc.

Now either tell Sts to close their books, and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the video / audio once the whole way through, and then check the answer.

Rob and Jenny have a meeting with Don, but Rob hasn't come in to work, because he isn't feeling well.

7.27

J = Jenny, R = Rob, D = Don

J Rob?

R Hi, Jenny.

J Are you OK? Where are you, anyway?

R I'm at home. I'm feeling terrible. We got back really late last night.

J Why doesn't that surprise me? You know, you're not a student any more.

J I know. There was a party after the gig – Kerri invited us, and of course Paul said yes.

J And this morning's meeting? In...ten minutes?

R That's why I'm calling. I'm not going to make it. I'm really sorry.

J Rob! It's a very important meeting! I'll cover for you this time, but I won't be able to do it again.

R It won't happen again. I promise. Anyway, Paul's leaving.

J He's leaving?

R That's right. He's off to Boston this afternoon.

J Maybe that's a good thing. I mean, it's not that I don't like Paul, but...

R I know, I know...

J I have to go. Talk to you later.

D Jenny, have you seen Rob? I wanted to have a word with him before the meeting, and he isn't even here.

J I know. He just called to say he can't make it.

D He what?

J I was with him last night. He wasn't feeling very well. But it's OK – he told me everything I need to know for the meeting.

D Oh. OK, then.

J You know Rob. He's such a professional.

- b Focus on the instructions and give Sts time to read sentences 1–7. Make sure Sts realize they must use between one and three words only to complete each sentence.

Play the video / audio again, pausing if necessary to give Sts time to complete the sentences.

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

1 terrible 2 a party 3 the meeting 4 important meeting
5 it won't happen 6 is leaving 7 a professional

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

- c Focus on the **Social English** phrases. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

- d **7.28** Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 anyway 2 why 3 happen 4 off
5 that 6 word 7 such

7.28

1 Where are you, anyway?

2 That's why I'm calling. I'm not going to make it.

3 It won't happen again.

4 He's off to Boston this afternoon.

5 I mean, it's not that I don't like Paul, but...

6 I wanted to have a word with him before the meeting.

7 He's such a professional.

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

- e Focus on the instructions and make sure Sts understand what they have to do.

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

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

Now put Sts in pairs and get them to practise the conversations.

Finally, focus on the **CAN YOU...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practise the language.