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Student Book contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A Hello, everybody	verb <i>be</i>  , subject pronouns: <i>I, you</i> , etc.	days of the week, numbers 0–20	vowel sounds, word stress 
10 B A world of sport	verb <i>be</i>  and 	countries  , numbers 21–100 	/ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/  , word stress
12 C Open your books	possessive adjectives: <i>my, your</i> , etc.	classroom language	/əʊ/, /u:/, /a:/, the alphabet  , sentence stress
16 Workbook File 1			
2			
24 A Your desk and you	singular and plural nouns	things, <i>in, on, under</i>	final -s and -es 
26 B Made in the USA	adjectives	colours, adjectives  , modifiers: <i>very / really, quite</i>	long and short vowel sounds 
28 C Don't worry. Be happy!	imperatives, <i>let's</i>	feelings	linking
32 Workbook File 2			
3			
40 A Great Britain?	present simple  and 	verb phrases: <i>cook dinner</i> , etc.	third person -s
42 B Goodbye to the office?	present simple 	jobs 	/ɜ:/ and /ə/ 
44 C Are you a 'dog person'?	word order in questions	question words	sentence stress
48 Workbook File 3			
4			
56 A Who's that in the photo?	possessive 's, <i>Whose...</i> ?	family	/ɜ:/, the letter o 
58 B Eat, sleep, repeat	prepositions: time, place and movement	daily routine 	linking
60 C Blue Zones	position of adverbs, expressions of frequency	months, adverbs and expressions of frequency	the letter h 
64 Workbook File 4			
5			
72 A Sing me a song	<i>can / can't</i>	verb phrases: <i>buy a pizza</i> , etc.	sentence stress
74 B What a noise!	present continuous: <i>be + verb + -ing</i> 	noise: verbs and verb phrases	/ɒ/ 
76 C I ♥ London	present simple or present continuous?	the weather and seasons 	places in London 
80 Workbook File 5			
6			
88 A A traditional story	object pronouns: <i>me, you, him</i> , etc.	learning words from a story	/aɪ/, /ɪ/, and /i:/
90 B I don't like Mondays	<i>like + verb + -ing</i> 	ordinal numbers, the date	/ɜ:/ and /ə/  , saying the date
92 C Making music	revision: <i>be</i> or <i>do</i> ?	music	/j/, giving opinions 
96 Workbook File 6			

READING & LISTENING

Listening recognizing names 🗣️; recognizing places and numbers

Listening understanding -teen and -ty numbers in conversations

Listening understanding personal information 🗣️

Listening listening for detail

Reading identifying paragraph topics

Reading following a story

Listening inferring mood; using visual clues to understand advice 🗣️

Reading identifying attitude

Listening understanding specific information 🗣️

Listening identifying who's who, understanding specific information 🗣️

Listening using visual clues to understand relationships between people 🗣️

Reading inferring feelings

Listening understanding daily habits

Reading inferring information

Listening using visual clues to understand lifestyle choices 🗣️

Listening focusing on practical information 🗣️

Listening identifying situations from context

Reading finding specific information

Listening using visual clues to understand the weather 🗣️

Reading understanding a traditional story

Listening using visual clues to understand reading habits 🗣️; using prediction to tune in to the end of a story

Reading understanding feelings and opinions

Listening understanding ordinal numbers in context

Listening using visual clues to understand specific information 🗣️

SPEAKING & WRITING

Speaking saying hello, saying goodbye

Speaking saying where people are from

Speaking asking for and giving personal information

Writing completing a form

Speaking saying where things are

Speaking describing personal things

Speaking saying how you feel

Writing messages, notes, and notices

Speaking giving reasons with *why* and *because*

Speaking talking about jobs and skills

Speaking responding in a conversation, showing interest

Writing a personal profile

Speaking talking about friends and family

Speaking describing a typical day

Writing an article

Speaking relaying information in a short text

Speaking talking about abilities

Speaking talking about different aspects of a topic; describing what people are doing

Speaking expressing preference, making a simple recommendation

Writing posting on social media

Speaking talking about reading habits; retelling a story

Speaking talking about favourite and least favourite times

Writing contributing a personal comment

Speaking talking about musical tastes

Writing an informal email

Practical English p.14

Pictures of you 🗣️

Episode 1: *A new city*

Practical English checking in

Vocabulary in a hotel

Social English

Can you remember...? 1 p.23

Revise and Check p.30

Revise and Check 1&2 🗣️

Exam Skills 1&2 p.38

Practical English p.46

Pictures of you 🗣️

Episode 2: *First weeks in London*

Practical English buying a coffee

Vocabulary telling the time

Social English

Can you remember...? 1–3 p.55

Revise and Check p.62

Revise and Check 3&4 🗣️

Exam Skills 3&4 p.70

Practical English p.78

Pictures of you 🗣️

Episode 3: *The real London*

Practical English buying clothes

Vocabulary clothes

Social English

Can you remember...? 1–5 p.87

Revise and Check p.94

Revise and Check 5&6 🗣️

Exam Skills 5&6 p.102

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
104 A This is me	past simple of <i>be</i> : <i>was</i> / <i>were</i>	word formation: <i>write</i> → <i>writer</i> ➡	sentence stress
106 B Small mistake, big problem	past simple: regular verbs ➡	past time expressions	- <i>ed</i> endings ➡
108 C Happy New Year	past simple: irregular verbs	<i>go, have, get</i>	sentence stress
112 Workbook File 7			
8			
120 A A murder in the family	past simple: regular and irregular	irregular verbs	past simple verbs
122 B A house with a history	<i>there is</i> / <i>there are</i> , <i>some</i> / <i>any</i> + plural nouns	the house ➡	/eɪ/ and /i:/ ➡
124 C Do you believe in ghosts?	<i>there was</i> / <i>there were</i>	prepositions: movement and place ➡	silent letters
128 Workbook File 8			
9			
136 A What's for dinner?	countable / uncountable nouns, <i>a</i> / <i>an</i> , <i>some</i> / <i>any</i> ➡	food and drink	the letters <i>ea</i>
138 B White gold	quantifiers: <i>how much</i> / <i>how many</i> , <i>a lot of</i> , etc. ➡	food containers	/ʃ/ and /s/ ➡
140 C Quizzes and quizzers	comparative adjectives	high numbers ➡	/s/, sentence stress
144 Workbook File 9			
10			
152 A Top of the list	superlative adjectives	places and buildings ➡	consonant groups
154 B In the footsteps of Marco Polo	<i>be going to</i> (plans), future time expressions	city holidays	sentence stress
156 C The cards don't lie	<i>be going to</i> (predictions)	playing cards	the letters <i>ear</i>
160 Workbook File 10			
11			
168 A Culture shock	adverbs (manner and modifiers) ➡	common adverbs	connected speech
170 B It's on my list	verb + <i>to</i> + infinitive	more verb phrases ➡	weak <i>to</i> , sentence stress
172 C Download the app	definite article: <i>the</i> or no <i>the</i>	phones and apps	<i>the</i>
176 Workbook File 11			
12			
184 A It's a classic!	present perfect	irregular past participles	sentence stress
186 B Let's go out for dinner!	present perfect or past simple?	learning irregular verbs	irregular past participles
188 C National treasures	revision: question formation		
192 Workbook File 12			
200 Communication	211 Writing Bank	223 Listening	228 Grammar Bank

READING & LISTENING

Reading understanding a life story

Listening using visual clues to understand a biographical documentary 🎧

Reading using context to complete information in a blog

Listening understanding a sequence of events

Reading understanding detail in short anecdotes

Listening understanding an anecdote

Reading understanding what happened when

Listening using body language to infer motive, note-taking 🎧

Listening tuning in to help predict outcome

Reading reading for specific factual information

Listening identifying the details in two similar stories; focusing on detail 🎧

Listening hypothesizing from photos to tune in to listening

Reading categorizing information

Reading reading and remembering information

Listening understanding instructions, focusing on reasons

Reading identifying paragraph endings from context

Listening using prior knowledge to predict content, note-taking

Reading following the events in a story

Listening understanding specific information, checking a prediction; using visual clues to check predictions 🎧

Reading understanding opinions

Listening using visual clues to identify attitude 🎧

Reading completing information from context

Listening using visual clues to identify categories 🎧

Reading identifying paragraph topics

Listening understanding habits and preferences

Listening understanding topic questions, note-taking

Listening identifying specific information 🎧

Reading identifying topics in a longer text

Listening using visual clues to understand a biopic

SPEAKING & WRITING

Speaking talking about a personal photo

Speaking describing the last time you did something

Speaking talking about a memorable event

Writing a diary entry

Speaking interviewing somebody about where they were

Speaking describing a house or flat

Writing describing your home

Speaking describing a room in detail

Speaking talking about eating habits

Writing describing a memorable meal

Speaking asking about quantity and frequency

Speaking asking and answering quiz questions

Speaking giving tourist information

Writing an advert for your town

Speaking talking about future plans; planning a trip, making suggestions

Writing a formal email

Speaking making predictions

Speaking talking about common behaviours

Speaking talking about dreams and ambitions

Writing a forum post

Speaking talking about phone use; expressing opinions

Speaking talking about films, books, and TV

Speaking talking about things you've done, using follow-up questions

Speaking talking about lifestyle, abilities, preferences and experiences

Writing a biography

Practical English p.110

Pictures of you 🎧

Episode 4: *Ben's show*

Practical English asking the way

Vocabulary directions

Social English

Can you remember...? 1–7 p.119

Revise and Check p.126

Revise and Check 7&8 🎧

Exam Skills 7&8 p.134

Practical English p.142

Pictures of you 🎧

Episode 5: *On Primrose Hill*

Practical English going out for dinner

Vocabulary understanding a menu

Social English

Can you remember...? 1–9 p.151

Revise and Check p.158

Revise and Check 9&10 🎧

Exam Skills 9&10 p.166

Practical English p.174

Pictures of you 🎧

Episode 6: *Good news, bad news*

Practical English using public transport

Vocabulary public transport

Social English

Can you remember...? 1–11 p.183

Revise and Check p.190

Revise and Check 11&12 🎧

Exam Skills 11&12 p.198

252 **Vocabulary Bank**

269 **Irregular verbs**

270 **Sound Bank**

272 **Mediation Bank**

278 **Vocabulary Checker**

298 **Workbook Answer Key and Listening**

Course overview

Introduction

Our aim with *English File fifth edition* has been to improve every lesson, and to make it more engaging, motivating, and relevant to today's students. New video content is integrated into the lessons, which helps the students learn and practise Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. In addition, the Practical English lessons include a brand-new drama called *Pictures of you*. Please refer to pages 18–21 for more information on the video offer in *English File fifth edition*.

As well as the main A, B, C Student 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.

- Workbook
- Teacher's Guide notes
- Skills Confidence
- Tests

The **Workbook** provides review, support, and practice for students outside the class. The **Teacher's Guide** suggests different ways of exploiting the Student Book depending on the level of your class.

Skills Confidence gives students access to bite-size Reading, Listening, Speaking, and Writing practice.

We very much hope you and your students enjoy using *English File fifth edition*.

What do A1/A2 level students need?

We believe that in 9 out of 10 cases when a student signs up for a class, their goal is to speak. Speaking a foreign language is very hard, so students need a great deal of motivation to encourage them to speak in English.

Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that 'G + V + P = confident speaking'; and in *English File A1/A2* all three elements are given equal importance. Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

Grammar

- Clear and memorable presentations of new structures
- Fun and engaging grammar videos to introduce and practise grammar
- Regular and varied practice in useful and natural contexts
- 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. Grammar practice videos introduce or practise grammar in an engaging way. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with example sentences, clear rules, and common errors. There are at least two practice exercises for each grammar point. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practise vocabulary
- Tasks which encourage students to use new vocabulary
- Revision and reactivation of previously learnt vocabulary

Every lesson focuses on high frequency vocabulary and common lexical areas but keeps the amount realistic. All new vocabulary is given with the phonemic script alongside, to help students with the pronunciation of new words. Vocabulary practice videos present and practise vocabulary in a motivating and fun way.

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 find further practice in the **Workbook** and record translations of useful words and phrases in the **Vocabulary Checker**.

Pronunciation

- A solid foundation in the sounds of English
- Targeted pronunciation development
- Awareness of rules and patterns
- Pronunciation videos

A1/A2 level learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. 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. The Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a Sound Bank section on pages 270–271 of the Student Book and a full set of Sound Bank videos in the resources section on *Oxford English Hub*.

There is additional practice of pronunciation in the Workbook.

Speaking

- Topics that will inspire students' interest
- Achievable, motivating tasks
- Regular opportunities to use new language

English File motivates students to speak by providing varied and achievable tasks, and the language (G + V + P) that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts, videos and listenings, and practising grammar and vocabulary orally.

Listening and viewing

- A reason to listen
- Confidence-building tasks
- Help with connected speech
- Video listening tasks

The listenings in *English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time. Many of these listenings are now presented as video listenings. These provide visual contexts to traditional audio and help develop students' viewing skills, such as focusing on body language.

There is a wide variety of video types in *English File fifth edition*, including:

- Grammar presentation and practice
- Vocabulary presentation and practice
- Pronunciation and Sound Bank videos
- Documentaries
- Dramas
- Teacher-generated videos
- Street interviews
- Practical English drama *Pictures of you*

Reading

- Engaging topics and stimulating texts
- Manageable tasks that help students to read

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File A1/A2* reading texts have been adapted from a variety of authentic sources and have been chosen for their intrinsic interest and ability to generate discussion.

Writing

- Clear models
- The 'nuts and bolts' of writing at a word and sentence level

The growth of the internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. *English File A1/A2 fifth edition* has an enhanced writing syllabus, with a separate Writing Bank for every File, which provides guided writing tasks covering a range of writing types from a formal email to a social media post.

Practical English

- Understanding high-frequency phrases
- Knowing what to say in typical situations

The Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering a meal in a restaurant. To make these everyday situations come alive, there is a brand new drama called *Pictures of you* with a storyline set in London and following the story of the two main characters, Ben and Izzy, and how their lives, careers, and relationships develop. There is a clear distinction between what students will hear and need to understand and what they need to say. The lessons also highlight other key 'Social English' phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Exam preparation

- Tips to deal with typical exam tasks
- Regular practice of official exam tasks integrated into lessons
- Access to Skills Confidence

Official certification in English is an objective for many students. To help students attain the grades they need, Exam Skills lessons are included in the **Workbook**, providing tips for dealing with tasks found in a range of different official exams. Typical exam tasks are also integrated into the **Student Book** lessons so that students can put these skills into practice on a regular basis. In addition to this, students have access to **Skills Confidence**, a brand new tool that lets students develop the skills they need for exams whenever and wherever they want.

Mediation

- Step-by-step development of mediation skills
- Regular practice of mediation tasks integrated into lessons

In today's world, mediation has become a very important skill. At A1/A2 level, students need to think about more than just understanding and producing language. The **Mediation Bank** introduces students to basic mediation skills that will help them become effective communicators. Mediation tasks are also integrated into the **Student Book** lessons, giving students the opportunity to practise these skills in real-world scenarios.

Revision

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

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

Print components

FOR STUDENTS

Combined Student Book and Workbook

The Student Book has 12 Files. Each File is organized like this:

Student Book A, B, and C lessons

Each File contains three two-page lessons which present and practise Grammar, Vocabulary, and Pronunciation as well as developing skills with a balance of reading and listening activities, and lots of opportunities for speaking. Video content is integrated throughout the lessons. All lessons have clear references to the Grammar Bank, Vocabulary Bank, and where relevant, to the Sound Bank and Mediation Bank at the back of the book. These banks support and extend the lesson material on the page.

Practical English

Every two Files (starting from File 1), there is a two-page lesson based on a new drama series for the fifth edition, *Pictures of you* – Season 1. This lesson teaches functional ‘survival English’ (for example, language for checking into a hotel or ordering a meal) and also ‘Social English’ (useful phrases like *Nice to meet you*, *Let’s go*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline which runs through the A1/A2 level and continues into the A2/B1 level with *Pictures of you* – Season 2.

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 additional 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.

Workbook

Workbook pages can be found after each Student Book File.

- All the Grammar, Vocabulary, and Practical English
- Exam Skills for every File
- Pronunciation exercises with audio
- *Can you remember...?* exercises for students to check their progress
- Available with or without key

The back of the book

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

The Combined Student Book and Workbook is also available as an e-book.

FOR TEACHERS

Teacher’s Guide

Step-by-step procedural notes for all the lessons

These notes include an optional ‘books-closed’ lead-in for every lesson.

Extra challenge suggestions for ways of exploiting the Student 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 for students who need an alternative approach.

Extra ideas for optional activities.

All lesson plans include answer keys and audio scripts.

Photocopiable materials

There are over 90 pages of Grammar, Communicative, and Vocabulary worksheets, which can be done before, during or after a lesson by students working individually or together.

Grammar

see p.175–213

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

Communicative

see p.214–262

Extra speaking practice for every A, B, C lesson

Vocabulary

see p.263–285

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

There is more information on page 174 of this Teacher’s Guide about the photocopiable worksheets and tips on how best to use them.

Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

FOR STUDENTS

Combined Student Book and Workbook e-book

- A digital version of the Combined Student Book and Workbook with audio and video

Course resources

- All course audio and video
- Bilingual wordlists

Skills Confidence

- Students can develop their skills confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. They can access it from their mobile device and use it in their own time and at their own pace.



FOR TEACHERS

Classroom Presentation Tool

The Classroom Presentation Tool digital component is for use in conjunction with the Student Book and Workbook print materials. It is a valuable tool for classroom management, providing a clear focus in the classroom and strong visual support for students, as well as additional material.

- The complete Student Book and Workbook
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and Workbook

Course assessment

- Tests and assessment material, including: an Entry Test, Progress Tests, an End-of-Course Test, a Quick Test for every File, and a complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests.

Teacher resources

- Course audio and video
- Photocopiable materials
- Downloadable wordlists
- *Programaciones* for Spain

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary,
and Pronunciation in
every lesson

New documentary
videos

Video tasks
develop students'
viewing skills.

Listening activities
provide a clear
context for the
grammar of the
lesson.

Opportunities
for personalised
speaking
throughout the
lesson


7A

This is me

Who was he?
He was a famous painter.

1 LISTENING

a Look at a self-portrait by the painter Vincent van Gogh. Answer the questions.



- How old do you think he is in this painting?
- Can you name any of his famous paintings?

b **Video** Watch *The master of self-portraits* and check your ideas in a.

c **Exam** Watch again. Choose the correct option a, b, or c.

- Van Gogh was born in ____ in 1853.
a Belgium b the Netherlands c Germany
- His parents weren't ____.
a artists b married c poor
- In the only photo there is of him, he was ____ years old.
a 17 b 18 c 19
- There are ____ Van Gogh self-portraits.
a 25 b 30 c 35
- In 1888, he was in Arles in France with the painter ____.
a Gauguin b Monet c Picasso
- The relationship between the two painters wasn't ____.
a bad b easy c complicated
- His last self-portrait was from his time ____.
a with Gauguin b in hospital c at home in the Netherlands
- He was only ____ when he died.
a 27 b 37 c 47
- During his life, his paintings were ____.
a unpopular b valuable c famous

d Which of the five self-portraits in the video do you like best?

2 GRAMMAR & PRONUNCIATION

past simple of *be*, sentence stress

a Look at the sentences in 1c again. Then complete the chart with *was*, *wasn't*, *were*, or *weren't*.

Present	is	are	isn't	aren't
Past				

b **Grammar Bank 7A p.240**

c **7.2** Listen and repeat. Copy the rhythm.

☒ He was a **painter**. I was **born** in **Italy**.
They were **good friends**.

☒ He **wasn't married**. They **weren't** very **happy**.

☒ **Where** were you **born**? **Where** was the **hotel**?
Was it **expensive**? **No**, it **wasn't**.
Were they at the **concert**? **Yes**, they **were**.


d **7.3** Listen. Say the sentences in the past simple.

1) I'm at home. *I was at home.*


3 READING

a Look at the self-portrait and the photo of Jean-Michel Basquiat on p.105. Do you think the portrait looks like him? Why (not)? Do you like it?


b Read about Basquiat's life. Complete the captions for photos 1–4.




Basquiat's _____ on buildings in New York (from the film about his life)



Basquiat with the painter _____



One of the _____ Basquiat painted



as Basquiat

Further practice
of the grammar in
the Grammar Bank

12

English File fifth edition A1/A2 Teacher's Guide

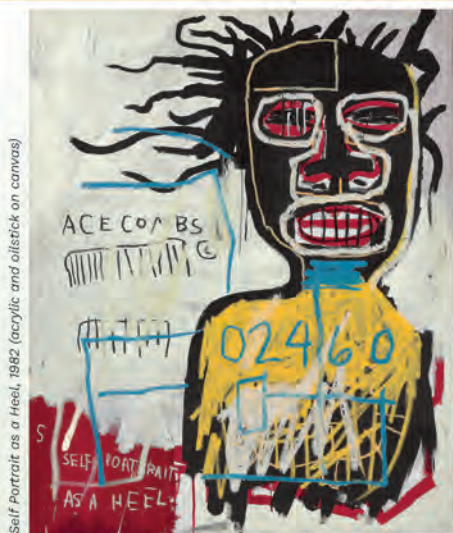
Official exam tasks
integrated into lessons

A range of reading
and listening
activities develop
students' skills.

Mediation tasks
integrated into
lessons

Vocabulary
development in
context

A range of
Vocabulary,
Grammar, and
Pronunciation
videos bring
language learning
to life.



Self Portrait as a Heel, 1982 (acrylic and oilstick on canvas)

JEAN-MICHEL BASQUIAT



Jean-Michel Basquiat was born in New York in 1960. His parents were from Haiti and Puerto Rico. His family life was difficult; his mother was in a psychiatric hospital when he was young and ¹ C. Basquiat was a clever child. ² — when he was 11 he was fluent in French, Spanish, and English. He was also very interested in drawing and writing. His early art, when he was still a teenager, was

graffiti on buildings in Lower Manhattan. At that time, he was inspired by poetry and music in downtown New York, and he was in a hip hop band called Gray.

When he was only 20 years old, people in the art world were interested in his work. In 1980, ³ —, and this was the beginning of his fame. At this time, he was friends with many other famous people, for example, the painter Andy Warhol, who was his mentor, and Madonna, who was his girlfriend before becoming a famous singer.

Suddenly, Basquiat was more like a rock star than an artist. ⁴ —, with messages about the rich and poor, racism and the Black community. They were often of Black athletes (e.g. Muhammed Ali), musicians, and writers, with crowns, to show them as heroes.

At that time it was difficult to be a Black man in the white-dominated art world. Basquiat was now rich, but ⁵ —. He was addicted to drugs and he died very young, when he was only 27. ⁶ —, but he was an important influence on many of today's artists and musicians, like Banksy and Jay-Z, and his work now sells for millions of dollars. The actor Jeffrey Wright was Basquiat in a film about his life, with David Bowie as Andy Warhol.

Glossary



crown

c **Exam** Read the text again. Match the phrases A–F to gaps 1–6.

- | | |
|---------------------------------|---|
| A He was very good at languages | D His life was short |
| B he wasn't happy | E his paintings were in an important art show |
| C his father was strict | F His paintings were political |

d **Mediation** An English-speaking friend is doing a project on artists. In your own words, tell them three things about Van Gogh and three things about Basquiat.

4 VOCABULARY word formation

a Find four jobs in the text with these words. Whose jobs are they?

- | | |
|--------------|---------------|
| 1 sing _____ | 3 art _____ |
| 2 act _____ | 4 music _____ |

Word building: Jobs and occupations

We often add *-er* or *-or* to a verb, e.g. *writer*, *dancer*, *editor*.
We often add *-ian* or *-ist* to a noun, e.g. *librarian*, *journalist*.

b Look at the two groups below. Are the words verbs or nouns? Make the words for the jobs.

- | | |
|-----------------|----------------|
| 1 compose _____ | dance _____ |
| direct _____ | invent _____ |
| 2 novel _____ | politics _____ |
| science _____ | history _____ |

c **7.4** Listen and check. Underline the stressed syllable. Practise saying the words.

d **Video** Watch and say the nationalities and jobs.

- 1 Frida Kahlo was a Mexican painter.

e Write the names of three more famous people, alive and dead. Then look at a partner's people and ask about them.

Alive Isabel Allende

Dead Charles Darwin

Who's Isabel Allende? She's a Chilean writer.

Who was Charles Darwin? He was a British scientist.

5 SPEAKING

a **Exam** Think of a selfie (or another photo) you have on your phone that you like. Answer the questions.

- Where were you?
Who were you with? Or were you alone?
When was it?
Why do you like the photo?

b **Exam** Now show a partner the photo and talk about it. Then change roles.

105

Engaging texts and topics
updated from the fourth
edition.

Practical English lessons teach functional English and are based on the new drama series *Pictures of You* – Season 1.


Each episode consists of three parts which develop the storyline and teach students everyday, survival English.

Part 1 sets the scene for the episode.

Each video has two video tasks. The first is a viewing task, and the second a comprehension task to check understanding.

Official exam tasks integrated into lessons


Part 2 provides the context for the functional English.



Ben's show

Practical English asking the way directions

1 IZZY'S DILEMMA



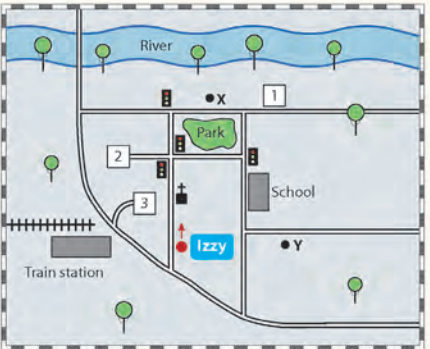
a **Video** Watch *Izzy's dilemma*. Then answer the questions.

- Do you think Pamela is Izzy's mother or her landlady?
- What is Izzy's dilemma?
- Why does Ben call Izzy?

b **Exam** Watch again. Write T (true) or F (false) for each sentence.


- Pamela thinks Izzy is worried about something. ____
- Izzy was a student at Tensquare School. ____
- She was very happy at the school. ____
- Izzy doesn't know if she likes Ben. ____
- Pamela tells Izzy to go to Ben's show. ____
- Izzy decides to go to the show. ____

c **Video** Watch *Asking the way*. How many people does Izzy ask? Is the Click Gallery building 1, 2, or 3 on the map?




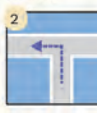
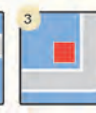
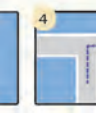

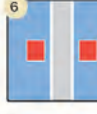


d Watch again. Complete the **You hear** phrases.

You say	You hear
Excuse me, please. Where's the Click Gallery?	Sorry, I don't ¹ _____ here.
Excuse me, is the Click Gallery near here?	The Click Gallery? It's ² _____ here, but I don't know where exactly. Sorry.
Excuse me. Can you tell me the way to the Click Gallery, please?	Yes, of course. Go straight on. Go ³ _____ the church, and then turn ⁴ _____ at the traffic lights. And it's at the ⁵ _____ of the street.
Sorry. Could you say that again, please?	Yes. Go straight on... You can't ⁶ _____ it.
Got it. Thanks.	



2 ASKING THE WAY

a **7.15** **V** Match the phrases and pictures. Then listen and check.

on the **corner** /'kɔːnə/

turn left /tɜːn left/

at the **traffic lights** /'træfɪk laɪts/

turn right /tɜːn raɪt/

go past the church /pɑːst/

opposite /ə'pəʊzɪt/

go straight on /streɪt/

at the end of the street

b Cover the phrases and look at the pictures. Say the phrases.

You say / You hear phrases focus on the key functional English phrases.

Pairwork for students to practise the key language

Part 3 continues the story and ends with a cliffhanger before the next episode.

Can you...? or Could you...?
Can you tell me the way to the Click Gallery?
Could you say that again, please?
We can use *Can you...?* or *Could you...?* to ask another person to do something. *Could you...?* is more polite.

e **Video** Watch and repeat the **You say** phrases. Copy the rhythm. Then practise the conversation with a partner.

f **ROLE-PLAY** Work in pairs. Use the map in **2c** to ask for directions.

1 A You are at point **X** on the map. You want to find the Click Gallery. Ask **B** for directions. Then ask **B** to repeat them.
Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

B You know where the Click Gallery is. Give **A** directions.
Begin: *Yes, of course. Go straight on...*

2 B You are at point **Y** on the map. You want to find the Click Gallery. Ask **A** for directions. Then ask **A** to repeat them.
Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

A You know where the Click Gallery is. Give **B** directions.
Begin: *Yes, of course. Go straight on...*

3 AT THE GALLERY



a **Video** Look at the three photos. What do you think is happening in each photo? Then watch *At the gallery* and check your answers.

b Watch again. Then answer the questions.

- 1 How does Andre know Izzy?
- 2 Does Andre think Izzy was a good student?
- 3 Why is Ben surprised?
- 4 Does Andre know why Izzy left the course?
- 5 What does Andre think of Izzy's job?

4 SOCIAL ENGLISH

a Match a phrase in **A** with a response in **B**.

A	B
1 You look worried.	<input type="checkbox"/> I'm working as a bike courier.
2 Is everything OK?	<input type="checkbox"/> See you.
3 Can you still come tonight?	<input type="checkbox"/> Thanks for inviting me.
4 See you later.	<input type="checkbox"/> Of course.
5 Thanks for coming.	<input type="checkbox"/> Yes...No.
6 What are you doing these days?	<input type="checkbox"/> Do I?

b **Video** Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about what happens at the end of the episode. Why do you think Izzy leaves the gallery? How do you think Ben feels?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

Review to be done individually or in pairs, in class or at home

The left-hand page revises the Grammar, Vocabulary, and Pronunciation of the previous Files.

The right-hand page provides a series of skills-based challenges.

7&8 Revise and Check

GRAMMAR

1. Choose the correct option a, b, or c.

1. Van Gogh and Da Vinci ... both painters.
a. was b. were c. is
2. Picasso ... born in France.
a. wasn't b. weren't c. isn't
3. ... the tickets expensive?
a. Was b. Were c. Did
4. I ... my flight the day before yesterday.
a. booked b. book c. books
5. They ... at the right airport.
a. didn't arrive b. don't arrive c. didn't arrive
6. ... you meet your friends last night?
a. Did b. Do c. Were
7. We ... to Istanbul three years ago.
a. go b. were c. went
8. When ... in Los Angeles?
a. you lived b. did you lived c. did you live
9. I ... you at the party last night.
a. didn't saw b. didn't see c. don't saw
10. What time ... home?
a. did you get b. you did get c. you got
11. ... a big mirror in the bathroom.
a. There are b. There is c. It is
12. How many bedrooms ...?
a. there are b. are there c. are they
13. There aren't ... pictures on the walls.
a. any b. some c. a
14. ... only three guests in the dining room.
a. There was b. There were c. There is
15. ... a swimming pool?
a. There were b. Was there c. Were there

PRONUNCIATION

2. Complete the sentences with back, by, in, out, or in.

1. I went ... with my friends on Saturday night.
2. They went home ... CAT.
3. What time did you get ... the hotel?
4. I was born ... 1985.
5. After lunch I went ... to work.

3. Label the pictures.

4. Write the prepositions.

VOCABULARY

3. Complete the professions with -er, -ist, or -ian.

1. act ...
2. art ...
3. sing ...
4. music ...
5. scientist ...

4. Complete the phrases with go, have, or get.

1. ... a good time
2. ... an email
3. ... a swim
4. ... a taxi
5. ... on holiday

Can you understand this text?

4. Read the article. Do you have any favourite detectives or detective writers?

5. Read the article again. Write T (true) or F (false) for each sentence.

1. A lot of people read crime fiction today.
2. Edgar Allan Poe's detective was called Sherlock Holmes.
3. Before the first detective story, there wasn't a word for 'detective' in English.
4. Sherlock Holmes only appeared in short stories.
5. Agatha Christie wanted her readers to try to solve the crimes themselves.
6. Sara Paretsky is a strong character in a detective novel.

Can you understand these people?

6. Watch and choose the correct option a, b, or c.

1. Rebecca's family lives in ...
a. Italy b. the UK c. Newcastle
2. Last weekend, Jenna ...
a. went out with friends b. went to the cinema c. watched a concert on TV
3. In Maria's bedroom there's ...
a. a TV and a cupboard b. a wardrobe and a bed c. a bed and a desk
4. Yesterday, Ayda ...
a. went to bed late b. went out with her sister c. had lunch with her brother
5. Last New Year's Eve, David celebrated ...
a. at home b. with friends c. with his children

Can you say this in English?

7. Do the tasks with a partner. Tick (✓) the things you can do.

Can you...?

1. say three things about a famous (dead) person from your country
2. say five things you did last week, using past time expressions, e.g. last night, yesterday, (three) days ago, etc.
3. say where and when you were born
4. ask five questions about the past with was / were or did

A history of the modern detective novel

One of the most popular types of literature these days is crime fiction. Modern crime writers include Gillian Flynn (Gone Girl) and Richard Osman (The Thursday Murder Club series). But which writers wrote the first detective stories, and who were the most famous detectives?

Edgar Allan Poe (1809-1849) wrote perhaps the first detective story in 1841. It was a short story called 'The Murders in the Rue Morgue', and it introduced the private detective, Auguste Dupin. At the time, detective fiction was very new, and the word 'detective' did not exist in English.

Arthur Conan Doyle (1859-1930) created probably the most famous detective: Sherlock Holmes. Holmes first appeared in the novel 'A Study in Scarlet' in 1887. He is intelligent and funny, like a real person the author knew. Doyle met Dr Joseph Bell at the University of Edinburgh ten years before he wrote his first Sherlock Holmes book. He based the fictional character on Dr Bell. In total, Doyle wrote four Sherlock Holmes novels and 56 short stories.

Another famous crime writer was Agatha Christie (1890-1972). She created not one but four famous detectives: Hercule Poirot and Miss Marple. Christie's first detective story was 'The Mysterious Affair at Styles' in 1916. She liked playing games with the reader: could they solve the crime before the detective in the book? Christie wrote over 60 detective novels and 14 short story collections during her life.

Today's crime stories have a much wider variety of characters. Writer Sara Paretsky (born 1947) introduced a clever and strong woman detective called V.I. Warshawski, who was very popular with readers. All the authors mentioned here had a great influence on today's crime writers. They are probably going to influence them in the future, too.

Street interviews with real people which can be done in class or at home

Exam-type tasks

Speaking challenge to assess students' ability to use the language in the Files

The Vocabulary Bank expands on vocabulary introduced in the lessons and includes activation tasks to practise the vocabulary.

The Communication Bank includes fun speaking activities which ensure students use the target language to complete tasks.

Jobs Vocabulary Bank

1. Match the words and photos.

1. an accountant (akountant)
2. an actor (aktar)
3. an administrator (administretor)
4. a builder (bildar)
5. a chef (tʃef) (or cook)
6. a cleaner (kliːnər)
7. a dentist (dɛntɪst)
8. a doctor (dɒktər)
9. an engineer (ɪnʃɪˈniər)
10. a factory worker (fæktəri wɜːkər)
11. a flight attendant (flaɪt ətendent)
12. a footballer (fʊtbɔːlər)
13. a guide (gaɪd)
14. a hairdresser (heɪdrɛsər)
15. a journalist (ˈjʌrnəlɪst)
16. a lawyer (lɔːjər)
17. a (bank) manager (ˈmænɪdʒər)
18. a model (mɒdl)
19. a musician (mjuːziˈʃən)
20. a nurse (nɜːs)
21. a pilot (ˈpaɪlət)
22. a police officer (pəˈliːs ɒfɪsər)
23. a receptionist (rɪˈsepʃənɪst)
24. a shop assistant (ʃɒp əsɪstənt)
25. a soldier (sɒldjər)
26. a taxi driver (tæksɪ draɪvər)
27. a teacher (tiːtʃər)
28. a vet (vet)
29. a waiter (weɪtər)

2. Listen and check.

3. Listen and repeat the sentences. What do you do?

4. ACTIVATION Cover the jobs and look at the photos. In pairs, say what the people do.

She's a vet. He's an engineer.

What do you do?

I'm a musician. I work for an IT company. I'm a student. I'm unemployed.

I'm an engineer. I work in a shop. I'm at university. I'm retired.

I work in digital marketing. I work part-time (app. full-time). I work from home.

Communication

1B Where are they from? Student A

1C What's his / her real name? Student A

2A In, on, under Student A



The role of video in language learning

Introduction

Video viewing is increasingly becoming recognised as a 'fifth skill' and is a hugely important part of the language learning classroom. It has become a predominant medium in how we receive information in today's world.

Video is not new in language teaching, but it has been seen as primarily a listening skill, where students have often been asked to watch a video and complete a written task whilst they are watching the video, which checks their comprehension of what they have heard. While comprehension is still very important, the visual and viewing aspects of video in the classroom have not always been fully exploited.

The approach to video in the classroom nowadays is changing as we understand that students can benefit from engaging actively with it. It should be an integral part of teaching where students can participate in a multi-sensory way with a variety of information, have greater interaction with the content, and thus facilitate their language acquisition and confidence to communicate.

The benefits of using video in the classroom

Motivation and engagement

Most students respond well to video and can find it more engaging than text or audio as a medium of instruction, so video can help to keep students motivated and focused.

Providing a context for language input

Video helps to contextualise new language, such as vocabulary and grammar, as well as more complex aspects of language, such as register and formality.

It's also hugely beneficial for modelling non-verbal communication. Video can give us the opportunity to observe non-verbal communication: the way people use their hands, bodies, and facial expressions to communicate in different contexts, something that would otherwise be very challenging to teach in the classroom.

Language practice

Videos can provide models of the target language in conversation that students can follow and then personalize for their own practice, perhaps creating videos of themselves using the target language and sharing them with classmates.

Skills practice

Watching a video provides more information than simply listening to an audio. Providing a balance of video and audio allows students to improve their ability to understand what is being said in real situations. Similarly, watching people speak will allow students to improve their ability to communicate effectively.

It's important that students are given the opportunity to develop their viewing skills, so material should provide activities that focus on what the students can see as well as hear.

Achieve learning goals

Videos are an important part of a lesson and provide variety to help learners achieve their learning goals. There should be a clear reason for using video in the classroom. It shouldn't be used as a 'reward' or an add on at the end of term, but must always have a clear purpose.

Multimodal learning

Many videos that learners encounter in real life are multimodal. Multimodality is the use of more than one mode of communication in a visual text to create meaning. Including some video in the classroom which is multimodal helps learners to develop their English both inside and outside of the classroom.

Cultural aspects

As English is an international language spoken in different contexts around the world, each with their own cultural appropriacies, video is often rich in cultural information about the way people in different cultures live and interact.

Integrating videos into a lesson


In *English File fifth edition*, the concept of integrating a range of videos into each lesson enhances the learning experience for students. When teachers incorporate viewing into their classroom practices, it is of vital importance that viewing does not seem radically different to their current teaching practices and that both teachers and learners are aware that understanding the viewing process is as important as understanding the listening and reading processes.

To encourage learners to become effective active viewers, teachers could use the following procedure:

- **Before viewing:** learners prepare to view by activating the prior knowledge they bring to the study of a topic or theme (their schemata), anticipating a message, predicting, speculating, asking questions, and setting a purpose for viewing.
- **During viewing:** learners view the multimodal text to understand the message by seeking and checking their understanding by making connections, confirming predictions and inferences, interpreting and summarising, pausing and reviewing, and analysing and evaluating. Learners should monitor their understanding by connecting to their background knowledge, questioning, and reflecting.
- **After viewing:** learners should be given opportunities to respond personally, critically, and creatively to multimodal texts. Learners respond by reflecting, analysing, evaluating, and creating.

Video in *English File fifth edition*

English File fifth edition takes the principles of using video in the classroom, as seen on the previous page, and embeds them into the lessons throughout the book.

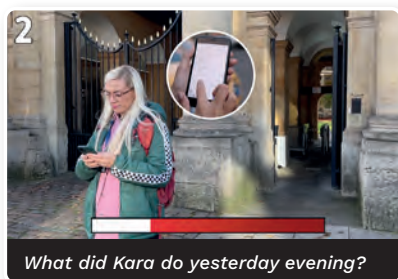
Look out for the Video icons  **Video** in every File.

There is a lot of variety of video type and also of how and where the videos are used. The firm principle is that video is used to enhance a lesson in the natural place it works best, rather than sticking to a rigid formula with video tagged onto the end of a File.

The three key language elements of the course are Grammar, Vocabulary, and Pronunciation, and the video content sets out to help students learn and practise these elements as well as developing their listening and speaking skills.

The video content in *English File fifth edition* also develops viewing skills, with tasks that focus on what they can see, body language, and other non-verbal communication.

Types of video in the course include:



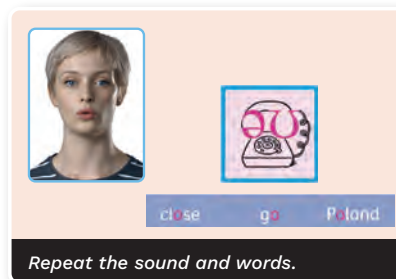
Grammar videos

The use of video brings situations to life and provides engaging practice. Students are exposed to real language in meaningful contexts to present or practise target language through dramatized conversations, games, and quizzes.



Vocabulary videos

Video helps to contextualise language through carefully selected images and clips that are visually engaging and motivating. The videos include clips and visual prompts, games, and animations.



Pronunciation videos

These provide modelling and practice of English sounds, showing the mouth position to help students both make and recognise the sounds. Pronunciation videos are embedded within lessons and a full set of Sound Bank videos can be found in the resources section on Oxford English Hub.



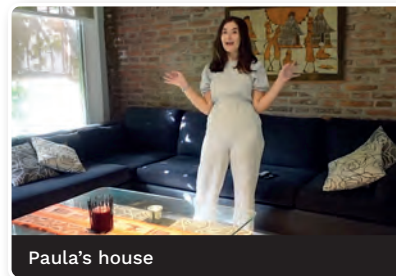
Dramas

Short dramas, dramatized conversations, and comedy shorts, present or practise grammar and vocabulary and develop listening and viewing skills.



Documentaries

Information films, documentaries, and biopics in a range of styles, with videos from around the world, develop listening and viewing skills.



User-generated content

Interviews expose students to authentic content from real people around the world and provide stimulating examples of language they can relate and aspire to. For the *fifth edition* we invited *English File* teachers to submit their own videos for use in the course.



Practical English videos

An exciting, new Netflix-style drama series for *English File fifth edition*, *Pictures of you*, develops listening and viewing skills and provides valuable input and practice for functional language and social English.



How to exploit video in the classroom

English File fifth edition has tasks and teaching notes for every video. For example, with grammar and vocabulary practice activities where the video contains visual prompts for words, phrases, or sentences, the Teacher's Guide gives instructions as to how to use them in class. However, many of them can be used in other ways, depending on class numbers and what kind of practice you want to focus on. The following are possible ways to ring the changes and get the most out of the video material in *English File fifth edition*:

- Written and oral practice
- Using subtitles
- Alternative video suggestions

Written and oral practice

Written practice

- 1 Ask Sts to work individually, or put them into pairs or teams.
- 2 Play the video once the whole way through.
- 3 If the activity ends with a grid showing a still image of all of the clips within the video, pause the video there, and give Sts time to write the answers. You may want to set a time limit.
- 4 If the video does not end with a grid, the second time you play it, pause it after each clip, again giving Sts a time limit.
- 5 You may want to ask Sts to spell their answers.

Oral practice

- 1 Play the video once the whole way through.
- 2 Tell Sts they are going to watch it again. Pause the video towards the end of each clip and elicit the answers orally, either from the whole class, or individual Sts.
- 3 Make sure you correct any pronunciation errors.

Using subtitles

Subtitles are being increasingly used by native speakers globally even when what they are watching is in their language. Reading English subtitles while watching is something that will benefit Sts' reading and listening skills, so there may be occasions, especially where the video is a grammar presentation, where you may want to have them on for the second listen. Where the aim is improving their listening skills, having a third listen with subtitles is a way of allowing Sts to confirm what they understood, and also for dealing with new vocabulary or pronunciation they were not expecting.

With a listening where you feel that the speed or accent is making it especially challenging for your Sts, having the subtitles on is a way of helping them to enjoy what they are watching, and to show them how watching with subtitles makes a video that might otherwise be above level more accessible.

Alternative video suggestions

Once you are familiar with the way a video works in a lesson, you may want to try exploiting it in different ways, or even to reuse a video for a different purpose. The following list of tasks are things that you might choose to use with different videos. However, at lower levels make sure that you do not introduce an activity requiring language that Sts have not yet been taught.

Noticing sounds

- 1 Play the video with the picture off.
- 2 Ask Sts to write down the noises they can hear, e.g. a door opening, a person walking, a dog barking, etc.
- 3 Put the Sts into pairs to compare their ideas.
- 4 Play the video with the picture on and check their ideas.

Watching with the sound off 1

- 1 Play the video with the sound off.
- 2 Ask some questions while the video is playing to help Sts imagine / articulate what is happening.
- 3 Then ask Sts to discuss what they think the people in the video are saying or doing. Elicit some ideas.
- 4 Play the extract with the sound on and compare with the Sts' answers.

Watching with the sound off 2

- 1 Play the video with the sound off.
- 2 Put the Sts in pairs. Ask them to write five questions that they want to know the answers to, based on the visuals they have seen.
- 3 Elicit some ideas and write them on the board.
- 4 Play the video again with the sound on and see if the Sts can answer their own questions.
- 5 Ask the Sts to share the information from their questions and answers.

Screenshots

- 1 Before the lesson, watch the video and make five or six screenshots. Make a handout or a PowerPoint slide of the screenshots in a random order.
- 2 Distribute / Display the handout and ask Sts to discuss what the video is going to be about.
- 3 Ask Sts to put the screenshots in the order they expect to see them.
- 4 Compare their ideas as a group and then play the video to check them.
- 5 Extension: after you've done the coursebook exercises, ask Sts to use the pictures to summarise the video in their own words.

Watching on fast forward

- 1 Play the video on fast forward.
- 2 Give Sts a few gist questions to predict what they think is happening, e.g. *Are they talking or arguing? Does it end well?*
- 3 Put the Sts into pairs to compare their ideas.
- 4 Play the video at normal speed and check their ideas.

Emotions

- 1 Play the video with the sound off. Ask the Sts to say how the people are feeling and why they think that.
- 2 Put the Sts into pairs and ask them to compare their ideas.
- 3 When doing the course book exercises, the Sts can check their ideas.

'Thing' bingo

- 1 Before the lesson, watch the video and make a list of things you see. This works for a video of stills, clips, a short drama or documentary, etc.
- 2 In class, write the list of things on the board. Ask Sts to choose and write down five of the words.
- 3 Play the video, and Sts tick off the items on their list as they see them.
- 4 When a student has ticked off all the items on their list, they shout 'Bingo'. Keep playing the video until all the Sts have completed their lists.
- 5 Put Sts into pairs and ask them to discuss what they saw, when, and in what order.

Pause and predict

- 1 Prepare by reading the script and choosing a few places where you could pause and ask Sts what they think happens next.
- 2 Put the Sts in pairs. Play the video and pause on the first screen.
- 3 Ask them to predict what they think is happening and what is going to happen next.
- 4 Ask for ideas from a couple of pairs.
- 5 Play the clip and ask the Sts if their predictions were right.
- 6 Play the video and pause on the next screen. Ask the Sts in their pairs to discuss what they would like to happen and why.
- 7 Ask a couple of different pairs for their predictions.
- 8 Play the next clip and ask the class how many of their predictions were right, and so on.

Predicting images

- 1 Focus on the title of a video that Sts are going to watch.
- 2 Put Sts in pairs and ask them to predict five things they think they are going to see in the video.
- 3 Elicit their ideas and write them on the board.
- 4 Play the video and tick or cross their suggestions. See if any pairs predicted five correct images.

Colours

- 1 Ask Sts to write a list of eight colours.
- 2 Tell them that they need to try to find at least one thing in the video that is of each of the colours on their lists.
- 3 Play the video.
- 4 Put the Sts in pairs and ask them to compare their lists. What were the most / least common colours? Can they describe the things?

Memory / Observation

- 1 Play the video. Pause it at a specific point.
- 2 Tell the Sts they have 30 seconds to look at the image.
- 3 Turn off the video and ask Sts to write down what people are doing / what things are in the picture / what colours they can see (or other ideas depending on the video you have chosen).
- 4 Put the Sts in pairs and ask them to compare ideas.
- 5 Elicit feedback from the class.
- 6 Show the screen again and ask Sts how many of their observations were right. Did they miss anything?

One-sentence video review

- 1 Tell Sts to write a one-sentence review of the video. (You could set a word limit to add to the challenge.)
- 2 Ask Sts to work in pairs and compare their summary with a partner.

Memory test

- 1 After you've done the coursebook activities with the Sts, tell them you are going to do a 'test'.
- 2 Ask Sts to work with a partner. Ask them 5–10 'observation' questions about the video, e.g. *What colour was the girl's blouse? How many animals were there?*, etc. Sts should discuss the answers with their partner and write them down.
- 3 After you've asked your questions, play the video again and ask Sts to check their answers or go through the answers with the Sts to see who were the 'winners'.

- G** past simple of *be*: *was* / *were*
V word formation: *write* → *writer*
P sentence stress

Lesson plan

This lesson uses the context of self-portraits to introduce and practise the past simple of the verb *be* (*was* / *were*). The lesson starts with a documentary about Vincent van Gogh. Examples from the documentary introduce Sts to the different verb forms, and this is followed by Pronunciation where Sts focus on sentence stress in past simple sentences and questions with *was* and *were*. Reading continues the topic of self-portraits with a biography of the 20th-century artist Jean-Michel Basquiat. The vocabulary focus is on making words for people's occupations from verbs and nouns, and in the final Speaking, Sts discuss the modern form of self-portraits, i.e. selfies.

Video material

Listening – *The master of self-portraits*

Vocabulary – word formation

More materials

For teachers

Photocopiables

Grammar past simple of *be*: *was* / *were* p.196

Communicative Where were you? p.242
 (instructions p.218)

For students

Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Start to draw a picture of yourself on the board. Ask Sts who they think it is, and keep adding details until they realize that it's you. Teach the word *self-portrait* and ask Sts if they think it looks like you.

1 LISTENING using visual clues to understand a biographical documentary

- a** Books open. If you haven't done the **Optional lead-in**, elicit / teach the meaning of *portrait* (= a painting of a person). Model and drill pronunciation /'pɔ:tret/. Now elicit the meaning of *self-portrait*.
 Now focus on the portrait and the two questions. Put Sts in pairs to discuss them.
 Elicit some ideas, but don't tell Sts if they are right or not. Write their ideas on the board so that you can check them later.
- b** In this documentary Sts will find out about the life of Vincent van Gogh and why he painted so many self-portraits.
 Play the video for Sts to watch and check which of their ideas in **a** were correct.
 Check answers. You could ask Sts if they like the self-portrait, and tell Sts what you think of it.

ANSWERS

- 1 He is 36.
- 2 The famous paintings mentioned in the video are *Sunflowers* and *The Starry Night*.



This painting is a self-portrait by the Dutch painter Vincent Van Gogh.

Van Gogh was born in Delft, in the Netherlands, on the thirtieth of March eighteen fifty-three. His parents weren't poor – his father was a church minister, and his mother was an artist.

There is only one known photograph of him, which is when he was nineteen years old. We only have an idea of what he looked like as an adult because of his many self-portraits. He painted thirty-five, all in the last four years of his life. He painted so many self-portraits because he was very poor, and it was cheaper than paying models. In eighteen eighty-eight, when he was thirty-five, Van Gogh was in Arles, in the south of France. He was happy there because the light and the colours were beautiful. His friend, painter Paul Gauguin, was with him in Arles for a short time.

Van Gogh was not strong mentally, and the relationship between Van Gogh and Gauguin was difficult. After a big fight, Van Gogh cut off part of his ear. He later painted a self-portrait with the injured ear. After that he was in a psychiatric hospital for some time in the south of France. This was his last self-portrait. He painted it in September eighty-eight when he was in the hospital. In this self-portrait, we see Van Gogh as a painter for the very first time. Van Gogh died a few months later, on the twenty-ninth of July eighteen ninety. He was only thirty-seven years old.

His paintings weren't popular during his lifetime and he was never rich or famous. But today Van Gogh's pictures are everywhere. People think that he is one of the greatest painters in the world, and his paintings, like *Sunflowers*, and *The Starry Night*, sell for millions of pounds.

- c** **Exam** Focus on questions 1–9. Give Sts time to read all the questions and options and make sure they understand all the lexis, e.g. *poor*, *complicated*, *died*, *unpopular*.

Play the video again for Sts to watch and complete the task.

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

ANSWERS

1 b 2 c 3 c 4 c 5 a 6 b 7 b 8 b 9 a

EXTRA IDEA Before Sts watch again, ask them what they can remember about the video. Get them to read sentences 1–9 and choose a, b, or c. Elicit some answers. Then play the video again for Sts to watch and check answers.

- d** Do this as a whole-class activity. You could fast-forward through the video and pause on the self-portraits (at 00:42, 00:48, 00:55, 01:36, and 01:52) and get Sts to vote for their favourite. Ask Sts if there are any other famous self-portraits that they like.

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

2 GRAMMAR & PRONUNCIATION

past simple of *be*, sentence stress

- a Give Sts time to complete the chart with the verbs.

Check answers, and model and drill pronunciation, /wəz/, /wɜ:/, /'wɒznt/, /wɜ:nt/.

ANSWERS

was were wasn't weren't

- b Tell Sts to go to **Grammar Bank 7A** on p.240.

Grammar notes

was is the past of *am* and *is*, and *were* is the past of *are*.

was and *were* are used to talk about both recent and distant completed actions in the past, e.g. *I was tired this morning. Caesar was a Roman Emperor.*

was and *were* are used exactly like *is* and *are*, i.e. they are inverted to make questions (*he was* → *was he?*) and *not* (*n't*) is added to make negatives (*wasn't*, *weren't*).

We use the passive construction *was / were born* to talk about the time and place of people's birth. If Sts ask, you may want to explain the meaning of *bear* (= an old-fashioned verb which means *give birth to*), so that Sts can understand how this verb works.

Focus on the example sentences and play audio 7.1 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **7A** on p.241. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 She was 2 were you 3 I was 4 Was it 5 It wasn't
6 They weren't 7 We were 8 They were 9 We weren't
10 I wasn't
b 1 were 2 Was 3 wasn't 4 was 5 Were 6 were
7 was 8 was 9 Were 10 weren't 11 was 12 was

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

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

Pronunciation notes

was and *were* have two different pronunciations depending on whether they are stressed or not (i.e. they can have either a strong or weak pronunciation).

was and *were* tend to have a weak pronunciation in positive sentences and questions: *I was /wəz/ born in 1990. They were /wɜ:/ famous. Was /wəz/ it expensive?* The vowel sound in both words, as in most weak forms, is the schwa.

was / *wasn't* and *were* / *weren't* have a strong pronunciation in short answers and negative sentences: *Yes, I was /wɒz/, No, I wasn't /'wɒznt/, Yes, we were /wɜ:z/, No, we weren't /wɜ:nt/.*

As pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, it is best to concentrate your efforts on this (as in **2c**).

- c 7.2 Focus on the sentences and remind Sts that the words in **bold** are stressed and that the underlining shows the stress within a word.
Play the audio once for Sts just to listen.

7.2

See sentences in Student Book on p.104

Now play it again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Give further practice as necessary.

- d 7.3 Tell Sts they are going to hear some sentences and questions in the present simple and they must say them in the past simple. Focus on the example, and highlight that the rhythm of the past simple sentence is the same as the present simple sentence, e.g. *I'm at home*, *I was at home*.

Play the audio, pausing after each sentence / question, and elicit the past simple version from the whole class.

7.3

- 1 I'm at home. (*ping*) I was at home.
- 2 He's American. (*ping*) He was American.
- 3 They aren't famous. (*ping*) They weren't famous.
- 4 It's very cheap. (*ping*) It was very cheap.
- 5 Where are they? (*ping*) Where were they?
- 6 Is she an actor? (*ping*) Was she an actor?
- 7 You're right. (*ping*) You were right.
- 8 What's his name? (*ping*) What was his name?
- 9 She isn't happy. (*ping*) She wasn't happy.
- 10 Are they tired? (*ping*) Were they tired?

Now repeat the activity, eliciting responses from individual Sts.

3 READING

understanding a life story

- a Focus on the self-portrait and photo on p.105 and find out whether Sts have heard of Basquiat, and if they know anything about him. Tell them they are going to find out more about him when they read his biography.
Now ask the questions to the class to elicit some opinions.
- b Focus on the four photos on p.104 and the biography on p.105. Point out the **Glossary**.

Give Sts time to read the biography and complete the four captions. Tell them not to worry about the gaps in the text.

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

ANSWERS

- 1 graffiti
- 2 Andy Warhol
- 3 Black athletes
- 4 Jeffrey Wright

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

- c **Exam** Give Sts time to read the biography again and complete the gaps with phrases A–F. Point out that the first one (C) has been done for them.

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

ANSWERS

- 2 A 3 E 4 F 5 B 6 D

- d **Mediation** Give Sts time to watch the video about Vincent van Gogh and read about Jean-Michel Basquiat again. They can look back at their answers in **1c** on Van Gogh and underline key points in the text about Basquiat. Encourage them to make notes on three main points about each artist. Check Sts are trying to use their own

words, e.g. *Van Gogh painted 35 self-portraits. Basquiat spoke three languages when he was 11.*

Allow about five minutes for them to prepare their points.

Sts work in pairs or small groups to talk for about two minutes about the main points they have chosen for each artist.

Monitor and check the pairs or groups. Get some feedback, e.g. were their points similar or different?

POSSIBLE ANSWERS

Van Gogh was from the Netherlands. He was friends with another artist called Paul Gauguin. He died in 1890 when he was 37 years old. Jean-Michel Basquiat was an American artist. When he was a teenager he did Graffiti on buildings in New York. He was friends with the artist Andy Warhol.

EXTRA IDEA Ask the class if they know any other famous self-portraits and if they like them.

4 VOCABULARY word formation

- a** Give Sts a few minutes to find the words in the text, or get them to guess first and then check.

Check answers, modelling the pronunciation and getting Sts to underline the stress.

ANSWERS

- 1 singer – Madonna 2 actor – Jeffrey Wright 3 artist – Banksy
4 musician – Jay-Z

Focus on the **Word building: jobs and occupations** box and go through it with the class. Point out that to make the word for a person (e.g. *writer*) you add the letters *-(e)r* or *-or* to a verb and *-ist* or *-ian* to a noun. You might also want to point out that sometimes with nouns you have to make more changes, e.g. *science* – *scientist* (the *ce* disappears and a *t* is added).

- b** Tell Sts to first look at the groups of words and decide if they are verbs or nouns. Then they should write the words for the jobs.

Get Sts to compare answers with a partner.

ANSWERS

- 1 verbs 2 nouns

- c** **7.4** Play the audio for Sts to listen and check answers to **b**. Pause the audio after each word and get Sts to spell the endings to you. Write the answers on the board.

Now play the audio again and this time Sts should underline the stress.

Check answers by underlining the stress in the words on the board.

7.4

- | | |
|----------------------------------|-----------------------------------|
| 1 <u>compose</u> <u>composer</u> | 2 <u>novel</u> <u>novelist</u> |
| <u>dance</u> <u>dancer</u> | <u>politics</u> <u>politician</u> |
| <u>direct</u> <u>director</u> | <u>science</u> <u>scientist</u> |
| <u>invent</u> <u>inventor</u> | <u>history</u> <u>historian</u> |

Finally, in pairs, Sts practise saying the words. If you think they need more practice, you could play the audio again for them to listen and repeat the words.

EXTRA IDEA Test Sts' memory by getting them to cover the words in **a** and **b** and then saying the noun / verb as a prompt, e.g.

T art

Sts artist.

- d** In this video Sts will see ten famous people, some alive and some dead. They must say the person's nationality and job, in the present or past simple depending on whether the person is alive or not. Write *alive* and *dead* on the board and elicit / teach that they are opposites. Point out the example and elicit that Frida Kahlo is dead, so Sts should use the past simple *was*.

Play the video and pause when the first screen comes up with the collage of photos. Ask Sts if they recognize any of the people. Then play the video, pausing again on 1 *Frida Kahlo* and elicit the sentence *Frida Kahlo was a Mexican painter*.

Now play the rest of the video for Sts to watch and say who each person is. Pause after each person, and elicit the sentence.

Check answers.

ANSWERS

- 2 Javier Bardem is a Spanish actor.
3 Carlos Acosta is a Cuban dancer.
4 Dua Lipa is a British singer.
5 Federico Fellini was an Italian director.
6 James Dyson is a British inventor.
7 Indira Gandhi was an Indian politician.
8 Stephen Hawking was a British scientist.
9 Maya Angelou was an American writer.
10 Johann Sebastian Bach was a German composer.

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

- e** Focus on the two categories and give Sts time to write three names of famous people in each category.
Put Sts in pairs and get them to ask and answer questions about the names using either *Who is / Who's...?* or *Who was...?* depending on whether the person is alive or dead.

EXTRA SUPPORT Demonstrate the activity by writing the categories on the board and writing the names of two people in each, and eliciting the questions from Sts.

5 SPEAKING

- a** **Exam** Focus on the instructions and elicit the meaning of *selfie*. If you have some selfies on your phone, you could show the class. Give Sts time to think about their answers.
- b** **Exam** Put Sts in pairs and get them to talk about their photos. Encourage them to take their phones out and show their partner some of their selfies or other photos. Get some feedback from various pairs. With a show of hands, find out how many Sts take selfies.

- G** past simple: regular verbs
V past time expressions: *three years ago, last week, etc.*
P -ed endings

Lesson plan

The context of this lesson, which introduces the past simple of regular verbs, is two true stories of people who had problems with a flight because of mistakes they made. The lesson begins with a reading about a woman who booked a flight to the wrong destination. Examples from the text are used to present the past simple of regular verbs. Then there is a focus on the pronunciation of -ed endings, possibly the biggest problem that Sts have with regular past tenses. Sts then listen to a story about another woman who had a problem with the name on her ticket. Vocabulary introduces past time expressions, and grammar, vocabulary, and pronunciation are put together in the final Speaking activity where Sts talk about the last time they did various activities.

Video material

Pronunciation – -ed endings

Grammar – past simple: regular verbs

More materials

For teachers

Photocopiables

Grammar past simple: regular verbs p.197

Communicative Are we in Australia? p.243

(instructions p.219)

For students

Workbook 7B

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask Sts *How do you normally book tickets for trains or flights? Do you get paper tickets or have them on your phone?* Elicit answers and find out if the majority tend to book online and have the tickets on their phones, or whether some people still use travel agents or go to ticket offices. Then tell Sts that they are going to find out about two people who had problems with tickets they'd booked.

1 READING using context to complete information in a blog

- a** Books open. Focus on the task and, if you haven't done the **Optional lead-in**, make sure Sts know what the verb *book* means.
 Do the question as a whole-class activity.
- b** Tell Sts they are going to read an article about a mistake Emma Benns made, and that it is a true story. Tell them not to worry about the gaps.
 Check the answer.

ANSWER

Yes, because she finally arrived at her destination.

- c** **Exam** Focus on A–G and tell Sts that these are things that people in the story said. Give Sts time to read them, and then tell them to read the article again and complete the gaps with A–G.

- d** **7.5** Play the audio for Sts to listen and check.
 Check answers.

ANSWERS

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

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

7.5

See text in Student Book on p.106 and answer key

- e** Tell Sts to match the verbs to photos 1–4.
 Check answers. Model and drill pronunciation.

ANSWERS

1 smile 2 point 3 hand 4 hug

- f** Do this as a whole-class activity. Elicit what Emma's advice is.

! Don't ask Sts about their own personal experiences of travel problems as they will do this later in the lesson when they have done the past simple.

2 GRAMMAR & PRONUNCIATION past simple: regular verbs, -ed endings

- a** Tell Sts to read the article in **1b** again and find the past tense verbs.
 Elicit the answers onto the board.

ANSWERS

hand – handed

smile – smiled

hug – hugged

try – tried

don't smile – didn't smile

Do you (check in)...? – Did you (check in)...?

- b** Tell Sts to go to **Grammar Bank 7B** on p.240.

Grammar notes

It is important to emphasize that the past simple is used for completed actions in the past, both distant and recent and which happened once or more than once. The form of regular past simple verbs is very easy. The main problem Sts have is the pronunciation, and remembering to use the infinitive, not the -ed form, after *did* / *didn't*.

Focus on the example sentences and play audio **7.6** for Sts to listen and repeat. Then go through the rules with the class. You may want to point out here that the *e* is not normally pronounced in -ed endings unless there is a *t* or a *d* before it. This will be focused on more fully in **Pronunciation**.

Now focus on the exercises for **7B** on p.241. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Correct any mispronunciation of the -ed ending. Get Sts to spell the verbs to you and write them on the board.

ANSWERS

- a 1 I studied English
2 Did you listen to the news
3 He didn't cook
4 Did she play sport
5 They worked late
6 She travelled a lot
7 Jack worked in Chicago
8 I called my parents
9 We didn't live in France
10 Anna asked a lot of questions
- b 1 didn't call 2 Did...cry 3 played 4 didn't listen
5 Did...dance 6 booked

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

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

Pronunciation notes

The regular past simple ending (-ed) can be pronounced in three different ways:


- 1 -ed is pronounced /t/ after verbs ending in these unvoiced sounds*: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g. *cooked, booked, laughed, missed, relaxed, stopped, washed, watched*.
- 2 After voiced endings* (all other consonant sounds except /d/ and /t/) -ed is pronounced /d/, e.g. *arrived, called, changed, showed*. This is the biggest group. Verbs which end with consonant + y, e.g. *study, carry*, also belong to this group because the sound added is /d/.
- 3 After verbs ending in /d/ or /t/, the pronunciation of -ed is /ɪd/, e.g. *wanted, chatted, needed, decided*. This group is very small.

In practice, the difference between 1 and 2 is very small and can only be appreciated when a verb is said in isolation or is followed by a word beginning with a vowel (e.g. *I liked it*).

However, the difference between 3 and the other two is significant (it is an extra syllable) and many Sts tend to pronounce all past simple verbs in this way, e.g. /'laɪkɪd/, /'stɒpɪd/, etc.

*Voiced and unvoiced consonants

- Voiced consonant sounds are made by vibrating the vocal chords, e.g. /b/, /l/, /m/, /v/, etc. Unvoiced consonant sounds are made without vibration in the throat, e.g. /p/, /k/, /t/, /s/, etc.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds they should feel a vibration in their throat, but not for unvoiced sounds.

- c  Focus on the **Past simple regular verbs** box and go through it with the class. Elicit / Explain that there are three different ways of pronouncing -ed. Two are similar (/d/ and /t/), but the third /ɪd/ is very different. Focus on the phonetics which show the three different pronunciations of -ed (/d/, /t/, and /ɪd/). Then look at the sentences for each pronunciation and play the video once. Tell Sts to listen and concentrate on how the -ed is pronounced. You may also want to highlight the mouth position diagrams for /d/ and /t/, which show the difference between voiced and unvoiced sounds.



See sounds and sentences in Student Book on p.107


Now play the video again, pausing after each sentence for Sts to watch and repeat.

Ask Sts *In which group do you pronounce the 'e' in -ed?* (group 3).

Tell Sts to look at the spelling of the verbs in group 3, and see what letters come before the -ed (d or t). Explain / Demonstrate that it would be impossible to pronounce another /d/ or /t/ after a d or a t. For that reason, an extra syllable is added, which is why the pronunciation here is /ɪd/. Emphasize that this group of verbs is very small.

Highlight that the most important rule to remember is not to pronounce the e in -ed (unless it comes after a t or d).

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

- d  **7.7** Tell Sts to look at the verbs in the list and circle the ones which have the /ɪd/ sound in the past simple.

Remind Sts that an exercise like this is easier if they say the verbs aloud.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

ended, painted, started



See list of verbs in Student Book on p.107


EXTRA CHALLENGE Get Sts to look at all the verbs again and then to try and put them in the appropriate rows in **c**. Play the audio for them to check.

ANSWERS

/d/ lived, played, travelled

/t/ asked, cooked, finished, liked, stopped, watched, worked

/ɪd/ ended, painted, started

- e  In this video Sts will watch eight clips, showing what Kara did yesterday evening. They make one positive and one negative sentence for each clip, using the prompts. Point out that the first one has been done for them.

Focus on the instructions and the example. Then give Sts time to read the eight pairs of verb phrases. Tell them to tick the thing she did in each pair as they watch.

Play the video once the whole way through. Then play it again. Pause after each clip and check answers. Correct pronunciation of the -ed ending where necessary.

ANSWERS

- 2 She called a taxi. She didn't walk home.
- 3 She didn't look at her watch. She waited for five minutes.
- 4 She didn't play games on her phone. She listened to messages.
- 5 She arrived home. She didn't talk to a neighbour.
- 6 She didn't book a holiday. She checked emails.
- 7 She cooked dinner. She didn't relax on the sofa.
- 8 She didn't phone a friend. She watched TV.

EXTRA SUPPORT Give Sts time to write their answers before checking.

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

- f Focus on the instructions and then give Sts time to make true sentences about what they did yesterday evening, using the phrases in **e**.
Elicit some sentences from the class.

EXTRA SUPPORT Demonstrate the activity by telling the class what you did and didn't do yesterday evening. Get Sts to write their sentences. Put Sts in pairs or small groups, and get them to read their sentences to each other.

3 LISTENING understanding a sequence of events

- a **7.8** Focus on the instructions and elicit what Emma's travel problems were (*Her ticket was for the wrong San José and her luggage didn't arrive with her*).

Play the audio for Sts to listen to Kirsty Leanne's story.

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

ANSWERS

They both had a problem with their ticket (Emma's was to the wrong place, Kirsty's had the wrong name). Emma's bag only arrived three days later, but Kirsty's arrived with her.

7.8

(script in Student Book on p.225)

So, this happened some years ago. I was nineteen, and that summer I finished with my boyfriend. I wanted to travel as far away as possible, but I needed to get a job! I was lucky to find temporary work as a receptionist in California, so I booked my flights with a travel agent. I was really excited.

A few weeks later, just five days before my flight, I checked all my travel documents. Suddenly I noticed a mistake. My surname on the flight booking was Leanna, L-e-a-n-n-a, not Leanne, L-e-a-n-n-e. Just one small typo, but a very big mistake, because of course the name on my passport was Leanne, and I was sure that was a problem. I immediately called the travel agent and asked them to change the name on the ticket. They weren't stressed at all, and suggested a solution. 'Don't worry. We can cancel your ticket and then book you a new one for the same flight.' It was expensive, but I decided to do it. When I arrived at the check-in desk, I showed my passport to the assistant, but my name wasn't on the flight! I started to panic. I phoned the travel agent and they discovered it was their mistake. They talked to the woman at check-in. I waited...and I waited... Finally, she handed me my boarding pass. I was on the flight! She even arranged transport for me to get through security quickly, and to my gate.

I was the last person to board the plane, but when I was in my seat I finally started to relax. At last, I was on the biggest adventure of my life! And the journey ended well – to my great surprise, when I arrived, my suitcase arrived with me! An absolute miracle!

- b Put Sts in pairs and give them time to read questions 1–7 and the beginnings of the answers, and see if between them they can remember any of the information.

Play the audio again and tell Sts just to listen to find out the answers. Then give them time to write the full sentences. Play the audio again if necessary for Sts to check.

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

ANSWERS

- 1 She finished **with her boyfriend** and wanted **to travel as far away as possible**.
- 2 She noticed **a mistake – her surname on the ticket was spelled Leanna, not Leanne**.
- 3 They offered to **cancel her ticket** and **book a new one for the same flight**.

- 4 She showed **her passport to the assistant**, but **her name wasn't on the flight**.
- 5 They discovered **that it was their mistake**.
- 6 The woman at the check-in handed Kirsty **her boarding pass**.
- 7 She started **to relax**.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.225, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the questions and make sure Sts know the meaning of *feel sorry for someone* (= to be sad for somebody). Do the questions as a whole-class activity. If any Sts have had a similar experience or know someone who has, encourage them to try to tell their story.

4 VOCABULARY & SPEAKING past time expressions

- a Write a true sentence about yourself in the past with a regular verb, e.g. *I started teaching English in 2015*. Then write underneath it *I started teaching English (x) years ago*, and elicit the meaning of *ago*. Model and drill pronunciation.

Focus on the past time expressions, and explain that Sts must number them from the most recent (*five minutes ago*) to the most distant (*a long time ago*). Give Sts time to do the activity and get them to check their order with a partner.

- b **7.9** Focus on the **Past time expressions** box and go through it with the class. Highlight that in time expressions with *last* (e.g. *last week*) the definite article *the* is not used. Also explain that we say *last night* NOT *yesterday night*.

Play the audio for Sts to listen and check.

Check answers.

7.9

- | | |
|----------------------------|--------------------|
| 1 five minutes ago | 6 last week |
| 2 last night | 7 last month |
| 3 yesterday morning | 8 a year ago |
| 4 the day before yesterday | 9 some years ago |
| 5 three days ago | 10 a long time ago |

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

- c Focus on the instructions and the sentences. Make sure Sts understand the question *When was the last time?*
Give Sts time to write a time expression for each activity.
- d Tell Sts they will now tell each other when they did each activity. Focus on the example.
Put Sts in pairs, **A** and **B**, and set a time limit.
Monitor and help. Make sure Sts swap roles.
Get some feedback by getting individual Sts to tell you an activity they did and asking a few extra questions.

G past simple: irregular verbs

V go, have, get

P sentence stress

Lesson plan

The topic of this lesson is New Year's Eve. Three stories about memorable New Year's Eves (good and bad) in different parts of the world provide the context for the introduction of past simple irregular verbs. The vocabulary focus is common collocations of the key verbs *go*, *have*, and *get* (e.g. *go out*, *get home*, etc.). Then Sts listen to a fourth person talking about another memorable New Year's Eve. They then work on the stress pattern in *Wh-* questions in the past simple, which prepares them for the final Speaking and Writing activity, where Sts ask each other about a memorable New Year's Eve and then write about it.

More materials

For teachers

Photocopiables

Grammar past simple: irregular verbs p.198

Vocabulary go, have, get p.280 (instructions p.265)

Communicative Born on 31st December p.244–5 (instructions p.219)

For students

Workbook 7C

Exam Skills 7

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *31st December, 1st January*. Ask Sts if they know what these days are called in English, and elicit *New Year's Eve* and *New Year's Day*. Explain that *Eve* means 'the night before'; it is also used for *Christmas Eve* (24th December).

1 READING understanding detail in short anecdotes

- a** Books open. Focus on the photos and the questions. If you didn't do the **Optional lead-in**, elicit when New Year's Eve is (*31st December*). Elicit answers to the second question. If you don't come from the same country as your Sts, tell them if New Year's Eve is important in your country.
- b** Focus on the task and make sure Sts understand the two options. You may want to pre-teach the past of *go* (*went*), *midnight*, and a *lift* to help Sts understand the stories. Give Sts time to read all three stories. Get Sts to compare with a partner, and then check answers.

ANSWER

Jenny had a great evening.

- c** Focus on the task and the six sentences. You might want to check Sts know the meaning of *alone*. Give Sts time to read the stories again and complete the six sentences with an initial. Check answers.

ANSWERS

1 J 2 A 3 M 4 A 5 M 6 J

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

- d** If your Sts come from the same country, do this as a whole-class activity. If your Sts come from different countries, put them in pairs or small groups to discuss the questions.

Get some feedback from various pairs / groups. If you don't come from the same country as your Sts, tell them how people celebrate New Year's Eve in your country.

2 GRAMMAR past simple: irregular verbs

- a** Focus on the 15 infinitives and check Sts remember their meaning.

Then put Sts in pairs and give them a few minutes to find the past simple forms in the stories. Point out that the first one (*bought*) has been done for them.

Encourage Sts to use the phonetics to help them.

- b** **7.10** Write the infinitives on the board. Play the audio, pausing after each verb to check answers. Get Sts to spell the verbs to you and write the past simple verbs on the board next to the infinitives.

7.10

buy	bought	have	had
can	could	know	knew
come	came	put on	put on
drink	drank	say	said
feel	felt	take	took
find	found	think	thought
get	got	wear	wore
go	went		

Focus on the phonetics and tell Sts to listen to the pronunciation. Play the audio again, pausing after each infinitive and past tense for Sts to repeat them. Give more practice as necessary, getting Sts to repeat after you or after the audio.

EXTRA CHALLENGE Focus on the phonetics and elicit the pronunciation of the verbs before playing the audio.

Get Sts to cover the past simple verbs and see if they can remember them, uncovering them one by one to check their answers.

- c** Tell Sts to go to **Grammar Bank 7C** on p.240.

Grammar notes

The vast majority of verbs in the past are regular. However, a small number of verbs (several of which are very common) are irregular in the past simple. These verbs don't add *-ed* in the past, they change their form. This change can be just one or two letters, e.g. *wear* → *wore*, or can be a completely new word, e.g. *go* → *went*. Some verbs don't change their form, e.g. *cost*, *put*. The verb *read* is spelled the same, but pronounced differently.

Irregular verbs are only irregular in the affirmative. In questions and negatives, as with regular verbs, the infinitive is used after *did* / *didn't*.

There is a list of the most common irregular verbs on p.269 of the Student Book.

Focus on the example sentences and play audio **7.11** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **can / could** box and go through it with the class.

Now focus on the exercises for **7C** on p.241. Sts do the exercises individually or in pairs.

! Monitor while Sts are doing the exercises. If you see they are having problems with word order in **c**, remind them of **QuASI** and **ASI** (see p.60 of this book).

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 They didn't go by car. They went by train.
 2 I didn't come home early. I came home late.
 3 We didn't see a film. We saw a play.
 4 He didn't say hello. He said goodbye.
 5 You didn't have a sandwich. You had a salad.
 6 She didn't know his surname. She knew his first name.
b 1 had 2 took 3 were 4 went 5 could 6 had
 7 got 8 felt 9 were
c 1 did you wear 2 did she find 3 did you get home

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

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

3 VOCABULARY *go, have, get*

a Focus on the three verbs in the heading and elicit the past simple (*went, had, got*).

Give Sts a moment to decide which verb goes in each gap.

Check answers.

ANSWERS

- 1 went 2 had 3 got 4 had 5 went 6 got

b Tell Sts to go to **Vocabulary Bank go, have, get** on p.264 and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to tell Sts that *get* is one of the most common verbs in English partly because it has many different meanings. The most common are *buy* (as in *get a newspaper*), *receive* (as in *get an email*), *arrive* (as in *get home*), and *take* (as in *get a taxi*).

Remind Sts that *go home* = go to your house, *get home* = arrive at your house.

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

Check answers.

7.12

go

- 8 go by bus
 3 go for a walk
 5 go home
 10 go out
 9 go shopping
 2 go to a restaurant

have

- 15 have a car
 12 have long hair
 18 have breakfast
 14 have a drink
 11 go to bed
 7 go to church
 1 go to the beach
 6 go back
 4 go on holiday
 13 have a good time
 16 have a sandwich
 17 have a shower

get

- 20 get a newspaper
 23 get a taxi
 19 get an email
 21 get dressed
 25 get home
 22 get to the airport
 24 get up

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

Focus on **c**. Get Sts to cover the verb phrases and use the photos to test themselves or each other. Encourage them to say the complete phrase.

For **Activation**, put Sts in pairs and get them to take turns to say five things they did the previous day and five the previous week. All the sentences should include *went, had, or got*. Get some feedback.

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

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

4 LISTENING *understanding an anecdote*

a **7.13** Focus on the photo and the task. Elicit / Teach the meaning and pronunciation of *memorable* /'memərəbl/ (= easy to remember because it is special). Tell Sts to close their books, relax and listen, and just focus on where Anna was at midnight.

Play the audio once, and elicit the answer.

ANSWER

She was at the hospital.

7.13

(script in Student Book on p.225)

F = friend, A = Anna

F Is there a New Year's Eve that you always remember?

A Yes, it was when I was seventeen years old, so quite a long time ago. But it's definitely my most memorable one.

F Where were you?

A Well, a friend invited me to Edinburgh for New Year's Eve. I was still at school, but my friend, she was older than me, she was nineteen, and she was at university in Edinburgh. My parents didn't want me to go, but in the end, they said OK. I was incredibly excited because 'Hogmanay', that's what they call New Year's Eve in Scotland, is the biggest celebration in, in Europe, I think, with thousands of people in the streets.

F So what happened?

A We decided to go and watch the fireworks from the top of Calton Hill, that's a high point in the city where there's a good view. My friend had a Norwegian flatmate, and she also had some friends staying, some Norwegian girls from Oslo. We all had a dinner first in their flat and then started walking to Calton Hill. It was cold, but not snowing or raining, which was good. The Norwegian girls bought some small fireworks, and started lighting them in the street, they said that's typical in Norway, that people set off fireworks in the street, and suddenly one firework hit me in the face.

F How awful!

A Yes, it was horrible, incredibly painful and for a few minutes, I couldn't see at all.

F What did you do?

A Well, luckily there were ambulances driving round the city because actually quite a lot of people get injured in Edinburgh on New Year's Eve, and my friends quickly found one and they went with me to hospital. The doctors looked at me, and it wasn't too serious, but they put a big bandage on my face, and over one eye.

F So where were you at midnight?

A Well, we were still at the hospital, so we never celebrated Hogmanay properly. I didn't phone my parents, because there was nothing they could do, but when I went home the next day and they saw my face, they were really shocked and angry because somehow they thought it was my fault! But some weeks later my friends came down to London and we had a fantastic party to make up for missing New Year's Eve.

b **Exam** Give Sts time to read questions 1–9.

Play the audio again.

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

ANSWERS

1 a 2 c 3 b 4 a 5 c 6 b 7 a 8 b 9 a

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.225, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 PRONUNCIATION sentence stress

a Go through the instructions and focus on the questions.

Give Sts time in pairs or individually to complete the questions.

Check answers.

ANSWERS

1 was 2 were 3 were you 4 did you 5 did you 6 did you 7 did you 8 did you 9 was 10 did you 11 Did you

b **7.14** Play the audio once for Sts just to listen and focus on the rhythm.

7.14

See questions in Student Book on p.109 and answer key

Now play the audio again, pausing after each question for Sts to listen and repeat, trying to copy the rhythm.

6 SPEAKING & WRITING a diary entry

a Give Sts a few minutes individually to think about their own answers to the questions in 5a. Help with any new vocabulary they might need.

EXTRA IDEA If your Sts don't celebrate New Year's Eve, they could discuss and write about another important event, such as a wedding or a special night out.

Put Sts in pairs. Get Sts A to give Sts B a complete 'interview' and then swap roles. Monitor the interviews, encouraging Sts to ask their questions with good sentence stress and rhythm. Help with any new vocabulary that Sts need and correct as necessary.

Get feedback, asking a few pairs whose night was more memorable / fun / interesting, etc.

b **Exam** Tell Sts to go to **Writing Bank 7** on p.217.

Focus on the instructions in a. Give Sts a few minutes to read the diary entry quickly and answer the question.

Check the answer.

ANSWER

Yes, she did. She says: 'I hope we do the same again next year!'

Now focus on b and get Sts to read the entry again and answer questions 1–6.

Check answers.

ANSWERS

- 1 She usually goes to a party in the city centre.
- 2 They climbed Lion's Head because Johan wanted to see the sunset.
- 3 They had dinner on Signal Hill with their families.
- 4 The fireworks started just after midnight.
- 5 After the fireworks, they had a big party. Some people sang and played guitars, and others danced.
- 6 Anele was tired, but very happy.

For c, focus on the **Time sequencers** box and go through it with the class. Sts have already seen *after* and *then* in **Writing Bank 4**. Point out that *next* / *after that* / *then* are interchangeable.

Now give Sts time to find four more time sequencers in the diary entry. Point out that the first one (*First,*) has been done for them.

Check answers.

ANSWERS

Then, Next, After that, Finally

Focus on d and make sure Sts understand what they have to do.

Give them time to number the sentences in the order that they happened.

Check answers.

ANSWERS

- 3 We went out for a walk.
- 6 We got home and had lunch.
- 1 We got up.
- 5 We bought pizzas on the way home.
- 2 We had breakfast.

Now get Sts to rewrite the events with time sequencers.

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

SUGGESTED ANSWER

We got up. First, we had breakfast. Then, we went out for a walk. Next, we stopped for a coffee. After that, we bought pizzas on the way home. Finally, we got home and had the pizzas for lunch.

Now focus on e and tell Sts to plan a diary entry for a memorable New Year's Eve or other special day. They can use the event they talked about in 6b. Make sure they make notes and don't write full sentences.

Sts could do f in class or for homework.

Focus on g and remind Sts to read through their writing and check it for mistakes before they give it in.

c **Mediation** Ask Sts to read the stories about Mina, Jenny, and Andy again and choose one to write about. Encourage them to underline any key information in the story they choose. Sts could also write about Anna from the audio using information in 4b.

Before Sts write their email remind them it's important to think about who they are writing to (e.g. a friend), and think about how to start and finish an informal email. Refer students to **Writing Bank 6**, p. 216 for information on beginnings, endings, and contracted forms in informal emails if necessary.

Remind Sts they should try to write about 100–150 words.

SUGGESTED ANSWER

Hi Isabel,

I'm writing about our friend Jenny. She went to Iceland on New Year's Eve and she really enjoyed it. First, she had dinner in a restaurant at 6 p.m. It wasn't cheap and people eat very early there. After dinner, she changed her clothes at her hotel because she went out to see some beautiful fireworks and it was cold. At 10 p.m. people in Iceland watch a special programme on TV so the streets are quiet. Before midnight, everyone went out on the street again and had a party until 5 a.m. I think Jenny had an amazing time!

Best wishes

Adrian

d Ask Sts to go to **Mediation Bank 7** on p.272.

a Explain to Sts that identifying key information in a mediation exam task is a useful skill to be able to understand exactly what they have to do.

Give Sts a few minutes to read the information in the strategy box, and check they understand the information.

b Sts read the exam task and in pairs answer the questions in the strategy box. Check answers as a class.

ANSWERS

- who / why / what: Sts are writing to their English teacher, Mr Robinson. They need to give information about an exhibition they are going to visit in London.
- type of text: a short formal email
- tenses: the present tense for facts, timetables and general information.

c Sts underline what they think is the key information in the task and in the advertisement for the exhibition. Get Sts to compare with a partner and then check ideas as a class.

SUGGESTED ANSWER

Imagine you are visiting London with your English teacher, Mr Robinson, and some other students. Your teacher asks you to choose an exhibition to see. You don't have a lot of time and you don't want to spend a lot of money. You find this information about an exhibition. Write a short formal email to your teacher to tell them the most important information.

VAN GOGH EXPERIENCE

This is an amazing immersive experience of one of the greatest artists of all time! It's an original 360° video, light, and music event which will give you a new vision of Van Gogh's most important pieces of work.

If you are looking for something different, this exhibition is for you!

PRACTICAL INFORMATION:

DATES: June–October 2024

OPENING HOURS: Tuesdays to Sundays

10 a.m.–8 p.m.

Closed Mondays

DURATION OF VISIT: 90 minutes

LOCATION: Finsbury Park, N4. Get there by train or underground

PRICE: Adults: £20

Students and pensioners: £12

Tuesdays 3–8 p.m.: £10

Book tickets online now!

Information which isn't important to include: the price for pensioners, the postcode

d Sts discuss the answers to the questions in pairs. Get feedback from a few pairs, asking them for their ideas. Then refer students to the formal email information box **Writing Bank 10** on p.220 to compare and check their answers.

e Sts do the exercise individually or in pairs. Check answers as a class.

ANSWERS

1 found

2 has

3 is

4 takes

5 costs

6 go

looks and travels are not needed

f Focus on the **Useful phrases** box as a whole class and check that Sts understand the meaning. You might want to translate these into Sts' own language. Explain to Sts that learning and using some specific functional phrases or expressions to include in a mediation task is useful, e.g. giving an opinion or making a suggestion.

Sts could do the final task in **f** in class or for homework.

Remind them to look back at their answers in **d**, the sentences in **e**, and the **Useful phrases** box before they write. If Sts do the task in class give them a time limit, e.g. 20–30 minutes. Remind them to write about 50–100 words.

SUGGESTED ANSWER

Dear Mr Robinson,

I found an interesting exhibition our class can visit when we are in London. It has Vincent van Gogh's best paintings and it is a special event with video, light, and music. I think it looks interesting. We can go on Tuesday from 3–8 p.m. because it only costs £10 for students. It takes 90 minutes to see the exhibition so there is time for other things. We can go there by train or underground and we can book tickets online. What do you think? I'm sure our class will enjoy it.

Yours sincerely,

Pep Feliu



Ben's show

Practical English asking the way
Vocabulary directions

Lesson plan

In this lesson Sts learn to understand and give simple directions. Although phone apps have largely replaced maps, this is still a useful skill for students to practice. In episode 4 of *Pictures of you*, we discover that Izzy was previously a student at Tensquare School and was not happy there (for reasons unsaid). We meet Pamela, Izzy's landlady and friend, and Izzy discusses with her whether she should go to Ben's Tensquare photography show or not. After deciding to go, she has to ask for directions to the gallery when her phone app doesn't load. At the gallery she gets into a tense conversation with Andre, her former teacher and leaves the show suddenly, much to Ben's confusion.

Video material

Pictures of you Episode 4

More materials

For teachers

Oxford English Hub

Quick Test 7

File 7 Test

For students

Workbook Practical English 4
Can you remember...? 1–7

THE STORY SO FAR (books closed)

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

1 IZZY'S DILEMMA

a ▶ Books open. In this part of the video, *Izzy's dilemma*, Sts will see Izzy talking to her landlady, Pamela, about her dilemma regarding Ben and his show.

Focus on the title, *Izzy's dilemma*, and elicit / teach the meaning of *dilemma* (= a situation where you have to choose between two options of equal importance). Model and drill its pronunciation /dɪ'lemə/. Ask Sts what they think Izzy's dilemma might be. Elicit some ideas, but don't tell Sts if they are right or not.

Now focus on questions 1–3 and elicit / explain the meaning of *landlady* (= a woman who lets a house / flat / room in a house / flat to another person) and that *call* here means *phone*. Point out that Pamela is the other woman in the photos.

Play the video for Sts to watch.

Then give Sts time to answer the questions.

Check answers.

ANSWERS

- 1 She is Izzy's landlady.
- 2 She doesn't know if she wants to go to Ben's show or not.
- 3 To see if she is still coming to his show and to tell her where it is



I = Izzy, P = Pamela, B = Ben

- I Come in?
P Hi, Izzy. Here's a parcel that came for you.
I Thanks.
P You're welcome. Oh, I'm tired today...Izzy, you look worried.
I Do I?
P Yes, you do. Is everything OK?
I Yes...No. I have a friend. He's a photographer and he has his show today.
P A friend?
I Yes. His name is Ben.
P Ben. A good strong name. I like the name.
I And he's a really nice guy, but...
P But?
I He goes to Tensquare School of Photography.
P Ah.
I So I don't know...I don't really want to go back there. It was not a good time for me at that school.
P I remember, Izzy.
I But I really want to see Ben's show...
P Yes, well...if you like this boy, then go.
I I think I like him.
P Either you like him, or you don't.
I Yes...I like him.
P Then go to his show! Don't worry about the past.
I Hey, Mr Fischer.
B Hi, Izzy. How are you?
I I'm good.
B Can you still come tonight?
I Of course. I really want to see your show.
B OK, cool. So it's at the Click Gallery. Do you know where that is?
I No, but I'm sure I can find it. Don't worry.
B OK, great. See you later.
I See you.

b **Exam** Give Sts time to read sentences 1–6 and make sure they understand them.

Now play the video again for Sts to mark each statement *T* (true) or *F* (false).

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

ANSWERS

1 T 2 T 3 F 4 F 5 T 6 T

EXTRA CHALLENGE Ask Sts to mark the sentences *T* or *F* before watching again. They then watch and check their answers.

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

2 ASKING THE WAY

- a** **7.15** Focus on the phrases and pictures and get Sts to match them.

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

7.15

- | | |
|-------------------------|----------------------------|
| 3 on the corner | 5 go past the church |
| 2 turn left | 6 opposite |
| 1 at the traffic lights | 8 go straight on |
| 4 turn right | 7 at the end of the street |

Focus on the phonetics next to each phrase.

Now play the audio again, pausing after each phrase for Sts to repeat. Give further practice of the phrases your Sts find difficult to pronounce.

Highlight that when *opposite* is used to describe the position of a building, it usually means 'facing on the other side of the road'. Get an example by asking Sts what there is opposite your school.

- b** Tell Sts to cover the phrases and use the pictures to test themselves or a partner.
- c** In this part of the video, *Asking the way*, Sts will see Izzy having trouble with her map app and asking various passers-by for directions to the Click Gallery, where Ben is having his exhibition.

Focus on the questions and the map.

Tell Sts that they are going to watch Izzy asking for directions and they need to listen to the directions and decide if the gallery is building 1, 2, or 3 on the map. Play the video, and if necessary repeat the last part where the third passer-by gives directions.

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

ANSWERS

She asks three people.
The Click Gallery is building 2.



I = Izzy, P1 = passer-by 1, P2 = passer-by 2, P3 = passer-by 3

I Excuse me, please. Where's the Click Gallery?

P1 Sorry, I don't live here.

I Excuse me. Is the Click Gallery near here?

P2 The Click Gallery? It's near here. But I don't know where exactly. Sorry.

I Thank you.

I Excuse me. Can you tell me the way to the Click Gallery, please?

P3 Yes, of course. Go straight on. Go past the church, and then turn left at the traffic lights. And it's at the end of the street.

I Sorry, can you say that again, please?

P3 Yeah. Go straight on. Go past the church, then turn left at the traffic lights. And it's at the end of the street. You can't miss it.

I Got it. Thanks.

- d** Now focus on the conversation in the chart. Elicit that **You say** is what Izzy says and the **You hear** phrases are said by three different people in the street, who she asks for directions. The **You say** phrases will be useful for Sts if they need to ask for directions in English.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video again, and get Sts to complete the gaps.

Play again if necessary.

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

ANSWERS

1 live 2 near 3 past 4 left 5 end 6 miss

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Highlight that *Can you tell me the way to... please?* is the typical question to ask for directions.

- e** Focus on the **Can you...? or Could you...?** box and go through it with the class. Highlight the pronunciation of *could* /kʊd/.

Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Play the video.



Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** plays the parts of all the passers-by. Get Sts to read the conversation aloud, and then swap roles.

- f** In pairs, Sts are going to role-play asking for and giving simple directions using the map on p.110. Go through the instructions with Sts, making sure they start where their instructions say.

Now focus on role-play 1. Sts **A** start saying *Excuse me. Can you tell me...?* Monitor and help.

Now focus on role-play 2. Sts should swap roles in their pairs.

When they have finished, you could get a few pairs to perform in front of the class.

EXTRA SUPPORT Demonstrate the activity by getting a confident student to ask you for directions to somewhere on the map.

EXTRA IDEA Give Sts clear directions from the school to somewhere nearby, and see if they can work out what it is.

3 AT THE GALLERY

- a** In this part of the video, *At the gallery*, Sts will see Izzy arriving at Ben's show. While she and Ben are talking, they are interrupted by Andre, who asks Izzy if she is still taking photos. Sts find out that Izzy used to go to Tensquare School, but left without saying why.

Focus on the photos and do the question as a whole-class activity or put Sts in pairs to discuss what is happening.

If Sts worked in pairs, elicit some ideas, but don't tell them if they are right or not.

Now play the video for Sts to check their answers.

Check answers.

ANSWERS

- 1 Izzy and Ben are looking at his photos / one of his photos.
- 2 Izzy is talking to Andre and Ben is listening.
- 3 Ben is in the street looking for Izzy.



I = Izzy, B = Ben, A = Andre

- I She's beautiful.
 B Hi, Izzy. Thanks for coming.
 I Thanks for inviting me. These photos are amazing, Ben. You're really talented. I love the light in this one.
 B Oh, they're OK.
 I No really, it's true. You're a great photographer!
 B Thanks. I'd love to see some of your photos, Izzy.
 A Yes. I'd love to see some of your photos, too, Izzy.
 I Hi, Andre.
 A Hello, Izzy. How are you?
 I I'm great.
 A You still take photographs?
 I When I can. I'm very busy.
 A So, what are you doing these days?
 I I'm working...as a bike courier.
 A That's...interesting. Yes, I taught Izzy. She's very talented – in fact, she was my best student.
 B You were a student at Tensquare, too? Why didn't you tell me?
 A Yes. But she didn't finish the course. One day she just stopped coming and...didn't say why.
 I I never stopped taking photographs. But now I take them for me, and not for other people.
 A And how is that going for you? It's true. She was my best student and now she's working as a bike courier. What a pity. Have a look at her photos.
 B Izzy!

- b** Focus on questions 1–5 and give Sts time, in pairs, to see if they can remember any of the information.

Then play the video again.

Now give Sts time to answer the questions and then get them to compare with a partner. Play the video again if necessary.

Check answers.

ANSWERS

- 1 Andre was Izzy's teacher at Tensquare School. / Izzy was Andre's student in the past.
- 2 Yes, he does. (She was his best student.)
- 3 Because he didn't know Izzy studied at Tensquare in the past.
- 4 No, he doesn't. She didn't say why.
- 5 He thinks it isn't a good job for her.

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

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** with a response in **B**. They can do this individually or in pairs.

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

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

ANSWERS

- 1 Do I?
- 2 Yes...No.
- 3 Of course.
- 4 See you.
- 5 Thanks for inviting me.
- 6 I'm working as a bike courier.

Now play the video again, pausing as necessary, for Sts to watch and repeat.

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

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

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions. Elicit some feedback from the class.

Photocopiable activities

Overview



- There is a **Grammar activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Communicative activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student Book.

All the photocopiable material is also available on **Oxford English Hub** (englishhub.oup.com) under the Resources tab. From there, you can display the worksheets on an interactive whiteboard or projector. This will make it easier to set up and demonstrate the activities, and show answers.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice, or you could set them as homework for some or all of your Sts.
- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you set them for homework, encourage Sts to use this stage to test themselves. Alternatively, you could set the main activity for homework and then get Sts to do the **Activation** at the start of the next class.

- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face-to-face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can swap roles and do the activity again, or you could get them to write some of the sentences from the activity.

Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student Book Vocabulary Banks. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Vocabulary Bank page.
- You could ask Sts to check their answers by referring to the relevant Student Book Vocabulary Bank.
- All the activities are suitable for use in class. However, you may wish to set some of the tasks for homework.
- Most of the Vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the Grammar ones.
- Make sure that Sts keep their and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Grammar activity answers

7A past simple of *be*: *was* / *were*

- 2 wasn't (He was American.)
- 3 was
- 4 weren't (They were from Scandinavia.)
- 5 was
- 6 wasn't (He was a writer.)
- 7 were
- 8 was
- 9 weren't (They were philosophers.)
- 10 was
- 11 wasn't (He was German.)
- 12 were
- 13 wasn't (Her first album was 19.)
- 14 weren't (They were from Peru.)
- 15 was
- 16 were
- 17 weren't (They were Italian.)
- 18 was
- 19 were
- 20 wasn't (He was a German physicist.)

7B past simple: regular verbs

- 1 2 didn't study 3 studied 4 lived 5 did...live
- 6 rented 7 Did...talk 8 wanted 9 learned
- 2 10 Did...like 11 loved 12 didn't want 13 Did...travel
- 14 didn't travel 15 Did...stay 16 stayed
- 3 17 Did...watch 18 didn't 19 worked 20 didn't finish
- 21 started 22 missed 23 didn't arrive
- 4 24 called 25 didn't answer 26 texted 27 didn't...text
- 28 didn't talk 29 chatted 30 didn't chat 31 wanted
- 32 danced

7C past simple: irregular verbs

- a 2 was 3 were 4 bought 5 got 6 had 7 got 8 wore
- 9 was 10 got 11 was 12 went 13 found 14 drank
- 15 put on 16 went 17 were 18 said 19 couldn't
- 20 wasn't 21 felt 22 got 23 spent 24 didn't have
- b 2 did they wear 3 did they get 4 was
- 5 did they do / drink 6 did they do
- 7 did some people say 8 Did they get
- 9 did they spend 10 Did they have

7A GRAMMAR past simple of *be*: *was* / *were*

Complete with *was* / *were* or *wasn't* / *weren't* to make true sentences.

- 1 Mother Teresa wasn't born in India.
- 2 Kurt Vonnegut _____ an English writer.
- 3 Tchaikovsky _____ the composer of *Swan Lake*.
- 4 The Vikings _____ from Germany.
- 5 Gustave Eiffel _____ a famous French engineer.
- 6 Roald Dahl _____ a famous British musician.
- 7 The Beatles _____ from Liverpool.
- 8 Jennifer Lawrence _____ in the Hunger Games films.
- 9 Socrates and Plato _____ Greek artists.
- 10 Pablo Picasso _____ Spanish.
- 11 Beethoven _____ a Swiss composer.
- 12 Neil Armstrong and Buzz Aldrin _____ the first men to walk on the moon.
- 13 Adele's first album _____ 25.
- 14 The Incas _____ from Mexico.
- 15 Marco Polo _____ born in Venice.
- 16 The Olympic Games _____ in Brazil in 2016.
- 17 Michelangelo and Leonardo da Vinci _____ famous German painters.
- 18 Barack Obama _____ the 44th President of the USA.
- 19 Monet and Gauguin _____ French painters.
- 20 Albert Einstein _____ a German politician.



ACTIVATION

Work with a partner. Make questions and test your partner's memory. Correct the information if you can.

Was Mother Teresa born in India?

No, she wasn't. She was born in Albania.

7B GRAMMAR past simple: regular verbs

Complete the conversations in the past tense. Use the verbs in brackets.

- 1 **Annie** ¹*Did you study* French at university? (study)
Tara No, I ² _____ French; I ³ _____ Italian. I ⁴ _____ in Rome for six months in my third year. (not study, study, live)
Annie Where ⁵ _____ you _____ in Rome? (live)
Tara Near the Forum. I ⁶ _____ a house with some Italian students. (rent)
Annie ⁷ _____ you _____ in Italian all the time? (talk)
Tara Not always, because they ⁸ _____ to practise their English. But I ⁹ _____ to cook great pasta! (want, learn)



- 2 **Jake** ¹⁰ _____ you _____ Brazil? (like)
Ben We ¹¹ _____ it! We ¹² _____ to come home. (love, not want)
Jake ¹³ _____ you _____ around the country? (travel)
Ben We ¹⁴ _____ much, because we were only there for two weeks. (not travel)
Jake ¹⁵ _____ you _____ in hotels? (stay)
Ben No, we ¹⁶ _____ with Brazilian friends. (stay)



- 3 **Dave** ¹⁷ _____ you _____ the match? Arsenal and Real Madrid? (watch)
Carl No, I ¹⁸ _____.
Dave Why not?
Carl I ¹⁹ _____ late last night. I ²⁰ _____ until 7.00. (work, not finish)
Dave But the match ²¹ _____ at 7.45. (start)
Carl Yeah, but I ²² _____ my train. I ²³ _____ home until 9.30. (miss, not arrive)
Dave What a pity! It was a great game.



- 4 **Sam** I ²⁴ _____ you three times last night, but you ²⁵ _____. (call, not answer)
Mina Sorry. I was at the cinema with my sister.
Sam And I ²⁶ _____ you, too. Why ²⁷ _____ you _____ me back? (text, not text)
Mina Because I was angry.
Sam Angry? Why?
Mina Because you ²⁸ _____ to me at the party last week. You ²⁹ _____ to Eva for about an hour. (not talk, chat)
Sam I ³⁰ _____ to Eva for an hour! She had a problem, and she just ³¹ _____ to tell me about it. (not chat, want)
Mina A problem? Is that why you ³² _____ with her for 20 minutes? (dance)



ACTIVATION

Practise the conversations with a partner.

7C GRAMMAR past simple: irregular verbs

a Complete the blog with the past simple form of the verbs in brackets.



A MEMORABLE NEW YEAR'S EVE



This happened to me a couple of years ago. Some university friends and I wanted to celebrate New Year's Eve at the famous street party in Edinburgh. We ¹knew (know) it ²_____ (be) difficult to get tickets for the party, but we ³_____ (be) really lucky and ⁴_____ (buy) some online six months before. On 31st December, we ⁵_____ (get) a fast train from London.

We arrived in Edinburgh at 6.00 p.m. and walked from the station to our hotel. We relaxed, ⁶_____ (have) dinner, and then ⁷_____ (get) ready to go out. We ⁸_____ (wear) warm clothes, because it ⁹_____ (be) really cold. We ¹⁰_____ (get) to the city centre at about 9.30 p.m. It ¹¹_____ (be) wet and quite windy. We ¹²_____ (go) into the first warm café we ¹³_____ (find) and ¹⁴_____ (drink) some hot chocolate. At about 10.30 p.m., we ¹⁵_____ (put on) our warm coats again and ¹⁶_____ (go) back outside. The streets ¹⁷_____ (be) nearly empty! Some people ¹⁸_____ (say) 'The street party is cancelled because of the terrible weather.' We ¹⁹_____ (not can) believe it! The weather ²⁰_____ (not be) good, but it ²¹_____ (feel) like a normal winter night in Scotland.

In the end, we ²²_____ (get) a taxi back to our hotel and ²³_____ (spend) midnight in our rooms! We ²⁴_____ (not have) a very happy New Year's Eve!



b Complete these questions about the blog.

- 1 Where did they buy tickets for the party?
- 2 Why _____ warm clothes?
- 3 What time _____ to the city centre?
- 4 What _____ the weather like?
- 5 What _____ in the café?
- 6 What _____ at 10.30 p.m.?
- 7 What _____ to them?
- 8 _____ a bus back to their hotel?
- 9 Where _____ midnight?
- 10 _____ a good time?

They bought tickets for the party online.

Because it was really cold.

They got there at about 9.30 p.m.

It was wet and quite windy.

They drank some hot chocolate.

They put on their coats and went outside.

They said 'The street party is cancelled.'

No, they didn't. They got a taxi.

They spent midnight in their rooms.

No, they didn't.

ACTIVATION

Work with a partner. Cover the answers. Take turns to answer the questions. Then cover the questions and take turns to make the questions from the answers.



Communicative activity instructions

7A Where were you?

A pairwork activity

Sts ask each other where they were at various times in the past. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Past simple of *be*: *was / were*

- Draw a clock on the board and quickly revise the time.
- Demonstrate the activity. On the board, draw a clock showing the time 8:15 and write underneath *Yesterday morning*. Write *Where...you at...?* and elicit the full question (*Where were you at 8.15 yesterday morning?*).
- Elicit answers from different Sts. You may need to revise prepositions of place *in / at / on* (**Grammar Bank 4B**) and write them on the board.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts to ask each other where they were at those times. Point out that they need to use *last night* and *yesterday* too, not just the times.
- Give students a minute to look at the times. Monitor and help.
- Sts **A** then ask their first question and Sts **B** answer. Then Sts **B** ask their first question and Sts **A** answer. Monitor and help.
- When Sts have finished, get feedback to find out where various Sts were at different times.

7B Are we in Australia?

A pairwork story-telling activity

Sts put a story in order and then re-tell it. Copy one worksheet per pair and cut into cards.

LANGUAGE

Past simple regular verbs: *booked, arrived, asked*

- Ask Sts to give you names of cities in Australia. Elicit any information Sts may know about Sydney.
- Write the first sentence of the story on the board. *Last April two British teenagers, Raoul and Emma, wanted to go to Australia for their summer holiday.* Tell them that this is the beginning of a story, and that they are going to put the story in order.
- Put Sts in pairs and give them a set of cards. Tell them to find the first sentence and then try to put the rest of the cards in order.
- Check answers. Get Sts to underline the regular verbs and drill the pronunciation of the past tense verbs.
- Tell Sts to turn the cards over, keeping them in the right order, and try to remember the story, turning the cards to check. Monitor and help.

EXTRA CHALLENGE See if any pair can tell a version of the story in their own words from memory.

EXTRA IDEA Keep back the last sentence and give Sts only eight cards. When they have put the story in order, get Sts to guess what the last sentence is. Elicit any ideas and then give out the last card for them to check.

You can also let them create different endings for the story with their guesses, Sts share their ideas and then you give them the last card. Sts decide which is the best ending.

7C Born on 31st December

A pairwork activity

Sts ask for information to complete a text about a famous person. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

LANGUAGE

Past simple regular and irregular verbs

- Write *Anthony Hopkins* and *Elizabeth Arden* on the board and ask Sts if they know anything about them. Then tell Sts that the two people have something in common, and elicit ideas. Then tell them that they were both born on 31st December.
- Explain that Sts are going to ask and answer questions to complete a text about these two people. On the board write *Anthony Hopkins was born on _____* and elicit the question (*When was Anthony Hopkins born?*). Tell them that they will have gaps in one of their texts and need to make questions in the same way.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a** and go through the *Glossary* with the class.
- Tell Sts **A** to complete their questions about Anthony Hopkins, and Sts **B** to read the text about him. Monitor and help with the questions and any vocabulary problems.
- When they are ready, Sts **A** ask their questions, and Sts **B** answer. Sts **A** complete the text with the information.
- They then swap roles for the next text.
- When Sts have finished, they can compare their worksheets to check their answers.
- Finally, focus on **d**. Sts cover their worksheets and try to remember five facts about Anthony Hopkins and Elizabeth Arden.

7A COMMUNICATIVE Where were you?

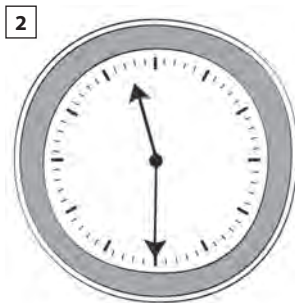
Student A

Look at the clocks. Ask **B** questions with *Where were you...?* Answer **B**'s questions.

Where were you at half past nine yesterday morning?



YESTERDAY MORNING



LAST NIGHT



YESTERDAY AFTERNOON



YESTERDAY EVENING



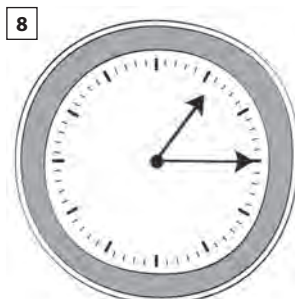
THIS MORNING



LAST SUNDAY MORNING



LAST SATURDAY EVENING



YESTERDAY AFTERNOON

Student B

Look at the clocks. Ask **A** questions with *Where were you...?* Answer **A**'s questions.

Where were you at five o'clock yesterday afternoon?



YESTERDAY AFTERNOON



LAST NIGHT



YESTERDAY MORNING



YESTERDAY EVENING



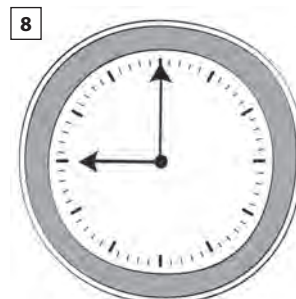
THIS MORNING



YESTERDAY AFTERNOON



LAST SUNDAY AFTERNOON



LAST SATURDAY EVENING

7B COMMUNICATIVE Are we in Australia?



Last April two British teenagers, Raoul and Emma, wanted to go to Australia on holiday.



But it was a 24-hour journey by plane and tickets were very expensive.



So, Raoul and Emma looked for cheap tickets on the internet. They booked two tickets to Sydney.



On 4th August they arrived at Heathrow airport. They checked in and waited for the plane to leave.



Six hours later they landed at a big airport and changed planes. The new plane was very small and Emma was worried.



After only an hour the plane landed. They looked out of the window. It was a very small airport!



They showed their tickets to a woman in the information desk. Raoul asked, 'When is our next flight?'



The woman was surprised. 'The next flight? This is the end of your journey. You're in Sydney.'



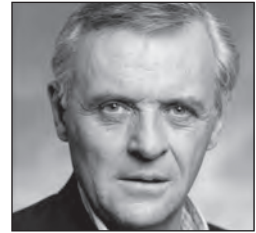
But Raoul and Emma weren't in Sydney, Australia. They were in Sydney, Nova Scotia, a small town in south-east Canada!

Student A

- a** Look at the text about Anthony Hopkins. Complete the questions about him.
- b** Ask **B** for the information and complete the text.

ANTHONY HOPKINS

Anthony Hopkins was born on 31 December 1937 in ¹ _____. He went to the Royal Welsh College of Music and Drama when he was only 15 years old. Then he went to London to continue his studies and he met ² _____, a very famous actor. He thought Anthony's acting was really good and he gave him a job in his theatre. After that Hopkins acted in many plays and critics loved him. He got his first film role in ³ _____ in 1968, and after that acted in more films and in the theatre, but he wasn't a big star. In ⁴ _____, he decided to go back to London and to forget about the cinema. But in 1991 he won an Oscar for ⁵ _____, and became very famous. He became Sir Anthony Hopkins in ⁶ _____. He went to live in America, and got three more Oscar nominations, but he didn't win. In ⁷ _____ he got a star on the Hollywood Walk of Fame.



Glossary

critic a journalist who writes about films, concerts, etc.

role an actor's part in a play, film/movie, etc.

- 1 Where was Anthony Hopkins born?
- 2 Who _____ he _____ in London?
- 3 _____ did he get his first role in?
- 4 _____ he decide to go back to London?
- 5 What film _____ an Oscar for in 1991?
- 6 _____ he _____ in 1993?
- 7 _____ he get a star on the Hollywood Walk of Fame?

- c** Read about Elizabeth Arden. Then answer **B**'s questions.

ELIZABETH ARDEN

Elizabeth Arden's real name was Florence Nightingale Graham. She was born on 31 December 1884 in Ontario, Canada. Her family didn't have a lot of money and she was the fifth of five children. She studied to be a nurse and worked to help her family. In 1908 she moved to New York and got a job as an assistant in a beauty salon. Two years later she opened her first beauty salon with a friend. They called the salon Elizabeth Arden. The salon closed, but she liked the name. She changed her name to Elizabeth Arden and used it for her beauty products. She opened beauty salons all over the world and became very famous. Elizabeth was also a suffragette – she wanted women to get the vote. In a protest march in 1912, all the women wore red lipstick, which was Elizabeth's idea. All her life she never told people how old she was. When she died in 1966, her age, 81, was a surprise for many people.



Glossary

beauty salon a place where you can have beauty treatments, e.g. a manicure, a facial, etc.

suffragette a member of a group of women who worked for women to get the vote in the early 20th century

protest march an organized walk by many people in order to express their opinions

- d** Cover the information. With your partner, try to remember five facts about Anthony Hopkins and Elizabeth Arden.

Student B

- a Read about Anthony Hopkins. Then answer A's questions.

ANTHONY HOPKINS

Anthony Hopkins was born on 31 December 1937 in Port Talbot, Wales. He went to the Royal Welsh College of Music and Drama when he was only 15 years old. Then he went to London to continue his studies and he met Laurence Olivier, a very famous actor. He thought Anthony's acting was really good and he gave him a job in his theatre. After that Hopkins acted in many plays and critics loved him. He got his first film role in *The Lion in Winter* in 1968, and after that acted in more films and in the theatre, but he wasn't a big star. In 1990, he decided to go back to London and to forget about the cinema. But in 1991 he won an Oscar for *The Silence of the Lambs*, and became very famous. He became Sir Anthony Hopkins in 1993. He went to live in America, and got three more Oscar nominations, but he didn't win. In 2003 he got a star on the Hollywood Walk of Fame.



Glossary

critic a journalist who writes about films, concerts etc.

role an actor's part in a play, film/movie, etc.

- b Look at the text about Elizabeth Arden. Complete the questions about her.

- c Ask A for the information and complete the text.

ELIZABETH ARDEN

Elizabeth Arden's real name was ¹ _____. She was born on 31 December 1884 in Ontario, Canada. Her family didn't have a lot of money and she was the fifth of ² _____ children. She studied to be a nurse and worked to help her family. In 1908 she moved to New York and got a job as an ³ _____ in a beauty salon. Two years later she opened her first beauty salon* with a friend. They called the salon ⁴ _____. The salon closed, but she liked the name. She changed her name to Elizabeth Arden and used it for her beauty products. She opened beauty salons all over the world and became very famous. Elizabeth was also a suffragette – she wanted women to get ⁵ _____. In a protest march in 1912, all the women wore ⁶ _____, which was Elizabeth's idea. All her life she never told people how old she was. When she died in 1966, her age, ⁷ _____, was a surprise for many people.



Glossary

beauty salon a place where you can have beauty treatments, e.g. a manicure, a facial, etc.

suffragette a member of a group of women who worked for women to get the vote in the early 20th century

protest march an organized walk by many people in order to express their opinions

- 1 What was Elizabeth Arden's real name?
- 2 _____ children _____ her parents have?
- 3 _____ did she get in 1908?
- 4 What _____ she and her friend _____ their first salon?
- 5 What _____ women to get?
- 6 _____ all the women _____ in a protest march in 1912?
- 7 How _____ she when she died?

- d Cover the information. With your partner, try to remember five facts about Anthony Hopkins and Elizabeth Arden.

Vocabulary activity instructions

7C *go, have, get*

Matching verbs and phrases

LANGUAGE

Expressions with *go, have, get*

- Put Sts in pairs, **A** and **B**, and give each student worksheet **A** or **B**. Give Sts time to complete the task individually. Check answers.

Student A 1 go 2 get 3 have 4 get 5 go 6 get
7 go 8 have 9 have 10 go

Student B 1 have 2 go 3 have 4 have 5 go 6 get
7 go 8 go 9 have 10 get

- Focus on **Activation** and get Sts to ask and answer their questions. Remind them to ask for more information and then to 'return' the questions, e.g. *What about you? / And you?*

7C VOCABULARY *go, have, get*

Student A

Complete the questions with *go, have* or *get*.

1	What time did you _____ to bed last night?
2	Did you _____ up early yesterday?
3	What did you _____ for breakfast this morning?
4	How many emails did you _____ yesterday?
5	Did you _____ to the cinema at the weekend?
6	How often do you _____ a taxi?
7	When do you usually _____ shopping?
8	Do you usually _____ dinner with your family at Christmas?
9	How many brothers and sisters do you _____?
10	Do you usually _____ home after class?

ACTIVATION

Ask your partner the questions. Ask for more information.

Student B

Complete the questions with *go, have* or *get*.

1	Where did you _____ lunch last Saturday?
2	Did you _____ out last night?
3	Did you _____ a good time last weekend?
4	What car does your family _____?
5	Where did you _____ on holiday last year?
6	Do you usually _____ dressed before breakfast?
7	How do you usually _____ to work / school?
8	How often do you _____ to bed before midnight?
9	What did you _____ for dinner last night?
10	Do you _____ up at the same time during the week and the weekend?

ACTIVATION

Ask your partner the questions. Ask for more information.