

1 A

G revision: question formation
V working out meaning from context
P intonation, stress and rhythm in questions

Q and A

File 1 overview

This first File (1A–1C) has a strong revision element and accuracy focus. The first lesson, 1A, revises all aspects of question formation. The second, 1B, revises and extends SS' knowledge of auxiliary verbs. Finally, the third lesson, 1C, revises and extends uses of the present perfect simple and continuous.

Lesson plan

Even at upper-intermediate level many SS still have problems forming questions correctly. This lesson aims to revise all aspects of question formation including indirect questions, negative questions, and questions which end with a preposition. By the end of the lesson SS should be forming questions more accurately and more confidently, and we suggest that from then onwards you insist on questions always being formed correctly.

The lesson has two distinct parts. In the first half the context for question practice is two interviews from a regular feature in *The Guardian* newspaper. In the second half the topic is speed dating, where men and women have just three minutes to get to know each other by asking quick-fire questions. The vocabulary focus is on working out the meaning of new words (in a text) from context, and the pronunciation revises intonation, stress, and rhythm in questions.

If you would like to begin the first lesson without the book, there are two photocopyable 'first day' activities on p.159 (key p.157) and p.197 (instructions p.190).

Optional lead-in (books closed)

Write five pieces of information on the board which are answers to questions about you, e.g. **London, Iceland, 2001, Jazz, etc.** SS have to try to guess the questions to which these are your answers, e.g. *Where were you born? Where did you go last summer? When did you start teaching? What kind of music do you like?, etc.*

You can make your answers more or less cryptic according to the kind of class you have.

1 GRAMMAR revision: question formation

- a • Books open. Focus on the task and on the two examples. Give SS a few minutes in pairs to complete the questions. Check answers.
 - Elicit / explain the difference between *Which...?* and *What...?* We tend to use *which* when there is a very limited choice, e.g. *There's tea or coffee – which would you like?* For a wider choice we generally use *what*, e.g. *What's your favourite song?*
 - You may also want to focus on the use of *How + adjective*, e.g. *How tall are you?* SS know *How old are you?* but may not realize that this pattern is used in many other similar questions, e.g. *How big is your flat? How heavy is your case? How high is it?, etc.*

3 How long	8 Do
4 Which	9 What kind (sort / type)
5 How often	10 Whose
6 How	11 Have
7 What	12 Who

- b • Focus on the task and get SS, in pairs, to mark with a cross questions they wouldn't ask someone they didn't know well. Get feedback, and ask SS why they wouldn't ask them (e.g. too personal, rude, etc.).

Answers will vary depending on the country and culture you are teaching in. In the UK questions 1, 2, 6, 7, 8, 11, and 12 would be considered inappropriate questions to ask someone you don't know well.

- Now ask the class *Are there any questions which you would not even ask a good friend?* Answers will probably vary. Get SS to say why they wouldn't ask them.
- Finally, ask *Which questions might you expect to find in a magazine interview with a famous person?* Again, answers will vary.
- c • Focus on the photos with the two interviews in the article *Young star, old star*, and ask if SS know anything about either of the people.
 - Then tell SS to read the introduction to the article and the biographical information about each person. Then ask a student to tell you what they thought was the most significant piece of information about each person.
 - Now focus on the task. Set a time limit for SS to read both questionnaires. When time is up, get SS to work in pairs to decide which questions are the most personal, etc. Get feedback and see if SS agree.
- d • Get SS to do this task individually and then compare their answers with a partner. Check answers.

1 L 2 N 3 N 4 L 5 N 6 L 7 L 8 N

Extra challenge

Alternatively, you could get SS to close their books and then call out some of the answers from the two Q&A questionnaires to see if SS can remember the questions, e.g. **T** *Onion, garlic, and butter cooking in a pan*
SS *What's your favourite smell?*

- e • Focus on the task and go through the five questions. Make sure SS remember what, for example, an auxiliary verb is (*do, have, etc.*). Get SS to do the task in pairs, or elicit the answers from the whole class. Check answers.

1 8 and 10	3 11	5 11 and 12
2 9	4 8	

- f • Tell SS to go to **Grammar Bank 1A** on p.132. If your SS have not used the *New English File* series before, explain that all the grammar rules and exercises are in this part of the book.
 - Go through each example and its corresponding rule with the class.

Grammar notes

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

• rules 1 and 2: basic word order in questions

Although SS at this level will be familiar with basic rules regarding question formation, they will probably still make mistakes, especially when they speak.

• rule 3: word order in negative questions

When contracted forms are used the word order is the same as in normal questions, i.e. just add *n't* to the auxiliary verb, e.g. *Aren't you going to come? Why didn't you tell me?*

However, when full forms are used you have to put the **not** between the subject and verb, e.g. *Are you not going to come? Why did you not tell me?*

You should point out to SS that it is much more common to use the contracted negative, especially in spoken English.

• rule 4: end preposition questions

In your SS' L1 the preposition may come at the beginning of the question. Other examples of end preposition questions in English: *Who did you speak to? What does it depend on?*

• rule 5: questions without auxiliaries

SS should be familiar with this kind of question. If SS are not clear about this, you could give them these sentences to compare.

A Who does Bill love? B Mary. (Subject of question = **Bill**. You use an auxiliary to make the question.)

A Who loves Mary? B Bill. (Subject of question = **Who**. You don't use an auxiliary to make the question.)

• rule 6: indirect questions

An indirect question is a question (e.g. *What time does the bank open?*) which is introduced by another question, e.g. *Can you tell me...? / Do you know...? / Can you remember...?*, often to make the question less direct or more polite. In this kind of question the second question 'disappears', e.g. *Do you know what time the bank opens?* NOT *Do you know what time does the bank open?*

- Focus on the exercises for **1A** on p.133. SS do the exercises individually or in pairs. Check answers after each exercise.

- a
- 1 Do you ever send text messages?
 - 2 When was the last time you went to a party?
 - 3 Could you tell me if there is a bank near here?
 - 4 Who usually cooks the dinner?
 - 5 Who do you like going shopping with?
 - 6 What don't you like doing at the weekend?
 - 7 What kind of car would you like to buy?
 - 8 Do you know what time the concert finishes?

- b
- 1 do you do
 - 2 wrote
 - 3 this book costs (cost)
 - 4 happens (happened)
 - 5 Did you enjoy
 - 6 does Tim usually listen to
 - 7 stole (has stolen)
 - 8 the swimming pool opens (opened)
 - 9 are you meeting (are you going to meet)
 - 10 she lives

- Tell SS to go back to the main lesson on p.5.

2 PRONUNCIATION intonation, stress, and rhythm in questions

Pronunciation notes

- Non-native speakers can unintentionally sound unfriendly or uninterested if they use very flat intonation. These exercises focus on encouraging SS to use a wide voice range when asking questions, and on stressing the right words.
- These exercises do not focus specifically on distinguishing between the different intonation patterns for yes / no questions and question-word questions (yes / no questions usually have a rising intonation and question-word questions a falling intonation). In practice we think it is very hard for SS to notice this distinction. However, when they are asked to copy the rhythm and intonation of a question, they can usually produce the correct pattern.

- a
- **1.1** Focus on the information box and read it aloud. Focus on the task and tell SS they are going to hear two speakers, a and b, asking the same question. SS must decide which one has the friendlier intonation.
 - Play the CD once, pausing if necessary to give SS time to write. Play it again for them to check.
 - Check answers.

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

1.1

CD1 Track 2

There are two versions of each sentence.

- 1 Where do you work?
- 2 Are you hungry?
- 3 How long have you been waiting?
- 4 Could you tell me the time, please?
- 5 Why didn't you like the film?
- 6 Excuse me. Is this the London train?
- 7 What do you think I should do?
- 8 Is this chair free?

- b
- **1.2** Focus on the task and elicit what kind of words are usually stressed in a sentence (information words, e.g. nouns, verbs, adjectives, etc.). You could also elicit what kind of words are not usually stressed (articles, prepositions, auxiliary verbs, pronouns, etc.).
 - Play the CD once pausing after each sentence for SS to underline the stressed words. Get SS to compare with a partner and then play the CD again for SS to check. Check answers.

- Highlight that prepositions at the end of a question are stressed (e.g. *about* in 6).

1.2

CD1 Track 3

- 1 What's your favourite kind of music?
- 2 Have you ever been to a health club?
- 3 How often do you go away at the weekend?
- 4 Do you know what's on TV tonight?
- 5 How long have you been living here?
- 6 What are you thinking about?
- 7 Are you a vegetarian?
- 8 What do you do to relax?

- c ● Play the CD again and get SS to repeat the questions. Encourage them to use a wide voice range and to get the right rhythm.

3 SPEAKING

- a ● Focus on the task and the photos. The aim here is to get SS to think of a possible question for each answer, even if it is not the question which was actually asked in *The Guardian*.
- Get feedback for each answer. Accept all correctly formed, possible questions which make sense and write them on the board. Then tell SS what the original question was.

The original questions were

- 1 What's your favourite building? Also possible *What was the last famous building you visited?*, etc.
- 2 When did you last cry? Also possible *When did you stop watching football?*, etc.
- 3 Who did you vote for in the last election? Also possible *What party do you usually vote for?*, etc.
- 4 If you could go back in time, where would you go? Also possible *What's your favourite period in history?*, etc.
- 5 What's your favourite journey? (Helena Christensen is Danish). Also possible *What makes you feel happy?*, etc.
- 6 What are you afraid of? Also possible *What makes you nervous?*, etc.

- b ● Give SS time to choose their questions. Remind them that apart from the interviews they can also choose questions from exercises 1a, 2b, and any that you may have written on the board from the previous stage.

Extra support

Demonstrate the activity by getting SS to choose questions to ask you. Give reasonably full answers and encourage SS to ask follow-up questions.

- Get SS to ask and answer their questions in pairs. Encourage 'questioners' to ask for more information where possible.
- Get feedback by asking SS for any interesting / funny answers.

4 READING & VOCABULARY

- a ● Elicit from the class what they know about speed dating. Then set a time limit for SS to read the first half of the article once to check or find out how speed dating works. Check answers by getting SS to tell you how it works stage by stage, e.g. asking *Who is it for? When do they meet? Where do they sit?*, etc.

Single men and women meet for an evening. The women sit at tables and the men sit with each woman in turn. They have three minutes only to ask each other questions, and they then tick a scorecard if they would like to see the person again. If both a man and a woman choose each other, there is a 'match' and, in the next few days, they are given each other's email addresses.

Extra idea

It can be difficult to know how long to give when you set a time limit for reading, as some SS are slower readers than others. It is important for SS to realize that slower readers are not worse readers; in fact, they often retain what they have read better than fast readers. Talk about this with your SS and ask if they are fast or slow readers in their L1. Then set a time limit to suit the mid-pace readers. Tell the fast readers if they have finished already, to go back to the beginning, and encourage very slow readers to try to speed up a little.

- b ● Now focus on the **Working out meaning from context** box and go through it with the class. Many of the texts in *New English File Upper-intermediate* have glossaries, but obviously there will sometimes be other words whose meaning SS can't guess, so encourage them to bring dictionaries to use as a last resort.
- Focus on the task. Get SS to cover **Glossary 1** with a piece of paper. Then tell them to read the text again, trying to guess what the highlighted words or phrases mean. In pairs, they compare guesses and then check with **Glossary 1**.
- Get feedback to find out how many of the words SS could guess, and deal with any other vocabulary problems.
- ▲ Make sure SS are aware of the two meanings of *partner*, a person you work with in class / share a business with, or as here in the text, a person you are married to or having a relationship with.
- c ● Focus on questions 1–4 and give SS, in pairs, a minute or two to answer them. Encourage them to try to use their own words rather than just quoting directly from the article. Check answers.

- 1 In the Stone Age a man used to bring food to a woman he was interested in; in Victorian times (the 19th century) a man and woman would meet for tea but always with someone else watching.
- 2 For people who are single and too busy to spend a long time getting to know other people.
- 3 Because she thinks you can get an idea of what someone is like in three minutes.
- 4 Because she didn't want people to know she was a journalist, so they would behave naturally with her.

- d ● Now give SS a time limit to read the second half of the article. Check answers to the two gist questions. Ask SS if they can think of any other advantages, e.g. if you don't like someone at all, you don't have to spend much time with them as you only have three minutes.

- 1 They got twice the number of dates that they normally had in a year from just one night of speed dating. Going speed dating means they don't have to try to talk to people they don't know in bars. You meet 20 or 30 single people in one night. It's safe, and like being at a party.
- 2 She seems to think it is a good idea as she got four new dates in 66 minutes.

- e • Focus on the task. Give SS a time limit to read the second half of the text again trying to guess the meaning of the highlighted words from the context. They then compare guesses with a partner.
- f • SS complete **Glossary 2** with the highlighted words and phrases. Tell them to write nouns in the singular and verbs in the infinitive even if they don't appear in the singular or the infinitive in the text.

- | | |
|-------------|-------------------------|
| 1 a badge | 4 raise (your) eyebrows |
| 2 a grimace | 5 chat up |
| 3 giggle | 6 chat |

- g • Focus on the questions and give SS, in pairs, a minute or two to answer them. Check answers.

- 1 Because she was wearing jeans and other women were wearing fashionable dresses and smart suits.
- 2 Mostly professional men with good jobs.
- 3 She raised an eyebrow if she thought the man she was talking to was a possibility, and made a grimace if she thought he was awful.
- 4 More interesting and imaginative questions like *If you could be an animal, what would you be and why?*

Extra support

At this point you could go through the article with the class, one by one highlighting useful expressions and eliciting / explaining the meaning of new words and phrases.

- h • Ask these questions to the whole class and elicit responses.

5 LISTENING

- a • **1.3** Tell SS they're going to listen to a radio programme where a man and a woman, Alex and Emily, who tried speed dating, will talk about their experiences. Emphasize to SS that the information in the listening is 100% real.
- Tell SS that the first time they listen all they have to do is find out whether their speed dating experiences were successful or not.

It was successful for Alex – he married his second date, but Emily didn't have any successful dates.

1.3

CD1 Track 4

(tapescript in Student's Book on p.121)

I = interviewer, E = Emily, A = Alex

- I ... and with me I've got Emily and Alex. Emily, what kind of questions did you ask?
- E Well, the organizers of the event suggested a list of topics, you know, sort of pre-prepared questions but I thought that they were very er artificial, you know,

strange. So I asked quite normal questions like 'Why did you come tonight?' or er 'Have you been speed dating before?' or er 'What do you like doing in your free time?' I found that the conversation ran more smoothly when I asked people these kinds of normal questions.

- I How about you Alex?
- A Yes, same as Emily, really. I also asked quite normal things like, 'What do you do? Have you done this before? Do you enjoy living in Oxford?' Things like that.
- I Did other people ask *you* interesting questions?
- A Yes, some were quite interesting. Ones I can remember are, 'If you were an animal, what would you be?' Or 'If you had to choose a different career from your current one, what would it be?' One woman even said 'I've heard that you were in prison once – is that true?' I don't know where she got that from!
- I And you, Emily, were you asked anything unusual?
- E Not really! The most common questions were 'Are you American?' or 'Where are you from?' The second most common question was 'Why do you live in England?' Although one person did ask me 'If you could be invisible for a day, what would you do?'
- I How did you answer that?
- E I said I would go to work and play tricks on my colleagues in the office like hiding things!
- I How many matches did you get?
- E I chose six men that I would be happy to see again and, of those six, four of them had chosen me too, so I got four matches.
- A I got three.
- I Did you go out with any of the people?
- E Yes, I went on one date with a guy who teaches biochemistry at university. It was a bit of a disaster though, because earlier that morning I'd been to the dentist, and I'd had an injection, so by the time that we met for coffee I had terrible toothache and I was in agony. I had to go home after half an hour. We've exchanged a few emails since then, but we haven't managed to meet. We're both very busy. Also, to be honest, I don't think he's really my type. He seems to be really keen to get married and have children straight away and I'm not.
- I What about the other three matches?
- E The second man contacted me directly after the event and invited me to dinner. But then he sent me a text message the next day and cancelled. He said that he had met someone else. The other two have been in touch, but we haven't been able to meet yet. But in fact, I've decided that for the moment, I'm actually happy being single so I don't think I'll be speed dating again anytime soon.
- I How about you Alex?
- A I emailed one of the matches, a woman I quite liked and we met at a bar in Oxford. At the speed dating event she seemed really bubbly and good fun, but after spending a few minutes with her it was very clear that we had *nothing* in common. The atmosphere was awful and it was all very awkward, and I think she felt the same so we just finished our drinks and left. We didn't contact each other again. Then I arranged to meet another of my matches. We'd really got on well at the speed dating so I was quite excited about meeting her. Unfortunately, on that morning, I'd found out that I'd lost my job and I was really worried that I would not give the right impression because I was feeling so

unhappy about my work situation. But actually, Susanna quickly made me forget everything and we had a great evening. We then met up the next day and went for a long walk. And well, to cut a long story short, six months later I took her to Paris and proposed, and two months ago we got married!

E Aaaaah!

I So a real success story for you then?

A Absolutely!

- b** • Focus on the task and go through the questions. You may want to warn SS that some of the answers from the tapescript are given in a different order to the order of the questions. Then play the CD again. Get SS to compare answers with a partner, and then play the CD another time if necessary. Check answers.

1 B 2 B 3 E 4 A 5 E 6 E 7 A
8 A 9 E

Extra support

If there's time, get SS to listen to the CD with the tapescript on p.121 so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- c** • Do this as an open class question.

6 SPEAKING

- a** • Tell the class that they are now going to do a 'speed getting to know you' activity. Focus on the task and give SS a few minutes to think of five questions. Emphasize that the aim is to get to know the other SS better. If SS don't know each other at all, they will probably want to ask factual questions, e.g. *What do you do?* If SS already know each other quite well, encourage them to write more imaginative / unusual questions.
- Go through the **GET IT RIGHT** box and give SS some intonation practice with the words and phrases. Remind them to use friendly, interested intonation.
- b** • Explain the task and make sure SS know what they have to do before calling out 'Start'. After three minutes call out 'Change' and, if possible, carry on until SS have spoken to at least three or four other people. If you have an odd number of SS, either get two SS to work together or take part yourself.
- Monitor and correct any mistakes in question formation.

Extra idea

You could recreate the dynamics of a speed dating event by getting SS to sit opposite each other. After three minutes shout 'change' as above.

- c** • Do this as an open class question and elicit ideas.

Extra photocopiable activities

Grammar

question formation p.160

Communicative

Q and A p.198 (instructions p.190)

HOMEWORK

Study Link **Workbook** pp.4-6

1

B

G auxiliary verbs; *the...the...+ comparatives*

V personality

P using a dictionary to check word stress; intonation and sentence rhythm

Do you believe it?

Lesson plan

In this lesson SS revise the use of auxiliary (and modal) verbs in short answers, question tags and *So do I / Neither do I*, and learn to use them for emphasis (*I do like coffee!*) and in echo questions. The first context is an extract from a book on graphology and SS find out how to interpret personality from signatures. In the second part of the lesson, SS listen to the real experience of a journalist who visited a psychic, which raises the issue of whether psychics really can see the future. They also learn, in mini grammar, how to use the structure *the...the...+ comparatives*, e.g. *the sooner the better*. SS expand their vocabulary of adjectives and phrases to describe personality, and the pronunciation focus is on improving SS' intonation and rhythm when they use auxiliaries.

Optional lead-in (books closed)

- Copy the following on the board:
their star sign (e.g. Leo) **their position in the family** (e.g. first born, only child)
the lines on the palm of their hands **their handwriting**
and ask SS *Do you think any of these things can tell you anything about a person's personality?*
- Put SS in pairs and give them a few minutes to discuss the question. Get feedback, and ask them if they know any other ways of finding out about people's personality.

1 READING & SPEAKING

- a • Books open. Focus on the signatures and get SS to try to decipher them. Check answers and write them on the board.

A Mahatma Gandhi	D Jack Nicholson
B Orlando Bloom	E Tom Hanks
C Albert Einstein	F Victoria Beckham

- b • Get SS to read the first paragraph of the book extract (or read it aloud with SS). Then tell SS to imagine they had just written a formal letter, e.g. applying for a job. Get them to write on a piece of paper *I look forward to hearing from you* and then their normal formal signature underneath. Tell SS they will need this piece of paper later in the lesson.
- c • Focus on the task. Pre-teach *prominent* (= easily seen), *imply* (= to suggest sth is true without saying so directly), *rise* (= to go in an upward movement), and *descend* (= to go downwards). Set a time limit for SS to read the rest of the extract. You may want to point out that SS first need to focus on 'Your formal signature' and then on the other three sections of the text. Now focus on question 1, and elicit what kind of signature shows that someone isn't very assertive (one where the signature is illegible). Then ask them to look at the signatures and see which one has this feature (B).
- Then tell SS to continue in pairs with 2–6. Check answers.

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

- d • Focus on the task. Give SS a few minutes in pairs to discuss what the words mean. Then get SS to explain what kind of person the adjectives / phrases describe.

assertive = expressing his / her opinion with confidence
optimistic = having a positive attitude to life
ambitious = wanting to be successful
lack self-confidence = not believing in his / her ability to be successful
stable = calm and reasonable
well-balanced = being emotionally in control of his / her own life, not moody
self-confident = believing in his / her ability to be successful
arrogant = believing that he / she is better than other people
insecure = unsure of himself / herself
have low self-esteem = not feel happy with his / her own character and abilities

- e • Now get SS in pairs to exchange their pieces of paper with their signature. Tell them to check their partner's signature against the information in the text, and then explain to each other what their signatures mean.

Extra idea

Before SS interpret each other's signatures you could sign your name on the board and get SS to tell you what they can find out about you from it, according to the information in the text.

- f • Do this as an open class question. Get feedback.

Extra support

At this point you could go through the extract with the class, highlighting useful expressions and eliciting / explaining the meaning of new words and phrases.

2 VOCABULARY personality

- a • Tell SS to cover the text and try to remember the ten adjectives / phrases which were highlighted in the text.
- b • Tell SS to go to **Vocabulary Bank Personality** on p.146. Focus on section 1 **Adjectives and phrases to describe personality** and get SS to do it individually or in pairs. Check answers and drill pronunciation where necessary. Draw SS' attention to the fact that the phonetic transcription is given for words where the spelling / pronunciation relationship is unusual, and that the stressed syllables are underlined.

1 vain	13 ambitious
2 conscientious	14 loyal
3 open-minded	15 wise
4 insincere	16 calm
5 eccentric	17 possessive
6 easy-going	18 reserved
7 well-balanced	19 immature
8 stubborn	20 impulsive
9 assertive	21 bad-tempered
10 cheerful	22 arrogant
11 self-confident	23 optimistic
12 insecure	24 funny

- Highlight that the phrases used in the chart (*She's the kind of person who... He's good at... He tends to...*, etc.) are often used to describe someone's personality instead of using specific adjectives. They are also useful for paraphrasing if SS don't know or can't remember a specific adjective.
- You may also want to tell SS that the opposite of *open-minded* is *narrow-minded*, and that a common synonym for *stubborn* is *obstinate*.
- Focus on section 2 **Adjective suffixes** and the chart, and go through the different adjective endings. Highlight to SS that knowing typical endings will help them to recognize which words are adjectives when they are guessing words from context, and also to have a go at forming an adjective from verbs or nouns they already know.
- Give SS a few minutes in pairs to do 2b and c. Check answers, and model and drill pronunciation. Make sure SS know the difference between *sensible* and *sensitive*.

b	-ible	-able	-ful	-y
	sensible	reliable	forgetful	moody
	-ive	-ous	-al	-ic
	sensitive	adventurous	critical	pessimistic

- c**
- sensible** = able to make good judgements
 - reliable** = that can be trusted to do sth well
 - forgetful** = often forgetting things
 - moody** = having moods that change quickly and often
 - sensitive** = able to understand other people's feelings
 - adventurous** = willing to take risks and try new ideas
 - critical** = expressing disapproval
 - pessimistic** = expecting bad things to happen

Extra challenge

Alternatively, quickly elicit a phrase to describe each of the adjectives, e.g. *a person who has a lot of common sense*, etc.

- Now focus on section 3 **Idioms**. Several of the **Vocabulary Banks** include a short **Idioms** section. We have tried to choose idioms that we think native speakers really use rather than including some of the more obscure / old-fashioned idioms. Give SS a few moments to match the idioms and definitions. Check answers, and ask SS if they have a similar idiom in their language for the different personality types.

1 C 2 B 3 D 4 A

- Finally, focus on the final instruction 'Can you remember the words on this page? Test yourself or a partner'.

Testing yourself

For **Adjectives and phrases to describe personality** SS can cover the column on the right and try to remember the adjectives by reading the definitions. For **Adjective suffixes** they can cover the adjectives in the chart and look at the endings, and try to remember two adjectives for each ending. For **Idioms** they can cover the idioms and look at the definitions in **b** and try to remember them.

Testing a partner

Alternatively, SS can take it in turns to test each other. **B** closes the book and **A** defines or explains a word for **B** to try and remember, e.g. *What do you call a person who's good at keeping his head in a crisis?* After a few minutes, SS can change roles.

In a monolingual class, SS could also test each other by saying the word in their L1 for their partner to say in English.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *New English File Upper-intermediate* website.

- Tell SS to go back to the main lesson on p.9.
- Focus on the task, and remind SS that if the sentence requires a negative adjective, they will have to add a negative prefix, e.g. *un-*, *in-*, or *dis-*. Give SS a few minutes to complete the task. Check answers.

2 talkative	6 imaginative
3 unreliable	7 dishonest
4 cheerful	8 unhelpful
5 insincere	

3 PRONUNCIATION using a dictionary to check word stress

Pronunciation notes

SS at this level will already be familiar with the fact that multi-syllable words are stressed more strongly on one of the syllables. Here SS are introduced to the idea that some words have secondary stress, i.e. have another syllable which is also stressed but less strongly. This is frequent in very long or compound nouns / adjectives, e.g. *communication* /kə,mju:nɪ'keɪʃn/ and *well-balanced* /,wel'bælənst/. It is worth pointing this out to SS as they sometimes get confused by the secondary stress symbol in the dictionary, but emphasize that when they look up a word the most important thing is to check where the main stress is.

- a ● Focus on the information box and go through it with SS. Then focus on the task and give SS a few minutes to underline the syllable with the main stress.
- b ● **1.4** Play the CD once or twice for SS to check. Then check answers. The negative prefixes or suffixes are not stressed. You may want to highlight that *bad-tempered*, *conscientious*, and *immature* also have secondary stress.

1.4

CD1 Track 5

- 1 arrogant
- 2 assertive
- 3 bad-tempered
- 4 creative
- 5 considerate
- 6 conscientious
- 7 possessive
- 8 loyal
- 9 stubborn
- 10 impatient
- 11 unsociable
- 12 immature

- c • Get SS in pairs to read the sentences alternately, focusing on stressing the adjectives correctly. Check by getting individual SS to read the five sentences.

4 SPEAKING

- Focus on the **GET IT RIGHT** box and on the task. Then put SS into groups of three or four. Give them time to discuss each type of person and exchange ideas. Get each group to appoint a secretary to make notes after they have discussed each type of person, so that he / she can then feed back to the class.
- Monitor and help with any words they need while they are talking.
- Get feedback asking one group what they think makes a *bad flatmate*, another group a *bad travelling companion*, etc., and then asking the other groups if they agree.

Extra support

You could start by eliciting ideas from the whole class, e.g. about what makes a bad flatmate and writing their ideas on the board.

Extra challenge

Alternatively, you could also get SS to describe the opposite type of person for each case, e.g. a good flatmate.

MINI GRAMMAR *the...the... + comparatives*

- This regular feature focuses on extra, smaller grammar points that come out of a reading or listening. Go through the examples and then the rules.
- Highlight that:
 - *the + comparatives (+ pronoun or noun)* come at the beginning of a phrase.
 - occasionally we just use the two comparatives, especially when one of them is *better*, e.g. *the sooner the better* or *the bigger the better*.
 - You mustn't separate *the more*, etc. from the adjective / adverb it goes with, e.g. *The more interesting the book is, the more slowly I read* NOT *The more the book is interesting...*
- Elicit sentence 1 from the whole class and write the answer on the board (*The more you study, the more you learn*). Then get SS to do the other three. Check answers.

- 1 The more you study, the more you learn.
- 2 The sooner we leave, the earlier we'll get there.
- 3 The more sociable you are, the more friends you have.
- 4 The happier you are, the nicer you are to other people.

Extra support

If you think your class need more practice, use the extra photocopiable exercises on p.183.

5 1.5 SONG 🎵 *You gotta be*

- This song was originally made famous by Des'ree in 1994. If you want to do this song in class, use the photocopiable activity on p.233.

1.5

CD1 Track 6

You gotta be

Listen as your day unfolds,
Challenge what the future holds
Try and keep your head up to the sky

Lovers they may cause you tears
Go ahead release your fears
Stand up and be counted
Don't be ashamed to cry

You gotta be...

Chorus

You gotta be bad
You gotta be bold
You gotta be wiser
You gotta be hard
You gotta be tough
You gotta be stronger
You gotta be cool
You gotta be calm

you gotta stay together
All I know, all I know
Love will save the day

Herald what your mother said
Read the books your father read
Try to solve the puzzles in your own sweet time
Some may have more cash than you
Others take a different view
My oh my

Chorus

Time asks no questions, it goes on without you
Leaving you behind if you can't stand the pace
The world keeps on spinning, can't stop it if you tried to
The best part is danger staring you in the face
Remember, listen as your day unfolds, etc.

6 LISTENING & READING

- a • Focus on the task, and model and drill the pronunciation of *psychic* /saɪkɪk/. Ask the questions to the whole class. Focus on the photos and ask SS what they can see (a psychic with a crystal ball, a palm, and a woman with Tarot cards.) and if they believe any of these things can really help predict someone's future.

- You could ask for a show of hands to find out what proportion of the class believes in psychics and what proportion is sceptical /skeptɪk/ (i.e. find it difficult to believe).
- b • **1.6** Tell SS that they are going to listen to a journalist talking about her visit to a psychic and emphasize that this is a true story.
- Focus on the instructions. Get SS to read the three questions for **Part 1**. Play the CD once and get SS to answer the questions in pairs orally. Play the CD again and then check answers.

- 1 Positive – Sally’s office was more normal than she expected and Sally looked kind and sincere.
- 2 *Are you married?* and *Do you have any children?*
- 3 Because she mentions two things which don’t mean anything to Jane, i.e. the name Caroline and Australia.

1.6

CD1 Track 7

(tapescript in Student’s Book on p.121)

J = Jane, S = Sally

- J When I arrived I was shown into Sally’s office – which was much more normal than I’d expected. Sally looks like a kind and sincere woman. She says that she inherited from her grandmother the ability to ‘see’ the past and future of other people. First she asked me a few basic questions – was I married, did I have children and so on. However, her next questions rather surprised me ...
- S Who’s Caroline?
- J I’m afraid I don’t know. I don’t know anybody called Caroline.
- S Well, somebody called Caroline is going to have a powerful and positive effect on your finances. Australia is very important in your life.
- J Is it? I’ve never been to Australia.
- S Well, you’ll be going there very soon.

- **1.7** Focus on sentences 1–5 in **Part 2**, and give SS time to read them. Play the CD once and get SS to answer true or false together orally. Play the CD again and check answers. Get SS to say why the F sentences are false.

- 1 T (She grew up there.)
- 2 F (He is someone she already knows.)
- 3 T (She’s 1m 90.)
- 4 F (It is his brain that will attract her.)
- 5 F (She can’t think of anyone who fits the description.)

1.7

CD1 Track 8

(tapescript in Student’s Book on p.121)

- S Another place which is very important in your life is Ireland.
- J Yes, that’s true. Ireland *does* play a big role in my life. In fact, I grew up there.
- S Ireland is a place where you will find answers to a lot of your problems. Look for the Irish connection. I am very very optimistic that an Irish man is going to be ‘the one for you’.
- J Ah, very interesting! What does he look like?
- S He’s very tall.
- J That’s good – I’m 1 metre 90 myself.
- S And he’s highly intelligent; in fact it’s his brain that will really attract you to him. He is a distinguished public figure – perhaps a professor?

- J So when am I going to meet him?
- S Actually, you already know him. It’s just you don’t think of him in that way.
- J I immediately started thinking about all the people I know, but, to be honest, I couldn’t think of anyone who fitted the description.

- **1.8** Focus on sentences 1–3 in **Part 3**, and give SS time to read them. Play the CD once and get SS to choose the best option together orally. Play the CD again and check answers.
- Ask SS what they think Jane probably feels at this point (sceptical but perhaps interested in ‘the Irish man’).

1 a 2 b 3 b

1.8

CD1 Track 9

(tapescript in Student’s Book on p.121)

- J I decided to ask Sally some questions myself. What about my health?
- S Let’s see, your mother suffer from headaches, doesn’t she?
- J Yes she does, actually. She gets bad headaches.
- S Well, you’ll need to watch out for headaches, and so will your mother, because hers are going to get worse. But in general, you’re a healthy woman, and you’ll have a long life without any major illnesses, but you must *never* be tempted to have plastic surgery – if you do, it will go horribly wrong.
- J So far it had all been quite positive, but I wasn’t really convinced. It was only when she started talking about my children that I really started listening.
- S Your son Conor is very like you. He’s good with language and he may end up working with words, maybe a poet or a songwriter.
- J In fact he *does* like words and writing, and last week he won a poetry prize at school.
- S But your daughter Clara is more like your ex-husband. She’s not good with words at all.
- J It’s true! They’re both dyslexic. This was beginning to make me wonder...

- c • Now focus on the text ‘Tricks of the trade?’ and elicit that the title means *tricks or irregular practices associated with certain jobs*. Focus on the task and check SS understand *flatter* (= to say something very positive about sb which may not necessarily be true). Set a time limit for SS to match the titles to the paragraphs. Check answers and elicit / explain / translate the meaning of any problematic vocabulary.

1 C 2 D 3 A 4 B

- d • Now play the three parts (1.6, 1.7 and 1.8) of the tapescript again. Pause after each section and ask SS if Sally uses any of these ‘tricks’.

In part 1 she gets information from the client (*Are you married?*, etc.) and uses a name. In part 3 she identifies a common medical problem (headaches).

- e • **1.9** Focus on the task. Then play the CD once. Get SS to check with a partner, and then play the CD again. Check answers.

She thinks Sally is good at judging people’s character but doesn’t have any special abilities. However, since she saw Sally, she has met a professor who has invited her to go to Australia – two things which Sally predicted.

1.9 CD1 Track 10

(tapescript in Student's Book on p.121)

J I left Sally's office feeling very positive. Sally gave me a recording of our conversation on a CD, because she said I needed to listen to everything she had told me a few times. When I got home I put on the CD. When I listened again, I realized that for every thing that Sally got right, she got several things wrong. I came to the conclusion then that Sally *doesn't* have any paranormal abilities. She is just very good at judging people's character and makes good guesses about their lives from the information she gets from you. But strangely enough, recently I've been seeing a lot more of an old friend of mine who is a professor. He's not Irish, but he has just invited me to join him on a lecture tour ... of Australia.

- Finally, remind SS that this is a true story and ask them if it has changed their attitude to psychics at all.

Extra support

If there's time, you could get SS to listen again to 1.6 – 1.9 with the tapescripts on p.121. Translate / explain any new words or phrases.

- Do this as an open class question and see if SS have any anecdotes.

7 GRAMMAR auxiliary verbs

- Focus on the task and give SS a few moments to circle the correct auxiliary verbs. Let them compare with a partner.
- 1.10** Now play the CD for them to check. Check answers.

- | | |
|-----------|--------|
| 1 Is | 4 does |
| 2 does | 5 will |
| 3 doesn't | |

1.10 CD1 Track 11

- Australia is very important in your life. Is it? I've never been to Australia.
- Yes, Ireland does play a big role in my life.
- Let's see, your mother suffers from headaches, doesn't she?
- Yes, she does, actually.
- Well, you'll need to watch out for headaches, and so will your mother.

- Focus on the task and get SS to do it in pairs. Check answers.

A 4 B 2 C 3 D 1 E 5

- Tell SS to go to **Grammar Bank 1B** on p.132. Go through each example and its corresponding rule with the class.

Grammar notes

Auxiliary verbs (*are, is, do, did, will, etc.*) and modal verbs (*can, must, etc.*) have a variety of uses in English and a good command of these will help SS become more proficient speakers. Most of these language rules should be familiar to SS but here they are pulled together.

rule 4: echo questions

Highlight that these are used especially to show interest in what someone is saying. They have a rising intonation (the voice goes up).

rule 5: using auxiliaries to show emphasis

This will probably be new for many SS who may find it strange to see an auxiliary verb used in a positive sentence. This use of auxiliaries is common when we contradict or deny what someone has said or when we want to give extra emphasis, e.g.

- A Are you a vegetarian?
- B No, I do eat meat but I prefer fish.
- A You can't swim, can you?
- B I can swim but not very well.

Highlight that SS must stress the auxiliary verb in these sentences.

rule 6: question tags

These probably won't be new to most SS but they are not easy to use with fluency because they require quick manipulation of auxiliaries. In many languages this kind of question is covered by the simpler '..., no?' When we expect someone to agree with us (*It's hot today, isn't it?*) we use the same falling intonation as in a statement (because it isn't really a question).

When we use a question tag to check information (*The capital of Kenya is Nairobi, isn't it?*) we use the rising intonation of a yes / no question (because it is a real question).

- Focus on the exercises for **1B** on p.133 and get SS to do them individually or in pairs. Check answers after each exercise.

a 1 isn't	3 didn't	5 does	7 won't
2 did	4 would	6 Has	8 Can't
b 1 am	4 Don't	7 have	10 don't
2 isn't	5 Have	8 don't	11 do
3 is	6 haven't	9 do	12 would

- Tell SS to go back to the main lesson on p.11.

8 PRONUNCIATION intonation and sentence rhythm

Pronunciation notes

- Short answers** [+] and [-] are normally stressed, e.g. *Do you like it? Yes, I do.*
- Echo questions** are used to show interest in what someone is saying. The auxiliary is stressed and the intonation rises as in a normal question, e.g. *A I'm a vegetarian. B Are you?* The important thing is to encourage SS to use a friendly, interested intonation.
- Emphatic use of an auxiliary** This is used to contradict what someone has said or emphasize a point, e.g. *A You didn't lock the door. B I did lock the door.* In these sentences the auxiliary is stressed strongly.
- So (do) I / Neither (do) I.** In these responses the auxiliary is normally unstressed with the strong stress falling on the other two words.
- Question tags** The intonation native speakers give to a question tag depends on whether we are asking a real question or not. If we genuinely don't know the answer, we tend to use the rising intonation of a question, e.g.

You haven't seen my car keys, have you? (= I don't know if you have seen my car keys). However, if we are not asking a real question but are just making conversation or asking for confirmation of something we already know to be true, our intonation falls and the question tag sounds like a statement, not a question, e.g. *It's a beautiful day, isn't it?* (= I know you will agree with me).

- a • **1.11** Focus on the dialogue and the task. Play the CD once. Get SS to compare answers and then play the CD again for SS to check. Check answers.

1.11	CD1 Track 12
A	What's your sister like?
B	Well, she's rather shy and quiet.
A	<u>Is</u> she? So is my brother.
B	<u>Isn't</u> your brother a doctor?
A	That's right. And your sister works in a bank, <u>doesn't</u> she?
B	No, she <u>doesn't</u> . She's a journalist.
A	Oh yes, you <u>did</u> tell me, but I forgot. I think they'd probably get on well.
B	<u>Do</u> you? But if my sister doesn't talk much and neither does your brother ...
A	Yes, you're probably right. We <u>won't</u> introduce them then.

- b • Play the CD again pausing after each line and get SS to copy the rhythm and intonation. You may want to highlight:
 - the interested intonation in the echo question 'Is she?'
 - the falling intonation in the question tag 'doesn't she?', where A is simply checking information.
- Give SS a few minutes to practise the dialogues, swapping roles when they get to the end. Monitor and help them with their intonation.
- c • **1.12** Focus on the task. Demonstrate first by saying a sentence, preferably with some quite surprising information, for SS to respond with an echo question, e.g. *I don't drink coffee* (to elicit *Don't you?*).
- Then play the CD pausing after each sentence to elicit the echo question. Encourage SS to use interested intonation. Repeat, this time getting individual SS to respond.

1.12	CD1 Track 13
1	I saw your brother last night. (beep) Did you?
2	I don't like seafood. (beep) Don't you?
3	I'd like to live in Australia. (beep) Would you?
4	I haven't been sleeping well recently. (beep) Haven't you?
5	I'm not very good at cooking. (beep) Aren't you?
6	My father's a doctor. (beep) Is he?
7	I was born in India. (beep) Were you?
8	My mother can't drive. (beep) Can't she?

Extra idea

Get SS to think of three quite surprising / unusual facts about themselves and write them down. They then tell a partner to get them to respond with an echo question.

- d • Focus on the task and give SS time to complete the sentences about themselves. Then focus on the first sentence and the response column. Make sure SS are clear that they should first respond with an echo question, and then say if they are the same (*Neither am I.*) or different (*I am.*).
- Demonstrate the activity first by completing the first two sentences for yourself and getting SS to respond. Then put them in pairs and get them to respond to each other.

Extra support

If you think your SS are going to find the responses difficult, elicit what the alternatives are for the last three sentences and write them on the board, i.e.

Don't you? Neither do I / I do.

Have you? Neither have I / I have.

Is it? So is mine. / Mine isn't.

- e • Sit SS in pairs, A and B, preferably face to face. Tell them to go to **Communication** *You're psychic, aren't you?* A on p.116, B on p.119.
- Go through the instructions and make sure SS know what they have to do. Elicit that when they check their guesses they should be using rising intonation on the question tags unless they are 100% sure of the information.
- Get feedback to find out who was the most psychic in each pair.

Extra photocopiable activities

Grammar

auxiliary verbs p.161

Communicative

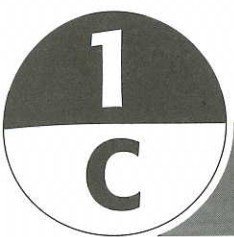
A walk through the forest p.199 (instructions p.190)

Song

You gotta be p.233 (instructions p.231)

HOMEWORK

Study Link Workbook pp.7-9



G present perfect (simple and continuous)
V illness and treatment
P consonant and vowel sounds

You're the doctor!

Lesson plan

In this lesson SS revise and extend their knowledge of the present perfect simple and continuous. These verb forms are problematic for most SS as their use with *for* and *since* is normally expressed with a different form in many other languages. The lesson topic is illness and treatment. In the first half of the lesson the angle is first aid, and SS own knowledge is tested and discussed. In the second half the angle is a controversial article, which argues that certain sorts of stress can actually be good for you. SS expand their vocabulary of medical words to describe symptoms, illnesses and treatment. The pronunciation focus is on consonant and vowel sounds, and how phonetics in a dictionary can help you to pronounce words correctly.

Optional lead-in (books closed)

- Mime that you have a headache, and elicit and write on the board
I have a headache.
- Then ask SS what other parts of the body can be used as a noun with *ache*, and elicit the following sentences:
I have a stomach-ache.
I have backache.
I have toothache.
I have earache.
- Highlight that *a* is used only with *headache* and *stomach-ache*.

1 SPEAKING & VOCABULARY illness and treatment

- a • Books open. Focus on the quiz *You're the doc!* and the task. Give SS, in pairs, a minute to read about the two situations and choose a, b, or c.
- Ask SS what they think the highlighted words mean, and explain / translate / mime, or show from the illustrations.

nosebleed = blood is coming out of your nose
blood pressure = the pressure of blood as it travels round your body; it can be high or low
pinch = take sth between your thumb and first finger and squeeze hard
burns = injuries by fire
hurts = causes physical pain
blisters = swellings on the surface of the skin that are filled with liquid, e.g. which you often get on your feet if your shoes are too tight
antiseptic cream = cream that helps to prevent infection

- Then get feedback to see which answers SS chose, but don't tell them yet if they are right or wrong.
- b • Tell SS to go to **Communication** *You're the doc!* on p.116 and check their answers. Get feedback to see how many SS got the right answers.

- c • Tell SS to go to **Vocabulary Bank** *Illness and treatment* on p.147. Get them to do section **1 Symptoms** individually or in pairs. Check answers and drill pronunciation where necessary. Some of the words may be similar in SS' L1, e.g. *diarrhoea*, but the pronunciation is likely to be quite different.

a	1 a blister.	7 Her back hurts / aches.
	2 a rash.	8 She's sneezing.
	3 a cough.	9 His ankle is swollen.
	4 a pain (in his chest).	10 He's being sick.
	5 a headache.	11 Her finger is bleeding.
	6 a temperature.	

- Highlight that *cough* is both a noun and a verb.

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

- Highlight that *ache*, *hurt* and *pain* can all be used to describe the same thing, e.g. *I have a pain in my back. / My back hurts. / My back aches.* There is a slight difference between *ache* and *hurt* – *ache* = a continuous, dull pain; *hurts* = often stronger (especially sudden) pain, e.g. *Ouch! That hurts!* *ache* is used both as a noun and a verb whereas *hurt* is generally used as a verb.
- Highlight that *be sick* = *vomit*. *Sick* is also sometimes used as a synonym for *ill*. Also highlight that *swallow* means to make food, drink, etc. go down your throat into your stomach.

Extra challenge

If you didn't do the optional lead-in, tell SS which other words can be combined with *ache* and elicit *earache*, *toothache*, *stomach-ache* and *backache*, and drill the pronunciation.

- Focus on section **2 Illnesses and injuries** and give SS time to do the exercises. Check answers and drill pronunciation where necessary.

1 I 2 E 3 H 4 G 5 A 6 B 7 C 8 D
 9 K 10 J 11 F

- Now focus on section **3 Treatment**. Give SS a few moments to write the words in the **treatment** column. Check answers and drill pronunciation where necessary. Check also that SS understand, and can pronounce, the words in bold in each sentence.
- Elicit / point out that *medicine* is usually uncountable, *rest* = to relax and not do anything, *a specialist* is a doctor who is an expert in a particular area, *a scan* = a medical test where an image of the inside of the body is produced on a computer screen, *stitches* = pieces of thread used to close a cut, *a needle* is a thin piece of metal on the end of a syringe, *a wound* is a general word for an injury on the body, especially when there is a cut or hole.

- 1 medicine
- 2 rest
- 3 specialist
- 4 X-ray (**scan** = a medical test where an image of the inside of the body is produced on a computer screen)
- 5 stitches
- 6 injection
- 7 bandage (**wound** = a general word for an injury on the body, especially when there is a cut or hole)
- 8 operation

- Finally, focus on the instruction 'Can you remember the words on this page? Test yourself or a partner'.

Testing yourself

For **Symptoms a)**, SS can cover the words and look at the pictures, and for **Symptoms b)** they can cover sentences 1–6, look at A–F and try to remember 1–6. In **Illnesses and injuries** they can do the same thing with A–K, and in **Treatment** they can cover the **treatment** column and try to remember the words.

Testing a partner

See **Testing a partner p.20**.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *New English File Upper-intermediate* website.

- Tell SS to go back to the main lesson on p.12.

2 PRONUNCIATION consonant and vowel sounds

Pronunciation notes

At this level you should be encouraging SS to check the pronunciation of new words in their dictionary. SS who have used previous levels of *New English File* should be fairly confident with phonetic symbols. If your SS are new to the series, you will need to explain to them that the sound pictures show the phonetic symbols, and give a clear example of a word with the target sound to help them to remember the pronunciation of the symbol. There is one for each of the 44 sounds of English. SS will find the chart and more example words in the **Sound Bank p.158**.

- a • **1.13** Focus on the information box and go through it with SS. Then focus on words 1–6 and give SS, in pairs, a few moments to practise saying them. Then elicit the words from individual SS, and finally play the CD for them to check. If SS are having problems with the pronunciation, play the CD again, and pause after each word for SS to repeat.

1.13		CD1 Track 14	
1 cough	4 bruise		
2 heart	5 blood		
3 asthma	6 diarrhoea		

- b • Now focus on the four sound pictures and elicit the words and consonant sounds (shower /ʃ/; jazz /dʒ/; chess /tʃ/; keys /k/). Then give SS time to put the words in the right columns. Get them to compare with a partner. Check that SS know the meaning of *choking* (= unable to breathe because the passage to your lungs is blocked and you cannot get enough air).

- c • **1.14** Play the CD for SS to check their answers. Then play it again pausing after each word for SS to repeat.

1.14		CD1 Track 15	
/ʃ/	infection	pressure	rash
	specialist	unconscious	
/dʒ/	allergy	bandage	GP
/tʃ/	check-up	choking	temperature
/k/	ache	ankle	chemist
		stomach	

- d • Now tell SS to go to the **Sound Bank** on p.160. Explain that here they can find all the sounds of English and their phonetic symbols and also the typical spellings for these sounds plus some more irregular ones.
 - Focus on the four sounds that SS have just been working on and the typical spellings. Highlight that they have to be careful with *ch* because although it is usually pronounced /tʃ/, it can also be /k/ as in *chemist*, or occasionally /ʃ/ as in *machine*.
- Study Link** SS can find more practice of English sounds on the MultiROM and also on the *New English File Upper-intermediate* website.
- e • Focus on the task and give SS a few moments to ask and answer in pairs. The focus here is on recycling the vocabulary rather than getting involved in a conversation about illnesses.

See **Vocabulary Bank p.147**

Extra idea

If you have a doctor in the class, you could get him / her to be the authority for the answers to 2.

3 READING & LISTENING

- a • Focus on the texts and photos and divide SS into pairs, A and B. Set a time limit for them each to read their article. Monitor and help with any vocabulary they are having problems with while they read, and encourage them to use the photos to help.
- b • Focus on the task and elicit the meaning of *first aid* (= simple medical treatment that is given to sb before a doctor comes). Encourage SS to communicate their story using their own words, and not just read it aloud. Monitor and help.
- c • When both SS are clear about the two stories, tell them to decide who they think did the right thing and why. Elicit ideas but don't tell them the answer yet.

Extra support

Elicit the two stories from the class, and mime the actions that Trisha and Peter's mother did. Then do the discussion as an open class question.

- d • **1.15** Now tell SS they are going to find out what happened. Focus on question 1. Play the CD once. Get SS to check answers and then play it again. Check answers.

1 When Trisha put her arms around Mrs Johnson's waist and pulled hard inwards and upwards the piece of steak came out. Trisha did exactly the right thing.

- Ask SS if anybody heard the name of the technique Trisha used (the Heimlich manoeuvre – you may need to write it on the board), and also where Trisha learnt first aid from and what she thinks about learning first aid.

1.15

CD1 Track 16

(tapescript in Student's Book on p.121)

When I saw the lady's face, I knew it was really serious. Her face was starting to turn blue. I put my arms around her waist and I pulled hard in and up three times, and the piece of steak came out. Then I just put my arm round the lady and gave her a hug.

I knew exactly what to do because before I started to work as a television presenter, I used to be a flight attendant. We were taught a lot about first aid. The technique I used is called the Heimlich manoeuvre and it's what you should do when someone is choking. I must admit I was a bit embarrassed by all the attention I got in the restaurant and then the next day the story was in all the newspapers. But I'm very glad I was there to help. And maybe this story will make people think about learning first aid. I really think it's something which should be taught at school. It's so important!

- **1.16** Now focus on question 2. Play the CD once. Get SS to check answers and then play it again. Check answers.

2 Peter started coughing after his mother managed to touch the tomato with her fingers, and the tomato came out. His mother did the right thing hitting him on the back, but should not have put her fingers down his throat.

- Ask SS why she shouldn't have put her fingers down his throat (she could have pushed the tomato further down), and what she should have done (called an ambulance).

1.16

CD1 Track 17

(tapescript in Student's Book on p.121)

I knew I was hurting Peter, but I carried on pushing my fingers down his throat. I managed to touch the tomato with two of my fingers and I was able to move it a little. That was enough – Peter started coughing and the tomato came out.

But I was very lucky. Afterwards, I found out that my ignorance of first aid had nearly killed my son. Hitting Peter on the back was OK, but putting my fingers down his throat was a big mistake. I could have pushed the tomato even further down his throat and he could have died. I'd made every mistake possible and I nearly killed him because of my ignorance. I should have called an ambulance immediately, because I don't know first aid, and the ambulance staff would have told me exactly what to do ... and what not to do.

- Finally, ask SS what they would have done if they had been with someone who was choking.

Extra support

If there's time, you could go through the text with the class, highlighting useful expressions and eliciting / explaining the meaning of new words and phrases. You could also look at the tapescripts on p.121 so that the SS can see exactly what they understood / didn't understand.

4 SPEAKING

- Focus on the **GET IT RIGHT** box and remind SS that when they don't know a word there are strategies they can use to carry on, e.g. paraphrasing or even miming.
- Then focus on the flow chart. Give SS time to interview each other. Monitor and help, encouraging SS to paraphrase if they are stuck for a word.
- Get feedback about SS' experiences of first aid, and check answers to the last three questions.

- If the sting is on the body, put ice on it for about ten minutes. If the person has been stung on the mouth or throat, give him / her an ice cube to suck. If the person starts to show an allergic reaction, call an ambulance or go to A & E.
- Call an ambulance or go to A & E. While you are waiting for help, cover the person with a coat or blanket. Open the person's mouth and check breathing.
- If the person is conscious, help them into a comfortable position and ask what he / she has taken. Call an ambulance or go to A & E. Do not try to make the person vomit. Look for any empty containers and give them to the doctors or ambulance crew.

5 GRAMMAR present perfect (simple and continuous)

- Exercises highlighted as **Check what you know** provide some useful revision of what SS should know before dealing with the new grammar point. If the majority of the class have problems with this exercise, we suggest you get them to look at the corresponding Workbook exercise and go through the basic rules before starting the new grammar.
- Focus on the highlighted phrases and give SS time to correct the mistakes in pairs. Check answers.

- A ✓ B ✗ I broke my leg ...
- ✗ ... has your uncle been ...
- ✓
- ✗ Have you been ...
- ✗ I've cut ...
- ✗ I've known ...

- If SS are having problems, go to the Workbook p.11. Go through the rules and do the exercise.
- 1.17** **New grammar** indicates that SS are about to move onto something new for their level. Focus on the jokes and the instructions. Highlight that often the best way to choose between two words or verb forms is to use your instinct, and go for what sounds / feels right. SS at this level have been exposed passively to a lot more grammar than they have actively studied, and will often have a feel for what is right without being able to explain why.
- Give SS time to choose the right form. Then play the CD once for SS to check. Check the correct answers.

See **bold** verbs in tapescript

1.17

CD1 Track 18

Patient Doctor, my son **has swallowed** my pen, what should I do?

Doctor Use a pencil until I get there.

Doctor You look exhausted!

Patient Yes. **I've been running** after a cat.

Doctor After a cat?

Patient Yes, I think I'm a dog, doctor.

Doctor I see. How long **has this been going on** for?

Patient Since I was a little puppy.

Doctor OK. Just lie down here on the couch and we'll talk about it.

Patient I can't!

Doctor Why not?

Patient I'm not allowed on the furniture.

Patient **Have they sent** you the results of my tests yet?

Doctor Yes. The news isn't good, I'm afraid.

Patient How long have I got to live, doctor?

Doctor Ten...

Patient Ten WHAT? Months? Weeks?

Doctor Nine, eight, seven, six...

- c • Tell SS to go to **Grammar Bank 1C** on p.132. Go through each example and its corresponding rule with the class.

Grammar notes

- **present perfect simple (rules 1–6) and continuous (rules 1–3)**
SS at this level should already have a reasonable grasp of the uses referenced here for the two tenses.
- **present perfect simple or continuous? (rules 1 and 2)**
SS may not be clear about when both tenses are possible, e.g. *How long have you lived / have you been living here?* (i.e. **action verbs** with *How long?* + *for* and *since*).
Highlight that the present perfect continuous emphasizes both the continuity and / or temporary nature of an action, e.g. *I've been waiting for you for two hours!* (= more common than *I've waited...*)
- **for** and **since**. SS should be very familiar with how these words are used (*for* = period of time, *since* = point of time) but you may want to highlight that *for* is omitted with *all day / morning / night*, etc., e.g. *I've been working all morning* NOT ... *for all morning*.

- Focus on the exercises for 1C on p.133 and get SS to do them individually or in pairs. Check answers after each exercise.

a 1 ✓	b 1 've known
2 has phoned	2 Have you been
3 they've been playing	running?
4 He hasn't seen	3 hasn't done
5 I've never met	4 they've moved
6 ✓	5 have Daisy and Adam
7 I've been tidying	been going out
8 He's just left	6 haven't had
9 have you had	7 've been walking
10 has broken	8 Have you been eating

- Tell SS to go back to the main lesson on p.14.

- d • This is an oral grammar practice activity. Focus on the task and questions. Elicit that the first question will be in the present simple or continuous, but the second one will be either the present perfect simple or continuous. Point out that in question 4 they should choose between *school*, *work*, or *university* as appropriate.
- Check that SS know what verb forms to use but encourage them not to write down the questions but just use the prompts.

Extra support

Give SS time to think what the questions are. Then demonstrate the activity by eliciting the questions from SS and answering them yourself. You could then write the questions on the board.

- 1 Do you drink much water? How many glasses have you drunk today?
- 2 Do you do any physical exercise? What? How long have you been doing it (playing tennis, going to a gym, etc.)?
- 3 Do you eat a lot of fruit and vegetables? How many portions have you had today?
- 4 Do you walk to school, etc.? How far have you walked today?
- 5 Do you smoke? How long have you been smoking? How many cigarettes have you had today?
- 6 Are you taking any vitamins at the moment? How long have you been taking them?
- 7 How many hours do you sleep a night? Have you been sleeping well recently?
- 8 Are you allergic to anything? Have you ever had a serious allergic reaction?

- Give SS time to ask and answer the questions in pairs. Monitor and correct any mistakes with the present perfect.

6 READING

- a • Do this as an open class question and elicit ideas. Accept all reasonable possibilities, e.g. sleeping problems, headaches, stomach problems, high blood pressure, etc.

Extra support

You may want to pre-teach the word *cell* (= the smallest unit of living matter that can exist on its own) to help SS to understand the text.

- b • Focus on the instructions and give SS time to read the situations and choose the three they think are most stressful. Get them to compare with a partner. Get feedback.
- c • Now set a time limit for SS to read the article once and tick the activities which are bad for you. Check answers and find out if they were in the SS' top three.

SS should have ticked *Being stuck in a traffic jam ...*, and *Looking after a family member who has a chronic illness*.

- Then ask SS what the article says about the others.

They are examples of 'good stress'.

- 1 • Focus on the task. Get SS to do it individually and then compare with a partner, and justify their choices. Highlight that two of the options are true but SS must decide which one is the main idea of the paragraph. Check answers.

1 b 2 c 3 b 4 a

- e • SS now focus on some more medical words and phrases which appear in the article. Explain that the number in brackets after the definitions refers to which paragraph the word is in. Elicit the first one from the class and write it on the board (*cut down*). Then give SS time to find the others.
- f • Check answers and elicit the correct pronunciation from the SS.

Extra idea

You could give a dictionary to a student and ask him / her to look up the trickier words (e.g. *disease, muscles*) to check the pronunciation by looking at the phonetics and then trying to say it correctly.

- 1 cut down
- 2 chronic /krɒnɪk/
- 3 beneficial /benɪfɪʃl/
- 4 strengthen /streŋθən/
- 5 cells /selz/
- 6 damage /dæmɪdʒ/
- 7 disease /dɪzi:z/
- 8 harmful
- 9 muscles /mʌslz/

- g • You may want to explain the difference between *illness* and *disease*.
illness (n) = the general term for the state of being unwell, e.g. *My uncle has a serious illness.*
disease (n) = is used for infectious illnesses, e.g. malaria, and for illnesses affecting the organs, e.g. *She has heart disease.*
- g • Either get SS to discuss the questions in pairs, or elicit answers from the whole class.
- Finally, tell SS to go to **Phrasal verbs in context File 1** on p.157 and complete the phrasal verbs which have come up in this File. (Answers p.155)

Extra photocopiable activities

Grammar

present perfect simple and continuous p.162

Communicative

Doctor, doctor p.200 (instructions p.191)

Vocabulary

Split crossword p.223 (instructions p.221)

HOMEWORK

Study Link Workbook pp.10–12

1

COLLOQUIAL ENGLISH

WHAT DOES THE FUTURE HOLD?

Lesson plan

This is the first in a series of seven Colloquial English lessons where SS practise listening to completely unscripted authentic spoken English. Each of these lessons picks up on one of the topics of the preceding File, and consists of a studio interview with a person who has some expertise related to the topic, and then some short street interviews where members of the public give their opinions on an aspect of the same topic. These lessons give SS opportunity to practise listening to the sort of English they will hear if they go to an English-speaking country. The level of challenge in these listening exercises is higher than in the listening exercises in the A–C lessons, something which should be pointed out to SS. Encourage them to feel pleased with themselves if they can get the ‘gist’ of these interviews, rather than a detailed understanding. We suggest that teachers let SS have a final listen while reading the tapescripts. This will let them see what they did or didn’t understand, and help to develop their awareness of features of spoken English, e.g. running words together, leaving out pronouns, etc. In both parts of the lesson there is a focus on colloquial expressions used by the speakers.

In the first part of this lesson the person interviewed is Frank Clifford, an astrologist and palmist, who teaches at the London School of Astrology (www.astrology.co.uk) and is the author of several books on astrology and palmistry. In the second part, people are asked what their star signs are, if they read horoscopes, and if they think their star sign has an influence on their personality.

Study Link

These lessons are on the *New English File Upper-intermediate* DVD / Video which can be used instead of the class CD (See Introduction p.9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and tapescripts.

Optional lead-in (books closed)

- Ask SS if they can remember who Sally was in lesson 1B, and elicit that she was a psychic. Then ask SS what other kinds of fortune-tellers there are, e.g. clairvoyant, palmist, astrologer. Now tell SS that they are going to hear a real interview with Frank Clifford, who is a well-known astrologer and palmist.

THE INTERVIEW

- a • Books open. Focus on the photos and get SS to tell you what they can see.

A man (Frank Clifford), a (birth) chart and a palm.

- Now focus on the task and on the glossary. Go through it with the class eliciting from them how to pronounce the words and phrases. Highlight that *scared the life out of me* is an idiomatic expression, and that we say to **put a curse on someone**.

- b** • **1.18** Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what he is saying, and then discuss the questions with their partner.
- Play the CD once (**Part 1**). Give SS time to discuss the questions and tell each other what they understood. Then play the CD once or twice more. This time SS might want to jot down things they heard to help them remember the answers to the questions. Check answers.

- 1 Their temperament, character, and emotional needs.
- 2 Their character, their past, and possible future events.
- 3 They can help people to influence their own future, and not feel that it is an unalterable destiny.
- 4 No, he wouldn't because he isn't a doctor. (However, if someone is already ill, he might discuss this.)

1.18

CD1 Track 19

(tapescript in Student's Book on p.121)

I = interviewer, F = Frank Clifford

- I** Frank Clifford is an astrologer and palmist. What does an astrologer do?
- F** An astrologer will take your date, place, and time of birth, construct a map of the heavens, a horoscope, that will look at temperament, character, emotional needs and a number of other different factors.
- I** What does being a palmist mean?
- F** Well, as a palmist is quite different from being an astrologer, a palmist will look at your hands as they are now of course, or he may do a print and have a look at what is being shown in the hands now, but whereas astrology is a birth chart set up, a horoscope set up for somebody's birth moment, the hands are your living hands so they've developed and grown with you of course, so they reflect where you are today and what you do and palmists will read, again, character, perhaps past events, possible future events from the hand.
- I** So can astrologers and palmists predict people's future?
- F** A lot of astrologers and palmists would say that it's not really about reading somebody's future, it's about understanding where they are today and being able to understand who they are, where they are today, and future possibilities and I think people should come to a palmist or astrologer not to be told about an unalterable destiny or future, but to be told or given tools enough to make it themselves, and be very proactive in that area themselves. So it's our job really to encourage people to live their own lives and decide their own future, not feel as though it's written anywhere and that they have nothing to do or say about the outcome.
- I** If you saw on someone's hand that they were going to have a serious illness, would you tell them?
- F** I'm not a doctor so I wouldn't go there. I certainly wouldn't talk about anything medical. But if somebody comes and they've had cancer or they're in the process of being treated for an illness, that's something we might discuss, but it's certainly something I wouldn't predict, because I don't necessarily believe in making predictions.

- c** • **1.19** Focus on the task and play the CD once (**Part 2**). Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.

- 1 He suggests choosing one who has been recommended.
- 2 The palmist told him that he would be married at 21 and that his partner would die. (This didn't happen but it made him want to learn more about palmistry.)
- 3 All kinds of people, e.g. sportspeople, politicians, people in the media. More women than men.
- 4 Men are more interested in palmistry because it's more physical and open and they think horoscopes are more for women.
- 5 He doesn't do this. He prefers to just live his life and experience his future.

1.19

CD1 Track 20

(tapescript in Student's Book on p.122)

- I** How should people choose which astrologer or which palm reader or astrologer to see?
- F** Well, I would recommend going to someone who has been recommended to you, there are a lot of people out there who, a lot of people doing a genuine job, but will talk about things that no palmist really should talk about, like health matters, as I've spoken about, death, other illnesses, things that take away somebody's ability or right to choose. The reason that I got into palmistry was at the age of seventeen, I was told by a palmist that I would be married at 21 and then my partner would die, which scared the life out of me at the time, and I felt I had this curse on my back, and so I thought I'd learn this subject and understand what on earth she was talking about and I realized that what she was looking at was a very big 'if', a very big possibility rather than a probability and it never happened.
- I** What kind of people come to see you?
- F** A lot of people would expect bored housewives and people with nothing better to do, or too much money, more money than sense, to come, but in fact the truth is you tend to get all sorts of people from every type or walk of life. I've had sportspeople, politicians, people in the media, every type of profession you can think of, male, female. Usually it tends to be more women, you tend to get more men looking at palmistry because it's perhaps more physical and open and they feel that ... some men tell me they believe more in the hand rather than a horoscope, because a horoscope is something that women read in their magazines or newspapers.
- I** Do you ever look at your own future?
- F** Well, rather than try to look at my own future or predict it I try and have it, I try and experience it. I don't think most astrologers or palmists actually do predict or try to predict what's going on in their life. They just live it from day to day as anyone else would, but they try to live it with some understanding and some knowledge or at least some meaning of why we're here and what's happening at this time.

Extra challenge

You could use the tapescript above to elicit more detailed answers from SS.

- d • **1.20** This exercise gives SS intensive listening practice in deciphering phrases where words are often run together, and introduces them to some common expressions often used in spoken English. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words, and then the meaning of the whole phrase. Repeat for the other five phrases.

- 1 **have a look at** (= another way of saying *look at*)
- 2 **live their own lives** (= make their own decisions about their lives)
- 3 **wouldn't go there** (= informal way of saying *wouldn't do it*)
- 4 **what on earth** (= informal and stronger way of saying *what*)
- 5 **nothing better to do** (= people who don't have anything interesting to do)
- 6 **all sorts of people** (= many different kinds of people)

1.20

CD1 Track 21

- 1 ...or he may do a print and have a look at what is being shown in the hands now...
- 2 So it's our job really to encourage people to live their own lives
- 3 I'm not a doctor so I wouldn't go there.
- 4 ...so I thought I'd learn this subject and understand what on earth she was talking about.
- 5 A lot of people would expect bored housewives, and people with nothing better to do.
- 6 ...but in fact the truth is you tend to get all sorts of people.

- e • Tell SS to go to p.121 and to look at the tapescript for the interview. Play the CD (**Part 1** and **Part 2**) again, and tell SS to read and listen at the same time. Deal with any vocabulary problems and get feedback from SS on what parts they found hard to understand and why, e.g. speed of speech, elision, pronunciation, etc.
- Finally, focus on the question. You could also ask SS *Did anything he said make you change your opinion of astrologers and palmists?* Get SS to answer in pairs or as a whole class. Then get feedback from the whole class.

IN THE STREET

- a • **1.21** Focus on the photos of the people and elicit impressions (e.g. *How old do they look? What job do you think they do?*, etc.) Tell SS that they were all interviewed in Covent Garden, a busy shopping area in Central London.
- Focus on the task. First elicit the pronunciation of the different star signs. Then remind SS that for each speaker they need to write their number next to a star sign, and tick it if they believe strongly that star signs have an influence on people's personality.
- Play the CD once. Then play it again pausing after each speaker to check answers.

- | | |
|-------------|-------------|
| 1 (Cherry) | Capricorn |
| 2 (Miles) | Scorpio |
| 3 (Mike) | Aries ✓ |
| 4 (Theresa) | Capricorn ✓ |
| 5 (Kurt) | Aries |

1.21

CD1 Track 22

(tapescript in Student's Book on p.122)

I = interviewer, C = Cherry, M = Miles, Mk = Mike, T = Theresa, K = Kurt

Cherry

- I What's your star sign?
 C Capricorn.
 I Do you ever read your horoscope?
 C Occasionally, but not because I particularly believe in them, but just because they're there. And it's quite fun.
 I Do you think someone's star sign has an influence on their personality?
 C Not particularly, no. I don't really think so.

Miles

- I What's your star sign?
 M Scorpio, I had to think about that one.
 I Do you ever read your horoscope?
 M No, never.
 I Do you think someone's star sign has an influence on their personality?
 M Well, possibly. I'm not a great believer I have to say, although perhaps the time of year someone is born may vaguely reflect on their characteristics. But I think it's pretty minimal the effect, to be perfectly honest.

Mike

- I What's your star sign?
 MK Aries
 I Do you ever read your horoscope?
 MK Oh, I'm a big believer in horoscopes. Some people say it's quite sad, but I tend to live every day on a horoscope. See if it ever comes true. It doesn't really, but it's just nice to know.
 I Do you think someone's star sign has an influence on their personality?
 MK Yes, I think it does. You can definitely tell with some star signs. You can definitely tell their, sort of personality straight away. It does play a big role, I think.

Theresa

- I What's your star sign?
 T I was born under the star sign of Capricorn, so I'm an old goat, basically.
 I Do you read your horoscope?
 T I do occasionally, yes.
 I Do you think someone's star sign has an influence on their personality?
 T Well, I think it has an influence on mine because Capricorn is the goat and goats are always climbing onwards and upwards and that really is very much me.

Kurt

- I What's your star sign?
 K Aries, Aries.
 I Do you read your horoscope?
 K No.
 I Do you think someone's star sign has an influence on their personality?
 K None, whatsoever, not unless they read it first and then change their personality to match.

- Focus on the task and give SS time to go through the sentences. Check SS understand *sceptical* in question 4 (= doubting that something is true). Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.

- | | |
|-----------|----------|
| 1 Theresa | 4 Kurt |
| 2 Mike | 5 Cherry |
| 3 Miles | |

- 1.22** Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word, and then the meaning of the whole phrase. Repeat for the other three phrases.

- Not particularly.** (= not especially)
- I think it's **pretty minimal.** (= quite minimal; *pretty* = informal way of saying *quite*)
- You can **definitely tell** (their personality straight away) (= you can know what their personality is immediately. *Tell* is often used colloquially meaning *know*, e.g. *It's often difficult to tell if someone is asleep or not. Straightaway means immediately.*)
- None whatsoever.** (= none at all)

1.22 CD1 Track 23

- Not particularly, no.
- I think it's pretty minimal.
- You can definitely tell their, sort of, personality straight away.
- None whatsoever.

- Tell SS to go to p.122 and to look at the tapescript for **IN THE STREET**. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and get feedback from SS on what parts they found hard to understand and why, e.g. speed of speech, pronunciation, etc.
- Finally, focus on the three questions that the interviewer asked the people, and get SS to interview each other in pairs. Then get feedback from the whole class.

HOMEWORK

Study Link Workbook p.13

1

WRITING: AN INFORMAL EMAIL / LETTER

Lesson plan

This is the first of seven Writing lessons; there is one at the end of each File. In today's world of email communication, being able to write in English is an important skill for many SS. We suggest that you go through the exercises in class but set the actual writing (the last activity) for homework, although you may want SS to do the planning in class.

In this lesson SS consolidate the language they have learnt in **File 1** by writing an informal email.

- Focus on the information box and highlight that this is the main difference between writing an email and an informal letter.
- Now focus on the email and the task. First ask SS to read it quickly, ignoring the mistakes for the moment, and check comprehension by asking a few questions, e.g. *Why was Chris late replying?* (He was ill) *What does he do?* (He's a student), etc.
- Give SS time to correct the mistakes and then check answers, asking SS what kind of mistake each is.

havent (punctuation) **haven't**
temprature (spelling) **temperature**
since (grammar) **for**
Luckly (spelling) **Luckily**
Anything exciting (punctuation) **Anything exciting?**
are (grammar) **is**
record-company (punctuation) **record company**
a good news (grammar) **some good news**
may (punctuation) **May**
recomend (spelling) **recommend**
siteseeing (spelling) **sightseeing**
you'll can show (grammar) **you'll be able to show**

- Focus on the instructions and get SS to underline or highlight the phrases.

I haven't been in touch.
 I've been catching up on my emails.
 Please give my regards to your family.

- Now focus on the **Useful language** box and give SS time to complete it. Point out that many of the expressions are in Chris's email. Check answers.

1 for	5 to	9 for	12 care
2 to	6 to	10 forward	13 Best
3 not	7 with	11 Give / Send	14 PS
4 hope	8 are / get		

WRITE an email

Go through the instructions and get SS to do the first two parts of **PLAN** the content. Check answers.

They need to answer the following questions:

How are you?
 What have you been doing? Anything exciting?
 How are your family?
 Could you recommend a hotel?
 Do you think you'll be able to show me around?

CAN YOU UNDERSTAND THESE PEOPLE?

a 1 b 2 a 3 c 4 b 5 a

- b 1 Because she was having a lot of problems with her fiancé.
 2 That the problems would be resolved.
 3 No, it wasn't.
 4 That the psychic wasn't very professional.
 5 Because Alice believes that psychics can really see into the future.
 6 She told Alice she would have a new job.
 7 She didn't get depressed when she lost her job.
 8 Not to depend too much on psychics.

1.23

CD1 Track 24

- 1 A So how did you meet Tony?
 B Well, I'd tried lots of things, I mean I'd been on my own for two years – since the divorce – and I felt it was time to start dating again so I used an Internet site and I even tried speed dating, but the men I met weren't really my type, though I quite liked one or two of them. Then I went to a dinner given by a friend of mine and she'd invited Tony as a 'spare man', you know, as a sort of blind date for me and we really hit it off right from the start.
- 2 A So what was she like?
 B Well, she wasn't at all what I'd expected from what she'd written on her web page – I mean, I'm not saying she was lying exactly, but she made out that she was really bubbly and lively – you know a real extrovert, but in fact I had to do all the talking and it was quite hard work. She hardly opened her mouth all evening.
- 3 A So what time will you be coming?
 B Well, I think I'll have finished work by around 6.00, so I should be able to get the 6.42 train, which gets me in at about 7.15. So if I take a taxi from the station, I should be there about 7.30.
 A Actually, there's a good bus service now so you don't need to get a taxi if you don't want to. It goes every 15 minutes and it stops really near our house.
 B Oh right. Well, I'll do that then. So expect me between half past and quarter to.
 A Perfect.
- 4 A Right Mr Strong, I think you've probably got the flu virus that's going around at the moment.
 B Flu? But I haven't had a temperature. I've just had this awful headache.
 A Yes, but not everybody gets a temperature. In fact, a headache's the most common symptom. So just carry on with the painkillers and you should feel better in a day or two.
 B So I don't need any antibiotics?
 A No, this is a virus, so antibiotics wouldn't do any good. Drink lots of fluids and take the painkillers up to three times a day. If you haven't started feeling better by Monday, then come back and see me.
 B Well, I hope I won't have to. Thank you very much doctor.
- 5 A So it's Gibson moving into space and it's a superb pass to Lambert who's on his own and he's past the Chelsea defence and... oh no, he's been brought down by Marsh, and that was a really hard tackle. In fact, it looks as if he's badly hurt. Yes, they're coming on with the stretcher. I think it's his knee.

- B No, I don't think it was his knee. If you look at the replay – there, look how he falls – it looks like the ankle to me, I think it's a ligament that's gone. If it's an ankle ligament, he could be out for six months.
 A That's a bit pessimistic, don't you think? I'd say more like three, if it is his ankle that is.
 B They're taking him off now, and I imagine we'll hear something as soon as the doctor's seen him. But he won't be playing in the return match on Wednesday night that's for sure.
 A Not unless we've both got it wrong and it's not a serious injury. But that looks like really bad news for United not to have him for the return match.

1.24

CD1 Track 25

- A I went to see a psychic about ten years ago because I was having a lot of problems with my boyfriend, my fiancé in fact. I was supposed to be getting married the following year and I wanted to know what kind of future I was going to have with this man. I had serious doubts about him as a person and in fact I was thinking of leaving him. The psychic read my future in Tarot cards and she told me that the problems I was having with this man would be resolved. She told me to stay with him and that we would be very happy together. So, I got married – and it was a disaster. My new husband ran off with my best friend after six months. I am divorced now. Of course, I wish that I hadn't gone to see this woman who obviously had no special powers whatsoever. I should have trusted my own instincts, which were not to marry my fiancé. In my experience, clairvoyants just tell you what they think you want to hear. They aren't seeing it at all. It's just a way of getting your money.
- B Well, I don't think the psychic you saw was very professional. A good psychic will never tell you what to *do*. A good psychic will identify what's happening in your life and offer guidance, but it's up to you to decide what to do.
- C I must say I don't agree with Lorenna at all. I think clairvoyants *can* see into the future. Maybe not all of them, but a lot of them can. I went to a clairvoyant last year and she said several things about my future and they have come true and they weren't all good things. For example, she told me that I would soon have a new job. In fact I was very happy in the job I had at that time, but two months later the company was taken over by another company and I lost my job. But because the psychic had told me about the new job, I didn't get depressed. I felt optimistic. And in fact I was only unemployed for a couple of months and then I did get another job. Now I go and see my psychic every time I have any kind of problem.
- B OK, but I think it's important that people do not come to depend too much on a psychic. I know people who won't do anything without consulting their psychic first and this isn't very healthy. Psychics can help you understand your own thoughts and feelings better, but they can't live your lives for you.

Test and Assessment CD-ROM

File 1 Quicktest

File 1 Test