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American ENGLISH FILE

Teacher's Book

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English File 1 and *English File 2*

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Contents

- 4 **Syllabus checklist**
- 8 **Introduction**
 - **What do Advanced students need?**
 - Course components
 - **Student Book Files 1–10**
 - A and B Lessons
 - Colloquial English
 - Review & Check
 - The back of the Student Book
 - **For students**
 - Online Practice
 - Workbook
 - iChecker
 - Pronunciation app
 - **For teachers**
 - Teacher's Book
 - iTools
 - Testing Program CD-ROM
 - Videos
 - Class Audio CDs
 - DVD
- 12 **Lesson plans**
- 137 **Photocopiable activities**
 - Contents
 - Grammar activity answers
 - Grammar activity masters
 - Communicative activity instructions
 - Communicative activity masters
 - Vocabulary activity instructions
 - Vocabulary activity masters
 - Song activity instructions
 - Song activity masters
 - Dependent prepositions
- 228 **Workbook answer key**

Syllabus checklist

	Grammar	Vocabulary
1		
4	A What motivates you?	discourse markers (1): connectors
		work
8	B Who am I?	have
		personality; family
12	🎧 COLLOQUIAL ENGLISH 1 Family secrets, On the street	
2		
14	A Whose language is it?	pronouns
		language terminology
18	B Once upon a time	the past: narrative tenses, <i>used to</i> , and <i>would</i>
		word building: abstract nouns
22	REVIEW AND CHECK 1&2	
3		
24	A Don't get mad, get even!	get
		phrases with get
28	B History goes to the movies	discourse markers (2): adverbs and adverbial expressions
		history and warfare
32	🎧 COLLOQUIAL ENGLISH 2&3 Fact or fiction?, On the street	
4		
34	A Breaking the silence	speculation and deduction
		sounds and the human voice
38	B Lost in translation	adding emphasis (1): inversion
		describing books
42	REVIEW AND CHECK 3&4	
5		
44	A Are there 31 hours in a day?	distancing
		time
48	B Do you have <i>Affluenza</i> ?	unreal uses of past tenses
		money
52	🎧 COLLOQUIAL ENGLISH 4&5 Women and money, On the street	

Pronunciation	Speaking	Listening	Reading
word stress and rhythm	Talking about jobs	Happiness at work	I didn't get where I am today without...
rhythm and intonation	Describing personality Debate family topics	<i>The Family of Carlos IV</i>	Personality types
sound-spelling relationships	The English language	Non-native speakers of English and their experiences	Whose language?
word stress with suffixes	Talking about childhood	Earliest memories	When we were young
words and phrases of French origin	Top 10 breakup lines <i>Love by Numbers</i>	Extracts from <i>Love by Numbers</i>	50 ways to say goodbye
stress in word families	A movie you enjoyed Historical movies	<i>Titanic</i> and <i>Braveheart</i>	<i>History Goes to the Movies</i>
consonant clusters	Noise levels Everyday strangers	Noise levels around New York City	It drives me crazy! Breaking the silence
words with "silent" syllables	Describing books	Interview with a translator	First and last lines quiz Lost in Translation
linking	Talking about multitasking Time questionnaire	The time bandits	Multitasking = 31/7 The great myth of multitasking
<i>ea</i> and <i>ear</i>	Talking about <i>affluenza</i>	Relationship between money and happiness	<i>Affluenza</i> review An article from <i>Family Secrets</i>

Highlight that:

- *career* refers to the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes, e.g., a career in journalism. It can also refer to the period of your life that you spend working, e.g., He had a long career as a tennis player.
- *position* is usually used when talking about having or applying for a specific job in an organization.
- *profession* usually refers in a general sense to jobs that require special training or qualifications, e.g., the medical profession.
- *wage* = the money paid weekly to do a job, whereas *salary* = the money that you are paid monthly or bi-monthly to do a job, especially professional employees.
- *bonus* = an extra amount of money that is added to your wage / salary as a reward, e.g., a productivity bonus.
- *perks* = an advantage you get from a company or employer in addition to the money you earn, e.g., a company car. In formal English, e.g., in a job description, you can also use *benefits* as a synonym.
- *staff* = all the workers employed in an organization considered as a group, e.g., Only the company staff can use the employee cafeteria. It usually takes a singular verb.
- *employees* = the workers seen as individuals.
- *employer* = a person or company that pays people to work for them.
- *skills* = particular abilities required in a job, whereas *qualifications* usually refers to professional exams passed.
- *training* = the process of learning the skills you need for a particular job.

Now focus on section 3 **Collocations** and have SS do it individually or in pairs. Check answers and elicit / model the pronunciation of tricky words as necessary.

- 1 charge, deal, responsible, off
- 2 team, opportunity, advancement, promoted
- 3 raise, temporary, short-term, security
- 4 fired, run, part-time
- 5 off, out, prospects, volunteer, unpaid, experience

Highlight especially:

- dependent prepositions in phrases like *in charge of*, *deal with*, etc.
- the difference between *good job prospects* and *good opportunities for advancement* (= good possibilities of future promotion).
- the difference between *get a promotion* (= be given a higher position in the company) and *get a raise* (= be paid more than before).
- the difference between *off work* (= temporary absence because of sickness or personal reasons) and *out of work* (= you don't have a job or have lost the one you had).
- the difference between a *temporary job* (= a job you may do only for a few months; opposite a permanent job) and a *part-time job* (= a job where you only work some hours a day; opposite a full-time job).

– the difference between *being fired* (= made to leave your job because you did it badly / did something wrong, etc.) and *being laid off* (= losing your job because a company / employer no longer has work available for you).

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

Testing yourself

- You can suggest that for **Adjectives describing a job**, SS cover sentences 1–6 and look at sentences A–F and try to remember the adjectives. For **Nouns that are often confused**, they can cover the Noun column while looking at the sentences and saying the missing words. For **Collocations**, SS can look at the bold words and phrases and remember their meaning.

Testing a partner

- Alternatively, SS can take turns testing each other. **B** closes the book and **A** defines or explains a word for **B** to try and remember, e.g., a verb that means you lose your job because the company no longer has work for you to do (be laid off). 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.
- SS can find more practice of these words and phrases on the iChecker CD-ROM that accompanies the Workbook.

Tell SS to go back to the main lesson on page 7.

- d** This is a quick review exercise on the lexis SS have just studied in the **Vocabulary Bank**. Give SS time to explain the differences between the pairs to each other, before going over their answers.

For answers see key for exercise c.

6 PRONUNCIATION

word stress and rhythm

Pronunciation notes

- Encouraging SS to improve their control of word stress is still important at this level as misplaced stress on an individual word can cause a breakdown in communication. Stressing the right words in a sentence will help SS speak English with a good rhythm and make them sound more fluent. Remind SS that we stress the content words in a sentence and do not usually stress the structure words (personal pronouns, articles, conjunctions, etc.). This gives English its characteristic beat or rhythm, sometimes referred to as the “music of English.”

1&2 Review and Check

The File finishes with two pages of review that focuses on the grammar, the vocabulary (including Lexis in Context), a reading passage, and a listening passage. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your SS and the class time available. If SS do them in class, check which SS are still having problems, or any areas that need further review.

Testing Program CD-ROM

- File 2 Quick Test
- File 2 Test

GRAMMAR

- a 1 though 4 there 7 herself 10 because
 2 their 5 one 8 so
 3 would 6 as 9 have / get
- b 1 to have them repaired
 2 If one learns a few phrases,
 3 despite the heavy traffic / despite the traffic being heavy / despite the fact that the traffic was heavy
 4 was canceled due to the fog
 5 see each other
 6 by themselves
 7 haven't seen him since
 8 so as not to be recognized
 9 we won't have to do the dishes
 10 I would take

VOCABULARY

- a 1 teeth 3 run 5 guns
 2 mind 4 pants 6 terms
- b 1 career 3 alike 5 take after
 2 part-time 4 half-sisters 6 synonym
- c 1 of 3 up 5 in
 2 off, up 4 off 6 with, on
- d 1 neighborhood 3 friendship 5 Freedom
 2 fear 4 loss 6 wisdom

CAN YOU UNDERSTAND THIS TEXT?

- a Suggested answer: Being bilingual is an advantage. You are more valuable in the workforce. You are likely to earn more money and be promoted to a management position if you are bilingual.
- b 1 T
 2 T
 3 T
 4 F (Bilingualism is not an absolute requirement, but it is desirable, according to Wendi Colby, director of human resources.)
 5 T
 6 T
 7 T
 8 F (Wellesley says, "We see demand from a full range of industries.")

CAN YOU UNDERSTAND THIS PROGRAM?

- a Students' own answers
- b More than half the world's children grow up speaking two or more languages.
 Being bilingual strengthens the brain.
 For bilinguals, the brain keeps the two languages separate.
 Bilingual speakers' brains perform mental exercises all the time.

1 27)))

H = host (Renee Montagne), J = Judy Szentkiralyi, P = Paul Szentkiralyi, G = Gretchen Cuda-Kroen, Ha = Hannah Szentkiralyi, Ja = Janet Werker, E = Ellen Bialystok

H This is MORNING EDITION from NPR News. I'm Renee Montagne. In today's health segment, people with rare diseases help each other using the Internet. But first, in an increasingly interconnected world, speaking more than one language is becoming common. Approximately one out of five Americans speak a language other than English at home. Around the world, as many as two-thirds of children are brought up bilingual. And it turns out that being bilingual is also good for the brain. Reporter Gretchen Cuda-Kroen has the story.

J (Foreign language spoken)

P (Foreign language spoken)

G Judy and Paul Szentkiralyi both grew up in the U.S. bilingual – speaking Hungarian with their families and English with their peers. And when they married they knew they wanted to raise their children speaking both languages. So their two daughters, Hannah and Julia, heard only Hungarian from mom and dad at home.

Ha (Foreign language spoken)

G Then came school and learning English. Judy recalls Hannah's first few months with the new language.

J When she did go to preschool that accent was very thick. She's counting like vun(ph), two, tree. And by the time maybe four or five months went by it was totally gone.

G Most people were supportive, but not everyone. Judy's husband Paul recalls an uncomfortable confrontation Judy once had in a local grocery store.

P I remember one time you came home, you said this one lady was, well, when's she going to learn English. It's like, well, when she goes to school she'll learn English.

G The Szentkiralyi's says that people often asked them if their kids got confused or if they fell behind in school. Janet Werker has an answer for them. She's a psychologist at the University of British Columbia who studies language acquisition in bilingual babies. Werker says the idea that children exposed to two languages from birth become confused or that they fall behind is a common misconception.

Ja Growing up bilingual is just as natural as growing up monolingual. There is absolutely no evidence that bilingual acquisition leads to confusion and there is no evidence that bilingual acquisition leads to delay.

G Werker and other researchers say the evidence to the contrary is actually quite strong. Being bilingual, they say, may actually be good for you.

Ellen Bialystok, a psychologist from York University in Toronto, says the reason lies in the way the bilingual mind uses language. No matter what language a person is speaking at the moment, Bialystok says both languages are active in the brain.

E The evidence is very dramatic. Even if you're in a context that's utterly monolingual where you think there's absolutely no reason to think about Chinese or Spanish or French, it is part of the activated network that's going on in your brain.

G This means bilinguals have to do something that's monolinguals don't do. They have to keep the two languages separate. Bialystok likens it to tuning into the right signal on the radio or television – the brain has to keep the two channels separate and pay attention to only one.

5B Do you have *Affluenza*?

Lesson plan

The topic of this lesson is money and materialism. In the first half of the lesson SS read a review of a book by Oliver James in which he describes how many people in the developed world are being made depressed, anxious, and unhappy by their obsession with money, consumer products, personal appearance, etc., a virus-like condition he has termed *Affluenza*. Then SS take a questionnaire to see if they themselves are suffering from the virus. The lexical focus is on words, phrases, and idioms related to money, and Pronunciation looks at the many different pronunciations of the letters *ea* and *ear* in English. In the second half of the lesson SS read an anonymous article that appeared in *The Times* newspaper in which a woman confessed that she wishes she had married for money rather than love. This leads into the grammar focus on special uses of the past tense after expressions like *I wish*, *I would rather*, etc. Finally, SS listen to a short lecture given by a Harvard professor about research regarding the correlation between money and happiness.

STUDY LINK

- Workbook 5B
- Online Practice
- iChecker

Extra photocopiable materials

- **Grammar** Unreal uses of past tenses page 150
- **Communicative** Money questionnaire page 176 (instructions page 163)
- **Vocabulary** Money page 201 (instructions page 189)
- **Song** *Material Girl* page 220 (instructions page 214)

Optional lead-in—the quote

- Write the quote at the top of page 48 on the board (books closed) and the name of the author or have SS open their books and read it.
- Point out that Tennessee Williams (1911–1983) was an American playwright most remembered today for his play, *A Streetcar Named Desire*, which was later made into a movie.
- Ask SS what they think Tennessee Williams meant by this quote (that it's easier to live off very little when you're young, e.g., when you are a student. When you are older, you don't want to have to economize on, e.g., food, heat, etc.) and whether SS agree with him and why (not).

1 READING & SPEAKING

- Focus on the lesson title and the task and elicit suggestions from the class as to the possible meaning of *Affluenza*.
- Set a time limit for SS to quickly read the product description and review of *Affluenza*. Highlight that they will have to interpret what they read to come up with a brief definition of *Affluenza* as it is not fully

defined anywhere in the text. Elicit suggestions from the class.

Suggested answers to 1

According to Oliver James, “affluenza” is a virus that is spreading through affluent countries. People with the virus define themselves by how much money they earn, the possessions they have, how attractive they look, how successful they are, etc. / An unhealthy obsession with money and material objects and values.

Now focus on the second part of the task and elicit whether the review is positive or negative (positive).

Ask SS which parts of the text they have underlined that show that the critic thinks *Affluenza* is a good book.

Suggested answers to 2

“In this book he explores the idea further and it's terrific.” (Highlight that *terrific* is a positive adjective. It often means *excellent*, e.g., *It was a terrific movie – one of the best I've seen*, but can also mean *big*, e.g., *There was a terrific bang*. It never means *terrible*.)
 “A lot of readers...will want to cheer.”
 “It's a wonderfully clear and cogent thesis. *Affluenza*...is clearly recognizable as our way of life...”

- Focus on the task and give SS time to read the texts again and answer the questions, comparing their answers with a partner. Check answers and deal with any vocabulary questions, e.g., *messed up* (= to be in a bad state), *show off* (= to try to impress others by talking about your abilities, possessions, etc.).

- He traveled around the world interviewing people.
- He wanted to find out why “affluenza” is spreading and how we can strengthen our “emotional immune system.”
- “To fill up our emotional emptiness.” We buy things to make ourselves feel better.
- Money, possessions, appearance, and fame.
- When people buy things to make themselves feel better, it makes them feel worse, which then makes them want to buy more things.
- Be a good person, worry about your interior self rather than your external appearance.

- Ask this question to the whole class and elicit opinions.

Extra support

- Ask SS to choose five other words or phrases they would like to learn from the texts and have them compare their choices. Get some feedback from the class about the words or phrases they have chosen and deal with any vocabulary problems that arise.
- Focus on the questionnaire and set a time limit for SS to answer the questions.
 - Tell SS to go to **Communication Do you have “affluenza”?** on page 119. Here SS find that any “yes” answer means that they have the virus. The more “yes” answers they have, the worse they have the virus. Get feedback from the class about how many people have the virus and whether they think the questionnaire is

6A Help yourself

Lesson plan

The topic of this lesson is self-help books. SS begin by reading a review of a recent self-help book about how to persuade people to do things for you, and then they read and retell extracts from it and assess the usefulness of the tips. This leads to the grammar focus, which is on the common pattern of verb + object + infinitive or gerund. The pronunciation focus is on intonation in polite requests.

In the second half of the lesson the focus widens and SS listen to a radio discussion about four more self-help books, and then go on to talk about self-help books or websites that they have used. The lesson ends with vocabulary, where SS extend their knowledge of compound adjectives.

STUDY LINK

- Workbook 6A
- Online Practice
- iChecker

Extra photocopiable activities

- **Grammar** verb + object + infinitive or gerund page 151
- **Communicative** Do you think you could possibly...? page 177 (instructions page 163)
- **Vocabulary** Compound adjective race page 202 (instructions page 189)
- **Song** Never Say Never page 221 (instructions page 214)

Optional lead-in—the quote

- Focus on the lesson title and elicit two possible meanings (*serve yourself food or do something to improve yourself*).
- Have SS read the quote at the top of page 54. Elicit / explain the meaning of *kleptomaniac* (= a person who cannot stop himself from stealing) and have SS discuss what they think the quote means.
- Elicit / explain that it is a play on words, and that the first *helps himself* = serves himself (as when the host at a meal says *Help yourself*). The second (*he can't help himself*) is an idiom and means he can't do anything about it / stop himself doing it, as in *I can't help worrying*, etc.

1 READING & SPEAKING

- a If you didn't do the Optional lead-in, focus on the lesson title and elicit two possible meanings according to the context (*serve yourself food or do something to improve yourself*).

Focus on the questions and elicit answers from the whole class.

The term *self-help* refers to guided self-improvement, e.g., economical, intellectual, or emotional, often with a substantial psychological basis. Self-help books are now a very popular genre, and aim to help people to help themselves in diverse areas of life, ranging from losing weight to finding a partner.

- b Focus on the book cover and the title of the review (**YES! 50 secrets from the science of persuasion**). Ask SS why they think there is a carrot on the cover, and elicit / explain that the “carrot or stick approach” is a commonly used expression for the two different ways of getting someone to do something, and comes from the idea of either dangling a carrot in front of a horse to make it move, or beating it with a stick. Thus the “carrot” means persuading somebody by use of a bribe or promise, the “stick” by using force or aggression.

Now focus on the task and set a time limit for SS to read the review and answer the questions in pairs. Check answers.

- 1 This book is written for people who work in advertising, marketing, management, sales, and anyone else who is interested in becoming more influential in everyday life.
- 2 Suggested answers: Yes, and people are more likely to agree to small requests than to larger ones.
- 3 Answers will vary.

- c Focus on the instructions and put SS in pairs, **As** and **Bs**. Set a time limit for SS to read their part, and encourage them to underline important phrases relating to the techniques and the experiments.
- d Check that **As** and **Bs** have both read their text carefully. Now have them tell each other about the techniques and experiments. Encourage them to do this from memory and using their own words, only referring to the text itself when they can't remember a detail. Monitor and help.
- e Finally, have SS discuss the two strategies together. Get feedback from the whole class and elicit situations where they think the strategies might work.

Extra support

- Ask SS to choose five other words or phrases they would like to learn from the text and get them to compare their choices. Get some feedback from the class as to the words or phrases they have chosen and deal with any vocabulary problems that arise.

2 GRAMMAR verb + object + infinitive or gerund

- a Focus on the sentences and give SS time, in pairs, to decide whether they are right or wrong, and to correct the mistakes. Encourage them to use their instinct, because although they may not have studied these structures before, they will have come across them frequently.

- 1 ✓
- 2 I was often made to do
- 3 I want you to finish
- 4 ✓
- 5 ✓
- 6 you not finishing everything / if you don't finish everything
- 7 suggest you take the 7:30 train
- 8 ✓
- 9 recommend that we go
- 10 involves me traveling abroad

- b Focus on the instructions and give SS time to go through the sentences with a partner.

Check answers, eliciting from SS what the sentence means.

- 1 *outnumber* = exceeds, is larger than (There are more non-native than native speakers.)
- 2 *overrated* = too much (It is not as good as some people say it is.)
- 3 *reawakening* = again (Waking up again a romance that had died)
- 4 *misrepresented* = wrongly (Portrayed in a way that wasn't accurate or truthful)
- 5 *underestimated* = not enough (People do not value the importance of the translator enough.)
- 6 *prosocially* = in favor of (Spending money in favor of society, e.g., on other people)
- 7 *prematurely* = before (Her skin has aged earlier than normal.)
- 8 *devalued* = lowered (The value of the US dollar is lower than before.)

- c Assign the task either for SS to do individually or in pairs. If they do it individually, have them compare with a partner before checking answers.

- | | |
|---------------|-----------------|
| 1 misjudged | 6 inconvenient |
| 2 rewrite | 7 demotivated |
| 3 devalues | 8 underprepared |
| 4 prearranged | 9 overcharged |
| 5 illegible | 10 outdoor |

5 LISTENING & SPEAKING

- a Divide the class into teams with at least four SS on each team. Focus on the task and the quiz questions. Set a time limit.

- b When the time limit is up, tell SS to go to **Communication QI quiz**. **A** on page 119, **B** on page 121 to check their answers. Get feedback to find out which teams answered the most questions correctly, and which answers SS were surprised by.

- c **3 28**) Focus on the task. Some SS may know about *QI* since the books have been translated into several languages.

Give SS time to read the questions. Then play the audio once for SS to try to answer the questions. Have SS answer the questions with a partner. Then play the audio again. You could pause the audio where spaces have been inserted into the audioscript to give SS more time. Check answers.

- 1 It stands for Quite Interesting and is IQ backwards (*IQ* = intelligence quotient, the numerical measurement of a person's intelligence).
- 2 Everything you think you know is probably wrong, and everything is interesting.
- 3 Goldfish have very long memories; Julius Caesar was not born by Caesarean section.
- 4 Because human beings, especially children, are naturally curious and want to learn.
- 5 Because even the best schools can make an interesting subject boring by making SS memorize facts, and because SS only learn effectively when they do it voluntarily, so if they are forced to learn something, they will be less successful.

3 28

(audioscript in Student Book on pages 131–132)

Why is it that so many children don't seem to learn anything at school? A TV producer-turned-writer has come up with some very revolutionary ideas. A few years ago, TV producer John Lloyd thought up a formula for a new quiz show. The show is called *QI*, which stands for "Quite Interesting," and which is also IQ backwards. It's a comedic quiz show hosted by actor Stephen Fry, where panelists have to answer unusual general knowledge questions, and it's become unexpectedly popular with 15- to 25-year-olds. Along with co-author John Mitchinson, Lloyd has since written a number of *QI* books, for example, *The Book of General Ignorance*, and these have also been incredibly successful.

Lloyd's basic principle is very simple: everything you think you know is probably wrong, and everything is interesting. The *QI Book of General Ignorance*, for example, contains 240 questions, all of which reveal surprising answers. So we learn, for example, that goldfish have very long memories, that you're more likely to be killed by an asteroid than by lightning, or that Julius Caesar was not actually born by Caesarian section.

The popularity of these books proves Lloyd's other thesis: that human beings, and children in particular, are naturally curious and have a desire to learn. And this, he believes, has several implications for education. According to Lloyd and Mitchinson, there are two reasons why children, in spite of being curious, tend to do badly in school. First, even the best schools can take a fascinating subject, such as electricity or classical civilization, and make it boring, by turning it into facts which have to be learned by heart and then regurgitated for tests. Second, *QI*'s popularity seems to prove that learning takes place most effectively when it's done voluntarily. The same teenagers who will happily choose to read a *QI* book will often sit at the back of a geography class and go to sleep, or worse still, disrupt the rest of the class.

- d **3 29**) Focus on the task and give SS time to read the statements. Play the audio once, and have SS compare which suggestions they have checked. Play the audio again as necessary. Check answers.

The following should be checked:

Learning should never feel like hard work.
 Children should be able to choose their own curriculum.
 Children shouldn't be expected to learn to read until they actually want to.
 Children shouldn't be forced to go to school every day if they don't want to.
 There should be no evaluation or assessment of children by teachers.
 Children should learn theories through practical activities.
 There should be no official graduation age.

3 29

(audioscript in Student Book on page 132)

So how could we change our schools so that children enjoy learning? What would a "QI school" be like? These are Lloyd and Mitchinson's basic suggestions.

The first principle is that education should be more play than work. The more learning involves things like storytelling and making things, the more interested children will become. Second, they believe that the best people to control what children learn are the children themselves. Children should be encouraged to follow their curiosity. They will end up learning to read, for example, because they want to, in order to read about something they're interested in.

Third, they argue that children should be in control of when and how they learn. The *QI* school would not be mandatory, so students wouldn't have to go if they didn't want to, and there would be no tests. There would only be projects, or goals that the children set themselves with the teacher helping them. So a project could be something like making a video or building a chair.

8A Trick or treatment?

Lesson plan

In this lesson the topic is health and medicine. The first part focuses on commonly held beliefs about health, and an expert talks about which are myths and which are true. SS review and expand their vocabulary in this area, and learn some common similes. The grammar focus is on gerunds and infinitives, and SS look at perfect, continuous, and passive gerunds and infinitives, and some new uses. In the second part of the lesson the topic shifts to alternative medicine. There is a vocabulary and pronunciation focus on words related to alternative medicine, and SS then listen to some people's experiences and talk about their own. Finally, they read a review of a new book that questions the validity of alternative medicine.

STUDY LINK

- Workbook 8A
- Online Practice
- iChecker

Extra photocopyable activities

- **Grammar** Gerunds and infinitives page 155
- **Communicative** Medical vocabulary definitions game page 181 (instructions pages 164–165)
- **Vocabulary** Medical words and similes page 206 (instructions pages 189–190)

Optional lead-in—the quote

- Write the quote at the top of page 74 on the board (books closed) and the name of the author or have SS open their books and read it.
- Point out that Voltaire lived from 1694 to 1778 and that his best known work today is probably *Candide*.
- Ask SS to what extent they think what Voltaire said was true at the time in which he wrote it, and if it is still true at all today.

1 SPEAKING & LISTENING

- a Focus on the quiz and set a time limit (e.g., five minutes) for SS to take it with a partner, or in groups of three.

Check answers, eliciting the meaning of the words and correcting pronunciation where necessary.

Suggested answers

- 1 a from a fall, being hit by sb, or knocking against sth, leaving you with a blue, brown, or purple mark
 b from walking a long way in uncomfortable shoes, or from wearing shoes that are too tight. It is a swelling on the skin filled with liquid.
 c as an allergic reaction to sth, or with certain children's illnesses like measles. It is an area of red spots on the skin.
- 2 a to protect a broken bone in an arm or a leg. It is a hard cover that is placed around the broken body part.
 b to cover a cut that is not serious. It is a small piece of material that sticks to the skin.
 c if you have a bacterial infection (but not for a virus). It is a kind of medicine, e.g., penicillin.

- d for a deep cut, or after an operation. It is a short piece of thread used with a needle to sew up a wound.
 e to check if a bone is broken. It is a photograph that shows bones or organs in the body.
 f if you are pregnant to check the baby's progress, or to check muscles or internal organs, e.g., for back or joint problems. It is a medical test in which a machine produces an image on a computer screen.
- 3 a for any small medical problem, e.g., one that doesn't require a specialist
 b because you have a medical problem that requires advice or treatment from a doctor who is an expert in that field
 c if you need to have an operation that involves cutting the body and often removing or replacing body parts. A surgeon is a doctor who does this.
- 4 a sneezing, coughing, a runny nose
 b same as for a cold but also with a temperature, and general aches and pains
 c vomiting / being sick and diarrhea
 d chest pain, increased or irregular heart rate
 e coughing, especially at night, difficulty breathing
- 5 a you might faint
 b you might have a fast or irregular heart rate, trouble sleeping
 c you might have an allergic reaction, get a rash, your hand might swell
 d you might get an electric shock / get electrocuted

- b Focus on the picture and statements 1–6. Tell SS that the information comes from a book of the same name, *Never Shower in a Thunderstorm*. Put SS into pairs or small groups and ask them to discuss each statement and say whether they think it is true or a myth, giving reasons and examples. Pre-teach the meaning of “old wives’ tale” (= an old idea or belief that has been proved not to be scientific).

Get feedback to find out what SS think, but don't tell them if they are right or not.

- c (4 19))) Play the audio once for SS to see if they were right. Check answers, just finding out at this stage if the beliefs are true or myths, and how many SS guessed correctly.

- | | |
|---------|---------|
| 1 myth | 4 myth |
| 2 truth | 5 truth |
| 3 truth | 6 myth |

(4 19)))

(audiocript in Student Book on page 133)

I = interviewer, Dr = Doctor

I We have in the studio Dr. Linda Blakey, who is helping us separate the medical facts from all the myths and old wives' tales that are out there. So, my first question, Linda, is there any truth in the belief that if you eat a large meal in the evening, you're more likely to gain weight than if you eat the same amount of food earlier in the day?

Dr Well, there's a clear answer to that: if you're watching your weight, what matters is *what* you eat, not *when* you eat it. A calorie at midday is no different from a calorie at midnight, and the idea that your metabolism slows down in the evening is actually a myth. As a matter of fact, there is a medical condition called “night-eating syndrome,” which affects two percent of the population, and people who suffer from it eat very little during the day, but often wake up and eat during the night. These people on average are