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luận phức tạp. Advanced Plus: Cấp độ cao nhất của giáo trình, hướng đến những học viên đã có trình độ tiếng Anh cao và muốn đạt đến mức độ lưu loát và tự tin trong mọi tình huống giao tiếp. Học viên sẽ được thách thức với các bài học chuyên sâu, nâng cao kỹ năng ngôn ngữ học thuật và thể hiện ý kiến một cách chính xác và logic trong các bài thảo luận phức tạp. Ngoài ra English File Fourth Edition còn có phiên bản dành cho người nói tiếng Tây Ban Nha English File for Spanish Speakers (Phiên bản dành cho người nói tiếng Tây Ban Nha): Phiên bản đặc biệt dành riêng cho người nói tiếng Tây Ban Nha, với các hoạt động bổ sung trực tuyến giúp luyện tập từ vựng, phát âm và kỹ năng nghe đặc thù cho người học tiếng Anh từ ngôn ngữ Tây Ban Nha. Cuốn sách "Vocabulary and Grammar Pocket Book" cũng được phát triển đặc biệt cho người nói tiếng Tây Ban Nha. Với các cấp độ đa dạng và hấp dẫn, English File Fourth Edition cung cấp cho học viên các cơ hội học tập và rèn luyện kỹ năng tiếng Anh ở mức độ phù hợp với nhu cầu và trình độ của mỗi người. Những lợi ích khi học tiếng Anh với giáo trình English File Fourth Edition Việc sử dụng giáo trình English File Fourth Edition mang lại nhiều lợi ích cho việc học tiếng Anh, bao gồm: Phát triển kỹ năng giao tiếp: Mục tiêu chính của giáo trình này là cải thiện kỹ năng giao tiếp tiếng Anh của học viên, điều này được khẳng định bởi 90% giáo viên tham gia khảo sát đã thấy sự cải thiện trong kỹ năng giao tiếp của học sinh sau khi sử dụng chương trình. Tài liệu học phong phú và đa dạng: Giáo trình này cung cấp nhiều tài liệu học bao gồm Sách học sinh kèm Bài tập trực tuyến, Sách Bài tập, Video Tăng cường và nền tảng Ôn tập trực tuyến. Tất cả những tài liệu này giúp học viên có nhiều lựa chọn để học và ôn tập. Tính tương tác và động lực cao: Giáo trình này tích hợp các hoạt động nghe qua video và video tương tác để tạo ra một trải nghiệm học tập sôi nổi và thú vị. Ứng dụng phát âm Say It: Giáo trình này cung cấp ứng dụng Say It, giúp học viên nắm vững phát âm qua việc nghe các mô hình phát âm, ghi âm chính họ, nhìn thấy các âm tiết được nhấn mạnh, và nghe các âm vị. Hỗ trợ cho giáo viên: Giáo trình này cung cấp Sách Hướng Dẫn Giáo Viên, Trung Tâm Tài Nguyên Giáo Viên Trực Tuyến, và Công Cụ Trình Bày Lớp Học, giúp giáo viên dễ dàng quản lý tài nguyên và tạo ra các bài học linh hoạt. Khả năng tiếp cận linh hoạt: Giáo trình có thể truy cập dưới dạng in hoặc số, giúp thích ứng với nhiều phong cách giảng dạy và môi trường học tập khác nhau. Kiểm tra và theo dõi tiến trình học tập: Giáo trình cung cấp một loạt các bài kiểm tra giúp giáo viên theo dõi tiến trình học tập của học sinh, bao gồm Quick Tests, File tests, Progress Tests, End-of-course Test, và Entry Test. Những lợi ích trên đã tạo nên sự độc đáo và hiệu quả của giáo trình English File Fourth Edition trong việc học tiếng Anh, giúp học viên cải thiện trình độ và tự tin giao tiếp bằng tiếng Anh. Những ai phù hợp với English File Fourth Edition Giáo trình "English File Fourth Edition" phù hợp với nhiều đối tượng, bao gồm: Học sinh ở tất cả các cấp độ: Với hệ thống học từ cấp độ cơ bản đến cấp độ cao, giáo trình này rất phù hợp với các học viên ở tất cả các cấp độ tiếng Anh, bao gồm cả những học viên muốn mở rộng kiến thức tiếng Anh của mình ở cấp độ C1+ (Advanced Plus). Các giáo viên tiếng Anh: Với Sách Hướng Dẫn Giáo Viên, Trung Tâm Tài Nguyên Giáo Viên Trực Tuyến, và Công Cụ Trình Bày Lớp Học, giáo trình này rất hữu ích cho các giáo viên muốn tạo ra các bài học linh hoạt và dễ dàng quản lý tài nguyên. Các học viên tự học: Với tài liệu học tự học phong phú bao gồm Sách học sinh kèm Bài tập trực tuyến, Sách Bài tập, Video Tăng cường và nền tảng Ôn tập trực tuyến, giáo trình này phù hợp với những học viên tự học ở nhà. Những người muốn cải thiện kỹ năng giao tiếp: Giáo trình này nhấn mạnh vào việc cải thiện kỹ năng giao tiếp tiếng Anh, giúp người học có thể tự tin giao tiếp bằng tiếng Anh trong mọi tình huống. Những người muốn học tiếng Anh qua phương pháp học linh hoạt: Giáo trình này có thể truy cập dưới dạng in hoặc số, giúp thích ứng với nhiều phong cách giảng dạy và môi trường học tập khác nhau. Với những lợi ích và tính năng mà nó mang lại, "English File Fourth Edition" chắc chắn sẽ là sự lựa chọn tốt cho hầu hết mọi đối tượng muốn học và nâng cao trình độ tiếng Anh của mình. Hướng dẫn cách sử dụng hiệu quả bộ giáo trình English File Fourth Edition Để sử dụng hiệu quả bộ giáo trình "English File Fourth Edition", bạn có thể thực hiện theo các bước sau: Xác định mục tiêu học tập: Đầu tiên, bạn cần xác định mục tiêu học tập của mình – bạn muốn nâng cao kỹ năng tiếng Anh của mình ở mức độ nào? Giáo trình này có tất cả 8 cấp độ, bao gồm cả một cấp độ mới C1+ (Advanced Plus) dành cho những người muốn mở rộng khả năng tiếng Anh của mình. Chọn tài liệu học phù hợp: Dựa vào mục tiêu học tập, bạn chọn tài liệu học phù hợp giáo trình. Bộ giáo trình bao gồm Sách học sinh kèm Bài tập trực tuyến, Sách Bài tập, Video Tăng cường và nền tảng Ôn tập trực tuyến. Sử dụng ứng dụng Say It: Ứng dụng này giúp bạn phát triển sự tự tin trong phát âm bằng cách cho phép bạn nghe các mô hình phát âm, ghi âm chính mình, xem các âm tiết được nhấn mạnh, và nghe các âm vị. Ôn tập thường xuyên: Sử dụng Sách Bài tập và nền tảng Ôn tập trực tuyến để ôn tập và cải thiện kỹ năng tiếng Anh của bạn. Kiểm tra tiến trình học tập: Giáo trình cung cấp một loạt các bài kiểm tra bao gồm Quick Tests, File tests, Progress Tests, End-of-course Test, và Entry Test để giúp bạn theo dõi tiến trình học tập của mình. Luyện nghe qua các video: Sử dụng Video Tăng cường và video trên nền tảng Ôn tập trực tuyến để luyện kỹ năng nghe và nắm bắt các mô hình ngôn ngữ thực tế. Sử dụng công cụ Classroom Presentation Tool (nếu bạn là giáo viên): Công cụ này giúp giáo viên trình bày nội dung khóa học trên màn hình, tạo ra các bài học thú vị, nâng cao sự chú ý của học sinh. Với sự kỷ luật và sự cam kết, bạn sẽ thấy bộ giáo trình "English File Fourth Edition" cực kỳ hữu ích và hiệu quả để nâng cao kỹ năng tiếng Anh của mình. Những phương pháp học tiếng Anh hiệu quả với English File Fourth Edition Để học tiếng Anh hiệu quả với "English File Fourth Edition", bạn có thể áp dụng các phương pháp sau: Học thông qua ngữ cảnh: "English File Fourth Edition" được thiết kế để giúp học viên học tiếng Anh trong các ngữ cảnh thực tế thông qua các bài học, chủ đề và tài liệu được cập nhật . Hãy tìm hiểu từ vựng và ngữ pháp trong ngữ cảnh thực tế, không chỉ học thuộc lòng. Tận dụng các hoạt động nghe qua video: Bộ giáo trình này tích hợp các hoạt động nghe qua video trong mỗi bài học, giúp học viên có thêm cơ hội luyện kỹ năng nghe và tiếp cận với tiếng Anh thông qua các tình huống thực tế. Sử dụng Ứng dụng Say It: Ứng dụng này giúp bạn cải thiện phát âm bằng cách cho phép bạn nghe, ghi âm và so sánh phát âm của mình với mô hình phát âm chuẩn. Thực hành với Online Practice: Sử dụng bài tập trực tuyến để củng cố kiến thức và kỹ năng đã học. Bạn cũng có thể sử dụng các bài kiểm tra online để đánh giá sự tiến bộ của mình. Tận dụng Sách Bài tập: Sách Bài tập cung cấp thêm các bài tập để bạn ôn tập và củng cố kiến thức đã học. Định kỳ kiểm tra sự tiến bộ: Sử dụng các bài kiểm tra như Quick Tests, File tests, Progress Tests, End-of-course Test, và Entry Test để theo dõi tiến trình học tập của bạn và nhận biết được những vấn đề cần cải thiện. Tham gia vào các hoạt động trực quan và tương tác: Giáo trình này cung cấp nhiều hoạt động tương tác và trực quan như video, trò chơi và bài tập trực tuyến. Điều này giúp nâng cao động lực học tập và giúp bạn luyện tập tiếng Anh một cách thú vị hơn. English File Fourth Edition: Tạo Nền Tảng Vững Chắc cho Học Viên Tiếng Anh ở Mọi Cấp Độ Trong lĩnh vực giáo dục ngôn ngữ, Oxford University Press đã không ngừng cung cấp những giáo trình tiếng Anh hàng đầu. Một trong số đó, "English File Fourth Edition", đã tạo ra một đột phá, đưa ngôn ngữ Anh đến với học viên ở mọi cấp độ, từ cơ bản đến nâng cao. English File Fourth Edition không chỉ được xây dựng dựa trên sự thành công của các phiên bản trước, mà còn bổ sung thêm nhiều tính năng mới, đáng chú ý là cấp độ mới C1+ (Advanced Plus), hướng đến những học viên muốn mở rộng khả năng tiếng Anh của mình. Bộ giáo trình này không chỉ giúp học viên rèn luyện các kỹ năng ngôn ngữ, mà còn kích thích sự tư duy và sự tham gia tích cực vào quá trình học thông qua các văn bản, chủ đề và nhiệm vụ được cập nhật. Đặc biệt, nhờ ứng dụng Say It, học viên có thể nâng cao kỹ năng phát âm bằng cách lắng nghe, ghi âm và so sánh phát âm của mình với mô hình chuẩn. Đối với giáo viên, English File Fourth Edition cung cấp Trung tâm Tài nguyên dành cho Giáo viên và Công cụ Trình bày lớp học, giúp họ tạo ra bài giảng linh hoạt, quản lý tài nguyên giáo trình và tạo ra bài học hấp dẫn, tăng sự chú ý của học sinh. Bên cạnh đó, English File Fourth Edition còn cung cấp nền tảng Ôn tập trực tuyến, nơi học viên có thể luyện tập, kiểm tra sự tiến bộ và ôn lại các bài học đã học. Bằng cách này, họ có thể tự đánh giá hiệu quả học tập của mình và định hướng cho quá trình học tiếp theo. Với "English File Fourth Edition", việc học tiếng Anh không còn là một nhiệm vụ khó khăn. Mỗi học viên, không phân biệt trình độ, đều có thể tìm thấy con đường học tập phù hợp và tiếp tục cuộc hành trình khám phá ngôn ngữ Anh của mình. Bộ giáo trình này đã đặt nền móng vững chắc cho việc học tiếng Anh, mở ra cánh cửa cho một tương lai với nhiều cơ hội. English File Fourth Edition: Kỹ Năng Giao Tiếp Tiếng Anh Đỉnh Cao từ Oxford University Press Trong thế giới ngày nay, việc nắm vững kỹ năng giao tiếp bằng tiếng Anh là một yếu tố không thể thiếu để thành công. Oxford University Press, một nhà xuất bản với uy tín hàng đầu trong lĩnh vực giáo dục ngôn ngữ, đã tạo ra một cách mới để đạt đến mục tiêu này: "English File Fourth Edition". "English File Fourth Edition" là một bộ giáo trình tiếng Anh toàn diện, thiết kế để phát triển kỹ năng nói của học viên. Thực tế, 90% giáo viên đã khẳng định rằng giáo trình này đã giúp cải thiện kỹ năng nói của học viên. Điểm đặc biệt của bộ giáo trình này là việc tích hợp các hoạt động nghe qua video vào mỗi bài học, tạo ra một trải nghiệm học tập động và thú vị. Hơn nữa, giáo trình này còn kết hợp việc học trong lớp với việc học trực tuyến thông qua portal Ôn tập trực tuyến, giúp học viên phát triển kỹ năng ngôn ngữ của mình một cách linh hoạt. "English File Fourth Edition" không chỉ chú trọng đến việc học từ vựng và ngữ pháp, mà còn đặt trọng tâm vào việc phát triển kỹ năng giao tiếp thực tế. Học viên sẽ được luyện tập qua các hoạt động tương tác, cùng với việc tiếp xúc với những tình huống thực tế trong cuộc sống qua các bài học, giúp họ tự tin hơn khi sử dụng tiếng Anh. Không chỉ đảm bảo rằng học viên sẽ được học từ những nguồn tài nguyên chất lượng, Oxford University Press còn cung cấp ứng dụng Say It. Ứng dụng này giúp học viên cải thiện phát âm bằng cách cho phép họ nghe, ghi âm và so sánh phát âm của mình với mô hình phát âm chuẩn, tạo nên một sự tự tin trong việc phát âm tiếng Anh. Với sự hỗ trợ của "English File Fourth Edition", việc phát triển kỹ năng giao tiếp tiếng Anh không còn là một nhiệm vụ khó khăn. Thay vào đó, học viên sẽ được trải nghiệm một hành trình học tập thú vị và tràn đầy khám phá, dẫn đến việc thành thạo tiếng Anh một cách tự nhiên và tự tin. ebook-tienganh.com Christina Latham-Koenig Clive Oxenden with Jerry Lambert Beatriz Martín García ENGLISH FILE Intermediate Plus Teacher's Book Paul Seligson and Clive Oxenden are the original co-authors of English File 1 and English File 2 4558143 EF3e IntPlus TB.indb 1 01/05/2014 08:46 G present tenses V holidays P /s/ and /z/ 2A Pack and go! Lesson plan Holidays are the main topic for this lesson, which revises and extends Sts' understanding of the present simple and continuous. Packing for a holiday provides the context for learning vocabulary for items people often take with them, and there is a section on common holiday activities. The vocabulary is recycled through a short text and a listening about items frequently forgotten by British holidaymakers. Next, the pronunciation focus revises the sounds /s/ and /z/ as used in the vocabulary just practised. The topic of the listening is airport security screeners. Sts first hear some things that passengers are frequently told by screeners, and they then listen to an interview with a US screener talking about her job. Sts then read a website article about cheap holidays, which is the basis for a speaking and writing activity. The second half of the lesson starts with a grammar focus on the present tenses. This is presented through holiday tweets, which helps Sts recognize the differences between the present simple and present continuous. After further grammar practice, Sts read an article about activities different nationalities do on holiday and the impressions they make on their hosts – some good, some bad. Sts then talk about their own feelings about holidays and holiday experiences. This is followed by a Writing focus, where Sts write holiday tweets. The lesson finishes with a song, Destination: Anywhere. STUDY LINK • Workbook 2A • iTutor • www.oup.com/elt/englishfile Extra photocopiable activities • • • • • Grammar present tenses p.142 Communicative Ask me a question p.170 (instructions p.160) Vocabulary Holidays p.195 (instructions p.191) Song Destination: Anywhere p.211 (instructions p.206) www.oup.com/elt/teacher/englishfile Optional lead-in (books closed) • Write ON MY LAST HOLIDAY I PACKED… on the board. Tell Sts where you went, and get them to guess some of the items you took with you on your most recent holiday, e.g. toiletries, sunscreen, a towel, a camera, etc. • Write their ideas on the board. 1 VOCABULARY holidays a Books open. Focus on the instructions and the two X-ray pictures. Elicit from the class the names of one or two items. Put Sts in pairs or small groups. Tell them to try and identify the 12 items in the backpack and suitcase and answer the questions. Monitor and help. Check answers. Point out that security rules might be different in other countries, and rules sometimes change, so the answers may vary. Backpack headphones mobile phone phone charger sunglasses camera bottle of water 2 Suitcase laptop 1 pyjamas trainers (guide)book hairdryer wash bag 1 (liquids and creams must be taken out and put in a plastic bag) Now focus on the instructions and get Sts to mark the objects either 1 (you have to take them out of your bag when you go through security) or 2 (not allowed). Check answers. b Tell Sts to go to Vocabulary Bank Holidays on p.153. Focus on 1 Things to pack and get Sts to do a individually or in pairs. Some of these words may already be familiar to them. 1 24 Now do b. Play the audio for Sts to check answers. Play it again pausing after each word or phrase for Sts to repeat. Highlight that a wash bag / sponge bag is a small bag for holding toiletries such as soap, a toothbrush, etc. when you are travelling. 1 24 1 Things to pack 7 11 6 18 17 4 16 3 15 21 13 adaptor brush comb flip flops guidebook hairdryer insect repellent make-up memory card nail scissors charger 5 19 9 1 14 8 12 20 10 2 pyjamas raincoat razor sunscreen swimming trunks swimsuit toothbrush toothpaste towel wash bag Get Sts to do c in pairs and then get some feedback. Focus on 2 Verb phrases with go and get Sts to do a individually or in pairs. Sts will have seen some of these phrases before if they did English File Pre-intermediate. Focus on b and get Sts to do the task individually. 1 25 Now do c. Play the audio for Sts to check answers to a and b. Then play it again pausing after each phrase for Sts to repeat. 1 25 2 Verb phrases with go a go + verb + ing 5 go camping 8 go hiking 2 go sailing 1 go scuba diving 4 go sightseeing 28 4558143 EF3e IntPlus TB.indb 28 01/05/2014 08:46 2A Now focus on the instructions. Tell Sts to read the introduction to an article, then guess the three items with a partner. 7 go snorkelling 3 go waterskiing 6 go windsurfing b go on + noun 1 go on a cruise round the Mediterranean 2 go on a tour of a city or a building 3 go on a safari to see wildlife 4 go on a boat trip on a lake 5 go on a package holiday with everything included Elicit or explain that a package holiday is a holiday that is organized by a company at a fixed price and includes the cost of travel, hotels, etc. Now focus on d. Go over the example with the class and elicit some answers from individual Sts. Then Sts ask and answer questions about each verb phrase with a partner. Monitor and help. Get some feedback. Extra support • Get Sts to ask you a few questions first. Focus on 3 More verb phrases. Get Sts to do a individually or in pairs. 1 26 Now do b. Play the audio for Sts to check answers. Then play it again pausing after each phrase for Sts to repeat. Elicit that sunbathe, climb, pack / unpack are regular verbs. 1 26 3 More verb phrases 1 sunbathe on the beach 2 get sunburnt 3 see the sights 4 watch the sunset 5 do voluntary work 6 climb a mountain 7 pack and unpack your bags 8 have a massage Extra idea • Ask a few Sts which of these things they did on their last holiday. Testing yourself For Things to pack and Verb phrases with go, Sts can cover the words / phrases and look at the pictures. For More verb phrases, Sts can cover the verbs in 1–8 and try to remember the complete phrases. Testing a partner See Testing a partner p.20. Tell Sts to go back to the main lesson 2A. Extra support • If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point or leave it for later as consolidation or revision. c Focus on the instructions and give Sts a moment to think about their list. Tell them to work individually. d Get Sts to compare their list with a partner's. Get some feedback from a few pairs. e Focus on the title of the article and ask Sts if they find it surprising. Ask why / why not. Highlight that a Briton is a person from Britain. Brit is an informal word for a British person. Get some feedback from the class, but don't tell them if they're right yet. f 1 27 Focus on the instructions. Play the audio all the way through. Ask the class if anyone got the top three items correct. Extra support • Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen. The top three are: 1 comfortable shoes 2 phone chargers 3 sunscreen 1 27 (script in Student's Book on p.123) So, in reverse order, the list of things that the British most often leave behind when they go on holiday. At number ten we have – their passports. Yes, believe it or not many Brits only realize when they get to the airport that they've left their passports at home. At number nine, flip flops. An easy solution there – they can buy some new ones at their holiday destination. Number eight, their mobile phone. This is bad news as it's not easy to replace when you're on holiday, but maybe it's a good thing as it makes it easier to really disconnect, without calls or emails. At number seven, toothbrushes, and at number six, toothpaste. Another easy thing to buy though, at any local chemist's. At number five, sunglasses. Yes, Brits have them, but because we don't use them very often we forget to pack them, and we end up buying another pair, which we will then forget again next time. Number four, a good book. But nowadays if you've forgotten a book but you have a Kindle or iPad, it's easy to buy some more wherever you are. At number three, sunscreen. This is something we really ought to try to remember to take, because sunscreen is often much more expensive in holiday resorts. And you really can't sunbathe or do water sports without putting some on. At number two, phone chargers. So you remembered your phone – but you forgot the charger. Well, it is possible to buy chargers when you're away, or you might even be able to buy one online and get it delivered to wherever you're staying. Finally, the number one thing people forget to bring is… comfortable shoes! We seem to forget that when you go sightseeing or even shopping, not to mention going for walks, comfortable shoes are a must. So next time you pack, make sure all these things are on your checklist! g Do this as an open-class question. 2 PRONUNCIATION /s/ and /z/ Pronunciation notes • Students who have these sounds in their L1 will not find them hard to pronounce, but what is confusing for most Sts is that the letter s can be pronounced in different ways (usually /s/ or /z/). It is worth reminding Sts that the letter z in English (and zz) is always pronounced /z/. a Focus on the two sound pictures and elicit the words and sounds. Then focus on the word scissors and ask Sts which sounds the pink letters make. 29 4558143 EF3e IntPlus TB.indb 29 01/05/2014 08:46 2A Extra support • If Sts are having problems noticing the difference between the two sounds, get them to place their finger and thumb on their throats and then say scissors slowly, feeling for the vibration in the /z/ sound. b 1 B Give them time to practise saying the word and concentrate on the two sounds. c Focus on the instructions and the vocabulary. Play the audio once, pausing after each word for Sts to write them in the correct column. 1 29 1 29 See words in Student's Book on p.14 d 1 30 Play the audio for Sts to listen and check the answers. 1 30 snake /s/ flip flops, massage, passport, safari, sunset, swimsuit zebra /z/ bags, cruise, holidays, pyjamas, razor, towels Get Sts to practise saying the words. e Tell Sts to go to the Sound Bank on p.167 and look at the typical spellings of the /s/ and /z/ sounds. Elicit that s is never pronounced /z/ when it is at the beginning of a word. Tell Sts to go back to the main lesson 2A. f Get Sts to practise saying the phrases in pairs, checking each other's pronunciation of /s/ and /z/. some sunglasses /səm ˈsʌnglɑːsɪz/ summer clothes /sʌmə ˈkləʊðz/ bags and cases /ˈbægz ən ˈkeɪsɪz/ shoes and socks /ʃuːz ən sɒks/ striped pyjamas /ˈstraɪpt pəˈdʒɑːməz / see the sights /ˈsiː ðə saɪts/ STUDY LINK • Sts can practise these sounds on the iTutor and on the English File Intermediate Plus website. 3 LISTENING a 1 31 Ask the class What do passengers have to do at an airport security screening area? Elicit answers from Sts and write them on the board, e.g. take off their coats, empty their pockets of coins, keys, etc. Focus on pictures A–E and ask Sts what's happening. Now tell them to look at the pictures while they listen to five airport security screeners talking to passengers. Play the audio once the whole way through. You could pause after each speaker. Get Sts to match the speakers with the five pictures. 4 A 5 C 1 31 The pink letters in scissors have the following sounds: (in order) /s/, /z/, /z/ (/ˈsɪzəz/) 1 28 3 D 1 Please take your laptops out of their cases. 2 Place all liquids and gels in a clear plastic bag. Nothing over 100 millilitres is permitted. 3 Sir? Can you take off your jacket, please? All jackets, belts, watches, jewellery – anything with metal in it needs to be removed. 4 Step this way, sir. Raise your arms, please. OK, thank you very much. 5 A Is this your bag, madam? Can I have a look inside it, please? B Yes, sure. A I'm sorry, but you can't take this. It's 200 millilitres. 1 28 Play the audio once for Sts to listen and check the answer. scissors, scissors 2 E b 1 32 Focus on the task. Before playing the audio, ask the class Do you think being an airport security screener is an easy or difficult job? Why? Play the audio once the whole way through so Sts can get the gist. Get Sts to discuss in pairs whether the screener feels mainly positive or negative about her job. Check the answers, eliciting any reasons Sts heard. She's mainly negative. 1 32 (script in Student's Book on p.123) I = Interviewer, S = Screener I How long have you been an airport screener? S Two years. I What's the most difficult part of the job? S Definitely the repetition. You say and do the same things again and again… and again. I mean, it's so boring. It eats away at you. I also don't like taking and throwing away people's things. But there are certain things you can't bring through security. I often have to take away big bottles of sunscreen and expensive perfume, home-made food, uh, also, you know, razors and scissors and other things and throw them in the trash, usually in front of the passenger. They look so sad and confused. It makes me feel a little sad for them, too. I What do you like about the job? S The only thing that keeps it interesting is the variety of people you meet. I enjoy talking with people and wondering where they're travelling to and things like that. It really tells you something about society. I What are your colleagues like? S Um, some are great, but some are terrible. Like, if a passenger is moving too slowly, they can be really unkind. Even if it's an elderly traveller, or just a businessman with too many electronic gadgets. The bad ones, um, they shout at people to push their bags through the belt. I mean, they don't have to be rude about it. One of my colleagues refuses to say 'please' and 'thank you'. Can you believe that? He tells people to lift their arms, show their feet, take off their belt, and things like that, in a very unkind way. I Why do you think some screeners are so unfriendly? S Well, I think that it really is, as I said before, because of the repetition. I mean, you try standing in the same place and repeating the same instructions to people and watch them make the same mistakes again and again. It's emotionally exhausting. I What are some things that annoy you about passengers? S I always find it surprising when people don't know they have to take off their coats or boots, or take out their laptops, or that they can't take bottles of water through. Sure, not everyone has the opportunity to travel, but I mean, have these people not picked up a newspaper, or watched TV, or spoken with someone else who has flown in the last ten years? I How do passengers treat you generally? S Some are nice and courteous. Especially in the morning, people seem either cheery and warm or, you know, simply tired and indifferent. They're rarely rude in the morning. By the afternoon, people become more stressed, and they Check answers. 30 4558143 EF3e IntPlus TB.indb 30 01/05/2014 08:46 2A become less friendly and sometimes angry. They get so upset at us personally. But, I mean, we don't make the rules. Someone else does. b Get Sts to compare their answers to a in pairs and discuss why they think each form is right. Check answers, getting Sts to explain why one form is right and the other form is wrong, or why both forms are correct. (They can explain in their L1 if necessary.) c Focus on the instructions and on the Tip: Multiplechoice listening box and go through it with the class. Highlight that using this advice will be helpful for them whenever they have to do this kind of exercise, e.g. in exams. 1 I'm wearing (It's happening now.) 2 I look like (look like is a non-action verb, not normally used in the continuous) 3 ✓ (Both the present simple and present continuous can be used to talk about future events that are part of a timetable.) 4 I'm reading (It's happening now.) 5 I'm having (have is an action verb here, and is in the continuous to show the action is happening now.) Now give Sts time to read multiple choice questions. Play the audio for Sts to choose the correct answers. Play the audio again if necessary, pausing after the section where the answer is given. Check answers. 1 b 2 c 3 a 4 c 5 b 6 c 7 a Extra support • If there's time, you could get Sts to listen again with the script on p.123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases. d Do these as open-class questions. Elicit any anecdotes, and tell Sts about any experiences you may have had. 4 SPEAKING & WRITING a Focus on the web page and questions 1 and 2. Give Sts time to read the ideas article, helping with any vocabulary they may not know. Then give Sts time to discuss the questions with a partner. Get some feedback from the class, especially if Sts have done any of these things. b Elicit some additional money-saving ideas from the entire class, e.g. stay at a youth hostel. In pairs, Sts use these ideas and any others they may think of for a cheap holiday and write them in three paragraphs, giving as much information as possible. Monitor and help, encouraging Sts to give reasons why these are good ideas for saving money. When they have finished, make sure they check their work for mistakes. c Get Sts to swap their tips with other pairs and comment on them. Get feedback from different pairs. For the question Which tips are the most useful? you could get Sts to vote for the best tip with a show of hands. 5 GRAMMAR present tenses a Ask Sts if they use social media, e.g. Twitter or Facebook, to keep friends and family up to date when they are on holiday. Make sure they understand the meaning of a tweet (= a short message you send to your friends from a computer, tablet, or smartphone with the online social networking service, Twitter). Now focus on the instructions. Tell Sts to read Caroline's holiday tweets quickly, then choose the correct form or tick both forms. c 1 33 1 34 1 35 1 36 Tell Sts to go to Grammar Bank 2A on p.134. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class. Additional grammar notes • You may need to remind Sts, especially if their L1 does not have continuous tenses, to use the present continuous to talk about actions in progress (It's raining NOT It rains). action and non-action verbs • Non-action verbs, not usually used with continuous forms, may refer to mental states (believe, know, realize), emotions (admire, dislike, respect), the senses (feel, hear, smell), and possession (owe, own, possess). Rather than simply memorize lists of such verbs, Sts should try to think about whether the verb is being used to indicate action or non-action. present continuous for future arrangements • The use of the present continuous to talk about personal arrangements in future (We're leaving next week) is very similar to going to, but implies that something is an arrangement rather than a plan, i.e. it has been organized, tickets booked, etc. present simple for 'timetable' future • Highlight that the present simple is not usually used for the future, but when we refer to something that could be part of a timetable, e.g. a flight or a class time, we often use the present simple, e.g. the next class starts in ten minutes because these things always happen at these times Focus on the exercises and get Sts to do them individually or in pairs. Encourage them to use contracted forms rather than full forms. Check answers, getting Sts to read the full sentences. a 1 2 3 4 5 6 7 8 Do, prefer 're thinking Do, need 's flying doesn't have, doesn't matter are, doing, 'm looking for 's having, 'm shopping are, going, 're staying 31 4558143 EF3e IntPlus TB.indb 31 01/05/2014 08:46 2A b 1 2 3 4 5 6 7 8 9 10 11 12 ✓ We need we're going we're staying takes we're breaking ✓ are meeting they're looking after we're travelling we're renting We have Tell Sts to go back to the main lesson 2A. Extra support • If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision. d Put Sts in pairs, A and B, and tell them to go to Communication Caroline's holiday plans, A on p.105, B on p.106. Go through the instructions with them, and focus on the itineraries and the example questions and answers. Tell Sts to ask similar questions about all the incomplete entries and write the answers in the gaps. Elicit that all the questions can be in the present continuous, but the ones about her travel times (Thursday and Monday) could also be in the present simple as they refer to flight times. When Sts have finished, get them to compare books to check their answers. Extra support • Elicit A and B's questions before they start: A What time does she have / is she having her yoga class (on Friday)? (At half past seven in the morning.) Where is she going sightseeing on Friday afternoon? (In Palma Old City.) What time is she having dinner at Tristán on Saturday? (At nine in the evening.) What is she doing at six in the afternoon on Sunday? (She's having a massage at the hotel spa.) What time does she leave Palma on Monday? (At half past eight in the morning.) B Who is she going waterskiing with on Friday morning? (She's going waterskiing with Emma.) What is she doing at half past eight in the morning on Saturday? (She's going on a guided tour of Palma.) What is she doing at eight in the morning on Sunday? (She's going on a boat trip round Pollensa Bay.) What time is she getting the bus to the airport on Monday? (At half past five in the morning.) What time does she arrive at London Gatwick? (At ten to eleven in the morning.) Tell Sts to go back to the main lesson 2A. e Focus on the question prompts. Elicit that the ones that are habitual, show a 'timetable' future, or have a nonaction meaning (e.g. prefer) use the present simple. The ones that are in progress at the moment or show future arrangements use the present continuous if they have action verbs (e.g. going). Elicit the questions from the class to check that they are forming the questions correctly, and that they are using the correct rhythm. Holidays Do you prefer summer holidays or winter holidays? Why? Are you planning a holiday at the moment? Which places are you thinking about? What do you want to do there? Weekends What do you usually do at the weekend? What are you doing this weekend? Today What time does this class finish? Where are you going after class today? What are you doing this evening? Where are you having dinner? Now get Sts to ask and answer the questions in pairs. Monitor and help, making sure Sts are using the present simple and present continuous correctly. Make sure Sts swap roles. 6 READING a Focus on the questions. Highlight that your impression of a person or group is an idea, a feeling, or an opinion that you get about them. Divide Sts into small groups and get them to ask and answer the questions. Give them enough time to think of reasons and examples for each one. Monitor and help with vocabulary. Get feedback from various groups. Extra support • Demonstrate the activity by answering the questions yourself or by getting a strong student to answer in front of the class. b Focus on the task. In pairs or small groups, Sts answer the questions with nationalities from the list based on their own experience or from what they have heard or read. Encourage Sts to give examples if possible. Get some feedback to find out which nationalities the majority of the class matched with the descriptions. c Now set a time limit for Sts to read the article and find out if they guessed correctly. Make sure they understand locals (= people who live in the particular area you are talking about). Check answers. Extra support • Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the highlighted words). 1 2 3 4 5 6 7 8 the Greeks the Germans the Americans the British the Japanese (followed by the British) the Japanese, the British, the Germans the French the Americans (followed by the British, the Germans, and the Japanese) 32 4558143 EF3e IntPlus TB.indb 32 01/05/2014 08:46 2A Check answers. 9 the Americans, the Italians, and the Spanish 10 the Italians and the French Extra idea • If your Sts' own nationalities are mentioned in the article, you could ask them to comment on whether they think the description is accurate and explain why or why not. Caroline, Mark, Michael, Sheila and Sam are on holiday now. Haylee and Andrew are going to have a holiday soon. Danielle has just finished a holiday. b Focus on the instructions. Get Sts to read the tweets again and answer the questions individually or in pairs. Check answers. d Focus on the highlighted words and phrases. Get Sts, in pairs, to re-read the article and guess their meaning using the context to help them. Caroline feels great: the most amazing experience, fantastic people Mark is enjoying relaxing: He uses hard day ironically; icon of a winking smiley face, which can mean 'I'm joking' Haylee is looking forward to her holiday: Can't wait Michael is annoyed because of the noisy children on the plane: Oh no!, the longest flight of my life Sheila seems happy but tired after a long trip: beautiful, ready for a shower Andrew is hesitant and worried: stressful, Not sure I want to go Danielle feels down: Send me back to the beach; icon of a sad face Sam is enjoying the last day of his holiday: making the most of last glorious morning in sun Remind Sts to use the techniques they learned in the Guessing the meaning of new words and phrases box on p.5. Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. Deal with any other new vocabulary and encourage Sts to write down any useful new lexis from the article. e Put Sts in pairs and get them to discuss the questions. Encourage them to ask and answer with as much detail as possible. c Focus on the Useful language: writing tweets box and go through it with the class. Get some feedback from the class. Then get Sts to rewrite the last four tweets (for Sheila, Andrew, Danielle, and Sam) as complete sentences. Extra support • Do these as open-class questions. Get Sts to compare with a partner and then check answers. 7 SPEAKING Sheila: I've just got to Uganda! It's so beautiful here! After 13 hours on a bus, I'm ready for a shower! Andrew: I'm packing my bags. Holidays are so stressful! I'm not sure I want to go! Danielle: I got back an hour ago. My / The plants are dead and there's no milk in the fridge. Send me back to the beach. Sam: I'm making the most of my last glorious morning in the sun. I'm going home this afternoon and (going) to work tomorrow. a Focus on the instructions and the ideas, making sure Sts understand all of them. Give Sts time to choose two and to make some notes about what they are going to say. b Focus on the Asking for more information box and go through it with the class. Put Sts in pairs or small groups and give them time to tell each other about the ideas they chose in a. Encourage Sts to ask each other for more information using expressions from the box. Remind them to use Vocabulary Bank Holidays on p.153 as well. d Focus on the instructions. Now get Sts to imagine they're going to have a four-day holiday to any place they'd like to go to. Go through the list of times and tell Sts to imagine themselves in the different situations and to write one tweet for each situation. Give Sts time to think about what they are going to say, and remind them to use the Useful language and Vocabulary Bank Holidays on p.153. Monitor and help, correcting any repeated mistakes. Get some feedback from the class. Extra support • Demonstrate the activity by choosing one of the topics and telling Sts about your own experience or opinions. You may like to get Sts to do the writing in class or you could set it as homework. If you do it in class, set a time limit for Sts to write their tweets, e.g. 15–20 minutes, and if there is time, get Sts to compare their tweets in pairs or small groups. Extra idea • Fast finishers could choose more ideas to talk about. Extra challenge • Get Sts to change partners. Tell them to retell their anecdotes or opinions to their new partners, but to try to speak more fluently and with fewer mistakes. e Sts should check their work to make sure their tweets are less than 140 characters (letters and spaces). Tell Sts to go back to the main lesson 2A. 9 8 WRITING Tell Sts to go to Writing Holiday tweets on p.114. a Focus on the task. Tell Sts to read the tweets quickly and to answer the questions. 1 37 SONG Destination: Anywhere This song was originally made famous by The Marvelettes in 1968. For copyright reasons this is a cover