

OXFORD

fourth edition



English File

Teacher's Guide

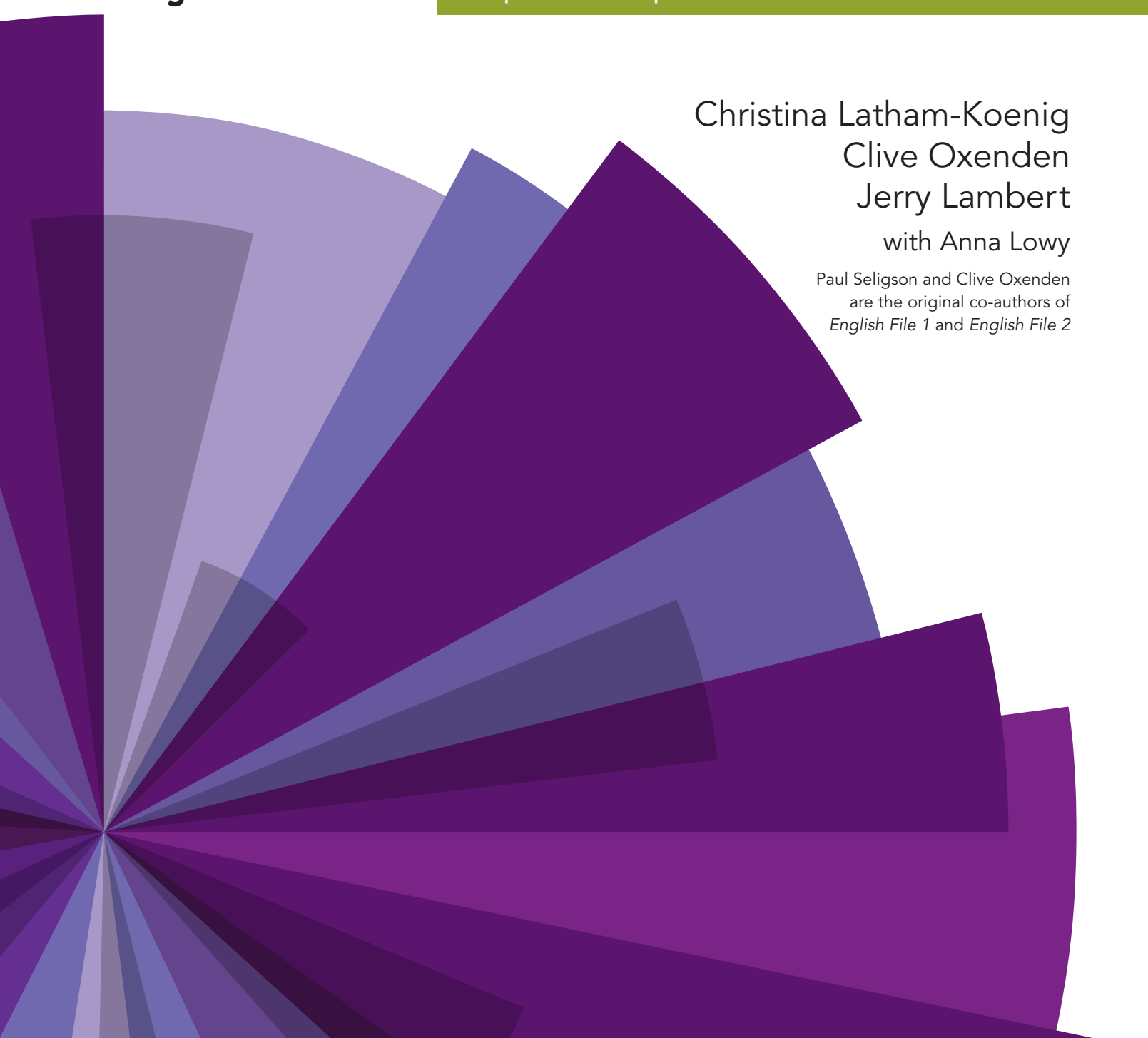
A1

Beginner

WITH TEACHER'S RESOURCES
ON OXFORD PREMIUM
for speakers of Spanish

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English File 1 and *English File 2*





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Syllabus checklist

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8	A A cappuccino, please	verb <i>be</i> (singular): <i>I</i> and <i>you</i>	numbers 0–10, days of the week, saying goodbye
10	B World music	verb <i>be</i> (singular): <i>he, she, it</i>	countries
12	Practical English Episode 1	checking into a hotel, booking a table	V the classroom P the alphabet 14 Workbook File 1
2			
20	A Are you on holiday?	verb <i>be</i> (plural): <i>we, you, they</i>	nationalities
22	B That's my bus!	<i>Wh-</i> and <i>How</i> questions with <i>be</i>	phone numbers, numbers 11–100
24	Revise and Check 1&2		26 Workbook File 2
3			
30	A Where are my keys?	singular and plural nouns, <i>a / an</i>	small things
32	B Souvenirs	<i>this / that / these / those</i>	souvenirs
34	Practical English Episode 2	understanding prices, buying lunch	P /ʊə/, /s/, and /k/ 36 Workbook File 3
4			
42	A Meet the family	possessive adjectives, possessive 's	people and family
44	B The perfect car	adjectives	colours and common adjectives
46	Revise and Check 3&4		48 Workbook File 4
5			
52	A A big breakfast	present simple ⊕ and ⊖: <i>I, you, we, they</i>	food and drink
54	B A very long flight	present simple ⊕: <i>I, you, we, they</i>	common verb phrases 1
56	Practical English Episode 3	telling the time V the time, saying how you feel	P /b/, silent consonants 58 Workbook File 5
6			
64	A A school reunion	present simple: <i>he, she, it</i>	jobs and places of work
66	B Good morning, goodnight	adverbs of frequency	a typical day
68	Revise and Check 5&6		70 Workbook File 6

**SPEAKING****LISTENING****READING**

introducing yourself; meeting people

people introducing themselves

talking about where people and things are from

distinguishing between *he* and *she*Vocabulary: classroom language; more countries
Listening: The first day of class

Pronunciation: the alphabet; country names

talking about nationalities

understanding short conversations

people meeting for the first time

giving personal information

understanding numbers

asking for and giving personal information

Vocabulary: world languages; technology words
Listening: The World Cup draw

Pronunciation: /s/ in initial position; /ks/

things in your bag

understanding short conversations

role-play buying and selling souvenirs

At a souvenir stand

Vocabulary: more small things; more souvenirs
Listening: In a souvenir shop

Pronunciation: /əʊ/; /ð/ and /d/

talking about your family and friends

understanding a conversation

talking about cars; discussing preferences

understanding a conversation

Vocabulary: more people and family; confusing adjectives
Listening: My brother has a phone like that!

Pronunciation: /ə/; /ɑː/ and /ɔː/

talking about meals and food

people talking about their favourite meal

Breakfast around the world

talking about habits

understanding a longer conversation

On the plane

Vocabulary: more food and drink; telling the time
Listening: Staying with a host family

Pronunciation: /dʒ/ and /j/, /sps/, /v/ or /b/ and /v/ or /f/

talking about jobs and work

understanding a longer conversation

English at work?

Are you a morning person?; a typical evening

an interview

Vocabulary: more work phrases; *make* and *do*
Listening: My daily routine

Pronunciation: /ɜː/, /juː/, /j/, and /dʒ/

	GRAMMAR	VOCABULARY	PRONUNCIATION	
7				
74	A Have a nice weekend!	word order in questions: <i>be</i> and present simple	common verb phrases 2: free time	/w/, /h/, /eə/, and /aʊ/
76	B Lights, camera, action!	imperatives, object pronouns: <i>me, him, etc.</i>	kinds of films	sentence rhythm
78	Practical English Episode 4	saying the date, talking on the phone	V months, ordinal numbers	P /θ/ 80 Workbook File 7
8				
86	A Can I park here?	<i>can / can't</i>	more verb phrases	<i>can / can't, /ə/, /æ/, and /ɑː/</i> , sentence rhythm
88	B I ♥ cooking	<i>like / love / hate + verb + -ing</i>	activities	<i>/ɪ/, /uː/, and /ɪ/,</i> sentence rhythm
90	Revise and Check 7&8			92 Workbook File 8
9				
96	A Everything's fine!	present continuous	common verb phrases 2: travelling	sentence rhythm
98	B Working undercover	present continuous or present simple?	clothes	<i>/ɜː/,</i> other vowel sounds
100	Practical English Episode 5	inviting and offering	P sentence rhythm	102 Workbook File 9
10				
108	A A room with a view	<i>there's a... / there are some...</i>	hotels, <i>in, on, under</i>	<i>/ɪə/ and /eə/</i>
110	B Where were you?	past simple: <i>be</i>	<i>in, on, at</i>	<i>was and were,</i> sentence rhythm
112	Revise and Check 9&10			114 Workbook File 10
11				
118	A A new life in the USA	past simple: regular verbs	regular verbs	regular past simple endings
120	B How was your day?	past simple irregular verbs: <i>get, go, have, do</i>	verb phrases with <i>get, go, have, do</i>	sentence rhythm
122	Practical English Episode 6	asking for and giving directions polite intonation	V prepositions of place	P sentence rhythm and 124 Workbook File 11
12				
130	A Strangers on a train	past simple: regular and irregular verbs	regular and irregular verbs	irregular verbs
132	B Revise the past	past simple revision	revision of past verb forms	revision of vowel sounds
134	Revise and Check 11&12			136 Workbook File 12
140	Communication	148 Writing	150 Listening	154 Grammar Bank
				178 Vocabulary Bank

**SPEAKING****LISTENING****READING**

your weekend

an interview

a short newspaper article

talking about films

understanding a conversation; people talking about films



Vocabulary: more free time phrases; the cinema Pronunciation: /w/, /h/, /eə/, and /aʊ/; sentence stress
 Listening: Great film!

talking about what you can and can't do in a town

taking a driving test

What do you like doing?

tweets about what people like doing alone or with friends



Vocabulary: more phrases with *can*; more activities Pronunciation: *can* and *can't*; *-ing* endings
 Listening: What can you do?

talking about what people are doing

understanding a short conversation

text messages

talking about clothes

an interview

Undercover Boss



Vocabulary: more holiday words; more clothes Pronunciation: /z:/; silent letters Listening: It's my birthday!

describing rooms

hotel facilities

Scotland and Loch Ness

Where were you yesterday?

a police interview



Vocabulary: hotels; times and dates Pronunciation: /ɪə/ and /eə/; *where* and *were* Listening: Where were you?

talking about past activities and events

We followed our dream

We followed our dream

talking about yesterday

understanding a conversation

Life in a day



Vocabulary: Vocabulary: more phrases with *get*, *go*, *have*, *do*; prepositions of place Pronunciation: /d/, /t/, and /ɪd/; sentence rhythm Listening: A school exchange

re-telling a story

Strangers on a train

Strangers on a train

oral revision of the past simple



Vocabulary: *first*, *then*, *after that*, etc.; *last night* Pronunciation: *was/wasn't* and *were/weren't*; vowel sounds
 Listening: How was your weekend?

Course overview

Introduction

Our aim with *English File fourth edition* has been to make every lesson better and to make the package more student- and teacher-friendly. As well as the main A and B Student's Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available. Don't forget:

- videos that can be used in class in every File: Practical English, Video Listening, and Can you understand these people?
- Quick Tests and File Tests for every File, as well as Progress Tests, and an End-of-course Test
- photocopiable Grammar and Communicative activities for every A and B lesson, and a Vocabulary activity for every Vocabulary Bank.

Online Practice and the **Workbook** provide review, support, and practice for students outside the class.

The **Teacher's Guide** suggests different ways of exploiting the Student's Book depending on the level of your class. We very much hope you enjoy using *English File fourth edition*.

What do A1 level students need?

The aim of every level of *English File fourth edition* is to get students talking and A1 is no exception. To achieve this, beginners need two things above all else: motivation and support.

A1 learners' language level is low, but they need interesting topics and texts just as much as B1 or C1 students.

Grammar

- Clear and memorable presentations of basic structures.
- Regular and varied practice in useful and natural contexts.
- Student-friendly reference material.

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humour, and suspense. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with example sentences with audio, clear rules, and common errors. There are at least two practice exercises for each grammar point. Students can look again at the grammar presented in the lesson on **Online Practice**. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

When explaining grammar rules to students, and sometimes when setting up complicated activities, teachers who know their students' mother tongue may wish to use it. Although you should try to keep it to a minimum, we believe that a very judicious use of students' L1 can save time and help build good teacher-class rapport. Contrasting how English grammar works with the rules in students' L1 can also help students to assimilate the rules more easily.

Vocabulary

- A focus on high-frequency words and phrases.
- Opportunities to personalize new vocabulary.
- Accessible reference material.

Every lesson focuses on high-frequency vocabulary and common lexical areas, but keeps the load realistic. All new vocabulary is given with the phonemic script alongside, to help students with the pronunciation of new words.

Many lessons are linked to the **Vocabulary Banks** which help present and practise the vocabulary in class, give an audio model of each word, and provide a clear reference so students can revise and test themselves in their own time. Students can review the meaning and the pronunciation of new vocabulary on **Online Practice**, and find further practice in the **Workbook**.

Pronunciation

- Intensive practice of the English vowel and consonant sounds.
- Awareness of rules and patterns in sound-spelling relationships.
- Systematic practice of other aspects of pronunciation, e.g. stress and sentence rhythm.

A1 level learners want to speak clearly but are often frustrated by English pronunciation, particularly the sound-spelling relationships, silent letters, and weak forms.

The **Sound Bank** on pages 196–197 helps students to see the many clear sound-spelling patterns that do exist in English and gives common examples of them.

Throughout *English File A1* we emphasize improving pronunciation by focusing on important sounds, on word stress, and on sentence rhythm. Every lesson has an integrated pronunciation focus on one of the above aspects.

Online Practice contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

Speaking

- Regular opportunities to use new language orally.
- Topics that will arouse their interest and prompt them to describe their experiences and express their ideas.
- Realistic and achievable tasks.

English File motivates students to speak by providing varied and achievable tasks, and the language that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts and listenings, and practising grammar and vocabulary orally. Every two Files, students can use **Online Practice** to record themselves doing a short task.

Listening

- A reason to listen.
- Exposure to as much aural English as possible.
- Confidence-boosting by listening to short accessible texts and conversations with achievable tasks.
- Get the gist of what is being said by focusing on the key words in an utterance.

The listenings in *English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practise in their own time, and to read the script to check anything that they have found difficult.

Reading

- Engaging topics and stimulating texts.
- Manageable tasks that help students to read.
- Deal with unknown words in a text.

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File A1* reading texts are staged so that they progress from one-line sentences to short articles adapted from a variety of real sources (the British press, magazines, news websites) and have been chosen for their intrinsic interest and ability to generate discussion. All reading texts here are available with audio, which helps build reading fluency and confidence.

Mediation

- Collaborative teamwork tasks in every File
- Texts, charts, and images for learners to extract and share understanding

The concept of mediation in the CEFR includes a range of communicative strategies and tasks that focus on how learners work together collaboratively, extract and share meaning from texts, and develop better understanding among themselves and others. *English File* promotes and develops mediation skills in a variety of ways in every File. Activities that develop mediation skills are highlighted in the teacher's notes, and the CEFR mapping document on Oxford Premium includes mediation descriptors mapped to

every lesson. The mediation tasks in *English File* will help your learners develop the communication skills that build their '21st century skills'.

Writing

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

The growth of the internet and social media means that people worldwide are writing in English more than ever before both for business and personal communication. *English File A1* provides guided writing tasks covering a range of writing types from a formal email to a social media post. Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

Practical English

- Practice in using functional phrases in simple roleplays.
- Knowing what to say in common situations, e.g. buying a coffee.

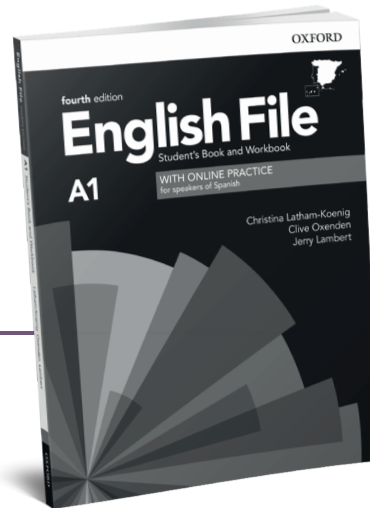
The Practical English lessons introduce and practise the key language for situations such as checking into a hotel or ordering food and drink. The storyline introduces the main characters of the English File fourth edition Practical English lessons, Jenny (from New York) and Rob (from London). The lessons also highlight other useful everyday phrases such as *Can I help you? How much is it? Don't worry. See you there.* On **Online Practice**, students can use the interactive video to record themselves and hear their own voice in the complete conversation. They can also listen and record the Social English phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Revision

- Regular recycling of grammar, vocabulary, and pronunciation.
- Motivating reference and practice material.
- A sense of progress.

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. After every two Files there is a two-page Revise & Check section. The left-hand page revises the grammar, vocabulary, and pronunciation of each File. The right-hand page provides a series of skills-based challenges, including street interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. On **Online Practice**, for each File, there are three **Check your progress** activities. The first is a multiple choice activity for students to test themselves on the Grammar and Vocabulary from the File. The second is a dictation related to the topic and the language of the File for students to practise the new language in context. Finally, there is a **Challenge** activity, which involves a mini-research project based on a topic from the File. Every two Files, the **Workbook** contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the **Student's Book**.

Course overview



For students

Combined Student's Book and Workbook

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

A and B lessons

Each File contains two two-page lessons which present and practise **Grammar, Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. Every two Files (starting from File 2), the B lesson ends with a **Video Listening** section. All lessons have clear references to the **Grammar Bank, Vocabulary Bank**, and where relevant, to the **Sound Bank** at the back of the book.

Practical English

Every two Files (starting from File 1), there is a two-page lesson with integral video which teaches high-frequency, everyday English (e.g. language for spelling your name, booking a table, or telling the time) and social English (useful phrases like *That's right* and *I'm really sorry*). The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline which runs through the level.

Revise & Check

Every two Files (starting from File 2) there is a two-page section revising the **Grammar, Vocabulary**, and **Pronunciation** of each File and providing **Reading, Listening**, and **Speaking**. The 'Can you...?' section challenges students with engaging reading texts and street interview videos, which give students exposure to real-life English.

Online Practice

For students to practise and develop their language and skills or catch up on a class they have missed.

- **Look again:** review the language from every lesson.
- **Practice:** extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves, get instant feedback, and try an extra challenge.
- **Interactive video** to practise the language from the Practical English lessons.
- **Sound Bank videos** to learn and practise pronunciation of English sounds.

FOR SPEAKERS OF SPANISH

- Five extra online activities for every File to practise the key areas of Vocabulary, Pronunciation, and Listening skills that speakers of Spanish need.
- Extra online activities clearly signposted on the page, so students know when to go online.
- Students can download the Vocabulary and Grammar Pocket Book, with notes, examples, and translations, specially developed for speakers of Spanish.
- All Student's Book and Workbook audio, video, scripts, wordlists, dyslexia-friendly texts, and CEFR Language Portfolio.

The back of the Student's Book

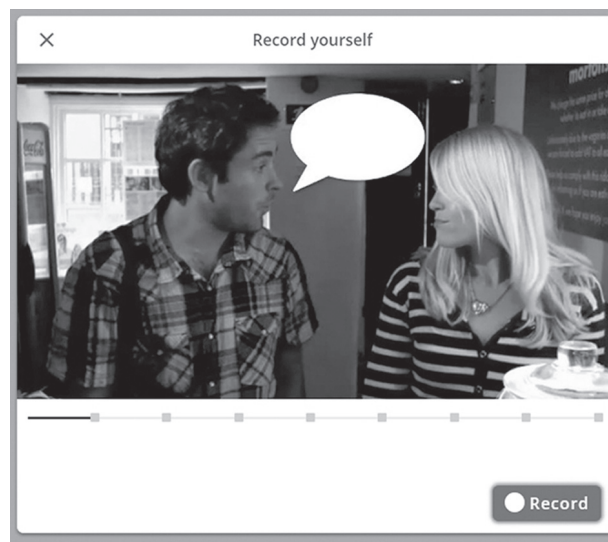
The lessons contain references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

The Student's Book is also available as an eBook.

Workbook

Interleaved with the Student's Book, File by File, for language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on Online Practice



Say It app

For students to learn and practise the sounds of English

- Individual sounds
- Sounds in key words
- Speak and record functionality



For teachers

Teacher's Guide

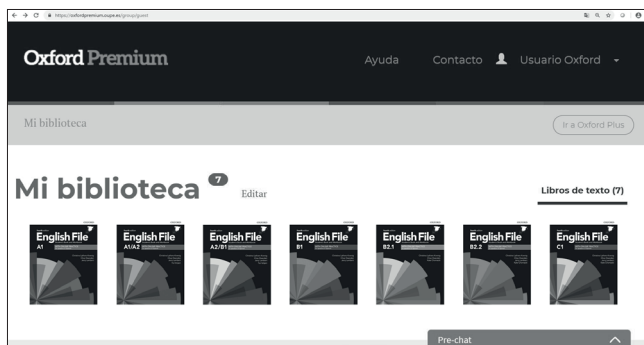
Step-by-step procedural notes for all the lessons including:

- an optional 'books-closed' lead-in for every lesson.
- **Extra challenge** suggestions for ways of exploiting the Student's Book material in a more challenging way if you have a stronger class.
- **Extra support** suggestions for ways of adapting activities or exercises to make them work with weaker students.
- **Extra ideas** for optional activities.

FOR SPEAKERS OF SPANISH References show you when there is extra material for your learners on Online Practice or in the downloadable Pocket Book.

All lesson plans include answer keys and audio scripts.

Teacher's Resources on Oxford Premium



Oxford Premium offers teachers an invaluable range of resources, news, and features for your classes. You can access the site at oxfordpremium.es. Go to Oxford Premium for:

- All the Student's Book and Workbook audio/video files and scripts
- Detailed lesson plans and answer keys from the Teacher's Guide
- Tests and assessment material, including: practice tests and extra material for students preparing for EOI tests; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents and the *English File programación*
- A wide range of online tools and resources to create your own classroom materials
- Up-to-the-minute news articles on English and education
- Webinars from experts on current pedagogical topics
- Over 60 pages of photocopiable activities, including tips on how to use them, and customizable versions:

Grammar

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

Communicative

- Extra speaking practice for every A and B lesson

Vocabulary

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



Classroom Presentation Tool



- The complete Student's Book and Workbook
- Photocopiable activities
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student's Book, Workbook and photocopiable activities
- Dyslexia-friendly texts

Class audio

All the listening materials for the Student's Book can be found on **Teacher's Resources on Oxford Premium**, **Classroom Presentation Tool**, **Online Practice**, **Student's eBook**, and the **Class Audio CDs**.

Video

Video listening

- Short documentary, drama, or animation for students at the end of even-numbered B lessons (2B, 4B, 6B, etc.)

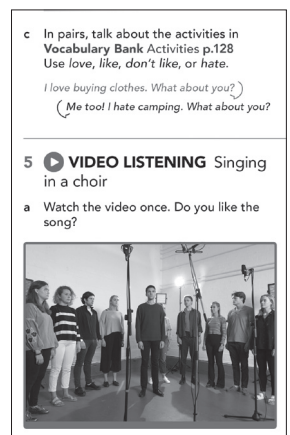
Practical English

- A unique series of videos that goes with the Practical English lessons in the Student's Book

Revise & Check video

- Street interviews filmed in London, New York, and Oxford to accompany the Revise & Check section

All the video materials for the Student's Book can be found on **Teacher's Resources on Oxford Premium**, **Classroom Presentation Tool**, **Online Practice**, **Student's eBook**, and the **Class DVD**.



- G** verb *be* (singular): *I* and *you*
V numbers 0–10, days of the week, saying goodbye
P /h/, /aɪ/, and /iː/

Lesson plan

In this first lesson, Sts learn to introduce themselves and give basic greetings, and to use the *I* and *you* forms of the verb *be* in positive and negative sentences, questions, and short answers. The context is a coffee shop where people are asked their names, which are then written on their cups, and where two people meet for the first time. The lesson starts with a dialogue, which leads into the grammar presentation. Sts then learn numbers 0–10, and in Pronunciation, they are introduced to the *English File* system of teaching the sounds of English with three sounds: /h/, /aɪ/, and /iː/. The language is brought together in a Speaking activity which also gives Sts the opportunity to introduce themselves to other sts and to learn their names. The lesson finishes with a focus on the days of the week and ways of saying goodbye.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar verb *be* (singular): *I* and *you*

Communicative Are you...?

Vocabulary Numbers 0–10 and days

For students

Workbook 1A

Online Practice 1A

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: classroom language; the alphabet;

The first day of class

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Introduce yourself to the class. Say *Hello. I'm (...)* twice. Repeat your name and write it on the board.

Then look at one student and say *Hello. I'm (...)*. Encourage him / her to respond *Hello. I'm (...)*. At this stage, do not correct anything they say. If the student fails to respond, move on to another student until you get the correct response.

Repeat this process with other Sts round the class. With a good class, you may also want to teach the phrase *Nice to meet you* at this point.

This activity will break the ice with your class on the first day.

1 LISTENING & SPEAKING

- a** **1.2** Books open. Demonstrate this by opening your own book and saying *Open your books*. Say the page number and write it on the board. Focus on the photos and the conversations by pointing at your book and saying *Look at the photo*. Then tell Sts to read and listen. Demonstrate this by putting your hand to your ear, pointing to the audio player, and saying *Listen*. Play the audio once the whole way through for Sts to read and listen at the same time.

1.2

See conversations in Student's Book on p.8

Go through the conversations, making sure the meaning is clear to Sts. Some teachers may want to do this in L1. (See **Introduction** on p.8 for comments on use of mother tongue.) You might also want to tell Sts that the word *barista* is originally Italian and is a person who works in a coffee bar. Point out that the response to *Nice to meet you* is *Nice to meet you* (*Nice to meet you, too* is also taught later).

- b** **1.3** Play conversation 1 on the audio and get Sts to repeat each phrase in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly. Get individual Sts to say the phrases after you.

Play the audio again for Sts to repeat in chorus, allowing time for them to repeat.

1.3

Same as script 1.2 with repeat pauses

- i** If you find the repeat pauses aren't long enough, pause the audio yourself. Encourage Sts to try to copy the rhythm. Getting the rhythm correct is one of the most important aspects of good pronunciation.

Depending on the size of your class, get all or some Sts to repeat individually.

If you know your Sts' L1, you may want to point out that *hello* and *hi* mean the same, although *hi* is more informal. Repeat with the other three conversations.

- c** Put Sts in pairs, **A** and **B**. Demonstrate the activity with a good pair. **A** takes the roles of Helen and Barista 1 in the last conversation, and **B** takes all the other roles.

Now ask Sts to practise the conversations. When they have finished, tell them to swap roles. Listen out for general pronunciation mistakes and write them on the board, then model and drill them with choral and individual repetition.

EXTRA SUPPORT With a weaker class, you could work on each conversation one by one, modelling and drilling the pronunciation and then practising in pairs, before moving on to the next conversation.

EXTRA IDEA Put Sts in groups of four and give each student a role (Helen, Barista 1, Barista 2, and Tom). They can then swap roles.

2 GRAMMAR verb *be* (singular): *I* and *you*

- a** Focus on the instructions and get Sts to complete the two sentences in the speech bubbles. Check answers.

- b** Tell Sts to go to **Grammar Bank 1A** on p.154. You could write the page number on the board to help Sts. Show Sts that all the grammar rules and exercises are in this section of the book.

Grammar notes

The **Grammar notes** in this Teacher's Book aim to add more, or expanded, information to the notes and rules on the **Grammar Bank** pages in the Student's Book.

verb *be* (singular): *I* and *you*

In English we always use a name or pronoun with the verb. *I* is always written with a capital letter.

There is only one form of *you* – i.e. there is no formal and informal form, unlike in many other languages.

Native and fluent speakers of English nearly always use contractions in conversation.

When you make questions with *be*, the subject and verb change position.

You can answer a question with a short answer in English instead of answering just *yes* or *no*. Emphasize that *you are* in the positive short answer is not contracted.

The *you* form of the verb *be* has two possible negative contractions: *you aren't* and *you're not*. Both forms are common, but we recommend you teach only *you aren't* so as not to confuse Sts.

EXTRA SUPPORT If you have a monolingual class, don't be afraid of using your Sts' L1 to talk about the grammar rules. At this level it is unrealistic to expect Sts to fully understand grammar rules in English.

Focus on the example sentences and teach Sts the words \oplus = *positive*, \ominus = *negative*, and ? = *question*.

Play both audio **1.4** and **1.5** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **1A** on p.155 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 Hi. **I'm** Tony.
- 2 Hello. **I'm** your teacher. **You're** in my class.
- 3 **I'm** in class 4.
- 4 **You're** in room 3.

b

- 1 **You aren't** in class 5. You're in class 4.
- 2 **You aren't** in room 6. You're in room 7.
- 3 **I'm not** Marina. I'm Marisa.

c

- 1 Am I in room 4? 2 Are you Silvia? 3 Am I in class 3?

d

- 1 **A Am** I in room 8?
B No, you **aren't**. You're in room 6.
- 2 **A Are** you in class 4?
B No, **I'm not**. I'm in class 5.
- 3 **A Are** you Henry?
B Yes, I **am**. Nice to meet you!
- 4 **A Am** I in your class?
B Yes, you **are**. **I'm** your teacher.

Tell Sts to go back to the main lesson **1A**.

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

- c** **1.6** Tell Sts that they are going to practise saying contractions. Focus on the example. Remind Sts that *I'm* is the contraction of two words. Establish a gesture to remind Sts to contract verb forms, e.g. a scissor or concertina gesture. Highlight and drill the pronunciation of *I'm* /aɪm/.

Play the audio and get Sts to listen and say the contractions.

1.6

- 1 I am (*pause*) I'm
- 2 You are (*pause*) You're
- 3 I am not (*pause*) I'm not
- 4 You are not (*pause*) You aren't

Then repeat the activity, getting individual Sts to repeat the contractions.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: verb *be* (singular): *I* and *you*

3 VOCABULARY numbers 0–10

- a** **1.7** Some Sts may already know some numbers in English, but real beginners probably won't know the correct pronunciation or spelling of all the numbers 0–10. Focus on the photos and elicit, if possible, what Sts can see, i.e. two cappuccinos, one cappuccino and two teas, etc.

Tell Sts to listen to the conversation and tick the correct photo.

Get Sts to compare and then play the audio again if necessary.

Check the answer.

2

1.7

- A** A cappuccino, please.
B A tea for me.
C And a tea for me, too.

Assistant What's your name?

- A** Maria.
B I'm Andrew.
C I'm Sally.

Assistant Two teas and one cappuccino.

Write the numbers 1, 2, 3 on the board and elicit the numbers from Sts.

Try to elicit the numbers four to ten and zero onto the board. For 0, teach *zero* /'zɪrəʊ/. If Sts don't know any numbers, don't worry, as they will be looking at numbers in the next exercise in the **Vocabulary Bank**.

- b** Tell Sts to go to **Vocabulary Bank Numbers** on p.178. Write the page number on the board. Highlight that these pages (**Vocabulary Banks**) are the vocabulary section, where Sts will first do all the exercises, and will then have the pages for reference to help them remember the words.

Vocabulary notes

In the **Vocabulary Bank**, the phonetic transcription is given for all new words. Explain this to Sts and tell them that they will be learning the phonetic symbols gradually throughout the course, but not to worry about them for the time being.

I 0 can be said in different ways in English, e.g. *zero* (the most general), *oh* (in phone numbers), *nought* (in mathematics), etc. We teach just *zero* here, but point out the use of *oh* in phone numbers, as Sts may want to use it as an alternative in **2B**, where they learn to say phone numbers.

1.8 Look at **1 0–10** and focus on **a**. Play the audio for Sts to listen and repeat the numbers in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

1.8

See 0–10 in Student's Book on p.178

Focus on the **Word stress** box and go through it with the class, demonstrating (or explaining in L1) that in English, one syllable is always pronounced more strongly than the other(s) in multi-syllable words. Throughout *English File*, word stress is marked by underlining the stressed syllable.

Focus on **b**. Get Sts to cover the words and say the numbers. Sts can do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having.

Point to the numbers you wrote on the board earlier and model and drill the ones that Sts find difficult.

Finally, focus on **Activation**. Individually or in pairs, Sts count from zero to ten, and then down from ten to zero.

EXTRA IDEA Count round the class from zero to ten. Point to Sts at random, and encourage them to count a little bit faster each time you start from zero. Then count backwards from ten to zero.

EXTRA CHALLENGE Get Sts to count up and down in twos, i.e. *two, four, six*, etc.

Tell Sts to go back to the main lesson **1A**.

c **1.9** Focus on the squares and the example (7 in the first square). Demonstrate / Explain the activity by playing the first number on the audio.

Then play the rest of the audio and get Sts to write down the numbers in digits in each square. Pause the audio if Sts need more time to think and write.

Check answers by drawing the ten squares on the board and completing them with the numbers as digits.

3 0 8 9 1 4 5 6 2 10

1.9

seven, three, zero, eight, nine, one, four, five, six, two, ten

EXTRA CHALLENGE Get Sts to write the numbers as words. Then check answers and add them to the board yourself.

d **1.10** Focus on the instructions and example.

Demonstrate by saying two numbers yourself and eliciting the next one from the class.

Play the audio and pause after the first pair of numbers.

Ask Sts what the next number is (*nine*). Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the next number. Get a whole class response.

1.10

one, two (*pause*) three
seven, eight (*pause*) nine
three, four (*pause*) five
five, six (*pause*) seven
four, five (*pause*) six
two, three (*pause*) four
six, seven (*pause*) eight
zero, one (*pause*) two
eight, nine (*pause*) ten

Then repeat the activity, eliciting responses from individual Sts.

EXTRA IDEA Give Sts more practice by doing simple sums with them on the board, e.g. *What's four and two?*

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: numbers 0–10

4 PRONUNCIATION /h/, /aɪ/, and /iː/

Pronunciation notes

You may want to highlight to Sts the following sound-spelling patterns. Use Sts' L1 to do this if you know it.

- /h/ *H* at the beginning of a word is pronounced /h/, e.g. *hello*. (There are a few exceptions, but apart from *hour*, the others are not relevant for Sts at this level.)
- /aɪ/ This is actually a diphthong (literally 'two sounds'). It is often spelled *i* before a single consonant followed by silent *e*, as in the example word *bike*.
- /iː/ Two of the most common spellings of this sound are double *e*, as in *meet*, and *ea*, as in *repeat*.

See also **Pronunciation** in the **Introduction**, p.8.

a **1.11** Focus on the three sound pictures *house*, *bike*, and *tree*. Tell Sts that they are example words to help them to remember English sounds.

Explain that the phonetic symbol in the picture represents the sound. Phonetic symbols are used in dictionaries to help learners pronounce words correctly.

Focus on the chart and play the audio once the whole way through for Sts just to listen.

1.11

See words and sounds in Student's Book on p.9


Focus on the sound picture *house*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *house*. Explain that the pink letters are the /h/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *bike* /aɪ/ and *tree* /iː/. Try to exaggerate the /iː/ so that Sts realize that it is a long sound.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat. Give further practice if these sounds are a problem for your Sts. Then repeat the activity, eliciting responses from individual Sts. Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b  **1.12** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

 **1.12**
See sentences in Student's Book on p.9

Now play the audio again, pausing after each sentence for Sts to listen and repeat. Then repeat the activity, eliciting responses from individual Sts. Get Sts to practise saying the sentences in pairs. Monitor and help with any pronunciation problems.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: the alphabet

5 SPEAKING

Focus on the flow chart. Demonstrate the conversation on the left side with a student whose name you remember. Do the same with two other Sts.

Demonstrate the right side of the conversation with a student whose name you pretend to have forgotten. Do the same with two other Sts.

Model and drill both conversations, getting Sts to repeat them after you. Then see if Sts can remember the conversations without looking at their books.

Tell Sts to move around the class and practise the conversations from memory with other Sts.

This activity, as well as consolidating the new language, will help Sts remember each other's names.

Monitor and help, dealing with any general pronunciation problems at the end.

EXTRA SUPPORT Tell Sts to close their books. Elicit the two conversations onto the board. They can refer to this during the activity if they can't remember the phrases.


EXTRA IDEA Before Sts start, you could put music on. Tell Sts to move around the room. When the music stops, Sts should do their role-play with the person nearest them.

6 VOCABULARY

 days of the week, saying goodbye

Vocabulary notes

Highlight the use of capital letters for days of the week, as in many languages this is not the case. You may need to point out that in the UK (and many parts of the world), the weekend is Saturday and Sunday – there are some parts of the world, e.g. the Middle East, where it is Friday and Saturday.

a  **1.13** Focus on the task and tell Sts those are the seven days of the week. Play the audio for Sts to listen and repeat the days in chorus. Pause the audio as necessary. Make sure Sts know what

the words are in their L1. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses. Highlight the silent *d* in *Wednesday* /'wenzdeɪ/, the pronunciation of *Tuesday* /'tju:zdeɪ/ and *Thursday* /'θɜ:zdeɪ/, which Sts usually find tricky.

 **1.13**
See days of the week in Student's Book on p.9

Focus on the **Capital letters** box and go through it with the class, explaining that in English, unlike some other languages, days of the week begin with capital letters.

b Explain the words *today* and *tomorrow* by writing the actual date (not the day of the week) on the board. Point to it and say *today*. Then write the next day's date and say *tomorrow*. Ask Sts *What day is today?* Elicit the day of the week. Then ask *What day is tomorrow?* and elicit the response. See if any Sts know what *the weekend* is, and elicit the days.


Drill the pronunciation of *today*, *tomorrow*, and *the weekend*. Make sure Sts don't pronounce the double *r* in *tomorrow* too strongly.


Get Sts to complete the exercise with the correct days. Make sure they start with a capital letter.

c Get Sts to cover **a**, or to close their books, and say the days of the week first together, and then individually round the class. Finally, elicit which days Sts have English classes.

EXTRA IDEA For further practice, you could say one day and then get the class or individual Sts to say the next day, e.g.

T *Tuesday* **Sts** *Wednesday*

d  **1.14** Focus on the photo and elicit who the two people are (*Helen and Tom*). Now focus on the phrases for saying goodbye. Demonstrate by pretending that you are leaving for the day. Walk towards the door and say, for example, *Goodbye! See you tomorrow / on Wednesday*, etc. Play the audio once the whole way through for Sts just to listen.

 **1.14**
See sentences in Student's Book on p.9


Now play it again for Sts to listen and repeat. Highlight that *goodbye* has the stress on the second syllable. Show / Explain that *bye* is a shorter form of *goodbye* and it is more informal.

e Get Sts to practise by saying *Goodbye* to the person next to them. Demonstrate / Explain that we often combine *bye* or *goodbye* with another phrase such as *See you + day*.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: classroom language

FOR SPEAKERS OF SPANISH **Online Practice** Listening: The first day of class

WORDS AND PHRASES TO LEARN

 **1.15** Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **1A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

G verb *be* (singular): *he, she, it*

V countries

P /ɪ/, /əʊ/, /s/, and /ʃ/

Lesson plan

The topic of this lesson is world music, which provides the context for learning the names of countries, and the grammar: the *he, she, and it* form of the verb *be*.

The vocabulary is first introduced through music, and Sts then learn more country words in the **Vocabulary Bank**, and practise asking where people are from and where places are. *He is, she is, and it is* are then presented in Grammar through a conversation about where different musicians are from. This is followed by Pronunciation, where Sts are introduced to four new sounds: /ɪ/, /əʊ/, /s/, and /ʃ/. Finally, in the last activity, Sts first practise distinguishing between the pronunciation of *he* and *she*, and then they identify the nationality of different people and things connected to music.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar verb *be* (singular): *he, she, it*

Communicative Where are they from?

Vocabulary Countries

For students

Workbook 1B

Online Practice 1B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: more countries; country names

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Pin a world map to the wall, or project one onto the board. Point to Sts' country / countries and elicit the name(s). Write it / them on the board. Model and drill the pronunciation.

Point to England and elicit the name. Write it on the board. Model and drill the pronunciation.

Finally, if you are from a different country, point to it on the map and elicit the name. Write it on the board. Model and drill the pronunciation.

1 VOCABULARY countries

a **1.16** Books open. Focus on the five countries and use a map or Sts' L1 to elicit what the countries are. Tell Sts that they are going to hear a short piece of music from each of the countries in the list. They have to guess where each one is from. Tell them to write the number of their guess in the box.

Play the first piece of music on the audio and pause. Point out the answer (1) in the box next to *Spain*.

When you are sure that Sts understand the task, play the rest of the audio. Pause as needed for Sts to write their answers.

1.16

(Extracts of the following:)

- 1 *Spanish flamenco music*
- 2 *US country music*
- 3 *Chinese music*
- 4 *Turkish music*
- 5 *English folk*

b **1.17** Play the audio for Sts to listen and check.

Check answers. Ask how many Sts were able to guess all of the countries.

1.17

- 1 *Spain*
- 2 *the United States*
- 3 *China*
- 4 *Turkey*
- 5 *England*

c Tell Sts to go to **Vocabulary Bank Countries and nationalities** on p.179. Write the page number on the board.

Vocabulary notes

As Sts are beginners, we have restricted the number of countries taught in the **Vocabulary Bank** to 15, and these same countries are then recycled and revised in subsequent lessons. Teachers will probably also want to teach Sts their own and neighbouring countries if these do not appear in the **Vocabulary Bank**.

Countries

The UK (the United Kingdom) = England, Scotland, Wales, and Northern Ireland. *Great Britain* is also often used, and technically refers to the island including England, Scotland, and Wales, but not Northern Ireland.

Explain that *the United States* is the shortened form of *the United States of America*. You could also point out that Americans usually say *the USA*, but both are possible.

1.18 Look at **1 Countries** and focus on **a**. Play the audio for Sts to listen and repeat the countries in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

1.18

See **Countries** in Student's Book on p.179

Focus on the **Capital letters** box and go through it with the class, explaining that in English countries always begin with capital letters.

Focus on **b**. Teach Sts the name of their country if it is not in the list and you didn't do the **Optional lead-in**. Write it on the board and model and drill the word. Tell Sts to write it in the gap.

Now do **Activation**. Get Sts to cover the words in **a**, look at the photos, and say the countries. Sts can do this individually or with a partner. Monitor and help.

Listen for any general pronunciation mistakes. Write the words on the board, and model and drill them with choral and individual repetition.

Tell Sts to go back to the main lesson **1B**.

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

d **1.19** Sts have already seen that one syllable in a multi-syllabic word is pronounced more strongly than others (= word stress). Here they see that certain words (the ones which carry the important information in a sentence) are pronounced more strongly than others (= sentence rhythm), e.g. in *Where are you from?*, **where** and **from** are pronounced more strongly than *are* and *you*. *Where* and *from* are important to understand the question.

In the answer *I'm from Toledo*, **Toledo** is stressed, as it is important to understand the answer.

Focus on the instructions and the conversation.

Demonstrate / Explain to Sts, in their L1 if you know it, that the **bold** words in the conversation are stressed more strongly than the others.

Then play the audio once the whole way through for Sts just to listen.

1.19

See conversation in Student's Book on p.10

Elicit / Explain / Demonstrate the meaning of each phrase. Make sure Sts know that Toledo is a city in Spain.

Now play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to get the rhythm correct.

EXTRA SUPPORT Get Sts on one side of the classroom to repeat the questions in chorus. Then have Sts on the other side repeat the answers. Finally, repeat, swapping roles.

e Put Sts in pairs, **A** and **B**. Focus on the instructions and demonstrate that they are going to practise the conversation using their own countries and cities. Get a good pair to demonstrate the activity.

Get Sts to practise with their partner, inserting their own town / city and country.

Now ask Sts to get up and practise the conversation with other Sts.

EXTRA IDEA If your Sts all come from the same place, you could ask them to choose a different country from the **Vocabulary Bank** and choose a city, e.g. the capital.

f **MEDIATION ACTIVITY** Tell Sts that they are going to ask each other where certain places are.

Now put Sts in pairs, **A** and **B**, and tell them to go to

Communication Where is it?, **A** on p.140 and **B** on p.144.

Go over the instructions and make sure Sts understand what they have to do. Focus on the question in the speech bubble and the three possible answers. Stress that they must answer each question using one of the three options in the speech bubbles, depending on whether they know the answer. Demonstrate by asking Sts about different cities that are not in the exercise, but are in countries they know how to say, e.g. *Where's Geneva?*

Now get Sts to sit face to face if possible, and get Sts **A** to start by asking their questions. Tell Sts not to worry about

the pronunciation of the city names. Either get Sts **A** to ask all their questions and then swap, or you could get Sts to ask alternate questions. When Sts have finished, find out who got most of the answers correct.

EXTRA SUPPORT If Sts are having trouble understanding the name of the places their partner is saying, tell them to write the name on a piece of paper.

Tell Sts to go back to the main lesson **1B**.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more countries

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: country names

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: countries and nationalities (countries)

2 GRAMMAR verb *be* (singular): *he, she, it*

a **1.20** Focus on the poster and the conversation. You could ask Sts if they know any of the people on the poster. Then tell Sts to read and listen to the conversation and complete each gap with a country.

Play the audio once for Sts to listen and complete the conversation.

Play the audio again, as necessary.

Check answers. You could tell Sts that Caetano Veloso is a Brazilian singer-songwriter, musician, and writer, and Lila Downs is a Mexican-American singer-songwriter and actress.

1 Brazil 2 Brazil 3 Mexico

1.20

A Wow! Caetano Veloso!

B Where's he from?

A He's from Brazil.

B Is Lila Downs from Brazil, too?

A No, she isn't. She's from Mexico.

B Is she good?

A Yes, she is. Very good.

b **1.21** Play the audio again, pausing for Sts to listen and repeat. Try to get Sts to pronounce the *s* in *Where's* and *he's* as /z/ and the letters *sh* in *she* as /ʃ/.

1.21

Same as script 1.20 with repeat pauses

c Put Sts in pairs. Focus on the instructions and get a good pair to demonstrate the activity.

Now ask Sts to practise the conversation.

Make sure they swap roles. Monitor and help.

Write any pronunciation mistakes on the board and correct them afterwards.

d Focus on the photos. Ask *He, she, or it?* for each photo. Tell Sts to match each word to a photo.

Check answers. Make sure Sts understand that *he* is used for a male person, *she* for a female person, and *it* for places, things, etc.

1 he 2 she 3 it

e Here Sts see where the new forms of the verb *be*, which they have just learned, fit into the chart along with the forms they already know (*I* and *you*). Focus on the chart and make sure Sts understand *singular*. Point out the positive and negative columns, and give Sts time to complete the gaps.

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

+	he's	-	he isn't
	she's		she isn't
	it's		it isn't

f Tell Sts to go to **Grammar Bank 1B** on p.154.

Grammar notes

verb *be* (singular): *he, she, it*

In English, *he* is used for a male person and *she* for a female person. Things in English don't have a gender as they do in many languages. *It* is used for everything which is not a man or a woman, e.g. things, countries, places, buildings, etc. Animals are often *it*, but can also be *he* or *she* if they are yours and you know the sex.

Remind Sts that in conversations, it is more common to use contractions than full forms.

Point out that *is* is contracted in conversation after question words, e.g. *What's your name?* *Where's he from?*, but *are* isn't contracted in *Where are you from?*

The *he / she / it* form of the verb *be* has two possible negative contractions: *he / she / it isn't* and *he's / she's / it's not*. Both forms are common, but we recommend you teach only *he / she / it isn't* so as not to confuse Sts. Only point out the alternative form if Sts ask about it.

Focus on the example sentences and play audio 1.22, 1.23, and 1.24 for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **1B** on p.155 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read out the full sentences.

a

- 1 **She's** from Germany.
- 2 **It's** in Turkey.
- 3 **He's** from Brazil.
- 4 **It's** in Russia.
- 5 **He's** from England.
- 6 **She's** from Switzerland.
- 7 **It's** in Spain.
- 8 **He's** from Mexico.

b

- 1 **A** Where's Osaka? **Is** it in Japan?
B Yes, it **is**.
- 2 **A** **Is** Mark from the USA?
B No, he's from England.
- 3 **A** Where's she from?
B She's from Rio.

- 4 **A** **Is** Ivan from Poland?
B No, he **isn't**. He's from Russia.
- 5 **A** **Is** Strasbourg in Germany?
B No, it **isn't**. It's in France.

c

- 1 **A** Where's Bergamo? **Is** it in Italy?
B Yes, it **is**.
- 2 **A** Where's Alex from? **Is** he from Mexico?
B No, he **isn't**. He's from the USA.
- 3 **A** Where **are** you from?
B I'm from Cambridge.
- 4 **A** What's your name?
B My name's Ana. I'm from Chicago.
A You're from Chicago! I'm from Chicago, too! It's a great city.

Tell Sts to go back to the main lesson **1B**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: verb *be* (singular): *he, she, it*

3 PRONUNCIATION /ɪ/, /əʊ/, /s/, and /ʃ/

Pronunciation notes

You may want to highlight some or all of the following sound-spelling rules.

- /ɪ/ The letter *i* between consonants is usually pronounced /ɪ/, e.g. *fish*. NB *England* (the *e* = /ɪ/) is irregular.
- /əʊ/ In English, the sound of the letter *o* in *phone* is a diphthong (literally 'two sounds'), i.e. a combination of the two sounds /ə/ + /ʊ/. It is usually spelled by the letter *o* or *o* + consonant + *e*.
- /s/ The letter *s* at the beginning of a word is nearly always pronounced /s/, e.g. *sit*, *stand*.
- The letter *c* is pronounced /s/ before *i* and *e*, e.g. *cinema*, *city*, *centre*, but /k/ before *a*, *o*, *u*, and before consonants, e.g. *cat*, *cot*, *cut*, *close*, etc.
- /ʃ/ The consonants *sh* are always pronounced /ʃ/, e.g. *she*. The letters *ti* also produce this sound in words that include the syllable *-tion*, e.g. *nationality*. NB *Russia* (the letters *ss* = /ʃ/) is an exception.

! Make sure Sts make a /ʃ/ sound and not an /s/ sound for /ʃ/. It might help to tell Sts that /ʃ/ is the sound of silence by putting your finger to your mouth and saying *shh*.

a 1.25 Focus on the four sound pictures *fish*, *phone*, *snake*, and *shower*. Remind Sts that they are example words to help them to remember English sounds, and that the phonetic symbol in the picture represents the sound.

Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1.25

See words and sounds in Student's Book on p.11

Focus on the sound picture *fish*. Play the audio to model and drill the word and the sound (pause after the sound). Now focus on the words after *fish*. Remind Sts that the pink letters are the /ɪ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Repeat the same process for *phone* /əʊ/, *snake* /s/, and *shower* /ʃ/.

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

Then repeat the activity, eliciting responses from individual Sts. Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b **1.26** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1.26

See sentences in Student's Book on p.11

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

Then repeat the activity, eliciting responses from individual Sts.

Finally, tell Sts to practise saying the sentences in pairs. Monitor and help with any pronunciation problems.

4 LISTENING & SPEAKING

a **1.27** This section gives Sts practice in distinguishing aurally between *he* and *she* and then trying to make the distinction themselves. Depending on your Sts' nationality, many Sts will find this quite tricky.

Focus on the sentences. Play the audio once the whole way through for Sts to try to hear the difference between the sentences.

1.27

See sentences in Student's Book on p.11

EXTRA SUPPORT Say the sentences to the class, exaggerating slightly the differences in pronunciation.

b Focus on the sentences in **a** and put Sts in pairs.

Get Sts to practise saying them.

c **1.28** Focus on the sentences in **a** again. Explain that Sts are going to hear only one of the sentences for each number and they have to tick the one they hear.

Play the audio, pausing for Sts to tick the sentences.

Play the audio again for Sts to listen and check.

Check answers.

1 b 2 a 3 a 4 b 5 a

1.28

- 1 Is she from Egypt?
- 2 He's from Turkey.
- 3 Where's he from?
- 4 She's nice.
- 5 Where is he?

d **1.29** Tell Sts they are going to hear six sentences or questions and they must write them down. Point out that the first one (*He's from Egypt.*) has been done for them. Play the audio once the whole way through for Sts just to listen.

1.29

- 1 He's from Egypt.
- 2 She's from Germany.
- 3 She isn't from Japan.
- 4 Is he from Turkey?
- 5 He isn't from England.
- 6 Is she from Brazil?

Now play the audio again, pausing after each item for Sts to listen and write. Play again as necessary.

Get Sts to compare with a partner, and then elicit the answers onto the board.

See script 1.29

e Focus on the instructions and make sure Sts know what *artist* and *instrument* mean.

Now focus on the photos and the example speech bubbles. Remind Sts of the difference between *he*, *she*, and *it* (you could do stick drawings on the board).

Remind Sts of the three possible ways of answering the questions (see **Communication** in **1f**):

He / She / It's from...

I think he / she / it's from...

I don't know.

EXTRA SUPPORT Write the options on the board for reference.

Put Sts in pairs and get them to ask and answer questions. Get a strong pair to demonstrate the activity first.

f **1.30** When Sts have finished, play the audio for them to listen and check. Don't write the answers on the board, as Sts will be testing each other in the next exercise.

1.30

- 1 He's from the USA.
- 2 It's from China.
- 3 He's from Germany.
- 4 She's from Egypt.
- 5 He's from France.
- 6 It's from Spain.
- 7 She's from Japan.
- 8 He's from Mexico.
- 9 It's from Russia.
- 10 He's from Italy.
- 11 It's from Switzerland.
- 12 She's from the UK.

g This exercise practises *yes / no* questions and short answers. Focus on the instructions and the example speech bubbles.

In the same pairs (or in new pairs), Sts now test their partner.

WORDS AND PHRASES TO LEARN

1.31 Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **1B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

Practical English How do you spell it?

Function checking into a hotel, booking a table

V the classroom

P the alphabet

Lesson plan

This is the first in a series of six **Practical English** lessons (one every other File) which teach Sts basic functional language to help them 'survive' in an English-speaking environment. All the content for these lessons is on video. There is also an audio version if you are unable to show the video in class.

Here Sts learn the alphabet and how to spell their names. In Vocabulary, they learn the words for things in the classroom, and useful classroom language that will help them communicate with the teacher and their classmates in English right from the start. Sts then learn how to check into a hotel and how to book a table in a restaurant, two contexts which put into practice spelling their name. The lesson ends with a focus on all the useful phrases Sts saw in the lesson.

The functional conversations feature two recurring characters: Rob Walker, a British journalist based in London, and Jenny Zielinski, an American living in New York, who works for the same company as Rob. These two characters reappear in subsequent levels of *English File*.

You can find the video on the *Teacher's Resources on Oxford Premium, Classroom Presentation Tool, and Class DVD*, and an audio-only version on the *Class Audio CDs*. Sts can find the video and extra activities in *Online Practice*.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Communicative Who are you?

Vocabulary Classroom language

Resources

Video Practical English Episode 1

Quick Test 1

File 1 Test

For students

Workbook Practical English 1

Can you remember? 1


Online Practice Practical English 1

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write OK and USA on the board. Ask Sts how to say them. Then elicit the pronunciation of each letter one by one, and model and drill. If you know your Sts' L1, point out that these are examples of how we use letters of the alphabet to communicate.

1 THE ALPHABET

a  **1.32** Books open. Choose a student with a short name and ask *What's your name?* Show that you want to write their name on the board, and pretend that you don't know how to spell it. Ask *How do you spell it?* Let Sts try and tell you the letters in English (they may know one or two).

Explain that it's important to learn the English alphabet because you may need to spell your name (especially when you're talking on the phone). Letters of the alphabet are also important for flight numbers, car number plates, email addresses, etc.


Focus on the English alphabet and give Sts a little time to look at it. Ask Sts if it is the same as, or different from, the alphabet in their first language, e.g. the number of letters, etc.

Focus on the task and play the audio once the whole way through for Sts just to listen.

1.32

See the alphabet in Student's Book on p.12

Then play the audio again, pausing after every letter for Sts to repeat in chorus. When you finish each group of letters, you may want to pause and give extra practice before moving on to the next group. Concentrate on the letters which your Sts find particularly difficult to pronounce.

b  **1.33** This exercise helps Sts to learn the alphabet by dividing letters which share the same vowel sound into three groups. Focus on the task. Point out the three words and sounds: *tree* /i:/, *egg* /e/, and *train* /eɪ/ . Model and drill pronunciation.


Play the audio once the whole way through for Sts to just listen to the words, sounds, and letters.

1.33

See chart in Student's Book on p.12

Now play the audio again, pausing for Sts to listen and repeat. Model the sounds yourself if necessary, showing Sts what position their mouths should be in.

Now try to elicit the whole alphabet round the class, writing the letters on the board to help Sts remember. Give further practice around the class as necessary.

c  **1.34** This activity is to help Sts distinguish between letters that are sometimes confused. Depending on your Sts' L1, some of these pairs will be more difficult than others.

Play the audio once the whole way through for Sts to just listen to the difference between the letters. Ask *Can you hear the difference?* If Sts answer 'no', model the letters yourself to help them hear the difference between the sounds. Play the audio again if necessary.

1.34

See pairs of letters in Student's Book on p.12

d **1.35** Now tell Sts they're only going to hear one of the letters from each pair in **c**. Explain that they have to circle the letter they think they hear.

Play the audio once for Sts to circle the letter.

Get Sts to compare with a partner. Play the audio again if necessary.

Check answers by playing the audio again, pausing after each letter and eliciting the answer onto the board.

1.35

1 A 2 E 3 W 4 I 5 B 6 V 7 J 8 K 9 N 10 C
11 T 12 W

e **1.36** Focus on the photos and the task. Demonstrate / Explain that the letters are abbreviations (you could use *TV = television* as an example).

Play the audio once the whole way through for Sts just to listen.

1.36

1 VIP 2 CNN 3 FBI 4 BBC 5 ATM 6 USB 7 BMW 8 EU

Put Sts in pairs and give them time to work out how to say the abbreviations.

Elicit how you say them one by one, using the audio to confirm the correct pronunciation.

See script 1.36

To give some extra practice, you could call out numbers between 1 and 8 for Sts to say the abbreviation, e.g.

T Two Sts CNN

EXTRA IDEA If your Sts are interested or ask, you could tell them the full form of each abbreviation:

- 1 Very Important Person
- 2 Cable News Network
- 3 Federal Bureau of Investigation
- 4 British Broadcasting Corporation
- 5 Automated Teller Machine
- 6 Universal Serial Bus
- 7 Bayerische Motoren Werke (in German) or Bavarian Motor Works (in English)
- 8 European Union

EXTRA SUPPORT You could play the audio again, pausing after each abbreviation for Sts to listen and repeat.

f Put Sts in pairs, **A** and **B**. Tell them to go to **Communication Hit the ships, A** on p.140 and **B** on p.144.

This game is an adapted version of *Battleships*. If the game exists in your Sts' country, they will not have any problems seeing how this activity works. However, if they are not familiar with the original, you may need to use L1 to make it clear.

By playing the game, Sts will practise letters and numbers. The object of the game is to guess where the other person's ships are and to 'hit' them by correctly identifying a square where part of the ship is located.

When all parts of the ship have been hit, then it is 'sunk'. The winner is the first person to 'sink' all the other person's ships.

Go through the instructions and make sure Sts understand what they have to do. Quickly elicit the pronunciation of numbers 1–10 and letters A–J.

Demonstrate the activity on the board by drawing two small grids and taking the part of **A** or **B**. Show how Sts will use letters and numbers to identify the squares in the grid, e.g. the square in the top left corner is A1 and the bottom right J10. Make sure Sts know what *ship*, *hit*, and *nothing* mean.

Use a gesture to show a ship sinking after being completely hit. Say *It's sunk!* and get Sts to repeat. Write it on the board and model and drill pronunciation.

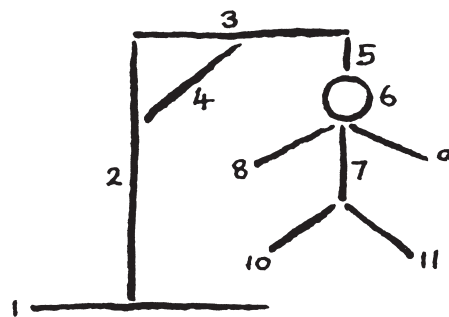
When Sts have finished, find out who won in each pair.

Tell Sts to go back to the main lesson **Practical English 1**.

In later classes, try to recycle the alphabet whenever possible, e.g. play *Hangman* (see **Extra idea** below) as a warmer, get Sts to spell words in vocabulary exercises, have spelling quizzes, etc.

EXTRA IDEA Play *Hangman* to practise the alphabet. Think of a word Sts know, preferably of at least eight letters, e.g. *DICTIONARY*. Write a dash on the board for each letter of the word: _____

Sts call out letters one at a time. Encourage them to start with the five vowels and then move onto consonants. If the letter is in the word (e.g. A), fill it in each time it occurs, e.g. _____ A ___. Only accept correctly pronounced letters. If the letter is not in the word, draw the first line of this picture on the board:



Write any wrongly guessed letters under the picture, so Sts don't repeat them. The object of the game is to guess the word before the man is 'hanged'. Sts can make guesses at any time, but each wrong guess is 'punished' by another line being drawn.

The student who correctly guesses the word comes to the board and chooses a new word.

Sts can also play on paper in pairs / groups.

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: the classroom

2 VOCABULARY the classroom

a **1.37** Focus on the conversation and the words in the list.

Play the audio once the whole way through for Sts to read and listen. Tell them not to write at this time.

1.37

S = student, T = teacher

S What's *libro* in English?

T Book.

S How do you spell it?

T B-O-O-K.

Then play the audio again, pausing after each sentence, for Sts to listen and write.

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

1 What 2 English 3 Book 4 spell

Make sure Sts understand the conversation. Model and drill the pronunciation. You could use the audio to do this. Then get Sts to practise it in pairs, swapping roles.

EXTRA IDEA You could get Sts to practise the conversation using words from their language which they have already learned in English, e.g. numbers, days of the week, etc.

b Tell Sts to go to **Vocabulary Bank The classroom** on p.180. Write the page number on the board.

Vocabulary notes

You may want to add to the vocabulary here, with any important things that are in your classroom but don't appear on this list (e.g. *screen, projector*) and / or any phrases which you yourself frequently use in classroom instructions, or think your Sts often need to say themselves.

The phrases *Excuse me, Sorry, and Sorry?* are easily confused. Write the three phrases on the board. Demonstrate / Elicit the meaning and use of *Excuse me* (for politely attracting someone's attention) by giving an example with one student. Say *Excuse me. Are you (name)?* Then elicit the meaning and use of *Sorry* (to apologize) by knocking a student's pen on the floor. Finally, elicit the meaning and use of *Sorry?* (to ask for repetition). Say *What's your name?* to a student and pretend not to hear by putting your hand to your ear.

NB You can also say *Pardon?* when you want someone to repeat something. If you personally, as a teacher, tend to say *Pardon?*, it might be worth teaching it here as well. If so, model and drill the pronunciation /'pɑ:dŋ/.

🔊 **1.38** Look at **1 Things in the classroom** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Remind Sts that the stressed syllable is underlined. Highlight the word stress and the pronunciation of the more difficult words, e.g. *board, window, coat, and dictionary*. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🔊 1.38

See **Things in the classroom** in Student's Book on p.180

Focus on **b**. Ask Sts to cover the words in **a** and look at the picture. Tell them to say the words. They could do this individually or with a partner.

Monitor and help as necessary, correcting any pronunciation errors.

If your Sts ask why some words are preceded by *the* (*the door*) and others *a* (*a window*), explain that we say **a window** because it is one of many, but we say **the door** because there is usually one door in a room. The same is true of **the board**. This difference is focused on in more detail in **3A**.

Look at **Activation** and focus attention on the speech bubbles. Model the activity by pointing to something in the classroom and asking *What is it?* Elicit the response *It's a / the (word)*.

Put Sts in pairs to continue asking and answering about things in the classroom.

🔊 **1.39** Now focus on **2 Classroom language**. Point out the two sections: phrases Sts will hear you say and phrases they will need to either understand or use in the classroom. Focus on the pictures and the phrases. Elicit / Explain the meaning of any words or phrases that Sts don't understand.

Play the audio once the whole way through for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🔊 1.39

See **Classroom language in Student's Book** on p.180

Focus on **Activation**. Ask Sts to cover the phrases and look at the pictures. Tell them to say the phrases. They could do this individually or with a partner.

Tell Sts to go back to the main lesson **Practical English 1**.

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

c Focus on conversations 1–3. Put Sts in pairs and give them time to read the conversations and complete the gaps.

EXTRA SUPPORT You could play the audio, pausing to give Sts time to write. Get Sts to compare with a partner.

d 🔊 **1.40** Play the audio for Sts to listen and check.

Check answers and write them on the board.

- 1 Open, Go, Sorry, repeat
- 2 Excuse, How
- 3 Sorry, down

🔊 1.40

T = teacher, S = student

- 1
T Open your books, please. Go to page seven.
S Sorry, can you repeat that, please?
T Go to page seven.
- 2
S Excuse me. How do you spell *birthday*?
T B-I-R-T-H-D-A-Y.
- 3
S Sorry I'm late.
T That's OK. Sit down, please.

e Put Sts in pairs and get them to practise the conversations in **c**.

Make sure they swap roles. Monitor and help.

You could get a few pairs to perform in front of the class.

f 🔊 **1.41** Tell Sts they are going to hear the instructions they have just learned and they have to do the actions.

Play the audio and pause after each instruction and wait for all the Sts to do each action. If necessary, repeat the phrase yourself.

1.41

- 1 Stand up.
 - 2 Close your books.
 - 3 Sit down, please.
 - 4 Open your books.
 - 5 Go to page nine.
-

From now on, make sure you always give these instructions in English.

3 CHECKING INTO A HOTEL

- a 1.42** In this exercise, Sts meet, for the first time, a character who will appear in all the **Practical English** lessons.

Focus on the photo of Rob and the task, and make sure Sts understand they will have to circle options a or b for each question.

Now focus on sentences 1–3. Focus on *the UK* in 1. If necessary, remind Sts (using a map if you have one) that the UK (the United Kingdom) = England, Scotland, Wales, and Northern Ireland. Also make sure Sts know the meaning of the nouns *an artist* and *a journalist*, as well as the expressions *on holiday* and *for work*.

Play the video / audio once the whole way through for Sts just to watch or listen.

Now play it again and give Sts time to circle a or b. Play again as necessary.

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

1 a 2 b 3 b

1.42

(script in Student's Book on p.150)

Hello. I'm Rob. I'm from London. I'm a journalist. Today I'm in Poland. I'm not on holiday. I'm here for work.

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

- b 1.43** Focus on the **Names** box and go through it with the class.

EXTRA SUPPORT To make the distinction clear between name and surname, write your first name and your surname on the board (or the first name and surname of a well-known celebrity). Elicit which is your first name and which is your surname.

Highlight that you can say *name* (or *first name*), and *surname* (or *last name*). When asked *What's your name?*, you usually reply with your first name in an informal situation, or your surname or full name in a formal situation, e.g. checking into a hotel.

You may want to point out that when we give our full name, we always say first name, then surname.

Ask a few Sts *What's your first name?* and *What's your surname?* to practise the difference between the two. Then get Sts to ask each other.

EXTRA IDEA You could bring in photos of famous people and show them to the class and ask *What's his / her first name? What's his / her surname?*

Focus on the photo and ask *Where's Rob?* and elicit that he's in a hotel.

Tell Sts to cover the sentences and just listen to Rob checking in. Play the video / audio once the whole way through for Sts just to watch or listen.

Now tell Sts to look at the sentences in **b**, and demonstrate / explain that they will hear the conversation again and this time they need to put the sentences in the correct order. Point out that the first one (*1 Hello*) and another (*7 W-A-L-K-E-R*) have been done for them.

Play the video / audio again and give Sts time to order the sentences. Play again as necessary.

Check answers by playing the video / audio again, pausing after each line. Elicit / Explain the meaning of any new words, e.g. *afternoon* and *reservation*, and model and drill pronunciation.

- 2 Good afternoon.
- 3 My name's Rob Walker. I have a reservation.
- 4 Sorry, what's your surname?
- 5 Walker.
- 6 How do you spell it?
- 8 Sorry?
- 9 W-A-L-K-E-R.
- 10 Thank you. OK, Mr Walker. You're in room 321.
- 11 Thanks.

1.43

Ro = Rob, R = receptionist

Ro Hello.

R Good afternoon.

Ro My name's Rob Walker. I have a reservation.

R Sorry, what's your surname?

Ro Walker.

R How do you spell it?

Ro W-A-L-K-E-R.

R Sorry?

Ro W-A-L-K-E-R.

R Thank you. OK, Mr Walker. You're in room three two one.

Ro Thanks.

EXTRA CHALLENGE After playing the video / audio the first time, have Sts uncover the sentences and try to put them in order. Then play the video / audio again for Sts to check their answers and make any corrections necessary.

- c 1.44** Play the conversation again, pausing for Sts to listen and repeat each sentence. Give further practice as necessary.

1.44

Same as script 1.43 with repeat pauses

- d MEDIATION ACTIVITY** Ask Sts to cover their Student Book page, and elicit the conversation in **b** and write it on the board. If necessary, prompt Sts' memory by giving the first letter of a word or phrase.

Underline GOOD AFTERNOON on the board and tell Sts to uncover the page. Focus on the **Greetings** box and go through it with the class. Explain the rules to Sts and highlight that these times are very approximate. Write the greetings on the board and elicit the stress. Model and drill the words *morning*, *afternoon*, and *evening* as well as the greetings.

I *Good afternoon* and *Good evening* are rather formal in English. People often just say *Hello* when they greet each other. You may also want to teach *Goodnight*, which is used only when saying goodbye at night, e.g. before going to bed.

Now put Sts in pairs, **A** and **B**. Give each student a role (Rob and the receptionist) and ask them to focus on the instructions for the role-play. Make sure Sts understand that they have to use their own names and should use different greetings depending on the time of day.


Clean the board and get Sts to do the role-play.

Make sure Sts swap roles. Monitor and help as needed.

Have one or two pairs present their role-play to the class.

EXTRA SUPPORT Leave some words from the conversation on the board to prompt weaker Sts in the role-play.

4 BOOKING A TABLE

a  **1.45** Tell Sts they are now going to meet the other main character who will appear in all the **Practical English** lessons. Focus on the photo and tell Sts they are going to listen to a woman called Jenny. Focus on sentences 1–3 and make sure Sts know the meaning of *birthday*.


Tell Sts to cover the sentences and just listen to Jenny.

Play the video / audio once the whole way through for Sts just to watch or listen.

Now play it again and give Sts time to circle a or b. Play again as necessary.


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

1 a 2 b 3 a

 **1.45**
(script in Student's Book on p.150)

Hi. I'm Jenny Zielinski. I'm from New York. Tomorrow's my birthday, and my favourite restaurant in New York is Locanda Verde. It's Italian.

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

b  **1.46** First, focus on the **Z** box and go through it with the class. Explain that this is the only letter of the alphabet that is different in American English compared with British English.

Now focus on the task and the information. You might want to quickly revise the days of the week. If there is a table in the classroom, point to it. If not, draw one on the board. Explain / Elicit the meaning of the phrase *Table for ___ people*. Point to your watch or a clock in your class for *time*.

Tell Sts Jenny is on the phone to the restaurant. Play the video / audio once the whole way through for Sts just to watch or listen.

Now play it again and give Sts time to complete the form. Play again as necessary.

Get Sts to compare with a partner, and then check answers. Elicit Jenny's surname onto the board.

Day **Tuesday**
Table for **three** people
Time **7** (o'clock)
Name Jenny Zielinski

 **1.46**
(script in Student's Book on p.150)

W = waiter, **J** = Jenny

W Locanda Verde. Good morning. How can I help you?

J Hello. A table for tomorrow, please.

W Tomorrow...er, Tuesday?

J Yes, that's right.

W How many people?

J Three.

W What time?

J Seven o'clock.

W What's your name, please?

J Jenny Zielinski. That's Z-I-E-L-I-N-S-K-I.

W Thank you, Ms, er, Zielinski. OK. So, a table for three on Tuesday at seven.


J Great. Thanks. Bye.


W Goodbye. See you tomorrow.

EXTRA CHALLENGE Ask *What is Ms Zielinski's first name?* to elicit *Jenny*. Ask Sts *How do you spell it?* Then explain that when a word has a double letter, like the *N-N* in *Jenny*, they can say either *N-N* or *double N*. Demonstrate with another name, e.g. *Anna*.

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

5 USEFUL PHRASES

 **1.47** Focus on the phrases and go through them with the class to make sure they are clear about the meaning. Play the video / audio once the whole way through for Sts just to watch or listen.

 **1.47**
See Useful phrases in Student's Book on p.13

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

Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

EXTRA CHALLENGE Finally, you could test your Sts' memory of the phrases by writing just the first letters of the words on the board, e.g. I H___ A R_____ (= *I have a reservation*), and seeing if Sts can remember the phrase. Alternatively, you could use L1 translations to prompt the phrases.

- G** verb *be* (plural): *we, you, they*
V nationalities
P /dʒ/, /tʃ/, and /f/

Lesson plan

This lesson is centred around a dialogue where a Canadian couple meet a British couple in a pub garden. Sts complete their knowledge of the verb *be*, and study the positive, negative, and question forms for *we, you, and they*.

At the beginning of the lesson, Sts learn the nationality adjectives for the countries they learned in **1B**. Then the pronunciation focus is on three new sounds (/dʒ/, /tʃ/, and /f/) which come up in some of the new nationality words. The grammar is then presented through the context of a dialogue, which is continued in the Reading and Listening and provides consolidation of the new language and some useful phrases. Finally, in Speaking, Sts practise asking about what nationality different people and things are.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar verb *be* (plural): *we, you, they*
Communicative Match the sentences
Vocabulary Nationalities and languages

For students

Workbook 2A

Online Practice 2A

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: world languages; /s/ in initial position; The World Cup draw

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Give Sts a quick quiz on capital cities to revise the countries they already know. Tell Sts that you are going to say a capital city, and they have to say the country. You could make this a team game by dividing the class down the middle.

London (England)	Tokyo (Japan)
Brasília (Brazil)	Madrid (Spain)
Cairo (Egypt)	Rome (Italy)
Beijing (China)	Mexico City (Mexico)
Berlin (Germany)	Bern (Switzerland)
Warsaw (Poland)	Moscow (Russia)
Washington, DC (the United States)	Ankara (Turkey)

1 VOCABULARY nationalities

- a** Books open. Focus on the instructions and the photos. Then focus on the first photo and elicit what it is (*a sweet*). Point out that *Turkish* has been circled, as it is the nationality word. Make sure Sts understand what they have to do. Give Sts time to circle the other nationality words. Check answers.

2 American 3 Chinese 4 Swiss

EXTRA SUPPORT Do this as a whole-class activity.

- b** Point to the Turkish Delight in **a** and ask the class *Where is it from?* to elicit (*It's from*) *Turkey*. Point out the example. Give Sts time to write the other countries. Check answers.

2 the United States (USA) 3 China 4 Switzerland

- c** Tell Sts to go to **Vocabulary Bank Countries and nationalities** on p.179.

Vocabulary notes

Nationality endings

Point out to Sts that there are three common endings to make nationality adjectives from the country word, which are *-an / -ian*, e.g. *German, Brazilian*; *-ese*, e.g. *Chinese*; and *-ish*, e.g. *English*.

Word stress

Unlike the other two, the *-ese* ending is stressed (*Chinese*), and in other nationality words, the stress is not the same as on the country word, e.g. *Italy, Italian*.

The UK

The official nationality for people from the UK is *British*. If somebody is from England, they may describe themselves as *English* or *British*.

- 🎧 **2.1** Look at **2 Nationalities** and focus on **a**. Play the audio and get Sts to repeat the countries and nationalities. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🎧 2.1

See **Nationalities in Student's Book** on p.179

If necessary, give more details to explain the *English / British* distinction.

Focus on the **Word stress** box and go through it with the class. You could tell Sts some or all of the following:

- In all multi-syllable English words, one syllable is stressed more than the other syllable(s).
- There aren't any firm rules governing word stress, although the majority of two-syllable words are stressed on the first syllable. The number of syllables a word has is determined by the way it is pronounced, not by how it is written, e.g. *nice* = one syllable, not two, because the *e* is not pronounced.
- There are no written accents in English. A dictionary shows which syllable in a word is stressed, e.g. *Brazilian* /brəˈzɪliən/. The syllable after the apostrophe is the stressed one.

- Sts need to be careful with the pronunciation of words which are the same or similar to ones in their language, as the stress pattern may be different.

EXTRA SUPPORT Write BRAZIL and BRAZILIAN on the board. Ask Sts how many syllables there are in *Brazil*, to check Sts know the meaning of *syllable* (*two*). Then ask Sts to tell you which syllable is stressed in each word (*the second*). Underline the stressed syllables (BRAZIL, BRAZILIAN).

Repeat for *China* and *Chinese* (CHINA, CHINESE) and elicit that the stress in the words is different.

Now look at **b**. Teach Sts how to say their nationality if it is not in the list. Give Sts time to complete the gap.

Focus on **c** and go through the **Countries and languages** box with the class. Highlight that nationality and language words always begin with a capital letter.

Give Sts time to answer the question.

Ask individual Sts for feedback.

Finally, focus on **Activation** and get Sts to cover the words, look at the flags, and remember and say the countries and nationalities. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems Sts are having. Write the words on the board and model and drill the ones that Sts find difficult.

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.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: world languages

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: countries and nationalities (nationalities)


2 PRONUNCIATION /dʒ/, /tʃ/, and /ʃ/

Pronunciation notes

The sounds focused on in this lesson are all consonant sounds. Sts may find the symbols /dʒ/ and /tʃ/ difficult to remember.

You may want to highlight the following sound–spelling patterns.

- /dʒ/ *J* is always pronounced /dʒ/, e.g. *juice*. The letter *g* can also sometimes be /dʒ/ before *e* and *i*, e.g. *German*, *region*, etc.
- /tʃ/ The consonant clusters *ch* and *tch* are usually pronounced /tʃ/, e.g. *children*, *watch*.
- /ʃ/ For information on this sound, see the **Pronunciation notes** in **1B**.

- a**  **2.2** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

2.2

See words and sounds in Student's Book on p.20

Focus on the sound picture *jazz*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *jazz*. Remind Sts that the pink letters are the /dʒ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

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

Now repeat the same process for *chess* /tʃ/ and *shower* /ʃ/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat. Give

further practice if these sounds are a problem for your Sts.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice


- b**  **2.3** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

2.3

See sentences in Student's Book on p.20

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

Finally, get Sts to practise the sentences individually or in pairs.

- c**  **2.4** Focus on the instructions and the examples in the speech bubbles. Explain to Sts that they are going to hear a man or a woman saying *I'm from* + a country, and they have to say the nationality using *he's* if it's a man and *she's* if it's a woman.

Play the two examples, pausing for Sts to say *He's Chinese* and then *She's Spanish* in chorus. Make sure Sts are pronouncing the /ʃ/ sound in *She* correctly.

Continue with the rest of the audio, pausing as necessary. Make a note of any mistakes in pronunciation and correct them later on the board.

2.4

- 1 I'm from China. (pause) He's Chinese.
- 2 I'm from Spain. (pause) She's Spanish.
- 3 I'm from Japan. (pause) He's Japanese.
- 4 I'm from Switzerland. (pause) She's Swiss.
- 5 I'm from the USA. (pause) He's American.
- 6 I'm from Italy. (pause) She's Italian.
- 7 I'm from Germany. (pause) He's German.
- 8 I'm from Mexico. (pause) She's Mexican.
- 9 I'm from England. (pause) He's English.
- 10 I'm from Turkey. (pause) She's Turkish.
- 11 I'm from Poland. (pause) He's Polish.
- 12 I'm from Egypt. (pause) She's Egyptian.
- 13 I'm from Brazil. (pause) He's Brazilian.
- 14 I'm from France. (pause) She's French.
- 15 I'm from Russia. (pause) He's Russian.
- 16 I'm from the UK. (pause) She's British.

Then repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /s/ in initial position

3 GRAMMAR verb *be* (plural): *we, you, they*

- a** Focus on the picture and the conversation. Tell Sts to complete each gap with a word from the list. Point out that the first one (*are*) has been done for them. Get Sts to compare with a partner.

b **2.5** Now play the audio for Sts to listen and check.

Check answers. Make sure Sts understand all the lexis, e.g. *free*.

- 2 sit 3 Thanks 4 I'm 5 American 6 aren't
7 English 8 meet

2.5

J = Jessica, C = Charles, Ji = Jim, R = Rachel

- J Excuse me. Are they free?
C Yes, they are. Please sit down.
J Thanks. I'm Jessica. Hi.
Ji And I'm Jim.
C Are you American?
J No, we aren't. We're from Canada.
C Oh, OK! We're English. I'm Charles.
R And I'm Rachel.
Ji Nice to meet you.

Now focus on the chart and make sure Sts know what *plural* means. Point out the two columns and the example in each one.

Give Sts time to complete the chart.

Get Sts to compare with a partner, and then check answers. Make sure that Sts are clear what the pronouns *we*, *you*, and *they* mean. You can demonstrate this or use your Sts' L1 if you know it.

be (plural)	
+	-
you're	you aren't
they're	they aren't

c Tell Sts to go to **Grammar Bank 2A** on p.156.

Grammar notes

verb be (plural): we, you, they

We, you, and they are plural pronouns.

We and *you* can be used for men or women, or both.

The pronoun *you* and the verb form after it is the same in the singular and the plural.

They can be used for people or things.

Remind Sts that people normally use contractions after pronouns in conversation, e.g. *We're from Texas*.

Contractions are not used in positive short answers, e.g. *Yes, they are*. NOT *Yes, they're*.

For *we / you / they*, there are two possible negative contractions – *we / you / they aren't* and *we're / you're / they're not* – but we recommend you teach only *we / you / they aren't* so as not to confuse Sts.

Focus on the example sentences and play audio **2.6**, **2.7**, and **2.8** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **2A** on p.157 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

a

- We're** in room 4.
- It's** in India.
- Are **they** in Italy?
- Where's **she** from?
- They're** Brazilian.
- He** isn't in the hotel.
- You're** in class 2.
- We're** from Oxford.
- They're** Japanese.

b

- We aren't Mexican.
- You're / You are in class 4.
- Are they English?
- Are we in class 4?
- You aren't in class 4.
- We're / We are on holiday.

c

- A** **Are** you from the United States?
B No, we **aren't** American. We're English.
- A** **Are** they Spanish?
B Yes, they **are**. They're from Madrid.
- Nikolai is from Moscow. He **isn't** from St Petersburg.
- Sorry, you **aren't** in room 20, you're in room 22.
- A** **Is** Adidas American?
B No, it **isn't**, it's German.
- A** **Are** we late?
B Yes, you **are**. It's 9.30!
- I'm not** Sara Smith, I'm Sara Simpson.
- They **aren't** from New York, they're from Texas.
- A** Where's Laura from?
B She's from Recife.
A **Is** Recife in Brazil?
B Yes, it **is**.

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.

d **2.9** Focus on the instructions and the examples in the speech bubbles. Make sure Sts remember the meaning of *late* (as in *Sorry I'm late*). Then play the audio, pausing after the first sentence for Sts to say *Are you Chinese?* in chorus. Do the same for the second example.

Play the rest of the audio, pausing if necessary after each sentence to give Sts time to say the question in chorus.

2.9


- You're Chinese. (*pause*) Are you Chinese?
- We're late. (*pause*) Are we late?
- They're in class two. (*pause*) Are they in class two?
- You're Italian. (*pause*) Are you Italian?
- They're English. (*pause*) Are they English?
- We're in room five. (*pause*) Are we in room five?
- They're Japanese. (*pause*) Are they Japanese?

You could repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Play the audio, pausing after each sentence, to give Sts time to write the sentence they heard. Then ask them to transform it into a question. Check answers as you go along.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: verb *be* (plural): *we, you, they*

4 READING & LISTENING

a  **2.10** Focus on the five pictures and ask Sts *Who are they?* to elicit that they are the same people as in **3a** (*Jessica, Charles, Jim, and Rachel*).

Tell Sts to read and listen at the same time. Now play the audio once the whole way through.

Then focus on the instructions and give Sts time to look at the pictures. Make sure Sts understand all the lexis, e.g. *here, beautiful, and dogs*.

Play the audio again for Sts to listen and number the pictures 1–5.

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

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

A 5 B 1 C 3 D 2 E 4

2.10

See conversation in Student's Book on p.21


b Focus on the instructions and make sure Sts understand questions 1–4.

Give them time to write the four short answers.

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

- 1 No, they aren't.
- 2 Yes, they are.
- 3 Yes, it is.
- 4 No, she isn't.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words, e.g. *business* /'bɪznəs/.

c  **2.11** Focus on the instructions and the phrases. Make sure Sts don't look at the conversations.

Give them a few minutes to see if they can remember any of the missing words.

Play the audio for Sts to listen and complete the task.

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

1 free 2 holiday 3 business 4 that 5 day 6 too

2.11

- 1 Excuse me. Are they free?
- 2 Are you on holiday?
- 3 We're on business.
- 4 What's that?
- 5 Have a nice day!
- 6 Nice to meet you, too.

d Put Sts in groups of four and have them act out the conversations in **3a** and **4a**. If possible, set up seats in the classroom to mimic the seats in the pictures.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: The World Cup draw

5 SPEAKING

a In this speaking activity, Sts practise nationality adjectives and the third-person singular and plural of the verb *be*. Focus on the instructions and four questions. Point out the three possible answers for the first one. Make sure Sts understand what they have to do. You could do the first one with the class.

Put Sts in pairs and give them a few minutes to answer the questions.

Monitor and help, encouraging Sts to guess if they don't know the correct answer.

Check answers by getting one student to ask another the questions.

- 1 Yes, he is.
- 2 No, they aren't. They're Chinese.
- 3 Yes, it is.
- 4 No, she isn't. She's British.

b **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Is sushi Chinese?**, **A** on p.140 and **B** on p.144.


Go through the instructions and speech bubbles. Sts **A** start and ask their partner questions about photos 1–5. Then Sts swap roles and Sts **B** ask about photos 6–10.

When Sts have asked and answered about all the photos, you could ask the whole class some of the questions to round up the activity.

EXTRA SUPPORT Before Sts ask and answer the questions, put **As** and **Bs** together to complete the questions with *Is* or *Are*. Write the two options on the board for reference.

EXTRA IDEA Have Sts make up their own questions about people and things they know to ask their classmates.

WORDS AND PHRASES TO LEARN

 **2.12** Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **2A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

- G** *Wh-* and *How* questions with *be*
V phone numbers, numbers 11–100
P understanding numbers

Lesson plan

The topic of this lesson is personal information, and the context is students in a language school.

The lesson starts with Sts listening to two conversations providing the context for asking for and giving personal information, and learning how to introduce other people and to ask how people are. This is followed by a grammar focus on question words and word order in questions. In Vocabulary, Sts learn how to say phone numbers and numbers from 11–100. This is followed by a pronunciation focus on the difference between pairs of numbers that sound similar, e.g. *13* and *30*, etc., and then a listening to reinforce their understanding. Then in Writing, Sts focus on words related to personal information, e.g. *address*, *postcode*, *married*, etc., and practise giving their own personal information by filling in a form. We have avoided forcing Sts to ask what may be sensitive questions, e.g. *How old are you?* *Are you married?*, but these questions are practised in the speaking exercise where Sts take on a role. Finally, Sts watch a video about a language school. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *Wh-* and *How* questions with *be*
Communicative Remember the sentences
Vocabulary Numbers dictation

Resources

Video Meet the students

For students

Workbook 2B

Online Practice 2B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: technology words; /ks/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Draw a picture on the board of a real or imaginary friend of yours. Then write some personal information in note form under it, e.g. phone number, address, single or married, and age.

Tell Sts *This is my friend* (name). Then ask questions such as *What's his / her phone number?* *How old is he / she?* *Is he / she married?*, etc. Elicit answers by pointing to the relevant information on the board.

1 READING & LISTENING

a **2.13** Books open. Focus on the first picture, the student card, and the task, and elicit who Pia and who Lin are (*They're the women in the picture*).

Play the audio once the whole way through for Sts to read and listen at the same time. Help Sts to understand the new lexis, e.g. *How old is he?*, *good-looking*.

Now focus on the student card and elicit the meaning of *age*. Give Sts time to complete it. You could play the audio again.

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

Name: **Alex** Martinez
 Nationality: Mexican
 Age: 22

2.13

See conversation in Student's Book on p.22

b **2.14** Focus on the pictures and elicit who the people are (*Pia*, *Alex*, and *Lin*) and that it's the next day.

Tell Sts to cover the conversation, and play the audio once the whole way through for them just to listen.

2.14

L = Lin, P = Pia, A = Alex

L Hi, Pia. How are you?

P Hi, Lin. I'm fine, and you?

L I'm fine, too. This is Alex. He's in my class. Alex, this is Pia.

P Hi, Alex!

A Hi. What class are you in?

L That's my bus! Bye. See you tomorrow!

A Bye. Where are you from, Pia?

P I'm from Italy. This is my bus stop. Bye, Alex. Nice to meet you.

A Nice to meet you, too, Pia. Er... what's your phone number?

P Sorry, my bus... It's oh seven three six five...!

Now tell them to uncover the conversation, and give them time to think about what the missing words are, but tell them not to write the words yet.

Play the audio again for Sts to listen and complete the task.

Get Sts to compare with a partner, and then check answers. Help Sts understand the new phrases in the conversation. Explain that we use *This is...* (NOT *He's / She's...*) when we introduce someone to other people, and that *How are you?* is a common greeting to which people normally respond (*I'm fine / very well, thanks*). It is not a genuine question about people's health.

1 class 2 What 3 tomorrow 4 Where 5 Italy 6 phone

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words. You may want to explain the difference between *this* (*This is Alex*) and *that* (*That's my bus*), which will be focused on in detail in **3B**.

- c **2.15** Play the audio, pausing after each sentence for Sts to listen and repeat.

2.15

Same as script 2.14 with repeat pauses

Now put Sts in groups of three. Tell Sts to read Lin's, Pia's, and Alex's lines.

Make sure Sts swap roles. Monitor and help as needed.

EXTRA SUPPORT You could divide the class into two and practise this exchange across the class:

A *How are you?*

B *I'm fine. How are you?*

A *Very well, thanks.*

Then get Sts to practise the conversations in pairs, swapping roles.

2 GRAMMAR *Wh-* and *How* questions with *be*

- a **2.16** Focus on the four question words and play the audio for Sts to listen and repeat. Elicit their meaning, and highlight the two different pronunciations of *wh*.

2.16

See words in Student's Book on p.22

- b Focus on the chart and the example. Then elicit the missing question word in 2 (*How*) and get Sts to write it in. Then give Sts time to complete the other questions. Get Sts to compare with a partner.

- c **2.17** Play the audio for Sts to listen and check. Check answers.

3 Who 4 What 5 Where 6 How 7 What's

2.17

- | | |
|-------------------------------|---|
| 1 A Where are you from? | B I'm from Germany. |
| 2 A How are you? | B Fine, thanks. |
| 3 A Who's he? | B He's a friend. |
| 4 A What's your name? | B Molly. |
| 5 A Where's Modena? | B It's in Italy. |
| 6 A How old are you? | B Twenty-six. |
| 7 A What's your phone number? | B Oh seven seven oh two, nine six oh eight three six. |

- d Tell Sts to go to **Grammar Bank 2B** on p.156.

Grammar notes

Wh-* and *How* questions with *be

In English statements with *be*, the subject comes before the verb. The pattern is S + V.

In questions, the order of the subject and verb is reversed. The pattern is V + S.

When a question begins with a *Wh-* word or *How*, the pattern is *Wh-* (*How*) + V + S.

In questions with question words, the verb *is* is often contracted, e.g. *What's*, *Where's*, *Who's*. This is especially the case when the subject is a noun, e.g. *What's your name?* *Where's the toilet?* It is often not contracted when the subject is a pronoun.

Are is not contracted after a *Wh-* word: *Where are the students?* NOT ~~*Where're the students?*~~

EXTRA SUPPORT If you have a monolingual class, don't be afraid of using your Sts' L1 to talk about the grammar rules. At this level, it is unrealistic to expect Sts to fully understand grammar rules in English.

Focus on the example sentences and play audio **2.18** for Sts to listen and repeat. Encourage them to copy the rhythm. Pause the audio as necessary.

Then go through the rules with the class.

Focus on the **Word order** box and go through it with the class.

Now focus on the exercises for **2B** on p.157 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences. For **b**, elicit the contracted forms (see the answers in brackets).

a

- When's** the concert?
Where is it?
- What's** your name?
- Who** is she?
Where's she from?
- What's** that?
- Who's** that?
How old is he?

b

- Who is she? (Who's she?)
- What is your phone number? (What's your phone number?)
- Where is room 4? (Where's room 4?)
- Is Marta married?
- When is your English class? (When's your English class?)
- Is your phone number 4960362?
- What is his email? (What's his email?)
- How old is Pedro?

c

- Where are you from?
- Where's Monterrey?
- What's your email?
- Thanks. What's your phone number?
- How old are you?

Tell Sts to go back to the main lesson **2B**.

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

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

Give Sts time to cover the left-hand column of the chart in **b**, look at the answers, and see if they can remember the questions.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Sts **A** (book open) cover the left-hand column in **b**, look at the answers, and see if they can remember the questions. Sts **B** (book open) don't cover the chart, and help Sts **A** if necessary. Then they swap roles.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *Wh-* and *How* questions with *be*

3 VOCABULARY phone numbers, numbers 11–100

Vocabulary notes

Phone numbers

When saying phone numbers, we give the individual digits, (usually in blocks of three or four), so that 3074128 is said as *three zero seven, four one two eight*. We don't say *thirty, seventy-four, a hundred and twenty-eight*, as in some languages.

Native speakers sometimes use *double* when the same two numbers come together, e.g. 22 in a phone number could be *two two* or *double two*. It is perfectly acceptable to just say the number twice, but you may want to point out this use of *double* so that Sts understand it if they hear it.

Point out that 0 can be said as either *zero* or *oh*. Both forms are used in audio **2.20**.

- a **2.19** Focus on the phone number and the instructions, and play the audio once the whole way through for Sts just to listen.

2.19

zero three zero six nine, nine nine zero, three seven five

Then play the audio again and get Sts to listen and complete the phone number.

Check answers, by writing the number on the board.

0 3 0 6 9 9 9 0 3 7 5

Finally, play the audio again and get Sts to listen and repeat the phone number.

- b **2.20** Focus on the first phone number. Ask a student to say it, and write what he / she says on the board for the class to check.

Put Sts in pairs and get them to tell each other the other two phone numbers.

Play the audio for Sts to listen and check.

Check answers.

2.20

- 1 zero two eight, nine zero one, eight zero three six one
- 2 oh eight oh eight one, five seven oh, seven two four
- 3 zero one three one, four nine six, zero six three eight

Play the audio again, pausing after each phone number, and get Sts to repeat it. Give further practice as necessary.

- c Focus on the instructions and speech bubble. Put Sts in pairs and get them to ask and answer the question.

I Some Sts may not be happy about using their own phone number, so you could suggest that they invent a number, which they should write down, but with a normal number of digits for the area where they live.

Monitor and help, encouraging Sts to break the phone number up into blocks of three or four digits, so it sounds more natural.

Get some feedback by eliciting some numbers onto the board.

EXTRA IDEA You could get Sts to mingle as a whole class to ask each other's phone number.

- d Tell Sts to go to the **Vocabulary Bank Numbers** on p.178.

Vocabulary notes

Numbers 11–100

The main problem Sts have with these numbers is the similar pronunciation of 13 and 30, 14 and 40, etc. Native speakers often clarify, e.g. prices, by asking *one three or three oh?*

Sts also have problems with the numbers that change slightly, e.g. *three, thirteen, thirty* and *five, fifteen, fifty*.

For the number 100, both *a hundred* and *one hundred* are acceptable.

- 2.21** Look at **2 11–100** and focus on **a**. Play the audio and get Sts to repeat numbers 11–20 in chorus. Remind Sts that the underlined syllables are stressed more strongly. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

2.21

See 11–20 in Student's Book on p.178

EXTRA SUPPORT Ask Sts to cover the words and say the numbers. They could do this individually or with a partner.

- 2.22** Now look at **21–100** and focus on **b**. Play the audio and get Sts to repeat numbers 21–100 in chorus. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

2.22

See 21–100 in Student's Book on p.178

Focus on the **Word stress** box and go through it with the class. Give some practice of this by writing up pairs of numbers on the board, e.g. 15 / 50, 18 / 80, and getting Sts to say them.

Now focus on **Activation**. Ask Sts to cover the words and say the numbers. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

Tell Sts to go back to the main lesson **2B**.

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

- e **2.23** Focus on the instructions and the example. Play the audio, pausing after each number to give Sts time to write. Play again as necessary. Get Sts to compare with a partner, and then elicit the numbers onto the board.

97 11 100 40 29 16 62 56 78 34 81

2.23

fifteen, ninety-seven, eleven, a hundred, forty, twenty-nine, sixteen, sixty-two, fifty-six, seventy-eight, thirty-four, eighty-one

f Tell Sts that *Buzz* is the name of a number game. Get Sts to sit or stand in a circle and count out loud. When they come to a number that contains three (e.g. 13) or a multiple of three (*three, six, nine*, etc.) they have to say *buzz* instead of the number.

If a student makes a mistake, either saying the number instead of *buzz*, or simply saying the wrong number, he / she is out. The next player then starts from the beginning again.

Continue until there is only one student left, or until the class reaches, for example, 30.

Note: You can use any number between three and nine as the 'buzz' number.

EXTRA IDEA Another number game you may like to play now or when you want to practise numbers is *Two-digit number chains*.

Write three two-digit numbers on the board, e.g. 27 71 13

Elicit the numbers from the class. Then show Sts that the second number begins with seven because the previous one ended with seven, and the third number begins with one because the second number ended with one. Then ask Sts what the fourth number could be and elicit a number, e.g. 32, and then another, e.g. 26, and write the numbers up on the board.

Tell Sts that the numbers can't have a zero, i.e. not 20, 30, etc. Now make a chain round the class. Say the first number, and then elicit the second from the first student on your left, and continue around the class.

Finally, get Sts to make 'chains' in pairs, where **A** says one number, **B** says another, **A** says a third, etc.

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: numbers 11–100

4 PRONUNCIATION & LISTENING

understanding numbers

a **2.24** Remind Sts of the rule about stress on numbers like *thirteen* and *thirty*.

Focus on the activity and play the audio once the whole way through for Sts just to listen to the difference between the pairs of numbers. Pause and play again as necessary.

2.24
See numbers in Student's Book on p.23

b **2.25** Focus on the instructions and play the audio once for Sts to circle a or b. Play again as necessary. Play the audio again to check answers.

1 a (13) 2 b (40) 3 b (50) 4 a (16) 5 b (70) 6 a (18)
7 a (19)

2.25
1 thirteen
2 forty
3 fifty
4 sixteen
5 seventy
6 eighteen
7 nineteen

Get Sts to practise saying the numbers in pairs.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Sts **A** read one of the numbers from each pair in **a**, and Sts **B** must say *a* or *b*. Then they swap roles.

c **2.26** Focus on the instructions and the four questions. Tell Sts they are going to hear four mini conversations, and in each one they will hear one of the four questions.

Play the audio and pause after the first conversation.

Ask Sts *Which question is it?* Elicit that the question in the conversation is *What's your phone number?* Get Sts to write 1 next to the question.

Play the rest of the audio for Sts to listen and write 2–4 next to the other three questions. Check answers.

2 What's your address? 3 How old are you? 4 What's your email?

2.26
(script in Student's Book on p.150)

- 1 **A** Great. OK, see you on Tuesday.
B Yes. Oh, what's your phone number?
A It's, er, oh two oh, seven nine four six, oh four one five.
- 2 **A** Thank you. What's your address, please?
B It's fifty-seven King Street. Very near here.
- 3 **A** Come in, sit down. You're Martin Blunt, right?
B Yes.
A And how old are you, Mr Blunt?
B I'm thirty-nine...
- 4 **A** Thank you very much. Er, one more thing. What's your email?
B It's James eighty-five at ukmail dot com.

d Focus on the instructions and make sure Sts understand that they are going to hear the four conversations again, and this time they must write the numbers they hear in the answers.

Focus on 1–4 and elicit the meaning of *King Street*. Focus on the **Email addresses** box and go through it with Sts.

Play the audio, pausing after each conversation to give Sts time to write the missing numbers. Play again as necessary.

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

1 020 7946 0415 2 57 King Street 3 Age: 39
4 james85@ukmail.com

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.150, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: technology words

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ks/

5 WRITING & SPEAKING

a form

This is the first time Sts are sent to the **Writing** at the back of the Student's Book. In this section, Sts will find model texts with exercises and language notes, and then a writing task. We suggest that you go through the model and do the exercise(s) and set the actual writing (the last activity) in class, except maybe for Writing 2, which could be set for homework.

Tell Sts to go to **Writing A form** on p.148.

- a** Focus on the heading and explain / elicit the meaning of the word *form*. Go through the form line by line and check the meaning and pronunciation of any new words, e.g. *divorced, separated, postcode, home, and mobile*.

Focus on **Titles** in the information box and go through it with the class. Highlight that *Ms* and *Mrs* are both used for women. *Ms* can be for either a married or single woman, but *Mrs* always indicates that the woman is married.

Note that there is no question for the *Title* line. This is because people would not normally ask *What is your title?*

Now focus on the instructions for **a**. Point out that the questions correspond to the spaces in the form. Also point out to Sts that the first one, *What's your name?*, has been done (*f*) for them.

Give Sts time to match each question to a part of the form. Get Sts to compare with a partner, and then check answers.

2 d 3 a 4 h 5 c 6 e 7 b 8 g

EXTRA CHALLENGE Get Sts to cover the questions and just look at the form. Elicit the questions from individual Sts or from the class.

Now focus on **Capital letters** in the information box and go through it with the class.

Focus on the instructions for **b** and give Sts a few minutes to complete the form for themselves. Tell Sts to invent the information if they want to.

Monitor and check that they are doing it correctly. Help as needed.

Tell Sts to go back to the main lesson **2B**.

- b** **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Personal information, A** on p.141 and **B** on p.145.

Go through the instructions with Sts carefully. Remind them how to say email addresses, and tell them to spell names, surnames, and street names so that their partner can complete the form correctly.

Sit **A** and **B** face to face if possible. Sts **A** start by interviewing Sts **B** and writing the information in the form.

Monitor and help. Encourage Sts to use the correct sentence rhythm when asking the questions.

Sts **B** then interview Sts **A** and complete their form.

When they have finished, get them to compare forms.

Tell Sts to go back to the main lesson **2B**.

6 VIDEO LISTENING

This is the first of six **Video Listenings**, which are incorporated into the Student's Book. If you are unable to show the video in class, remind Sts that they can find the video on *Online Practice* and ask them to watch the video and do the activities for homework.

- a** Focus on the task. Tell Sts they are going to watch a programme about a language school in England. Play the video once the whole way through for Sts to watch and answer the question. Elicit Sts' opinions.

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

Meet the students

Hello, I'm Alicia. Today I'm in Brighton.

Brighton is in the south of England. It's on the coast. It's a fantastic town, and it's famous for the Royal Pavilion, the pier, and the beach. But I'm not on holiday. I'm here to visit an English language school. This is the school. It's a big school with about three hundred and fifty students.

Rike and Hyeongwoo are students at the school.

Hyeongwoo is twenty-three years old. He's from Korea. He's a beginner student. His class is small, with only five students.

His teacher is Stephen. He's English. He's very friendly, and he's a very good teacher.

Rike is nineteen years old. She's from Germany. She's an intermediate student, and her class is big, with eleven students.

Her teacher is Laura. She's English. She's really nice, and she's a very good teacher, too.

When Rike and Hyeongwoo aren't in class, they're in the computer room...or here, in the canteen. In the evening they're at home.

Rike and Hyeongwoo live in a student house. It's near the school.

It's a big house with five bedrooms, a kitchen, and a garden.

Brighton is great for students like Rike and Hyeongwoo. The people are friendly, and the town is exciting and fun!

- b** Focus on the task and give Sts time to read sentences 1–8. Model the pronunciation of *Brighton* and *Bournemouth* and tell Sts that these are two towns on the south coast of England where there are a lot of language schools. Play the video again the whole way through. Get Sts to compare with a partner, and then play again if necessary. Check answers.

1 Brighton 2 isn't 3 students 4 23 5 Stephen
6 German 7 teacher 8 is

- c** Focus on the task and make sure Sts know all the words in the list. Give Sts time to read the five sentences from the video. Play the extracts video once the whole way through.

- 1 Brighton is in the south of England.
- 2 It's a big school with about three hundred and fifty students.
- 3 His class is small, with only five students.
- 4 ...they're in the computer room...or here, in the canteen.
- 5 It's a big house with five bedrooms, a kitchen, and a garden.

Then play the video again, pausing after each phrase for Sts to complete the gaps. Check answers.

1 south 2 big 3 small 4 computer room, canteen
5 bedrooms, kitchen, garden

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

WORDS AND PHRASES TO LEARN

2.27 Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **2B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

There are two pages of revision and consolidation after every two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available.

The first part revises the **grammar, vocabulary, and pronunciation** of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first part as a mini-test on Files 1 and 2. The pronunciation section sends Sts to the Sound Bank on pp.196–197. Explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns for each of the sounds. Highlight the video showing the mouth position for each sound. If you don't want to use this in class, tell Sts to look at it at home and to practise making the sounds and saying the words.

The second part presents Sts with a series of skills-based challenges. First, there is a **reading** text which is of a slightly higher level than those in the File, but which revises grammar and vocabulary Sts have already learned. The **listening** is some unscripted street interviews, where people are asked questions related to the topics in the Files. Sts can either watch the interviews on video or listen to them on audio. You can find these on the *Teacher's Resources on Oxford Premium, Classroom Presentation Tool, Class DVD, and Class Audio CDs* (audio only). Alternatively, you could set this section / activity as homework. Sts can find the video on *Online Practice*. Finally, there is a **speaking** challenge which assesses Sts' ability to use the language of the Files orally. You could get Sts to do these activities in pairs, or Sts can tick the boxes if they feel confident that they can do them.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 1&2
Quick Test 2
File 2 Test

For students

Online Practice Check your progress

GRAMMAR

1 a 2 b 3 b 4 a 5 b 6 a 7 b 8 a 9 a 10 b
11 a 12 b 13 a 14 b 15 b

VOCABULARY

a
1 Turkish 2 Switzerland 3 American 4 England
5 Egypt 6 Japanese
b
1 two 2 seven 3 thirteen 4 twenty-one 5 Thursday
6 Sunday

c
1 Open 2 Sorry, down 3 know 4 me, what's, repeat
5 number, email
d
1 a chair 2 the door 3 a pen 4 the board

PRONUNCIATION

a
1 /i:/ tree 2 /əʊ/ phone 3 /ɪ/ fish 4 /ʃ/ shower
5 /h/ house
c
1 Chinese 2 fifty 3 fifteen 4 tomorrow 5 German

CAN YOU understand this text?

First name	Mark	Bianca	Jacek
Surname	Davis	Costa	Popko
Age	28	20	40
Nationality	American	Brazilian	Polish
Marital status	single	single	married
Occupation	teacher	student	doctor

▶ CAN YOU understand these people?

1 c 2 b 3 c 4 a 5 c

▶ 2.28

1

I = interviewer, J = Jayna

I What's your name?

J Jayna.

I How do you spell it?

J J-A-Y-N-A.

2

I = interviewer, V = Vera

I Where are you from?

V I'm from Russia.

I Where in Russia?

V Er, Moscow – capital.

3

I = interviewer, R = Richard

I How old are you?

R I'm sixty-six.

4

I = interviewer, M = Mairi

I What's your mobile phone number?

M It's zero seven five six, four three seven eight.

5

I = interviewer, Ia = Iain

I What's your email address?

Ia It's Iain dot Smith at yahoo dot com.

- G** singular and plural nouns, *a / an*
V small things
P /z/ and /s/, plural endings

Lesson plan

This lesson is about things that people normally carry around with them, and how to form and use singular and plural nouns.

The lesson begins with Vocabulary, and Sts learn the words for common small objects. Then, in Grammar, real information about things people lose every day and have to look for provides the context for learning plural nouns. Sts also learn the difference between *a* and *an*, although the concept of articles has already been introduced in **Vocabulary Bank The classroom** in **1 Things in the classroom** in **Practical English 1**. This is followed by a pronunciation focus first on the /z/ sound, and then on plural endings – /z/, /s/, and /ɪz/. In a listening activity, Sts hear some short announcements and conversations in which the objects mentioned will help them to identify what is happening. Finally, in a speaking activity, Sts try to identify some of the things from the Vocabulary Bank, photographed from a strange angle, and then they talk about what they have in their pocket or bag.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar singular and plural nouns; *a / an*
Communicative The same or different?
Vocabulary Things

For students

Workbook 3A
 Online Practice 3A
 Plus extra Vocabulary and Pronunciation for speakers of Spanish: more small things; /əʊ/
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

To revise vocabulary and spelling, play *Hangman* with a word from **Vocabulary Bank The classroom** in **1 Things in the classroom** on p.180, e.g. *dictionary, chair, coat*, etc. (See p.21 for instructions on how to play *Hangman*.) Don't use any of the four words in **1a**.

1 VOCABULARY small things

- a** Books open. Focus on the task.
 Give Sts time to write the words for the four objects.
 Check answers by eliciting the missing letters onto the board.

1 book 2 laptop 3 phone 4 photo

- b** Tell Sts to go to **Vocabulary Bank Small things** on p.181.

Vocabulary notes

Point out that we only use *a* or *an* with singular nouns (this will be focused on in detail in **Grammar Bank 3A**). *Glasses* is a plural noun, although it is one object, like *trousers, scissors*, and other things that have two parts. For this reason, we don't say *a glasses*. Complete beginners may feel a bit overwhelmed by the number of new items to learn. This would be a good moment to talk to them about strategies to help remember new words, e.g. writing them on cards and sticking them up round their study, copying them into a vocabulary notebook, and using resources on *Online Practice* to test themselves.

Focus on the title, *Small things*, tell Sts to quickly look at the photo, and elicit what the title means.

- 🎧 **3.1** Focus on the instructions for **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🎧 3.1

See *Small things* in Student's Book on p.181

Focus on the **a / an** and **ph** box and go through it with the class. Elicit / Explain that we use *an* in front of a noun when it starts with a vowel sound, e.g. *an umbrella, an ID card*.

Focus on **b** and get Sts to cover the words, look at the photo, and say the words. They could do this individually or with a partner. Remind Sts to use *a* or *an* with all of the nouns except *glasses*.

Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

Tell Sts to go back to the main lesson **3A**.

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

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more small things

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: small things

2 GRAMMAR singular and plural nouns, *a / an*

- a** Focus on the instructions. Read the title and the introduction. You could use Sts' L1 or a simple mime to elicit the meaning of *look for*. Make it clear that the things are not in order.

Give Sts a minute or so to read the list and then, in pairs, guess what the top four things (in order) are that people look for every day. Tell them not to write anything in the boxes yet.

Elicit some ideas from Sts and write them on the board, but don't tell them if they are correct or not.

- b** ④ **3.2** Tell Sts they are going to hear the answers and that the audio goes from 8 to 1. Play the audio, pausing after each number for Sts to number the things in **a** 1–8. Play again as necessary.

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

8 wallets and purses 7 umbrellas 6 bank cards
5 phone chargers 4 glasses and sunglasses 3 pens and pencils 2 mobile phones 1 keys (house and car)

④ **3.2**

(script in Student's Book on p.150)

What are the top things people look for every day?

At number eight, it's...wallets and purses.

At number seven, umbrellas.

At number six, bank cards – credit cards or debit cards.

At number five, phone chargers.

And now for the top four:

At number four, glasses and sunglasses.

At number three, pens and pencils.

And at number two, mobile phones.

And at number one – yes, that's right – keys. House keys and car keys.

So, try to find a safe place...

Find out if any Sts guessed all of the top four correctly.

Deal with any vocabulary problems that arose.

Finally, find out if this order is true for any of the Sts. You could tell them which things you always look for.

- c** Remind Sts of the concept of singular and plural by showing Sts a pen and saying *a pen*. Then show the class three pens and say *pens*. Write on the board:

SINGULAR = (A) PEN PLURAL = PENS

Focus on the chart and point out that the first one (*pencil*) has been done for them.

Now give Sts time to complete the chart.

Check answers.

- 1 four **pencils**
2 a **laptop**, two **laptops**
3 an **umbrella**, three **umbrellas**

- d** Tell Sts to go to **Grammar Bank 3A** on p.158.

Grammar notes

singular nouns, *a / an*

You may want to point out to Sts that not all words that begin with vowels begin with a vowel sound – for example, several words which begin with *u* are pronounced /ju:/, e.g. *university*, so it's *a university* (NOT ~~an~~ *university*).

Also, sometimes a word that starts with a vowel sound has the consonant *h* as the first letter. For now, the only word Sts will encounter soon is the word *hour*. The *h* is silent, and we write and say *an hour*.

plural nouns

Irregular plurals are dealt with in **4A**.

Regular nouns form the plural by adding an *s*. The only problem is the pronunciation, as the final *s* is sometimes pronounced /z/, e.g. *keys*, and sometimes /s/, e.g. *books*. This will be dealt with in **Pronunciation**.

-es is added to nouns ending in *-ch*, *-sh*, *-ss*, and *-x* (e.g. *watch – watches*). This is because it would be impossible to pronounce the word if only an *s* were added. (NOT ~~watchs~~)

The *-sh* ending is not in the chart because Sts don't yet know any words ending in *-sh*, but you may want to point this out, e.g. *brush – brushes*.

With words ending in consonant + *y*, the *y* changes to *i* and *-es* is added.

With compound nouns, e.g. *credit card* and *identity card*, *s* is only added to the second noun when plural.

These rules for forming plural nouns are important because they are also true for verbs in the third person in the present simple.

the

Explain that we use *the* to refer to something specific, e.g. *look at the board*, *open the door*, *close the windows*. We can use *the* with singular and plural nouns.

Articles are easy for some nationalities and more difficult for others, depending on their L1. If articles are a problem for your Sts, give more examples to highlight the difference between *a / an* and *the*, e.g. *What is it? It's a door* (explaining what it is) and *Open the door* (talking about a specific door, e.g. the door of the classroom).

Focus on the example sentences and play both audio

- ④ **3.3** and ④ **3.4** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **3A** on p.159 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 It's a phone.
- 2 They're watches.
- 3 It's an umbrella.
- 4 They're dictionaries.
- 5 They're keys.
- 6 They're cities.
- 7 It's an email.
- 8 They're passports.
- 9 It's a tablet.

b

- 1 What are they? They're books.
- 2 What is it? It's a bag.
- 3 What are they? They're glasses.
- 4 What is it? It's a (phone) charger.
- 5 What is it? It's an ID card.

Tell Sts to go back to the main lesson **3A**.

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

- e** Tell Sts to go to **Communication Memory game** on p.143.

Put Sts in pairs. Tell them that they have 30 seconds to look at the photo. Make sure nobody is taking notes or writing.

Give Sts exactly 30 seconds. Then tell them to close their books.

Get each pair to write down as many things as they remember.

Call on pairs to read their lists, to see if any pair remembered all the items. Reporting Sts should use *a* or *an* when there was only one of an item, e.g. *an umbrella*.

a bag, a (phone) charger, a wallet, an umbrella, two watches, two passports, a camera, a mobile phone, a notebook, three dictionaries, five photos, a tablet, glasses (one pair), a credit card, six pencils, three keys

Tell Sts to go back to the main lesson **3A**.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: singular and plural nouns, *a / an*

3 PRONUNCIATION /z/ and /s/, plural endings

Pronunciation notes

/z/ and /s/

For these sounds, the phonetic symbols are the same as the alphabet letters.

The letter *z* is always pronounced /z/, e.g. *zero*, *magazine*. This is a voiced* sound.

The letter *s* at the beginning of a word is nearly always pronounced /s/. This is an unvoiced* sound.

NB Sts will learn the exceptions *sure* and *sugar*, where *s* is pronounced /ʃ/, later in the course.

The letter *s* in the middle or at the end of a word can be pronounced /s/ or /z/:

- In the middle of a word, it can be /s/, e.g. *glasses*, or /z/, e.g. *music*.
- At the end of a word, for example in plurals, it can be pronounced /s/, e.g. *thanks*, or /z/, e.g. *bags*.

Plural endings

When plural nouns end in *-s*, the *s* is either pronounced /z/ or /s/, depending on the previous sound.

The *-s* ending on most plural nouns is pronounced /z/ when it is added to voiced sounds, e.g. *mobiles*, *doors*, *keys*.

The *-s* ending is pronounced /s/ after the voiced sounds /f/, /k/, /p/, /t/, e.g. *books*, *wallets*.

The final *-es* is pronounced /ɪz/ for words ending in *-ce*, *-ch*, *-ge*, *-sh*, *-s*, and *-x*, e.g. *pieces*, *watches*, *pages*, etc. This adds one more syllable to the word. Show Sts that after these sounds, it is very difficult to add only an /s/ sound. This is why the extra syllable is added.

-ies is always pronounced /i:z/, e.g. *countries*.

I The difference between /z/ and /s/ is small and not easy for Sts to notice or produce at this level. However, it is useful to make Sts aware that *s* can be /z/ or /s/, and to point out which sound it is on new words that have an *s* in them.

The most important thing with plurals at this level is to help Sts to learn when final *-es* is pronounced /ɪz/, e.g. *watches*, and when it isn't, e.g. *phones*.

* Voiced and unvoiced consonants

- **Voiced** consonant sounds are made in the throat by vibrating the vocal chords, e.g. /b/, /l/, /m/, /n/, /z/.
Unvoiced consonant sounds are made in the mouth, without vibration in the throat, e.g. /f/, /k/, /p/, /t/, /s/, etc.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds. However, a common error, which is easier to help Sts with, is the tendency to add the /ɪz/ pronunciation to nouns which don't need it, e.g. *files* as /faɪlɪz/, etc. This rule, i.e. when to pronounce *-es* as /ɪz/, is the main focus of the exercises here.

- a **3.5** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

3.5

See words and sound in Student's Book on p.30

Focus on the sound picture *zebra*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *zebra*. Remind Sts that the pink letters are the /z/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

- b **3.6** Focus on the three sounds for plural endings and elicit that the second picture is the *snake* (/s/ sound), and the third is /ɪz/.

Explain to Sts that the plural *s* is usually pronounced /z/, e.g. *bags*, but can also be /s/, e.g. *books*. Highlight that the *-es* ending is pronounced /ɪz/ after certain combinations of letters, and give Sts the spelling rules in the **Pronunciation notes**. It would help to give them an example for each spelling of the final *-es* ending, e.g. *pieces*, *watches*, *pages*, *brushes*, *buses*, *boxes*.

Focus on the sound picture *zebra* and on the plural words after it. Now play the audio again for Sts to listen and repeat. Give further practice, as necessary, using choral and individual repetition.

Now repeat the same process for *snake* /s/ and the /ɪz/ sound.

3.6

See sounds and words in Student's Book on p.30

EXTRA SUPPORT You could tell Sts that /s/ is the sound made by a snake (sssss) and /z/ is the sound made by a bee or mosquito (zzzzz).

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

- c **3.7** Focus on the task and the example. Play the audio, and pause after *It's a photo* for Sts to say *They're photos* in chorus. You could also demonstrate by saying a sentence yourself and eliciting the plural from the class, e.g.

T *It's a bag.* **Sts** *They're bags.*

Then play the audio and pause after the second sentence *It's a key*. Ask Sts what the plural is (*keys*). Make sure Sts understand what they have to do before continuing. Play the rest of the audio and give Sts time to say the plural in chorus. Correct pronunciation as necessary.

3.7

- 1 It's a photo. (pause) They're photos.
- 2 It's a key. (pause) They're keys.
- 3 It's a passport. (pause) They're passports.
- 4 It's a phone. (pause) They're phones.
- 5 It's a watch. (pause) They're watches.
- 6 It's a pencil. (pause) They're pencils.
- 7 It's a book. (pause) They're books.
- 8 It's a purse. (pause) They're purses.
- 9 It's a credit card. (pause) They're credit cards.
- 10 It's a page. (pause) They're pages.

Finally, repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH Online Practice Pronunciation: /əʊ/

4 LISTENING

- a **3.8** Focus on the instructions and the photos. Explain that Sts are going to hear five short conversations and they have to match them to the photos. You could tell them that in each conversation, they will hear a word that they have just learned in the **Vocabulary Bank**. Play the audio once the whole way through for Sts just to listen.

3.8

(script in Student's Book on p.150)

- 1 Please take out your laptops... All laptops out of cases, please.
- 2 Please switch off all mobile phones and electronic devices.
- 3 A Excuse me, is this your bag?
B Oh yes! Thanks very much!
- 4 A Hi. My name's Sam Smith. I have a reservation.
B Can I see your passport, please?
A Sure, here you are.
- 5 A OK, Ms Jones, you're in room three one five. Here's your key.
B Thank you very much. Er, where's the lift?

Now play the first situation again, pause, and elicit the answer (*photo D*). Make sure Sts write 1 in the correct box.

Then play the other four situations, pausing after each one to give Sts time to write the numbers.

Check answers and elicit where each situation is taking place (1 *airport security*, 2 *on a plane*, 3 *in a taxi*, 4 and 5 *in hotels*).

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

2 B 3 E 4 A 5 C

- b Now tell Sts to listen again, and this time they must write the word for the small thing(s) from the **Vocabulary Bank** that they hear in each conversation. Tell them to listen carefully to hear whether the things are singular or plural. Play the audio, pausing after each situation to give Sts time to write. Check answers.

1 laptops 2 mobile phones 3 bag 4 passport 5 key

EXTRA CHALLENGE Before playing the audio again, get Sts to look at the photos and write the name of each small thing. Then play the audio for them to listen and check.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.150, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 SPEAKING

- a Focus on the photos and the speech bubbles.

Put Sts in pairs, **A** and **B**. Focus on photo 1 and elicit from an **A** the question (*What is it?*), and then elicit the answer from a **B** (*It's a watch*). Now elicit from a **B** the question for photo 2 (*What are they?*) and from an **A** the answer (*They're books*).

Monitor and help with pronunciation, and make sure Sts are asking the correct question.

When Sts have finished, check answers by asking individual Sts.

3 They're wallets. 4 They're keys. 5 They're credit cards.
6 It's a (phone) charger. 7 It's a (mobile) phone.
8 They're pieces of paper. 9 It's a camera.
10 They're pens. 11 It's a laptop. 12 They're passports.

- b Focus on the instructions and make sure Sts know the meaning of *pocket*. Demonstrate the activity by taking something out of your bag / pocket and asking Sts which word to tick.

Now give Sts time to see what they have in their bag / pocket.

Ask them to tick the things they have.

- c **MEDIATION ACTIVITY** Focus on the instructions and the speech bubble, and elicit / explain the meaning of *I have*. Put Sts in pairs and get them to tell their partner about the things they ticked in **b**.

EXTRA IDEA Tell Sts which of the things in the list you have in your bag / pocket.

EXTRA CHALLENGE Get Sts to guess what they think their partner has. Write on the board: I THINK YOU HAVE... You could get them to guess about you first.

- d This exercise gives Sts the opportunity to name other things they have in their bag / pocket. Encourage them to ask you the question (*How do you say... in English? How do you spell it?*), and spell the words to them. Finally, write all the new words on the board.

WORDS AND PHRASES TO LEARN

- 3.9** Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **3A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

G *this / that / these / those*

V souvenirs

P /ð/, sentence rhythm

Lesson plan

The topic of this lesson is buying souvenirs.

First, a photo of a souvenir stall in London is used to teach Sts the vocabulary for typical souvenirs. Then a conversation between a tourist and the stallholder provide the context for introducing the grammar of demonstrative pronouns *this*, *that*, *these*, and *those*.

In Pronunciation, Sts practise the voiced *th* sound /ð/ used in the demonstrative pronouns, and work on sentence rhythm. The language is brought together in the final speaking activity, in which Sts role-play buying and selling souvenirs.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *this / that / these / those*

Communicative What's this? What are these?

For students

Workbook 3B

Online Practice 3B

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: more souvenirs; /ð/ and /d/; In a souvenir shop

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

To revise vocabulary for small things, put Sts in pairs or small groups. Give them 30 seconds to look at **Vocabulary Bank Small things** on p.181. Then get them to close their books. Give them one minute exactly to write down as many small things as they can.

When the time is up, ask Sts how many words they have. Get the pair / group with the most words to spell them to you as you write them on the board. They get a point for each correct answer.

Finally, tell Sts that in this lesson, they are now going to learn vocabulary for souvenirs. Check they understand the meaning, and model and drill pronunciation /su:və'niəz/.

1 VOCABULARY souvenirs

a **3.10** Books open. Focus on the photo of the souvenir stall in **b** and, if you didn't do the **Optional lead-in**, make sure Sts understand the meaning of the word *souvenir*. Model and drill pronunciation /su:və'niəz/.

Now focus on the instructions in **a** and make sure Sts understand what each item is. Play the audio once the whole way through for Sts just to listen.

3.10

See words in Student's Book on p.32

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

b Focus on the photo of the souvenir stall and point out that all the items in **a** are numbered in the photo. Tell Sts to cover **a**, look at the photo, and say the words. They could do this individually or in pairs.

EXTRA SUPPORT Say a number to the class to elicit the souvenir, e.g.

T five **Sts** a mug

c Do this as a whole-class activity. Write any new words on the board, and model and drill their pronunciation.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more souvenirs

2 LISTENING

a **3.11** Focus on the instructions and make sure Sts understand that they have to write the prices of the items. Elicit that the £ symbol is for UK pounds, and model and drill the pronunciation /paʊnd/.

Give Sts time to look at the pictures and read the conversation. Ask Sts where the people are (*probably in London*) and elicit that the woman is probably a tourist.

Play the audio, pausing after each section to give Sts time to write. Play again as necessary.

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

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

1 15 2 6 3 14 4 25

3.11

W = woman, **M** = man

W Excuse me. What are those?

M They're T-shirts.

W How much are they?

M They're fifteen pounds.

W And how much are these key rings?

M They're six pounds.

W And this mug?

M Fourteen pounds.

W Is that a Manchester United shirt?

M No, it's Arsenal.

W How much is it?

M Twenty-five pounds.

W Oh...no. Thank you. Bye.

Go through the conversation and explain / elicit the following:

- *Oh* is not a word, just a noise we make when we react to something that someone has said.
- the question *How much is it / are they?* is used to ask about the price.

b **3.12** Play the audio again and get Sts to repeat each line in chorus.

3.12

Same as script 3.11 with repeat pauses

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

- c **3.13** Focus on the instructions and elicit / explain the meaning of the question *What does the woman buy?* Model and drill pronunciation.
Play the audio once the whole way through for Sts just to listen.

3.13

(script in Student's Book on p.150)

- M Excuse me, Miss. Is this your phone?
W Oh! Yes, it is. Thank you very much.
M You're welcome. It's a very nice phone! The new iPhone.
W Sorry? Oh yes.
M A souvenir for your family? A football shirt is only twenty-five pounds!
W OK. An Arsenal football shirt, please.
M And a T-shirt?
W Yes, and a T-shirt!

Then play it again and get Sts to answer the question.
Check the answer.

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

An Arsenal football shirt and a T-shirt

Go through the conversation and explain / elicit that *You're welcome* is a common response to *Thanks* or *Thank you*.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.150, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: In a souvenir shop

3 GRAMMAR *this / that / these / those*

- a Focus on the chart and elicit the meaning of *singular* and *plural*. Elicit / Demonstrate the difference between *here* and *there*. Point out that the first one (*this*) has been done for Sts.
Get Sts to complete the chart.
Check answers.

	here	there
singular	this	that
plural	these	those

- b Tell Sts to go to **Grammar Bank 3B** on p.158.

Grammar notes

this / that / these / those

The words *this* and *these* are used for things within reach of or near the speaker. *That* and *those* are for things that are out of reach or farther away.

The best way to explain the words is to demonstrate. Touch something that is close to you and say, e.g., *This is a book* or *These are pencils*. Then point at something across the room and say, e.g., *That's a board* or *Those are bags*.

This / These are often used with the word *here*, e.g. *Is this your book here?* *That / Those* are often used with *there / over there*, e.g. *Is that your bag (over) there?*

That is is often contracted as *That's*. However, there are no contracted forms for *this is* or *these / those are*.

Focus on the example sentences and play audio **3.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **3B** on p.159 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

a

- Are **those** your T-shirts?
- These** are my children.
- Is **that** your phone over there?
- Look at **these!** They're great.
- Who's **that?** Is he your brother?

b

- It's** a key ring from New York.
- And **these** are sunglasses.
- They're** great!
- Are **those** mugs?
- Yes, **they are**.
- And **this** is a plate for Jenny.
- What's **that?**
- It's** a T-shirt.

Tell Sts to go back to the main lesson **3B**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *this / that / these / those*

4 PRONUNCIATION & SPEAKING /ð/, sentence rhythm

Pronunciation notes

/ð/

The letters *th* can be pronounced two ways in English, /θ/ or /ð/. Sts have already been exposed to both sounds, /θ/ in *three, thirteen, Thursday, thank you*, etc., and /ð/ in *they, the, and brother*.

Here the focus is on the /ð/ sound, which occurs in *this, that, these, and those*.

Sts may have problems with this sound, as it may not exist in their language.

Show Sts the correct position of the mouth with the tongue behind the teeth and moving forward between the teeth as the /ð/ sound is made, or use the Sound Bank videos on Online Practice. Model the sound and have Sts put their hands on their throats to feel the vibration of the voiced sound.

It is worth making Sts aware that *th* can be pronounced in two different ways, but at this stage it may not be helpful to compare them too much.

Sentence rhythm

Remind Sts that in English the words that carry the important information are said more strongly than others, e.g. in *What's your name?*, *What* and *name* are stressed more strongly than *your*.

Generally speaking, question words, nouns, verbs, adjectives, etc. are usually stressed, whereas small words like articles, pronouns, and prepositions are not. It is this mixture of stressed and unstressed words which gives English its characteristic rhythm.

Even at this low level, it is good to help Sts, through these exercises, to begin to get a feel for English sentence rhythm.

As well as helping their spoken English, an awareness of the fact that important words are stressed more strongly will help with Sts' understanding. They can be encouraged to listen out for the stressed words in a sentence and deduce overall meaning from them.

- a **3.15** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

3.15

See words and sound in Student's Book on p.33

Focus on the sound picture *mother*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *mother*. Remind Sts that the pink letters are the /ð/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Play the audio again from the beginning, pausing after each word or the group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

- b **3.16** Focus on the task and questions 1–5. Ask Sts what kind of information these questions are asking for (*prices*). Elicit that the missing words are either a thing or things, and prices.

Play the audio once the whole way through for Sts just to listen.

3.16

- 1 How much is this mug?
It's nine pounds.
- 2 How much is that cap?
It's twelve pounds.
- 3 How much are these plates?
They're fifteen pounds.
- 4 How much are those T-shirts?
They're twenty pounds.
- 5 Two caps, please.
That's twenty-four pounds.

Now play it again, pausing after each conversation to give Sts time to write.

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

1 mug, 9 2 cap, 12 3 plates, 15 4 T-shirts, 20 5 caps, 24

- c This exercise focuses on sentence rhythm. Play the audio again and tell Sts to listen to the sentence rhythm. You could also point out that in the questions *What are these?* and *What are those?* *are* is pronounced /ə/ because it is unstressed.

Now play the audio again, pausing once after each question for Sts to listen and repeat, and then again after each answer for Sts to repeat that, too. Encourage them to try and copy the rhythm on the audio. Give further practice as necessary, using choral and individual repetition.

Finally, put Sts in pairs and get one to ask the questions and the other to answer. Monitor and help with pronunciation and sentence rhythm.

Then get Sts to swap roles.

- d **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How much are these watches?**, **A** on p.141 and **B** on p.145.

Go over the instructions and speech bubbles, and make sure Sts are clear about what they have to do. They take turns asking their partner questions about the items with blank price tags. They need to use *this / these* for things which are in touching distance, at the front of the stall, and *that / those* for things which are at the back of the stall, out of reach.

When Sts have asked and answered about all the items, get some feedback from the class, e.g. *The mugs are £13.*

EXTRA SUPPORT For reference, write the following on the board:

HOW MUCH IS...? / HOW MUCH ARE...?

IT'S... / THEY'RE...

FOR SPEAKERS OF SPANISH Online Practice Pronunciation: /ð/ and /d/

WORDS AND PHRASES TO LEARN

- 3.17** Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **3B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

Practical English Can I have an orange juice, please?

Function understanding prices, buying lunch

P /ʊə/, /s/, and /k/

Lesson plan

In this lesson, Sts learn how to ask for food and drink in a restaurant, café, or pub, and how to say prices in pounds, dollars, and euros. They also revise asking how much something is, which they learned in the previous lesson. There is a pronunciation focus on the /ʊə/, /s/, and /k/ sounds, which they need to get right in order to pronounce the currencies correctly. Language for buying something to eat and drink is presented through Rob buying lunch in a pub. Sts then go on to practise buying a drink and something to eat from the same menu.

The language is further consolidated through listening to Jenny and her friend buying lunch in a New York deli. Finally, Sts focus on the useful phrases from the lesson.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Communicative Can I have an orange juice, please?

Resources

Video Practical English Episode 2

Quick Test 3

File 3 Test

For students

Workbook Practical English 2

Can you remember? 1–3

Online Practice Practical English 2

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise numbers 11–99 by giving Sts a dictation. Dictate ten numbers and ask Sts to write them down. Make sure you write the numbers down as you say them. Get them to compare with a partner, and then check answers.

Now tell Sts to choose five numbers of their own and to write them on a piece of paper. Put Sts in pairs, **A** and **B**, and ask **A** to dictate their numbers for **B** to write down. Then get Sts to swap roles. Monitor and make a note of any problems.

Ask Sts to check answers by comparing the numbers they wrote with the numbers their partner wrote.

Correct any mistakes on the board.

1 UNDERSTANDING PRICES

a **3.18** Books open. Focus on the money pictures and elicit where they are from (*Britain, the EU (the European Union), and the United States*). You may want to point out that not all countries in the EU use the euro.

Play the audio once the whole way through for Sts just to listen. Highlight that *pence* can be shortened to *p/pi*.

3.18

See prices in Student's Book on p.34

Now play the audio again for Sts to listen and repeat. Give further practice as necessary.

b Draw the symbols for pounds, dollars, and euros on the board and elicit what currency they refer to.

Focus on the instructions and the example.

Get Sts to continue matching the prices and words.

Monitor and deal with any problems.

Get Sts to compare with a partner.

c **3.19** Play the audio once for Sts to listen and check.

Check answers.

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

3.19

1 H twelve pounds seventy-five

2 D fifteen euros ninety-nine

3 F fifty dollars nineteen

4 C five pounds thirty-five

5 A thirteen dollars twenty-five

6 G three euros twenty

7 J twenty-five cents

8 I one pound fifty

9 E sixty pence

10 B eighty cents

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

Highlight that we don't use *and* between pounds and pence or between euros and cents in British English (e.g. NOT *two pounds and twenty*), and that we normally only use the word *pence / cents* for an amount that is less than a pound / euro (e.g. *fifty cents*).

d Tell Sts to cover the words A–J and look at the prices 1–10.

Give them time to practise saying the prices. Monitor and correct any mistakes.

Then with the prices in words still covered, elicit the prices one by one from the class.

EXTRA IDEA Write some more prices in the three currencies on the board for extra practice.

e **3.20** Focus on the four items and the different prices, and elicit them from the class.

Play the audio, pausing after each conversation for Sts to listen and circle the correct price. Play again.

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

You could point out to Sts that native speakers are often unsure whether a price is, for example, 2.50 or 2.15 and might query it, asking *Five oh or one five?*

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

1 \$2.50 2 €15 3 \$9.49 4 £30.20

3.20

(script in Student's Book on p.150)

M = man, W = woman

1

M *The New York Times*, please.

W Here you are.

M How much is it?

W It's two dollars fifty.

2

M An umbrella, please.

W For how much?

M Fifteen euros, please.

W Here you are.

M Thanks.

3

M1 A memory card, please.

M2 Two gigs or four?

M1 Two, please. How much is it?

M2 Nine dollars forty-nine.

M1 Is a credit card OK?

M2 Sure.

4

W A one-way ticket to Oxford, please.

M Thirty pounds twenty p, please.

W Here you are.

M Thank you.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.150, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 PRONUNCIATION /ʊə/, /s/, and /k/

Pronunciation notes

The /ʊə/ sound is not a very common sound in English. You might like to point out that the sound is a diphthong, i.e. two sounds (a combination of /ʊ/ and /ə/).

eu is usually pronounced /ʊə/, and three of the most common words with *eu* are *euro*, *Europe*, and *European*.

The aim of the section on /s/ and /k/ is to help Sts with two pronunciations of the letter *c*.

You might like to highlight the following sound-spelling rules.

- The letter *c* is pronounced /s/ before the vowels *e* and *i*, e.g. *centre*, *city*, *nice*, *piece*, *pencil*.
- The letter *c* is pronounced /k/ before consonants and before the letters *a*, *o*, and *u*, e.g. *class*, *cat*, *computer*, *coat*, *picture*.

3.21 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

3.21

See words and sounds in Student's Book on p.34

Focus on the sound picture *tourist*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *tourist*. Remind Sts that the pink letters are the /ʊə/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *snake* /s/ and *key* /k/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

Focus on the **The letter c** box and go through it with Sts.

EXTRA IDEA Write these sentences on the board:

1 IN EUROPE A LOT OF COUNTRIES USE THE EURO.

2 THE CINEMA TICKET IS SIX EUROS AND SIXTY CENTS.

3 CAN I HAVE A COFFEE, PLEASE?

Model the first sentence. Repeat the sentence and get Sts to repeat it. Do the same with sentences 2 and 3. Then put Sts in pairs and get them to practise saying the sentences. Get a few Sts to say the sentences in front of the class.

3 BUYING LUNCH

a **3.22** Focus on the title and photo, and explain / elicit the meaning of *Buying lunch*. Model and drill pronunciation.

Now focus on the menu and answer any questions about vocabulary. If possible, show pictures of the different foods and drinks, e.g. *pie*, *cheese*, *tuna*, *mineral water*, etc. If Sts don't recognize the word *burger*, write HAMBURGER on the board and strike through HAM. You might also want to point out that *Coca-Cola* is the real name for *Coke*, but in the UK people just say *Coke*.

Give Sts time to read the menu.

Now play the video / audio for Sts to watch or listen and repeat the food, drinks, and prices.

3.22

See menu in Student's Book on p.34

You could help Sts by writing the multi-syllable words on the board and underlining the stressed syllables (BURGER, SANDWICHES, TUNA, SALAD, CHICKEN, MINERAL WATER, ORANGE JUICE, COFFEE), or you could ask them to listen again and underline the stressed syllables.

Then drill the words in chorus and individually.

EXTRA CHALLENGE In pairs or as a class, get Sts to tell you the prices of each item on the menu before they listen to the audio.

b Put Sts in pairs and focus on the task and the example. Model and drill the question.

Highlight that Sts should use a singular question for all the items, even ones which are plural on the menu, because they are just asking for the price of an individual one (e.g. *How much is a pie / a sandwich?*). Quickly elicit the questions from the class and then demonstrate a couple of questions and answers with a good student. Remind Sts to use *an*, not *a*, with *orange juice*.

Now get Sts to practise in pairs. Monitor and help. Make sure they swap roles.

c **3.23** Focus on the photo and ask Sts who the man on the right is (*Rob*). Ask Sts what they can remember about him from the previous **Practical English** lesson. Ask Sts where he is now (*In a pub*). Elicit that the other man is a barman, and model and drill pronunciation.

Focus on the menu. Explain that they have to tick the items that Rob asks for. Make sure they cover the conversation in **d**.

Play the video / audio once or twice for Sts to do the task.

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

Sts should tick: a cheese sandwich and a Coke.

3.23

B = barman, R = Rob

B Who's next?

R Can I have a cheese sandwich, please?

B Anything else?

R And a Coke, please.

B Ice and lemon?

R No, thanks.

B There you go.

R Thanks. How much is it?

B Six pounds seventy-five.

R Here you are.

B Thanks. Here's your change.

d Focus on the instructions and the conversation.

Then play the video / audio again for Sts to watch or listen and complete the task. Play again as necessary.

Check answers by playing the video / audio again and pausing after each answer.

1 cheese 2 Coke 3 No 4 £6.75 5 are

Go through the conversation line by line, eliciting / explaining any words or phrases Sts don't know. Highlight that *Can I have...?* is a polite way of ordering food or drink, usually with *please* at the end of the question.

Highlight also that *There you go* and *Here you are* are the two common phrases that people use when they give something to somebody. *There you go* is more informal than *Here you are*.

e 3.24 Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm on the audio. Give further practice as necessary.

3.24

Same script as 3.23 with repeat pauses

Put Sts in pairs and assign roles. Give Sts time to practise the conversation. Monitor and correct any pronunciation mistakes.

Make sure Sts swap roles.

f **MEDIATION ACTIVITY** Focus on the instructions. Sts role-play a conversation using the food items on the menu. Demonstrate the activity with a strong student. The student is the barman and you order a different food item and a different drink.

Put Sts in pairs and assign roles. Give them time to role-play the conversation, ordering different food items and drinks. Monitor and help.

Make sure Sts swap roles.

Get some pairs to act out the role-play in front of the class.

g 3.25 Focus on the photos in **g** and **h** and ask Sts who is in both photos (*Jenny*). Ask Sts what they can remember about her from the previous **Practical English** lesson.

Ask who they think the other women might be (*the other woman in the first photo is the deli assistant, and in the second, a friend of Jenny's called Amy*).

Now focus on the instructions and the question. Highlight that the prices are going to be in dollars.

Play the video / audio once the whole way through for Sts to watch or listen and find out how much Jenny's lunch cost.

Check the answer.

Jenny's lunch is \$9.70.

3.25

(script in Student's Book on p.150)

A = assistant, J = Jenny, Am = Amy

A Hi. How can I help you?

J Hi. How much is this tuna salad?

A It's seven twenty.

J OK, fine. And this mineral water, please.

A That's nine dollars seventy cents.

J Here you are.

A Thank you. Have a nice day.

Am Jenny!

J Amy! Hi, how are you?

Am I'm fine. How are you?

J I'm fine, too.

Am What's that?

J Oh, just a salad and some water.

Am You are good! Look, wait for me. We can have lunch together in the park.

J Sure! Great idea.

Am Can I have a cheese sandwich, a cappuccino, and a brownie, please?

h Focus on the chart and tell Sts they need to watch or listen and find out what Jenny and Amy have for lunch.

Play the video / audio again for Sts to listen and complete the chart.

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

Jenny a tuna salad and mineral water

Amy a cheese sandwich, a cappuccino, and a brownie

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

4 USEFUL PHRASES

3.26 Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

3.26

See Useful phrases in Student's Book on p.35

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

Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

- G** possessive adjectives, possessive 's
V people and family
P /ʌ/, /æ/, and /ə/

Lesson plan

The topic of this lesson is the family.

Sts start by learning the words for people and family members in the **Vocabulary Bank** and also some irregular plurals. Then the new vocabulary is supported by the pronunciation section, which highlights common sounds in the new words. In Grammar, possessive adjectives and the possessive 's are presented through a conversation where Sarah, a babysitter, arrives at a couple's house and is introduced to the family.

In the second half of the lesson, Sts listen to a British woman showing her birthday card to an Italian friend, and explaining who the people who signed it are. The lesson ends with Sts talking and writing about their own family.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar possessive adjectives; possessive 's
Communicative Family tree
Vocabulary People and family

For students

Workbook 4A
 Online Practice 4A
 Plus extra Vocabulary and Pronunciation for speakers of Spanish: more people and family; /ə/
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Show Sts a photo of your family, projected onto the board, or use a large printed photo. Point to the people in the photo and talk about them, e.g. *This is my brother. His name's Andrew. He's 24*, etc. Then write the family words for the people you introduced on the board, e.g. FATHER, BROTHER, etc., and model and drill the pronunciation.

1 VOCABULARY people and family

- a** Books open. Focus on the instructions and the four words. Give Sts time to match the words and photos. Even complete beginners will probably recognize at least two of these words, but if some Sts don't, then you can elicit suggestions from the whole class.
- b** **4.1** Now play the audio for Sts to listen and check. Check answers and make sure Sts are clear about the meaning of *boy*, *girl*, *woman*, and *man*. Model and drill the pronunciation, especially *woman* /'wʊmən/.

4.1

- 1 a man
- 2 a woman
- 3 a girl
- 4 a boy

- c** Tell Sts to go to **Vocabulary Bank People and family** on p.182.

Vocabulary notes

Family words in English are different to those in some languages where, for example, the word for *sister* is the same as that for *brother*, but with a feminine ending, e.g. *hermano*, *hermana*. If this is the case in your Sts' L1, it's important to point out that if you want to talk about brothers and sisters, you must use both words, not just the plural of the masculine word, e.g. *How many brothers and sisters do you have?* (= boys or girls), but *How many brothers do you have?* (= only boys). The same applies to sons and daughters, though here we tend to use *children*, which covers both.

Depending on your Sts, you may want to teach a few other family words, such as *stepmother* / *stepfather*, but try not to overload them with too much new lexis.

- 4.2** Look at **1 People** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the words yourself, or using the audio, and getting choral and individual responses.

4.2

See **People** in Student's Book on p.182

- 4.3** Focus on the **Irregular plurals** box in **b** and go through it with the class. Explain that these four words have irregular plurals. Play the audio for Sts to listen and repeat the plural words in chorus and individually. Highlight how the pronunciation changes in *child* / *children* and *woman* / *women*. Pause and play again as necessary. Give further practice as necessary, modelling and drilling the words yourself, or using the audio, and getting choral and individual responses.

4.3

See **Irregular plurals** in Student's Book on p.182

EXTRA SUPPORT Get Sts to look at the words in **a** and elicit which are plural (*children* and *friends*).

Now focus on **Activation**. Get Sts to look at the photos in **a** and say the words in both the singular and the plural. They could do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

- 4.4** Now look at **2 Family**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the words yourself, or using the audio, and getting choral and individual responses.

4.4

See Family in Student's Book on p.182

Focus on the **parents** box and go through it with the class. You may also want to teach the word *partner*, which is very common nowadays to describe the person you are either married to or in a relationship with. Highlight that this word is also used to describe the person you work with in class.

Now focus on **Activation**. Get Sts to cover the words, look at the photos, and say the family members. They could do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Get Sts **A** (books open) to ask Sts **B** (books closed) to spell five words. **A** chooses the words and reads them for **B** to spell, e.g. *How do you spell 'husband'?* Demonstrate with a pair of Sts. When Sts have finished, tell them to swap roles.

Tell Sts to go back to the main lesson **4A**.

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

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more people and family

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: people and family

2 PRONUNCIATION /ʌ/, /æ/, and /ə/

Pronunciation notes

Sts may have problems with the first two sounds, /ʌ/ and /æ/, as they may not have exactly the same vowel sounds in their language. You may want to show them the mouth position video for these two sounds or use the Sound Bank videos on Online Practice.

You may want to highlight the following sound-spelling patterns.

- /ʌ/ The letter *u* is usually pronounced /ʌ/, especially between consonants, e.g. *husband*, *Russia*. The letter *o* is sometimes pronounced /ʌ/, e.g. *mother*.
- /æ/ The letter *a* between consonants is often pronounced /æ/, e.g. *man*, *thanks*.
- /ə/ This is the most common vowel sound in English. It is called the *schwa*. Many unstressed syllables have this sound, e.g. final *-er* in *brother*, *teacher*, etc.

a 4.5 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

4.5

See words and sounds in Student's Book on p.42

Focus on the sound picture *up*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *up*. Remind Sts that the pink letters are the /ʌ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *cat* /æ/ and *computer* /ə/.

Play the audio again from the beginning, pausing after each group of words for Sts to repeat. Give further practice as necessary.

Get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

Finally, focus on the /ə/ box and go through it with the class. Give some other examples of words Sts already know which have the /ə/ sound, e.g. *Saturday*, *tomorrow*, *children*, *camera*, *woman*, *sister*, etc. Highlight that this very common sound often occurs after (and sometimes before) an unstressed syllable. Final letters *-er* (e.g. *brother*, *mother*, *teacher*) are always pronounced /ə/.

b 4.6 Focus on the sentences and play the audio once the whole way through for Sts just to listen.

4.6

See sentences in Student's Book on p.42

Play the audio, pausing after each sentence for Sts to listen and repeat.

Finally, get Sts, in pairs, to practise saying the sentences.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ə/

3 GRAMMAR possessive adjectives, possessive 's

a 4.7 Focus on the instructions and the conversation on p.43. Elicit the meaning of *babysitter* (= someone who looks after the children when the parents are out).

Play the audio once the whole way through for Sts to read and listen at the same time.

Check the answer.

b

4.7

See conversation in Student's Book on p.43

b Focus on photo A and the example. Then get Sts to point to the people and say their names.

Check answers. Say *Who's the man?*, etc.

c Play the audio again and go through the conversation with Sts line by line. Elicit / Explain / Demonstrate any new words or phrases, e.g. *come in*.

Focus on the instructions and point out that two of them (*my husband* and *our children*) have been done for Sts. Give Sts a few minutes to complete the chart.

Check answers, writing the missing words on the board.

You could also ask Sts to spell the words, to review spelling.

! Remind Sts that animals are usually *it*. However, if you know whether an animal is male or female, for example because it is a pet, you can say *he* or *she*. (Sts might be interested to know that about 44 per cent of all UK households have a pet, usually a fish, a cat, or a dog.)

I	my husband
you	your number
he	his name
she	her name
it	its name
we	our children
you (plural)	your babysitter
they	their names

d Focus on the instructions and give Sts time to complete the sentences.

Check answers. Then explain / elicit the use of the possessive 's. Pick up something that belongs to a student, e.g. a book. Ask *What is it? (It's a book.)* Then say *It's (name)'s book*, e.g. *It's Mary's book*. Write the words (NAME)'S BOOK on the board and explain that in this case, the 's shows possession.

1 Mario's 2 husband's

e 4.8 Focus on the question and play the audio once the whole way through for Sts to listen.

Elicit opinions.

4.8

M = Maria, C = children, S = Sarah, E = Emma

M Now, children. Sarah is your babysitter. Be good.

C OK, Mum.

M Goodbye, Sarah.

S Bye, Mrs Taylor.

S OK, let's order pizza and watch TV.

E My mother says no pizza and no TV.

S Well, your mother isn't here, is she?

f Tell Sts to go to **Grammar Bank 4A** on p.160.

Grammar notes

possessive adjectives

In English, the possessive adjective agrees with the person who possesses something, not the noun that follows it, e.g. *Sam's key = his key* and *Ann's keys = her keys*.

Remind Sts that *your* is used for singular and plural, formal and informal.

Some languages use the same possessive adjective for *he*, *she*, and *it*. Highlight that in English, we use three different possessive adjectives, i.e. *his* for *he*, *her* for *she*, and *its* for *it*.

Point out that the possessive adjective *its* has no apostrophe. Sts may confuse this with *it's = it is*.

possessive 's

Highlight that we use 's with words for people, e.g. *girl*, *boy*, *husband*, and names, e.g. *Jack's car*, *my husband's keys*, to show possession, and as an alternative to a possessive adjective. We do not usually use 's with things, e.g. *the pages of the book* NOT *the book's pages*.

For plural nouns, the apostrophe goes after the *s*, e.g. *the students' books*.

NB For irregular plurals, use 's, e.g. *the children's toys*. This isn't focused on in the lesson, but Sts may ask you about this.

The pronunciation of the possessive 's follows the same rules as those for the pronunciation of plurals formed with *s*.

Focus on the example sentences and play both audio 4.9 and 4.10 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **4A** on p.161 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 **Their** names are Claire and Françoise.

2 What's **your** name?

3 **His** name is Roberto.

4 It's a good hotel and **its** restaurant is fantastic.

5 **Their** surname is Romero.

6 **Its** name is Café des Fleurs.

7 **Her** name is Tina.

8 Lisa and Amy are American, but **their** husbands are British.

9 This is **your** key.

10 Here are **our** coffees.

11 I'm Sally, and this is **my** husband, Tom.

12 **Our** children are over there.

b

1 Peter is Karen's father.

2 Diana is Sam's mother.

3 Karen is Peter's daughter.

4 Peter is Diana's husband.

5 Sam is Peter's son.

6 Diana is Peter's wife.

7 Sam is Karen's brother.

Tell Sts to go back to the main lesson **4A**.

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

g Focus on the instructions and demonstrate the activity, which is to consolidate the difference between *his* and *her*. Point to one student, and ask another student *What's his / her name?* Elicit *His / Her name is _____*. Repeat with a different student.

You might want to teach the expression *I don't remember*.

Put Sts in pairs and give them a few minutes to ask and answer questions about the other Sts' names.

Monitor and help with any pronunciation problems.

h **MEDIATION ACTIVITY** Focus on the instructions and example.

Put Sts in pairs and get them to talk about the people in photo A on p.43. Monitor and help.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: possessive adjectives, possessive 's

4 LISTENING

a 4.11 Focus on the instructions and photo. Ask a couple of questions about it, e.g. *Who are these people?* (Jane and Marina / Two girls / Two women), *Where are they?* (In Italy), *Whose birthday is it?* (Jane's).

Tell Sts that they are going to hear Jane and Marina talking about the birthday card.

Focus on the example and make sure Sts understand that they have to complete each gap with a name + apostrophe s and a family member.

Play the audio and pause after Jane says *and Hayley's his girlfriend*. Ask *Who's Hayley?* and elicit that she is Paul's girlfriend.

Then continue playing the audio for Sts to complete 3–5. Play it again as necessary.

Check answers.

EXTRA SUPPORT Draw two circles on the board. In the first, write NICOLE'S JANE'S JERRY'S PAUL'S. In the second, write WIFE GIRLFRIEND BOYFRIEND SISTER.

Tell Sts that to complete 2–5, they need to use a name from circle 1 and a family word from circle 2.

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

- 3 Susan is **Jerry's wife**.
- 4 Nicole is **Jane's sister**.
- 5 John is **Nicole's boyfriend**.

4.11

(script in Student's Book on p.151)

M = Marina, J = Jane

M What a lovely card!

J Yes, it's from my family.

M Can I see?

J Sure.

M Who's Paul? Is he your brother?

J Yes, he's my brother, and Hayley's his girlfriend.

M How old is Paul?

J He's twenty-nine. No, he's thirty.

M What about Susan? Is she your sister?

J No, Susan's my brother Jerry's wife. And Sally's their daughter.

M Oh yes, I remember – the baby in the photo on your phone.

J Yes. She's so beautiful.

M So who's Nicole?

J She's my sister.

M Is John her husband?

J No, he's her boyfriend – they aren't married. Perhaps one day.

M And how old's Nicole?

J She's twenty-six.

M And who's Max?

J He's my dog!

M Ah. What kind of dog is he?

b Give Sts time to read the two questions.

Play the audio again, pausing after each question to give Sts time to write. Tell Sts to write full sentences.

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

- 1 Paul is 30. Nicole is 26.
- 2 Sally is Jerry's daughter (and Susan's). Max is Jane's dog.

Remind Sts of the meaning and pronunciation of the adjective *beautiful* /'bjʊ:tɪfl/.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.151, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 SPEAKING & WRITING

a Put Sts in pairs, **A** and **B**. Tell Sts that they should each write the names of six people they know (people in their family, or their friends) on a piece of paper. Give Sts one or two minutes to do this.

Read the instructions and the example with the whole class. Model the activity by looking at a list from a strong student and ask about the first name on the list *Who's (name)?* Elicit the response *He / She's my (e.g. brother)*.

Sts continue asking and answering in pairs.

EXTRA IDEA Get Sts to show each other photos of friends and family members on their phones, and explain who they are. If you can, demonstrate by projecting some of your photos onto the board, and tell Sts about the people.

b Tell Sts to go to **Writing A post about a photo** on p.148.

Focus on the title and make sure Sts understand it.

Now focus on **a**. Look at the photo and read the instructions. Point out that the first one (*E1 – Alice*) has been done for Sts. Give them time to read the text and write the numbers of the people in the correct place on the photo.

Check answers. Now ask *Who's Henri?* (to elicit *Alice's father*), and do the same with the other people.

- A 2 (Henri – father)
- B 3 (Cécile – mother)
- C 4 (Pauline – sister)
- D 5 (Olivier – brother)
- F 6 (Toto – dog)

Elicit the meaning of the final question, *Do you like my photo?*

Focus on **b** and the **Punctuation** box and go through it with the class.

Finally, focus on **c** and tell Sts they are going to write about their families. Explain that they should follow the model in **a**.

To show Sts how to begin write the sentence stems on the board MY NAME IS _____, I'M FROM _____.

Set this for homework so that Sts can attach a photo of their family (or friends).

EXTRA CHALLENGE You could get Sts to draw a family tree and tell their partners about their family from memory.

Tell Sts to go back to the main lesson **4A**.

WORDS AND PHRASES TO LEARN

4.12 Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **4A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

- G** adjectives
V colours and common adjectives
P /ɑː/ and /ɔː/, linking

Lesson plan

This lesson uses the context of a son and his elderly mother buying a car for Sts to learn some common adjectives and how to use them. The vocabulary load at the beginning of the lesson is quite high, as it includes both colours and adjectives, although some beginners may already know some of these words. Sts then move on to the grammar of adjectives, which is relatively straightforward. Pronunciation focuses on the sounds /ɑː/ and /ɔː/, and on how words are linked in English, which will help Sts to understand when they hear words run together. Sts then use adjectives in a speaking activity where they talk about their preferences, and the lesson ends with a video about the Beaulieu Motor Museum. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar adjectives

Communicative What is it?

Vocabulary Colours and common adjectives

Resources

Video Beaulieu Motor Museum

For students

Workbook 4B

Online Practice 4B

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: confusing adjectives; /ɑː/ and /ɔː/; My brother has a phone like that!

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise nationality adjectives. Call out the names of the countries in **Vocabulary Bank Countries and nationalities** on p.179 and get the class or individual Sts to say the word for the nationality.

1 LISTENING & VOCABULARY colours and common adjectives

- a** Books open. Focus on the quiz and the speech bubble. Then drill the English pronunciation of the car makes: Chevrolet /'ʃeɪvrəleɪ/, Honda /'hɒndə/, Ferrari /fə'rɑːri/, Mercedes /mə'seɪdɪz/, Peugeot /'pɜːʒəʊ/, and Jaguar /'dʒæɡjuə/.
 Put Sts in pairs and give them time to match the car logos to the car makes and then write the nationalities.
- b** **4.13** Play the audio for Sts to listen and check. Check answers.

4.13

(script in Student's Book on p.151)

- 1 It's a Jaguar. It's English.
- 2 It's a Chevrolet. It's American.
- 3 It's a Mercedes. It's German.
- 4 It's a Peugeot. It's French.
- 5 It's a Ferrari. It's Italian.
- 6 It's a Honda. It's Japanese.

EXTRA SUPPORT

If there's time, you could get Sts to listen again with the script on p.151, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c** **4.14** Focus on the instructions and the picture. Get Sts to cover the conversation in **d** with a piece of paper. Before playing the audio, you might want to tell Sts that the woman and her son in the audio are looking at cars with a car salesman.

Focus on the task and make sure Sts understand *perfect* and *opinion*.

Play the audio once the whole way through for Sts to listen and answer the questions. Play again if necessary.

Check answers.

- a** the red sports car **b** the blue car

4.14

See conversation in Student's Book on p.44

- d** Focus on the instructions and get Sts to uncover the conversation. Play the audio again for Sts to read and listen at the same time.
 Then focus on the first highlighted word and elicit / explain its meaning with the photo or something blue in the classroom. Get Sts to write *blue* under the correct photo. Then tell Sts that the highlighted words are all colours or adjectives, i.e. words that describe the cars. Tell Sts that they need to work out the meaning of the highlighted words. Tell them not to worry if there are some words they can't work out. The photo will help them for some of the words.
 Get Sts to work with a partner.
 Check answers. Mime, explain, or translate any words Sts couldn't work out.

red car red, fast, expensive, beautiful

blue car blue, small, slow, ugly

Deal with any other new vocabulary in the conversation.

- e** **4.15** Play the audio, pausing after each phrase for Sts to listen and repeat. Encourage Sts to copy the rhythm and intonation on the audio. Give further practice as necessary, using choral and individual repetition.

4.15

Same as script 4.14 with repeat pauses

Put Sts in groups of three. Assign roles and get them to practise the conversation.

Monitor and help, encouraging Sts to use the intonation they heard on the audio.

You could get some groups to act out the conversation for the class.

f Tell Sts to go to **Vocabulary Bank Adjectives** on p.183.

Vocabulary notes

Common adjectives

beautiful

We normally use *beautiful* for a woman (not a man) or an animal, place, piece of music, etc. You could also elicit *good-looking*, which Sts saw in **2B**, and tell them that it is used for both men and women.

Positive and negative adjectives

very good / very bad

Sts have already seen *very* in the phrase *very well*.

Highlight that it can be used with many adjectives, e.g. *very big*, *very small*, etc., but not with adjectives that already have a strong meaning, so NOT *very fantastic* or *very awful / terrible*.

🔊 **4.16** Focus on **1 Colours**. Play the audio for Sts to listen and repeat the colours in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🔊 4.16

See **Colours** in Student's Book on p.183

Focus on **Activation**. Ask Sts to cover the words, look at the photos, and ask and answer about the colours in pairs.

EXTRA IDEA You could point to different objects in the classroom and say *What colour is it?* to practise the ten colours in the **Vocabulary Bank**.

🔊 **4.17** Look at **2 Common adjectives** and focus on **a**. Play the audio for Sts to listen and repeat the adjectives in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses

🔊 4.17

See **Common adjectives** in Student's Book on p.183

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the adjectives. They could do this individually or with a partner.

Now focus on **Activation**. Model and drill the question *What's the opposite of 'new'?* and elicit / explain the meaning of *the opposite*.

Put Sts in pairs and give them a few minutes to test each other on the adjectives.

Monitor and correct any pronunciation mistakes on the board.

🔊 **4.18** Focus on **Positive and negative adjectives** in the box in **d** and go through it with the class. Then play the audio for Sts to listen and repeat the adjectives.

🔊 4.18

See **Positive and negative adjectives** in Student's Book on p.183

Now focus on **very** in the box and go through it with Sts.

Tell Sts to go back to the main lesson **4B**.

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

g Focus on the instructions and the example. Give Sts a few minutes to think of adjectives to describe their own car or their family's car.

EXTRA SUPPORT Sts could write a sentence with two adjectives about their car, e.g. *My car is a Renault. It's small and cheap.*

Put Sts in pairs or small groups and get them to tell each other about their cars.

Monitor and help.

Get some feedback from various Sts. You could find out if any Sts have the same car and if they have used the same adjectives to describe it.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: confusing adjectives

FOR SPEAKERS OF SPANISH **Online Practice** Listening: My brother has a phone like that!

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

2 GRAMMAR adjectives

a Focus on the sentences and give Sts time to circle the correct one for 1 and 2. Sts should be able to do this from examples of this grammar point that they saw in the conversation between the salesman, the woman and her son, e.g. *a good car*.

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

1 a 2 b

b Tell Sts to go to **Grammar Bank 4B** on p.160.

Grammar notes adjectives

In English, an adjective can go after the verb *be*, but when it is with a noun, it always goes before the noun, e.g. *My car is fast. It's a fast car.*

Adjectives are the same for singular and plural nouns, so you never add an *s* to an adjective. This is different from many other languages, where adjectives have to 'agree' with nouns.

Adjectives have no masculine or feminine form.

Focus on the example sentences and play audio 🔊 **4.19** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **4B** on p.161 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

a

- 1 It's an old car.
- 2 They're black coats.
- 3 It's a new phone.
- 4 They're big houses.
- 5 They're expensive (sun)glasses.
- 6 It's a good book.

b

- 1 It's a beautiful day.
- 2 Amy's husband is very nice.
- 3 They're very difficult questions.
- 4 This is a cheap phone.
- 5 It's a terrible photo.
- 6 Maggie is a fantastic teacher.
- 7 Our cat is very old.
- 8 This isn't a very good restaurant.
- 9 It's a very long exercise.
- 10 Their dog is very ugly.
- 11 Italian bags are very expensive.
- 12 This is a very small room.

Tell Sts to go back to the main lesson **4B**.

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

c **4.20** Focus on the instructions and example. Explain to Sts that they are going to hear a phrase in the singular, and they have to say the plural form.

Play the example, *an American car*, pausing for Sts to say *American cars* in chorus.

Play the audio, pausing after each item, for Sts to listen and say the plural.

4.20

- 1 an American car (pause) American cars
- 2 an expensive watch (pause) expensive watches
- 3 a big house (pause) big houses
- 4 a tall man (pause) tall men
- 5 a long book (pause) long books
- 6 a new phone (pause) new phones
- 7 a good friend (pause) good friends
- 8 a beautiful woman (pause) beautiful women
- 9 a small child (pause) small children

Now repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: adjectives

3 PRONUNCIATION /ɑː/ and /ɔː/, linking

Pronunciation notes

/ɑː/ and /ɔː/

Remind Sts that the two dots in the symbols mean that they are long sounds.

You may want to highlight the following sound–spelling patterns.

- /ɑː/ The letters *ar* are usually pronounced /ɑː/, e.g. *car*, *are*. In American English and in some regions of Britain, words like *fast* and *glasses* are pronounced /fæst/ and /'glæsɪz/. If this is the way you pronounce them, explain this to Sts, and teach them your pronunciation rather than the pronunciation on the audio.
- /ɔː/ The letters *al* usually have an /ɔː/ sound, e.g. *call*, *talk*. The letters *or* are usually pronounced /ɔː/, e.g. *short*, but sometimes /ɜː/ after *w*, e.g. *world*.

Linking

It is very common in English to link words together, especially when one word finishes with a consonant sound and the next word begins with a vowel sound, e.g. *an old umbrella*. Being aware of this will help Sts to 'separate' words in their head when people speak to them.

a **4.21** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

4.21

See words and sounds in Student's Book on p.45

Focus on the sound picture *car*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *car*. Remind Sts that the pink letters are the /ɑː/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *horse* /ɔː/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b **4.22** Focus on the word *linking* in the title and tell Sts that when one word ends with a consonant, e.g. *big*, and the next word begins with a vowel, e.g. *umbrella*, we link the two words: *big umbrella*.

Now focus on the phrases and highlight the linking marks. Remind Sts that the underlined syllables in the multi-syllable words are stressed more.

Play the audio once the whole way through for Sts just to listen.

4.22

See phrases in Student's Book on p.45

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

Then repeat the activity, eliciting responses from individual Sts.

Finally, get Sts, in pairs, to practise saying the phrases.

c **4.23** Focus on the instructions.

Play the audio once the whole way through for Sts just to listen. Tell them not to write yet.

4.23

- 1 an ugly house
- 2 an easy exercise
- 3 my old ID card
- 4 good evening
- 5 an American friend

Now play it again, pausing after each phrase to give Sts time to write.

Check answers by eliciting each phrase onto the board.

See script 4.23

EXTRA IDEA Put Sts in pairs and get them to practise saying the phrases.

d Focus on the instructions. Now tell Sts to go back to **Vocabulary Bank Adjectives** on p.183. Focus on the photo of the bag, and elicit *It's a black bag*. Do the same with *blue keys*. You may want to highlight that *It's a* is linked.

Put Sts in pairs and get them to make ten sentences about the photos.

Then use the numbers to elicit the phrases from the class or from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to write their ten sentences.

Tell Sts to go back to the main lesson **4B**.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ɑ:/ and /ɔ/

4 SPEAKING

MEDIATION ACTIVITY Focus on the eight items and make sure Sts know what they are.

Now focus on the phrase *I prefer...* and demonstrate / elicit its meaning.

Focus on the example speech bubbles and explain that the person saying *Me too* agrees with the first person.

Demonstrate the activity by saying what you prefer for a couple of categories, or get a good pair to demonstrate the activity to the class.

Put Sts in small groups of three or four and get them to discuss each item.

Get some feedback from individual Sts.

5 VIDEO LISTENING

a Focus on the task.

Play the video once the whole way through for Sts to watch and answer the question.

Elicit Sts' opinions.

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

Beaulieu Motor Museum

Hi! I'm Louise, and today I'm in Beaulieu.

Beaulieu is a small village. It's in England, but Beaulieu is a French word. In English, we say *Bjuli*, but in French it's *Beau lieu* – beautiful place.

And it really is beautiful! Beaulieu is in the New Forest. It's famous for its big house, old church, and fantastic motor museum.

The National Motor Museum in Beaulieu is sixty-two years old. It's a very interesting place, with lots and lots of cars. Let's go and see!

These are some of the cars.

These are old, vintage cars. These are fast, modern cars. This is a very small car.

This is my favourite car. It's British and its name is Bluebird. It's fifty-five years old and it's very, very fast!

These cars are from lots of different countries.

This is a Mercedes sixty hp. It's a German car. It's a hundred and ten years old and it's black and gold.

This is a Ferrari Dino. It's Italian. It's forty years old. It's red and it's great.

This is a Ford Anglia. Ford is an American company, but the Anglia is a British car.

This blue Ford Anglia is very famous. It's the Weasley's car in the Harry Potter films!

But the National Motor Museum isn't just famous for cars. It's also famous for motorbikes.

This is an American Harley Davidson, this is an Italian Ducati, and this is a German BMW.

The National Motor Museum is fantastic, and Beaulieu is a beautiful village. Come and see!

b Focus on the task and give Sts time to read 1–8, making sure they understand all the lexis, e.g. *presenter*, *famous*, etc.

Play the video again the whole way through.

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

Check answers.

1 T 2 F 3 F 4 T 5 F 6 F 7 F 8 T

EXTRA CHALLENGE Play the video again and get Sts to correct the False sentences. Check answers.

2 It **is** famous for its big house, old church, and fantastic motor museum.

3 The National Motor Museum is **62** years old.

5 The Ferrari Dino is **40** years old.

6 The Ford Anglia is a **British** car

7 It's famous because it's in the **Harry Potter** films.

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

c Do this as a whole-class activity.

WORDS AND PHRASES TO LEARN

🔊 **4.24** Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **4B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

For instructions on how to use these pages, see p.34.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 3&4

Quick Test 4

File 4 Test

For students

Online Practice Check your progress

GRAMMAR

1 a 2 b 3 b 4 b 5 a 6 a 7 b 8 b 9 a 10 a
11 b 12 b 13 a 14 b 15 a

VOCABULARY

a
1 a credit card 2 a teddy 3 an umbrella 4 a key 5 a cap
b
1 mother 2 husband 3 daughter 4 brother 5 girlfriend
c
1 women 2 children 3 men 4 people
d
1 blue 2 green 3 red 4 yellow 5 black 6 pink
e
1 small 2 cheap 3 short 4 old 5 beautiful

PRONUNCIATION

a
1 /ə/ computer 2 /ʌ/ up 3 /ɔ:/ horse 4 /ɑ:/ car 5 /æ/ cat
c
1 woman 2 family 3 orange 4 expensive 5 sister

CAN YOU understand this text?

a
Photo 1: 1 Jeremy 2 Anna 3 Matthew 4 Susanna
Photo 2: 1 Louise 2 Claire 3 Anne
b
1 His surname is Fisher.
2 He's from Liverpool / the UK.
3 His son's name is Matthew.
4 Susanna's 19 / nineteen.
5 She's French.
6 She's Claire's sister.
7 No, she isn't.
8 She's 31 / thirty-one.

▶ CAN YOU understand these people?

1 b 2 c 3 a 4 c 5 c

▶ 4.25

1

I = interviewer, R = Richard

I What's in your bag?

R Er, my coat, and water, and wallet.

2

I = interviewer, R = Rachel

I What's in your bag?

R In my bag I keep my purse, my phone, and an umbrella.

3

I = interviewer, K = Kieran

I Are you from a big or small family?

K I'm from a small family. I have my mum, my dad, and one little sister.

4

I = interviewer, D = Debra

I How much is a cup of coffee in your local coffee shop?

D It's four dollars.

I Do you think it's cheap or expensive?

D I think it's expensive.

5

I = interviewer, S = Susan

I Can you describe your car?

S I have a Fiat five hundred automatic, so a small car.

- G** present simple ⊕ and ⊖: *I, you, we, they*
V food and drink
P /dʒ/ and /g/

Lesson plan

The context of this lesson is what people have for breakfast and how important breakfast is.

Sts begin by revising some food and drink words which have already come up, before going to the **Vocabulary Bank** to learn more. They then read an article where different people talk about their breakfasts, and the article is then used to present the *I, you, we, and they* forms of verbs in the present simple. Sts then listen to three people talking about their favourite meal of the day, where they have it, and what they have. In Pronunciation, Sts have more practice in word stress and pronouncing consonant sounds. The lesson builds up to a speaking activity, where Sts talk about their eating habits and what people eat in their country. Finally, Sts write a paragraph about their own typical breakfast.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present simple ⊕ and ⊖: *I, you, we, they*

Communicative Talk about food

Vocabulary Food and drink

For students

Workbook 5A

Online Practice 5A

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: more food and drink; /dʒ/ and /j/, /sps/; Staying with a host family

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the names of some 'international' food words on the board, e.g. PASTA, PIZZA, SUSHI, BURGERS, CROISSANTS, etc. If possible, choose words that are the same or very similar in your Sts' L1. You might be able to elicit more words from the class. Model and drill pronunciation.

Ask Sts *Where are these foods from?* and elicit a response, e.g. *Pasta and pizza are from Italy, etc.*

1 VOCABULARY food and drink

- a** Books open. Focus on the title of the lesson, *A big breakfast?*, and elicit / explain that *breakfast* is what people eat in the morning. Elicit the word *lunch*, which Sts saw in **Practical English 2**.

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

- b** **5.1** Play the audio for Sts to listen and check.

Check answers by getting Sts to spell the words for you to write on the board, and then to tell you the letter of the photo. Model and drill the pronunciation of the food and drink words: *tea* /ti:/, *cheese* /tʃi:z/, *orange juice* /,ɒrɪndʒ 'dʒu:s/, *sandwich* /'sænwɪtʃ/, and *eggs* /egz/.

- 1 tea, D 2 cheese, E 3 orange juice, A 4 sandwich, B
5 eggs, C

5.1

- 1 D tea
2 E cheese
3 A orange juice
4 B sandwich
5 C eggs

- c** Tell Sts to go to **Vocabulary Bank Food and drink** on p.184.

Vocabulary notes

Pronunciation

You may want to highlight that:

- ea* is pronounced /i:/ in *tea* and *meat*, but /e/ in *bread* and *breakfast*, and /ə/ in *cereal*.
- vegetables* and *chocolate* both have a syllable which is not pronounced.
- the *d* in *sandwich* /'sænwɪtʃ/ is not usually pronounced.
- the *s* in *sugar* is pronounced /ʃ/.

Meals

Lunch is the word we use for the meal eaten at midday or in the early afternoon, and *dinner* is usually in the evening (however, in some parts of the UK, some people call the midday meal *dinner* if it is their main meal of the day).

Supper can also be used to refer to the evening meal.

Verbs

The verbs *eat* and *drink* describe the general actions, e.g. *I eat a lot of bread. I don't drink coffee.* However, we usually use *have* with meals, e.g. *have breakfast*, and to describe what we eat / drink at a particular meal, e.g. *I have toast and tea for breakfast.*

- 5.2** Focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

5.2

See **Food and drink** in **Student's Book** on p.184

- 5.3** Focus on the information box in **b**. Play the audio for Sts to listen and repeat words and phrases in chorus. Highlight the word stress and the pronunciation of more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

5.3

See **information box** in **Student's Book** on p.184

Finally, focus on **Activation** and ask Sts to cover the words in **a** with a piece of paper, look only at the photos (they do this for each row of photos), and say the words. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems they are still having, to focus on at the end of the activity.

Tell Sts to go back to the main lesson **5A**.

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

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more food and drink

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: food and drink

2 READING & SPEAKING

a Focus on the instructions and the photos of breakfasts, and elicit the food words which Sts already know, e.g. *coffee, fruit, etc.*

Now focus on the question and make sure Sts understand the meaning of *important*. Model and drill pronunciation.

Give Sts time to read the article and comments, and answer the question. Tell them not to worry about the gaps in the comments.

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

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

a Marta, Paulo, Sakura **b** Rob

EXTRA SUPPORT Read the article out loud with the class to help Sts understand the comments.

b **5.4** Now tell Sts to read the comments again and this time to complete the gaps with words for food or drink. Tell them to look at the photos. Point out that the first one (*croissant*) has been done for them.

Give Sts time to complete the gaps.

Play the audio for Sts to listen and check. Check answers.

2 milk 3 fruit 4 yogurt 5 coffee 6 rice 7 fish

5.4

Marta, Italy

I have breakfast in a great café near my office. I have a croissant and coffee – an espresso with hot milk. Mmm. I love breakfast! It's my favourite meal.

Paulo, Brazil

I have breakfast at home, but I don't have a big breakfast. I have fruit and yogurt, and sometimes toast. It's a healthy breakfast. That's a good thing at the beginning of the day.

Rob, UK

I don't eat in the morning – I'm not hungry. I just have a coffee at work. But I have lunch early, at about 12.30.

Sakura, Japan

I really like breakfast. It's an important meal for Japanese people. I have breakfast at home with my family. We have a traditional breakfast. It isn't very different from lunch and dinner. We have rice, fish, and miso soup, and we drink green tea. We don't drink a lot of coffee in my family.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words. Other lexis Sts may ask about are *healthy, I'm hungry, traditional, different, and a lot of*. Highlight that we use *I'm* before *hungry*, not *I have*, which may be what Sts use in their L1. You may also need

to explain that *miso* is a substance made from beans, used in Japanese cooking, especially soup.

c Tell Sts to read the comments again and circle the places people have their breakfast and underline any other words for food and drink that they didn't write in the gaps. Check answers.

- 1 Places: a café (Marta), at home (Paulo), at work (Rob), at home (Sakura)
- 2 Other words for food and drink: espresso, toast, soup, green tea

d Focus on the questions. You could tell Sts if breakfast is important for you, what you have, and where you have it. Give Sts time to think about their answers.

Put Sts in pairs and give them time to ask and answer the questions. Monitor and help.

Get feedback by asking some Sts to tell the class what their partner has for breakfast.

3 GRAMMAR

 present simple \oplus and \ominus : *I, you, we, they*

a Focus on the instructions and give Sts time to complete the sentences. Check answers and write them on the board.

- 1 have 2 like 3 have 4 don't have 5 don't eat
- 6 don't drink

b Tell Sts to go to **Grammar Bank 5A** on p.162.

Grammar notes

present simple \oplus and \ominus : *I, you, we, they*

The *I, we, you, and they* forms of the present simple are the same, e.g. *I have, you have, we have, they have*. The verb endings don't change, unlike in many languages. Highlight that it is the subject pronoun *I / you / we / they* that changes, not the verb (*have*). For this reason, it is essential to always use pronouns – otherwise it won't be clear which person you are talking about.

In the present simple, for *I, we, you, and they*, we use *don't* before the infinitive form of the verb to form negatives. *Don't* is the contraction of *do not*. *Do* and *don't* are called *auxiliary verbs*. They are used to form negatives and questions. Remind Sts that native speakers nearly always use the contracted form *don't* in spoken English.

Focus on the example sentences and play audio **5.5** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **5A** on p.163 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

- a**
- 1 I **have eggs** for breakfast.
 - 2 We **don't drink coffee** in the evening.
 - 3 They **like chocolate**.
 - 4 You **eat meat**.
 - 5 We **eat rice** in the evening.
 - 6 I **don't have sugar** in my coffee.
 - 7 You **don't like cheese**.
 - 8 The children **eat vegetables**.

b

- 1 People in the UK **don't have** a big lunch... We always **have** lunch with my family on Sundays.
- 2 I **don't eat** meat. I'm a vegetarian. They **eat** a lot of fish and rice in Japan.
- 3 You **drink** a lot of coffee! It isn't good for you. They **don't drink** coffee. They only drink tea.
- 4 We **don't go** to restaurants. They're very expensive. I don't have breakfast at home. I **go** to a café.

Tell Sts to go back to the main lesson **5A**.

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

- c Focus on the emoticons in the instructions and the speech bubble, and elicit the meaning of *I like / I don't like*. Model and drill the pronunciation.

Now tell Sts to go to **Vocabulary Bank Food and drink** on p.184.

Put Sts in pairs and get them to tell each other what food and drink they like and dislike.

EXTRA SUPPORT Write I LIKE and I DON'T LIKE on the board for reference. Demonstrate first by telling Sts about foods you like and don't like.

Get some feedback from the class.

Tell Sts to go back to the main lesson **5A**.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present simple ⊕ and ⊖ : *I, you, we, they*

4 LISTENING

- a **5.6** Focus on the instructions and the phrase *favourite meal*. Tell Sts they are going to listen to three people talking about their favourite meal. Point out each person's answer in the chart (i.e. Anna – *dinner*, Will – *lunch*, etc.). Tell Sts they are going to listen to Anna and they must complete the first column in the chart. If you know your Sts' L1, you may want to pre-teach the adverbs of frequency *usually* and *always*, which come up in these recordings.

Play the audio once the whole way through for Sts to listen and do the task. Play again as necessary.

Check answers.

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

- 1 At **home** or at a **restaurant**.
- 2 **Meat** or **fish** and **vegetables**.
- 3 A glass of **wine**.

5.6

(script in Student's Book on p.151)

Anna My favourite meal of the day is dinner. I usually have dinner at home, but sometimes at a restaurant. I usually have meat or fish and vegetables, and if I'm at a restaurant, I have a glass of wine.

- b **5.7** Now tell Sts to focus on the second column in the chart.

Play the audio, pausing after Will to give Sts time to write. Play again as necessary.

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

4 At **work**.

5 Different things but with **chips**.

6 **Water** and then a **coffee**.

Finally, repeat the process for Sarah.

7 Usually at **home**. On Wednesdays at a **café**.

8 **Fruit** and an **egg**. On Wednesdays a **croissant**.

9 **Coffee** or **tea**. On Wednesdays **hot chocolate**.

5.7

(script in Student's Book on p.151)

Will My favourite meal of the day is lunch. I'm always hungry then. I have lunch at work – we have a canteen there. I have different things for lunch, but always with chips – I love chips. Sometimes a burger and chips, sometimes fish and chips. I drink water with my lunch, but after lunch, I have a coffee – an espresso.

Sarah My favourite meal of the day is breakfast. I usually have it at home, but on Wednesday I have my yoga class and I have breakfast at a café near the yoga studio. At home I have fruit and an egg, and coffee or tea. But at the café I have a croissant and hot chocolate.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.151, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the question and give Sts a few minutes to think about their answer.

Put Sts in pairs or small groups and get them to tell each other what their favourite meal is.

Get some feedback from the class. With a show of hands, you could find out which is the class's favourite meal.

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

Staying with a host family

5 PRONUNCIATION /dʒ/ and /g/

Pronunciation notes

/dʒ/ and /g/

The sounds in this lesson are all consonant sounds. For information on /dʒ/, see the **Pronunciation notes** in **2A**.

You might want to highlight the following sound-spelling rule.

- /g/ This sound only occurs where there is the letter *g*. You could remind Sts that the letter *g* is always pronounced /g/ when it comes after a vowel at the end of a word, e.g. *bag* and *dog*, and often at the beginning and in the middle of a word, e.g. *glasses* and *sugar*, before *a*, *o*, and *u*. However, before *e* and *i*, the letter *g* is often pronounced /dʒ/, e.g. *German*, *orange*.

- a **5.8** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.8

See sounds and words in Student's Book on p.53

Now focus on the sound picture *jazz*. Play the audio to model and drill the word and the sound (pause after the sound).

Then focus on the words after *jazz*. Remind Sts that the pink letters are the /dʒ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

You might want to highlight the two silent letters in *vegetables*.

Now repeat the same process for *girl* /g/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Get Sts, in pairs, to practise saying the words.

Finally, focus on the **g and j** box and go through it with Sts.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

- b**  **5.9** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

5.9

See sentences in Student's Book on p.53

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

Finally, put Sts in pairs and get them to practise saying the sentences. Monitor and help.

Get individual Sts to say the sentences to the class.

EXTRA CHALLENGE Dictate some more words with the letter *g* in them and get Sts to write them in the correct row in **a**, e.g. *Germany, Egypt, bag, dog, glasses, mug, charger, green, ugly, good*.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /dʒ/ and /j/, /sps/

6 SPEAKING

- a** Focus on the task and make sure Sts understand the meaning of *true*.

Now focus on the questionnaire and the two sections, *You* and *Your country*, and make sure Sts understand all the phrases. Highlight that where there is a question word, it tells Sts what kind of word or phrase they should put in the gaps, and where there are two alternatives (as in some of the sentences in the *Your country* section), they should choose one of the words / phrases to complete the gaps. Demonstrate by telling them a few sentences about you and your country.

Give Sts time to complete the sentences so that they are true for them and their country.

- b** **MEDIATION ACTIVITY** Focus on the first speech bubble and the question *What about you?*, used to check the listener's statement. You could tell the class where you have breakfast, and then ask a student *What about you?* If you are not from your Sts' country, you could also focus on the first phrase in the *Your country* section, and say what people from your country have for breakfast, then ask *What about in your country?*

Then put Sts in pairs and give them time to talk about each sentence. In the *You* section, they should say alternate sentences, but each time finish with *What about you?* In the *Your country* section, if Sts are from the same country, they should agree their answers. If not, they should simply tell each other what happens in their country. Monitor and help.

Get some feedback from individual Sts.

EXTRA SUPPORT If your Sts are all from the same country, you could do the *Your country* section as a whole class.

7 WRITING a comment post

Tell Sts to go to **Writing A comment post** on p.148.

- a** Focus on the title, *A comment post*, and make sure Sts understand it.

Focus on the instructions and then give Sts time to read Marcos's comment.

Before eliciting Sts' opinions on whether they like Marcos's breakfast, elicit each item he has and check Sts know the meaning: *orange, apple, bread, butter, jam*. Model and drill pronunciation.

If you didn't focus on the word *healthy* in Paulo's text in **2**, then focus on it here. If you did, check Sts can remember what it means.

Now tell Sts if you like or don't like Marcos's breakfast, and then ask *What about you?* With a show of hands, you could find out how many Sts like his breakfast.

- b** Focus on the instructions and give Sts time to look at the highlighted words and then complete sentences 1–3. Check answers.

1 but 2 or 3 and

Check Sts know the meaning of the three words.

EXTRA SUPPORT Write the following sentences on the board to help Sts understand how to use *and, or, and but*.

I LIKE TEA. I LIKE COFFEE. → I LIKE TEA *AND* COFFEE.

SOME DAYS I DRINK TEA, AND SOME DAYS I DRINK COFFEE. → I DRINK TEA *OR* COFFEE.

I LIKE CEREAL. I DON'T LIKE TOAST. → I LIKE CEREAL, *BUT* I DON'T LIKE TOAST.


- c** Give Sts time to write their own comments. Tell them to use Marcos's comment as a model. They can begin with *For breakfast, I have...* Give Sts six to eight minutes to write about 50 words for this task.

Go around the room to monitor and help as Sts are writing. However, don't make a lot of corrections at this time. Allow Sts to focus on putting their ideas down on paper.

EXTRA IDEA You could get Sts to post their comments around the classroom. Then Sts can circulate around the room and read about their classmates' breakfasts. (Check to make sure that comments don't have too many errors before Sts put them up.)

Tell Sts to go back to the main lesson **5A**.

WORDS AND PHRASES TO LEARN

 **5.10** Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **5A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

- G** present simple [?]: *I, you, we, they*
V common verb phrases 1
P /w/ and /v/, sentence rhythm and linking

Lesson plan

The focus of this lesson is on forming questions in the present simple using *I / you / we / they* with some common verb phrases.

A conversation between a British and an American woman travelling on a plane provides the context for Sts to revise positive and negative forms of *I, we, you, and they* in the present simple, and it also introduces the grammar of question formation. After the grammar presentation and practice, Sts go to the **Vocabulary Bank** to learn a group of common verb phrases, which are then recycled in the listening (the two women from the first activity meet again on the return flight). In Pronunciation, Sts focus on two consonant sounds, /w/ and /v/, and they practise sentence rhythm and linking. Finally, all the language is brought together in the speaking activity, where Sts ask and answer questions about lifestyle before writing a few sentences about themselves.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present simple [?]: *I, you, we, and they*

Communicative Do you...?

Vocabulary Common verb phrases

For students

Workbook 5B

Online Practice 5B

Plus extra Pronunciation for speakers of Spanish: /v/ or /b/ and /v/ or /f/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise present simple [+] and [-] sentences by writing the following on the board:

I LIKE	FOOTBALL.
I DON'T LIKE	TENNIS.
	DOGS.
	CATS.
	TEA.
	COFFEE.

Model and drill pronunciation of the nouns and then of *I like / don't like*.

Put Sts in pairs and demonstrate the activity yourself by making true sentences using *I like / I don't like...* Point out that you don't use *the* before the nouns, e.g. NOT *I like the football* (because you are making general statements).

Sts practise in pairs, taking it in turns to say what they like / don't like.

Get some feedback.

1 GRAMMAR present simple [?]: *I, you, we, they*

a **5.11** Books open. Focus on the lesson title and elicit / explain *flight*. Then focus on the pictures and ask Sts a few questions about them, e.g. *Where are the people? Who is the man?*, etc.

Now focus on the task and get Sts to cover the conversation.

Play the audio once the whole way through for Sts to listen and number the pictures. Make it clear to Sts that, at this stage, they are not expected to understand every word of the conversation; they just need to get a general idea of what is happening. Sts will get help here from the sound effects and from words they already know.

Get Sts to compare with a partner, and then play the audio again, pausing after each section to check answers.

1 B 2 D 3 A 4 C

5.11

E = Eve, W = Wendy, FA = flight attendant

- E Do you like the book?
W Yes, I do. It's very good.
E She's my favourite writer. I love her books.
 - E Do you live in New York?
W No, I don't. I live in London. My husband and I work for a British company.
E Oh! Do you have children?
W No, we don't.
E I have two sons and a daughter. David and Andrew are at university, and Carla's at school. Look. Here are some photos... This is a photo of our holiday in Barbados. Do you know Barbados?
W No, I don't.
 - FA Do you want meat, fish, or pasta?
E Oh...er...fish, please.
W Pasta for me, please.
- ***
- E How's your pasta?
W It's OK.
E This fish isn't very good. Excuse me, I don't like this fish. Can I have the pasta, please?
FA I'm sorry, madam. It's finished.
 - E Oh, I need to go to the toilet. Oops, sorry.
W Excuse me. What time do we arrive?
FA In twenty-five minutes, madam.
W That's good!

b Get Sts to uncover the conversation and focus on the instructions. Sts have seen all the words in the list in previous lessons, but you might want to quickly check that they can remember what they mean.

There is quite a lot of new vocabulary in the conversation, so Sts will need to use the pictures as a guide.

Give Sts time to read the conversation and decide what the missing words are.

c Get Sts to compare answers, and then play the audio again for them to listen and check.

Play again, pausing after each gap, and elicit the answers onto the board.

1 book 2 New York 3 children 4 meat 5 pasta 6 time

Go through the conversation with Sts line by line. Elicit / Explain any words or phrases that Sts don't understand, e.g. *writer, Do you know...?, Do you want...?*, etc. Highlight that *oops* (**Part 4**) is an exclamation word that we sometimes use when someone has a small accident or does something by mistake. Here, Eve knocks Wendy as she gets out of her seat.

Highlight also the sentence *I need to go to the toilet*. Elicit the meaning of *need* and explain that after *need*, you can use a noun, e.g. *I need a piece of paper*, or *to + a verb* in the infinitive, e.g. *I need to be home at five o'clock*.

I Sts may ask about the meaning of *do* here. Explain that we use *do* to make a question, in the same way as they learned in the last lesson that we use *don't*. This will be explained later in the grammar section.

I The question *Do you have children?* can also be asked as *Do you have **any** children?* However, at this level, we think it is easier to teach the question without *any*.

Elicit a reaction from the class, using L1 if necessary, by asking *Is the American woman happy that it's almost the end of the flight? Why?*

EXTRA IDEA Get Sts to practise the conversation in pairs.

d Get Sts to underline all the questions and short answers in **Parts 1** and **2** of the conversation.

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

- | | |
|--------------|--------------------------|
| 1 Eve | Do you like the book? |
| Wendy | Yes, I do. |
| 2 Eve | Do you live in New York? |
| Wendy | No, I don't. |
| Eve | Do you have children? |
| Wendy | No, we don't. |
| Eve | Do you know Barbados? |
| Wendy | No, I don't. |

EXTRA SUPPORT Do the first one as a class and then put Sts in pairs to underline the questions and short answers in **Part 2**.

e Tell Sts to go to **Grammar Bank 5B** on p.162.

Grammar notes

present simple **[?]: I, you, we, they**

We use the verb *do* + the infinitive of a verb to form questions. *Do* in this context cannot be translated. It simply indicates to the other person that you are going to ask a question in the present tense.

Highlight the use of the short answers *Yes, I do* and *No, I don't*, which can be used as an alternative to just answering *Yes* or *No*. You might add that a simple *Yes* or *No* can sound too abrupt to an English speaker.

Focus on the example sentences and play audio **5.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **5B** on p.163 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

- a**
- A Do** you have children?
B No, I **don't**.
 - I **don't** like this photo. It's terrible.
 - A Do** you want a coffee?
B No, thanks. I **don't** drink coffee.
 - I **don't** have brothers and sisters. I'm an only child.
 - A Do** you listen to music on the radio?
B I **don't** listen to pop music, but I listen to Classic FM...
 - A** Excuse me, **do** you work here?
B No, I **don't**. Sorry.
 - A Do** you like American TV series?
B No, I **don't**. I **don't** watch TV. I read.
 - A Do** you have a big family?
B Yes, I **do**. I have two brothers and three sisters.
 - A Do** you speak Spanish?
B No, I **don't**. I only speak English.
 - A Do** you like Saturdays?
B Yes, I **do**. I **don't** work at the weekend.
- b**
- I don't know.
 - Do you live near here?
 - I don't like football.
 - Do you want a sandwich?
 - They work in the city centre.
 - I have two sisters.
 - Do you speak French?
 - I don't need a big car.
 - Do you go to German classes?
 - I don't have a watch.
 - Do you listen to music in the car?
 - I don't work on Sundays.

Tell Sts to go back to the main lesson **5B**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present simple **[?]: I, you, we, they**

2 VOCABULARY common verb phrases 1

a Focus on the instructions and point out that the first one (*1d*) has been done for Sts.

Give Sts a few minutes to match the phrases.

Check answers.

2 a 3 c 4 e 5 b

b Tell Sts to go to **Vocabulary Bank Common verb phrases 1** on p.185.

Vocabulary notes

Highlight the irregular pronunciation of the verb *live* /lɪv/. Sts might expect /laɪv/, especially as *like* /laɪk/ is taught here, too. You could tell Sts that *i* + consonant + *e* is usually /aɪ/.

Highlight also the use of the preposition *to* in *listen to the radio*, but remind Sts that if there is no object after *listen*, you don't use *to*. Compare *Please listen!* and *Listen to me*.

5.13 Focus on the instructions for **a**. Play the audio and get Sts to listen and repeat the phrases in chorus. Make sure Sts understand the meaning of each phrase. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words.

Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

5.13

See Common verb phrases 1 in Student's Book on p.185

5.14 Now focus on **b**. Focus on the example and then demonstrate the activity by saying part of a phrase, omitting the verb, and eliciting the complete phrase from the class, e.g.

T tea **Sts** drink tea

Play the audio and pause after the first prompt (*in a flat*) and elicit the phrase (*live in a flat*) from the class. Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio, and give Sts time to say the phrases in chorus.

5.14

- 1 in a flat (*pause*) live in a flat
- 2 breakfast (*pause*) have breakfast
- 3 TV (*pause*) watch TV
- 4 to the radio (*pause*) listen to the radio
- 5 the newspaper (*pause*) read the newspaper
- 6 fast food (*pause*) eat fast food
- 7 tea (*pause*) drink tea
- 8 English (*pause*) speak English
- 9 a coffee (*pause*) want a coffee
- 10 a dog (*pause*) have a dog
- 11 cats (*pause*) like cats
- 12 in a bank (*pause*) work in a bank
- 13 Spanish (*pause*) study Spanish
- 14 to English classes (*pause*) go to English classes
- 15 a new car (*pause*) need a new car

Then repeat the activity, eliciting responses from individual Sts.

Now focus on the speech bubbles in **Activation**. Put Sts in pairs and get them to ask and answer questions.

Get some pairs to ask and answer in front of the class.

Tell Sts to go back to the main lesson **5B**.

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

- c** Focus on the instructions and the examples.
Give Sts time to write their four true sentences.
- d** Get Sts to read their sentences to each other and see if any of them are the same.
Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: common verb phrases 1

3 LISTENING

a 5.15 Focus on the picture and establish the context for the listening by asking questions, e.g. *Who is she?* (She's Eve, the British woman from the flight.), *Where is she?* (She's in a taxi.)

Focus on the instructions and check that Sts understand *end* and *back to the airport*.

Focus on the options in sentences 1–10. Give Sts time to read them and ask you about any words they don't understand, e.g. *traffic*, *gate*. Point out that the first one (1b) has been done for them.

Play the audio for Sts to circle the correct option. You could pause after each question and give Sts time to choose the correct answer. Play the audio again as necessary.

Get Sts to compare with a partner, and then check answers. For 8, you could ask Sts if they can remember a similar expression to *Have a good day!* which they saw in **2A** (*Have a nice day!*).

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

2 a 3 a 4 b 5 b 6 b 7 a 8 b 9 a 10 a

5.15

(script in Student's Book on p.151)

T = taxi driver, **E** = Eve, **A** = announcer

T Where to, ma'am?

E Hello. To the airport, please.

T JFK or Newark?

E JFK, please.

E Oh dear. The traffic is bad this morning.

T Yes. It's terrible. Where are you from?

E I'm from Manchester, but I live in London. Are you from New York?

T No, ma'am, I'm from Puerto Rico.

E Oh, do you like New York?

T It's a great city, but it's very expensive.

E London is very expensive, too. Do you have children?

T I have two daughters.

E Oh, really? I have two sons and a daughter. David and Andrew are at university, and Carla's at school...

T OK. Here we are.

E How much is that?

T That's eighty-seven dollars fifty.

E Here's a hundred dollars. Keep the change.

T Thanks. Have a good flight.

E I need to hurry. I'm late!

A This is the final call for flight BA six-four-one to London Heathrow. Would all passengers please proceed to Gate B-five.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.151, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b 5.16 Focus on the task, making sure Sts know what a *surprise* is.

Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

Because Wendy, the American woman, is on the same flight.

5.16

A = announcer, **FA** = flight attendant, **E** = Eve

A This is the final call for flight BA six-four-one to London Heathrow. Would all passengers please proceed to Gate B-five.

FA1 Can I see your passport and boarding pass, please?

E Here you are.

FA2 Good afternoon, madam. Your boarding pass, please.

E Oh, yes.

FA2 Seat three-D. This way, please.

E Oh, what a nice surprise! We meet again!

W Oh. Hello!

Finally, ask Sts *Is the American woman happy to see the British woman again?*

4 PRONUNCIATION & SPEAKING /w/ and /v/, sentence rhythm and linking

Pronunciation notes

/w/ and /v/

The /w/ and /v/ sounds are often confused because in several languages *w* is pronounced /v/.

You may want to highlight to Sts the following sound-spelling patterns.


- /w/ The letter *w* (without *h*) is always pronounced /w/ at the beginning of a word, e.g. *watch*. The letters *wh* are usually pronounced /w/, e.g. *what* and *where*, but there are some exceptions, e.g. *who* /hu:/.
• /v/ The letter *v* is always pronounced /v/, e.g. *live*.

Sentence rhythm and linking

For information on sentence rhythm, see the

Pronunciation notes in **2B**.

For information on linking, see the **Pronunciation notes** in **4B**.

- a**  **5.17** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.17

See words and sounds in Student's Book on p.55

Focus on the sound picture *witch*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *witch*. Remind Sts that the pink letters are the /w/ sound. Play the audio, pausing after each word for Sts to listen and repeat.


Now repeat the same process for *vase* /v/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.


- b**  **5.18** Focus on the sentences and remind Sts that the words in **bold** are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

Play the audio once the whole way through for Sts just to listen.

Highlight the linked phrases, e.g. *live in a / Yes, I do*, and model and drill the pronunciation.

5.18

See sentences in Student's Book on p.55

- c** Play the audio again, pausing after each sentence for Sts to listen and repeat.
Then repeat the activity, eliciting responses from individual Sts.
- d**  **5.19** Tell Sts they are going to hear five short sentences or questions and they must write them down.
Play the audio once the whole way through for Sts just to listen.

5.19

- 1 I work in a café.
- 2 I eat a lot of fruit.
- 3 Do you need an umbrella?
- 4 Do you have a cat?
- 5 I want a sandwich.

Now play it again, pausing after each item to give Sts time to write.

Get Sts to compare with a partner, and then check answers, eliciting the sentences onto the board.

See script 5.19

EXTRA IDEA Play the audio again, pausing after each item and getting Sts to listen and repeat. Then put Sts in pairs and get them to practise saying the sentences.

- e** Focus on the instructions and the example. Elicit / Explain the meaning of *near*. Model and drill pronunciation.
Go through the other nine questions, checking Sts know the meaning of all the lexis, e.g. *a gym*. Model and drill any words you think Sts might have problems with.
Give Sts time to complete 2–10 with the verbs from the list.
Check answers by asking individual Sts to read the two phrases aloud (they should include the verb with each phrase, e.g. *live near here, live in a house*).

2 have 3 watch 4 listen 5 read 6 eat 7 drink
8 speak 9 need 10 go

Remind Sts that *have* has two meanings, *have* = possession, as in *have a dog*, and *have* = eat, as in *have breakfast*.

- f** **MEDIATION ACTIVITY** Focus on the instructions and speech bubbles. Remind Sts that we use *do* to make questions in the present simple. Elicit the possible answers (*Yes or Yes, I do. / No or No, I don't*).

Model and drill some or all of the questions. Encourage Sts to use the correct sentence rhythm and not to overstress *Do you...?*


Demonstrate the activity by getting the class to interview you first, asking you some or all of the questions. Give true answers and, where possible, try to give some extra information, but use language within the Sts' range.

Put Sts in pairs and get them to take turns asking and answering questions with the phrases. Encourage them to give extra information in their answers.

Monitor and help with pronunciation and sentence rhythm. Correct any mistakes on the board.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /v/ or /b/ and /v/ or /f/

WORDS AND PHRASES TO LEARN

-  **5.20** Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **5B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

Function telling the time

V the time, saying how you feel, e.g. *I'm tired, hungry, etc.*

P /ɒ/, silent consonants

Lesson plan

In this lesson, Sts learn how to tell the time. In most languages, there are two possible ways of telling the time: digital (hour + minutes), e.g. *seven forty, six twenty*, and analogue (minutes before (*to*) or after (*past*) the hour), e.g. *twenty to six, twenty past six*. Sts will hear both if they travel to an English-speaking country. To avoid confusing Sts with two forms, the focus here is on the more common analogue time. Teachers may want to point out the alternative (digital time) to Sts, so they will recognize it if they hear it, and can use it if they find it easier. After Sts have learned and practised telling the time, they focus on words with silent consonants, such as *half* and *Wednesday*. The next vocabulary focus is on a few adjectives describing how you feel. After listening to Jenny and her friend, Amy, on a night out, Sts practise some useful phrases.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Communicative Time bingo

Resources

Video Practical English Episode 3

Quick Test 5

File 5 Test

For students

Workbook Practical English 3

Can you remember? 1–5

Online Practice Practical English 3

Check your progress

Plus extra Vocabulary for speakers of Spanish: telling the time

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise numbers 1–30. Get Sts to count around the class, first normally, then in twos (2, 4, 6, etc.), in threes (3, 6, 9, etc.), and finally with fives (5, 10, 15, etc.).

1 TELLING THE TIME

a **5.21** Books closed. Show Sts your watch or a picture of a watch, and ask *What is it?* (A watch) Then point to the clock in the classroom (or draw one on the board), and ask *What is it?* (A clock) Say *What time is it?* and then look at your watch or at your mobile phone. Now model and drill the question and write it on the board.

Books open. Focus on the instructions and ask Sts to cover the conversations with a piece of paper.

Play the video / audio for Sts to watch or listen and match the conversations and photos. Play again as necessary.

Check answers.

1 A 2 C 3 B

5.21

See conversations in Student's Book on p.56

Now tell Sts to uncover the conversations. Play the video / audio again and tell Sts to read and listen at the same time.

Explain / Elicit new vocabulary as you go, e.g. *tired, hurry*. Sts will be able to understand the times (*eleven o'clock, a quarter to eight, etc.*) because of the clocks in the photos. Highlight that *seven forty-seven* is digital time, but Sts should have no problem with this.

You could focus on the sentences with *need* (*I need to go* and *You need to hurry*) and remind Sts that after *need*, you can use a noun, e.g. *I need a coffee*, or *to + verb*, e.g. *I need to go*.

Finally, ask *Is Rob usually early or late for things?* and elicit that he's usually late.

b **5.22** Play the audio for Sts to listen and repeat. Make sure Sts pronounce *quarter* as /'kwɔ:tə/ and *half* as /hɑ:f/ (pointing out the silent l). You could pause the audio after each line and get individual Sts to repeat. Give further practice of any phrases Sts found difficult.

5.22

Same as script 5.21 with repeat pauses

Then get Sts to practise the conversations in pairs.

i There are two common ways of asking the time: *What's the time?* and *What time is it?* Here *What time is it?* is taught, as it is easier for Sts to move from this to questions with the present, like *What time do you finish work?*

c Focus on the instructions and either get Sts to do it in pairs or do it as a whole-class activity. Tell Sts to look at the clock in photo A and ask *What time is it?* (It's eleven o'clock.) Do the same for photo B (*It's a quarter to eight.*) and photo C (*It's half past ten.*)

2 VOCABULARY the time

a **5.23** Give Sts time to look at the clocks and read the times.

Then play the audio and get Sts to listen and repeat the times in chorus. Pause the audio as necessary. Give further practice of words which your Sts find difficult.

5.23

See times in Student's Book on p.56

Focus on *o'clock* and explain that we sometimes use the word *o'clock* when we are just saying the hour, as in *It's one o'clock* or *It's six o'clock*, but you can also say *It's six*. We don't use *o'clock* when including minutes in the time, e.g. *It's twenty past four* NOT *It's twenty past four o'clock*.

Remind Sts of the pronunciation of *half* and *quarter*. You might also mention that some people don't put *a* in front of *quarter*, e.g. *It's quarter past three*. Both are correct.

b Tell Sts to cover the times and look at the clocks. Give them time to practise saying the times to themselves. Monitor and help, correcting pronunciation as necessary. Note any general problems, and focus on them on the board at the end.

With the first line of sentences covered, ask individuals *Clock one. What time is it?* Do the same for all the clocks, calling on Sts at random. Sts could also practise this in pairs.

c **5.24** Focus on the instructions. Draw a clock on the board like the ones in the Student's Book, with no hands. Play the audio and pause after the first time. Ask a student to come to the board and draw the time. Then get Sts to draw the time (*twenty to nine*) on the first clock in their books.

Play the rest of the audio, pausing after each item to give Sts time to draw the hands on their clocks.

Get Sts to compare with a partner, and then check answers by writing the times on the board, or by getting individual Sts to come to the board to draw the time on each clock.

5.24

- 1 It's twenty to nine.
 - 2 It's quarter past seven.
 - 3 It's five past two.
 - 4 It's twelve o'clock.
 - 5 It's half past eight.
 - 6 It's quarter past eleven.
-

d Put Sts in pairs to practise asking and answering about the clocks.

Monitor and help as needed. Note any problems and write these on the board.

Finally, focus on **The time** box and go through it with the class. Highlight that you can always use digital time, and this has become more common with digital watches and mobile phone use. However, the analogue use of telling the time is still widely used by native speakers.

e **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. Tell them to go to **Communication What time is it?**, **A** on p.141 and **B** on p.145.

Sts each have ten clocks, five of which are complete and five of which have no clock hands. Sts share information and draw the missing clock hands.

Go through the instructions with Sts and get a good pair to demonstrate. Monitor and help.

When Sts have finished, get them to compare their clocks and check the times.

Tell Sts to go back to the main lesson **Practical English 3**.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: telling the time

3 PRONUNCIATION /ɒ/, silent consonants

Pronunciation notes

/ɒ/

This sound is sometimes the letter *o*, e.g. *coffee* and *not*, but can exceptionally be the letter *a*, especially after *w*, e.g. *want*, *watch*, *what*. However, you may want to remind Sts to be careful with the letters *o* and *a*, as they have several other pronunciations, depending on the word.

Silent consonants

English words frequently have consonants that are not pronounced, i.e. that are 'silent'. It is important for Sts to realize that in English, spelling and pronunciation do not always go together.

Encourage Sts to cross out silent letters when they learn new words, e.g. *listen*.

It is also common for English words to be pronounced with fewer syllables than appear in the written word, e.g. *Wednesday* /'wenzdeɪ/ and *interesting* /'ɪntrəstɪŋ/.

a **5.25** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.25

See words and sound in Student's Book on p.57

Focus on the sound picture *clock*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *clock*. Remind Sts that the pink letters are the /ɒ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Play the audio again from the beginning for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b **5.26** Write the word **HALF** on the board and say it /hɑ:f/. Ask *Which letter is not pronounced?* Elicit that the letter *l* is not pronounced: it is silent.

Focus on the **Silent letters** box and go through it with the class.

Now focus on the instructions. Play the audio once the whole way through for Sts just to listen. Highlight that the letters with a red strikethrough line are silent.

5.26

See words in Student's Book on p.57

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

Remind Sts that *Wednesday* looks as if it has three syllables, but in fact it is pronounced as a two-syllable word /'wenzdeɪ/. The first *d* and the second *e* are both silent.

Put Sts in pairs and get them to practise saying the words. Finally, get a few individual Sts to say the words.

c **5.27** Give Sts a minute to look at the conversations and note the words with silent letters.

Play the audio once the whole way through for Sts just to listen.

5.27

See conversations in Student's Book on p.57

Put Sts in pairs and get them to practise the conversations. Ask two or three pairs to practise each conversation for the class.

EXTRA SUPPORT Before Sts practise in pairs, play the audio, pausing after each line for Sts to listen and repeat.

4 VOCABULARY saying how you feel

a **5.28** Pretend to be, for example, very hot, by miming. Write on the board: I'M HOT. = I FEEL HOT. Focus on the title, *saying how you feel*, and explain / elicit its meaning.

Now focus on sentences 1–5 and make sure Sts understand what they mean.

Play the audio once the whole way through for Sts just to listen.

5.28

See sentences in Student's Book on p.57

Now play the audio again, pausing after each sentence for Sts to listen and repeat. Give extra practice as necessary, focusing on the words which Sts find most difficult.

b Focus on the instructions and give Sts a few minutes to match 1–5 in a to a–e.

Get Sts to compare with a partner.

c **5.29** Play the audio for Sts to listen and check.

Check answers.

1 b 2 c 3 a 4 e 5 d

5.29

- | | |
|--------------------|-----------------------------------|
| a 3 A I'm hungry. | B Time for lunch. |
| b 1 A I'm tired. | B Time for bed. |
| c 2 A I'm cold. | B It's five degrees this morning. |
| d 5 A I'm thirsty. | B I need a glass of water. |
| e 4 A I'm hot. | B It's thirty-five degrees! |

Highlight that we use *be*, NOT *have*, with *hot*, *cold*, *hungry*, etc. because they are adjectives. Many languages express these feelings using *have* + noun.

Now either put Sts in pairs and get them to ask and answer the question *How do you feel at the moment?*, or do it as a whole-class activity.

If Sts worked in pairs, ask a few Sts how they feel.

5 A NIGHT OUT

a **5.30** Focus on the instructions and the five places in the list. Make sure Sts know what they mean. Model and drill their pronunciation.

Play the video / audio once the whole way through for Sts to watch or listen and tick the two places Jenny and Amy go to.

Check answers.

Sts should tick: a theatre and a restaurant.

5.30

(script in Student's Book on p.151)

A = Amy, J = Jenny

A Hi. Sorry I'm late. What time's the show?

J Don't worry. It's at eight o'clock.

A What time is it now?

J It's OK. It's only twenty to eight.

A What a great show!

J Yes, fantastic. I'm hungry. Do you want a pizza?

A What time is it?

J Um, quarter to eleven.

A It's late, and I'm tired.

J Oh, come on. I know a really good Italian restaurant near here.

A Oh, OK. Let's go.

EXTRA CHALLENGE You could play the video / audio again and write these questions on the board:

WHO IS LATE, AMY OR JENNY?

IS THE SHOW GOOD?

WHO IS TIRED?

WHAT RESTAURANT DO THEY GO TO?

WHAT DO THEY EAT?

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

b Focus on the instructions and give Sts time to read 1–3. Make sure they understand what they mean.

Play the video / audio for Sts to watch or listen and complete the sentences with the times. Play again as necessary.

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

- 1 eight o'clock
2 twenty to eight
3 a quarter to eleven

6 USEFUL PHRASES

5.31 Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

5.31

See Useful phrases in Student's Book on p.57

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

Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

- G** present simple: *he, she, it*
V jobs and places of work
P third person -es, sentence rhythm

Lesson plan

This lesson introduces the third person singular (*he, she, it*) of the present simple. This is the only verb form in the present tense that is different, as there is a change to the verb ending (+ *-s* or *-es*, e.g. *works, teaches*), and where a different auxiliary is used (*does / doesn't*) to form questions and negatives. For this reason, a whole lesson has been devoted to this point, and beginners will need time to assimilate it.

The context of this lesson is a school reunion. The new grammar point is presented through a conversation between two old school friends who are talking (not always very sympathetically) about other classmates they haven't seen for years. This leads into Pronunciation, where Sts practise the three possible third person -s sounds, /s/, /z/, and /ɪz/. This is followed by Vocabulary, where Sts learn the words for some common jobs and places of work (e.g. *in an office*). Then Sts read about people who use English in their work, e.g. a Spanish waiter serving tourists in Madrid. There is a second pronunciation focus on sentence rhythm, and then Sts talk about the jobs of two people they know and whether they use English at work. Finally, Sts write a couple of paragraphs about the two people they spoke about.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present simple: *he, she, it*

Communicative What do they do? Where do they work?

Vocabulary Jobs and places of work

For students

Workbook 6A

Online Practice 6A

Plus extra Vocabulary and Pronunciation for speakers of Spanish: more work phrases; /3:/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write seven dashes on the board and play *Hangman* with the word DOCTOR (see p.21 for how to play *Hangman*). Tell Sts that the word is a job, making sure Sts know what *job* means. When the word has been guessed, ask Sts if they know any other English words for jobs, and write them on the board.

1 VOCABULARY jobs and places of work

- a** Books open. Focus on the photos and the question.
 Give Sts time to complete the jobs.
 Check answers.

1 taxi driver 2 teacher 3 receptionist

- b** Tell Sts to go to **Vocabulary Bank Jobs and places of work** on p.186.

Vocabulary notes

Highlight that:

- in English, we always use *a* or *an* before jobs, e.g. *He's a teacher. My sister's an actress.*
- *waiter* is used for a man, and *waitress* for a woman.
- an *assistant* is someone who helps others. For example, a shop assistant helps customers in shops and serves them.

There are various different prepositions used when saying what people do, e.g. *work for a company, be at school / university, work in an office*, etc. It is important to highlight these from the beginning, but it will take Sts time to use them correctly.

- 🔊 6.1 Look at **1 What do they do?** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🔊 6.1

See **What do they do?** in Student's Book on p.186

Now focus on **b**. Get Sts to cover the words and look at the questions in the speech bubbles, *What does he / she do?*, and explain / elicit that this is the same as *What is his / her job?* Model and drill the examples in chorus and individually.

Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

- 🔊 6.2 Now focus on **c**. Play the audio for Sts to listen and repeat the sentences.

🔊 6.2

See **sentences** in Student's Book on p.186

Highlight that we say *work for a company, be at school / university*. Elicit / Explain the meaning of *unemployed* and *retired*.

Now focus on **d**. If Sts are working, check that they know how to say their own job and get them to write it on the line. Write any new jobs on the board. Get Sts to underline the stress in these words.

If Sts are not working, get them to write what is true for them, e.g. *I'm at school. / I'm a student. / I'm unemployed. / I'm retired.*

- 🔊 6.3 Look at **2 Where do they work?** and focus on **a**. Play the audio for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

6.3

See Where do they work? in Student's Book on p.186

Highlight that we use usually say *work in a place*, but with *home*, we use the preposition *at*, i.e. *at home*.

Now focus on **b** and get Sts to cover the phrases, look at the photos, and say the phrases. They could do this individually or with a partner.

Now focus on **c**. Model and drill the example question and answer in chorus and individually.

Then get Sts to ask and answer questions about the jobs in pairs. Monitor and help, correcting pronunciation where necessary.

Finally, focus on **d**. Get Sts to write a sentence with their place of work or study. Write any new places on the board.

Tell Sts to go back to the main lesson **6A**.

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

c Focus on the instructions. Give Sts time to choose a job from the **Vocabulary Bank** on p.186.

Tell Sts to stand up and mingle and ask at least five other Sts the two questions.

Get some feedback from various Sts.

FOR SPEAKERS OF SPANISH Online Practice Vocabulary: more work phrases

FOR SPEAKERS OF SPANISH Pocket Book Vocabulary: jobs and places of work

2 GRAMMAR present simple: *he, she, it*

a Do this as a whole-class activity. If Sts can't guess, tell them to look at the title of the lesson, *A school reunion*, and elicit / explain its meaning. Model and drill pronunciation.

They are old school friends. They are at a school reunion.

b 6.4 Focus on the task and give Sts time to read 1–5.

Now get Sts to cover the conversation and play the audio once the whole way through for Sts just to listen.

6.4

See conversation in Student's Book on p.64

Play the audio again and give Sts time to do the task.

Find out, with a show of hands, how many Sts have put *T* (true) or *F* (false) for each item, but don't give the correct answers at this point, as Sts will check their own answers in **c**.

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

c Tell Sts to uncover the conversation, and play the audio again for them to read and listen at the same time. Get Sts to check their answers to **b**.

Check answers.

1 T 2 F 3 T 4 F 5 F

EXTRA CHALLENGE Get Sts to correct the False sentences. Check answers.

2 She works for a **newspaper**, *The Times*.

4 He teaches **French**.

5 Laura is Matt's **wife**.

Now go through the conversation line by line, dealing with any vocabulary problems that arose.

d Focus on the instructions and give Sts time to read the conversation again and to complete the chart.

Check answers and write them on the board. Highlight the changes from first person singular to third person.

	<i>he / she</i>
+	She works for a newspaper.
-	She doesn't wear glasses.
?	What does he do?

e Tell Sts to go to **Grammar Bank 6A** on p.164.

Grammar notes

present simple: *he, she, it*

The *he, she, and it* forms of the present simple are different from the other forms. The positive form of the verb always finishes with an *-s* (or *-es*). At this level, Sts will probably find it difficult to remember to add the *-s / -es* and will need constant reminding.

Highlight that we form negatives by putting *doesn't* /'dʌznt/ (NOT *don't*) before the infinitive form. Emphasize that there is no *s* on the main verb in these sentences.

A typical mistake is: *He doesn't works here.*

Doesn't is the contracted form of *does not*. Remind Sts that native speakers usually use contractions in spoken English.

Highlight that we use *does* (NOT *do*) with *he, she, or it* and the infinitive to make questions, e.g. *Does she work for our magazine?*

I If Sts ask about the meaning of *does*, tell them that, like *do*, it is a word we need in the present simple to help make negatives and questions and it cannot be translated.

Spelling rules: third person -s

Highlight that most verbs make the *he / she / it* form by adding *-s*, e.g. *eats, drinks*.

Verbs ending in *-ch, -sh, -s, -z, -ss, -zz, and -x* make the *he / she / it* form by adding *-es*, e.g. *watches, finishes, kisses*.

Verbs ending in a consonant + *y* make the *he / she / it* form by changing the *y* to *i* and adding *-es*, e.g. *studies*.

This change does not occur when the verb ends in a vowel + *y*, e.g. *plays*.

Point out that spelling rules for verbs in the third person singular are the same as those for plural nouns (see Student's Book **3A** on p.158 and the **Pronunciation notes** on the next page).

The verbs *have, do, and go* are irregular in the *he / she / it* form and change to *has, does, and goes*. Highlight that *goes* /gəʊz/ and *does* /dʌz/ are pronounced differently.

Focus on the example sentences and play audio 6.5 for Sts to listen and repeat. Encourage them to copy the rhythm. You may want to point out that the sentences *It works / It doesn't work* are a different meaning of the verb *work* (= *It isn't broken / It's broken*).

Then go through the rules with the class.

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

Now focus on the exercises for **6A** on p.165 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 He **reads** magazines.
- 2 My sister **studies** Italian.
- 3 **Does** he **speak** English?
- 4 My brother **doesn't eat** fish.
- 5 Where **does** your wife **work**?
- 6 Tom **doesn't speak** Italian.
- 7 **Does** she **like** cats?
- 8 Andrew **has two** brothers.
- 9 What **does** he **eat for** lunch?
- 10 My mother **watches a lot of** TV.
- 11 What **does** your son **do**?
- 12 Maria **doesn't need a** new car.

b

- 1 She **listens** to the radio in the car.
- 2 My brother **goes** to university in Manchester.
- 3 We **don't work** at the weekend.
- 4 **Does** Angela **live** with her mother?
- 5 The programme **finishes** at 9.30.
- 6 She usually **has** fruit for breakfast.
- 7 We **don't watch** TV at the weekend.
- 8 **Do** you **want** tea or coffee?
- 9 Where **do** your children **go** to school?
- 10 Linda **doesn't eat** meat, fish, or eggs. She's a vegan.
- 11 **Does** Andrew **like** his new job?
- 12 Luisa **doesn't have** brothers or sisters.

Tell Sts to go back to the main lesson **6A**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present simple: *he, she, it*

3 PRONUNCIATION third person -es

Pronunciation notes

The rules for pronouncing the third person -s are the same as those for pronouncing the s of plural nouns (see **Pronunciation notes** in **3A** on p.65).

The difference between the /s/ and /z/ endings is small, and you may not wish to focus too much on it at this level.

We suggest you highlight the /ɪz/ pronunciation of the -es ending in verbs that end in -sh and -ch, e.g. *watches, teaches*. Stress that this adds an extra syllable to the word: *watch* = one syllable; *watches* = two syllables. Write examples on the board showing the stressed syllables, e.g. *watches, teaches*.

- a **6.6** Focus on the aim, *third person -es*, and tell Sts that the endings of present simple verbs with *he, she, and it* have the same pronunciation rules as plural nouns, e.g. *books /s/, bags /z/, watches /ɪz/*.

Focus on the exercise and play the audio once the whole way through for Sts just to listen.

6.6

See list of words in Student's Book on p.65

Now play the audio again for Sts to listen and circle the verbs where the final -es is pronounced /ɪz/.

Check answers.

Sts should circle: finishes, teaches, watches

Play the audio again from the beginning, pausing after each verb for Sts to listen and repeat.

Give further practice as necessary.

EXTRA CHALLENGE Get Sts to circle the verbs before playing the audio.

- b **6.7** Focus on the instructions and the example, and tell Sts they will hear a sentence with / and then they will hear either *he, she, it*, a name, or a family member. They have to say the sentence again, beginning with the word(s) they just heard.

Play the example, pausing for Sts to say *He lives in New York* in chorus. Make sure Sts understand what they have to do before continuing.

Play the rest of the audio and give Sts time to say the third person forms in chorus.

6.7

- 1 I live in New York. He (pause) He lives in New York.
- 2 I finish work at eight. She (pause) She finishes work at eight.
- 3 I teach English. My brother (pause) My brother teaches English.
- 4 I watch CNN. She (pause) She watches CNN.
- 5 I write books. He (pause) He writes books.
- 6 I go to university. John (pause) John goes to university.
- 7 I don't eat meat. My sister (pause) My sister doesn't eat meat.
- 8 I don't read newspapers. My husband (pause) My husband doesn't read newspapers.
- 9 Do you work? He (pause) Does he work?
- 10 Do you drink coffee? She (pause) Does she drink coffee?

Then repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ɜ:/

4 READING

- a Do this as a whole-class activity. Write any new jobs on the board. Model and drill their pronunciation.

- b Focus on the article and read the introduction together (as far as *Write and tell us.*). Make sure Sts understand the phrase *have in common*.

Tell Sts to read the rest of the article and complete the two gaps with jobs from the **Vocabulary Bank Jobs and places of work** on p.186.

Get Sts to compare with a partner.

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

- c **6.8** Play the audio for Sts to read and listen at the same time.

Check answers.

1 waiter 2 receptionist

6.8

See article in Student's Book on p.65

d Focus on the **Why...? Because...** box and go through it with the class. Model and drill the pronunciation of the two words.

Now focus on the instructions and give Sts time to read questions 1–5.

Give Sts time to read the article again.

Put Sts in pairs and get them to answer the questions.

Check answers.

- 1 Because he needs to help tourists. Because a lot of tourists don't speak Spanish.
- 2 He helps customers with the menu and he says what the special dishes are.
- 3 She works for a multinational company.
- 4 She welcomes people and she answers the phone.
- 5 Because it's the language of the company.

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

5 PRONUNCIATION & SPEAKING

sentence rhythm

Pronunciation notes

Sentence rhythm

For information on sentence rhythm, see the **Pronunciation notes** in **2B**.

a **6.9** Focus on the instructions and the conversation. Remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more. Play the audio the whole way through for Sts to listen and read at the same time.

6.9

See conversation in Student's Book on p.65

b **6.10** Play the audio again, pausing after each line if necessary, for Sts to listen and repeat. Encourage them to try and copy the rhythm on the audio by stressing the bigger words in **bold** more strongly and by saying the others more lightly and quickly.

6.10

Same as script 6.9 with repeat pauses

EXTRA SUPPORT Put Sts in pairs and get them to practise the conversation. Make sure they swap roles.

c **MEDIATION ACTIVITY** Focus on the instructions and tell Sts they are going to have a similar conversation as in **a** about two people they know. Focus on the question prompts and the example. Elicit the other questions Sts will need to ask, using the prompts:
Where does she work?
Does she speak English at work?
Does she like her job?

Model and drill the questions. Then put Sts in pairs, **A** and **B**. Get **A** to tell **B** who his / her first person is.

B then asks the four questions.

Then **B** tells **A** who his / her first person is. **A** then asks the four questions.

They then repeat this for their second person. Monitor and help with vocabulary.

Get feedback and find out about some of the Sts' friends' or relatives' jobs. If some Sts discuss jobs that aren't on the vocabulary list, write these on the board and encourage Sts to add them to their notebooks.

EXTRA SUPPORT Demonstrate the activity by getting Sts to ask you first about a friend's or a relative's job.

EXTRA IDEA If most of your class have jobs, elicit the questions *What do you do? Where do you work? Do you speak English at work? Do you like your job?* Then get them to ask each other the questions.

6 WRITING

Focus on the instructions and get Sts to read the model paragraph. Point out that the sentences are the answers to the questions in **5c**.

Give Sts time to write about their two people. Monitor and help. Correct any mistakes on the board.

WORDS AND PHRASES TO LEARN

6.11 Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **6A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

- G** adverbs of frequency
V a typical day
P /j/ and /ju:/, sentence rhythm

Lesson plan

The context of this lesson is daily routine, and it begins with a questionnaire, *Are you a morning person?*, about typical morning activities. This leads into learning the vocabulary to talk about daily routines, and a grammar focus on using adverbs of frequency. We have deliberately limited the choice of adverbs to the four most common ones – *always*, *never*, *usually*, and *sometimes*. The focus is on their position with the present simple (other adverbs of frequency, and their position after *be*, are taught in *English File Elementary*). Pronunciation focuses on the /j/ sound, e.g. *usually*, and on sentence rhythm. Sts then consolidate the grammar and vocabulary in a speaking and writing activity where they first talk about their typical evening, and then write about their typical morning. The lesson ends with a video about a day in the life of a tour guide in New York. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar adverbs of frequency
Communicative What do you usually do?
Vocabulary What's the word?

Resources

Video A day in the life of a New York tour guide

For students

Workbook 6B

Online Practice 6B

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: *make* and *do*; /ju:/, /j/, and /dʒ/; My daily routine

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)


Write A.M. and P.M. on the board and elicit that they refer to the time (before midday and after).

Then tell Sts you want them to say either *Good morning*, *Good afternoon*, or *Good evening* when you say what the time is.

Then say, e.g. *It's 9 a.m.*, and elicit *Good morning*. Continue to give Sts practice with all three expressions.

1 LISTENING & SPEAKING

- a** Books open. Focus on the questionnaire *Are you a morning person?* and elicit / explain what *morning person* means (a person who is very awake and energetic in the morning, but is usually tired at night). Give Sts time to read the questions. Then go through them, making sure Sts understand each one.
 Give Sts time to think about their answers.

- b**  **6.12** Focus on the photos and captions. Tell Sts that they are going to listen to Hannah, answering the eight questions in the questionnaire, and the first time they listen, they only need to find out if she likes mornings.
 Play the audio once the whole way through for Sts to listen and answer the question.
 Check the answer.

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

Yes, she does.

-  **6.12**
 (script in Student's Book on p.151)

I = interviewer, H = Hannah

- I** Hannah works for the BBC. She has a son, Kit, who's three years old.
H Hannah, what time do you usually get up?
H I get up at seven. But I also get up in the night, because Kit usually calls me. I tell him to sleep, but he usually comes into my bed.
I Do you usually feel tired?
H Yes, I *always* feel tired!
I Do you have a shower or a bath in the morning?
H I turn on the TV for Kit and then I have a bath in five minutes.
I Do you always have breakfast?
H Yes, I need breakfast every day!
I Where do you have it?
H I have it in a café on the way to work.
I What do you have for breakfast?
H I have a coffee, and sometimes I have some toast with avocado. It's delicious.
I What time do you go to work?
H The perfect time to leave the house is at eight, but we usually leave at twenty past eight.
I Do you usually need to hurry in the morning?
H Yes, always!
I Do you like mornings?
H Yes. I love mornings.
I Why?
H Because I love my job, and I'm happy to go to work!

- c** Play the audio again for Sts to listen for Hannah's answers to questions 1–8 in the questionnaire. They can write the question number and a short answer on a piece of paper. Play the audio again as necessary.
 Check answers by playing the audio again and pausing after Hannah answers each question.
 Check answers.

- 1 She gets up at 7.00.
- 2 Yes, she always feels tired.
- 3 Yes, she has a bath in the morning.
- 4 Yes, she always has breakfast. In a café.
- 5 She has a coffee and sometimes some toast with avocado.
- 6 She goes to work at 8.20.
- 7 Yes, she always needs to hurry.
- 8 Yes because she loves her job and is happy to go to work.

Highlight any new useful lexis, e.g. *leave*, *hurry*, etc.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.151, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d **6.13** Tell Sts they are now going to listen and repeat questions 1–8 in **a**.

Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm.

Give further practice as necessary.

6.13

See questions 1–8 in **a** in Student's Book on p.66

e Tell Sts they are now going to interview each other.

Demonstrate the activity by getting Sts to ask you some or all of the questions in the questionnaire. Give simple answers that Sts can understand.

Put Sts in pairs, **A** and **B**. Ask Sts **B** to close their books. Tell Sts **A** to ask Sts **B** the questions and to write down their answers on a piece of paper.

Then they swap roles. Monitor and help.

When Sts have finished, get some feedback. Ask a few Sts to tell you if their partner is a morning person or not, and why.

EXTRA CHALLENGE You could get Sts to change pairs and tell another student what they know about their first partner, e.g. *Amy gets up at 7.30. She has a shower, etc.*

2 VOCABULARY a typical day

a Tell Sts to go to **Vocabulary Bank A typical day** on p.187.

Vocabulary notes

make and do

Make and *do* are problematic verbs for many Sts who use one verb in their L1 for both meanings. If Sts want to know more about the difference, you could tell them that *make* usually = *create* (something new).

Highlight that *do housework* means doing jobs in the house, like cleaning or ironing. Sts may confuse this with *homework* (= work a teacher gives you to do at home).

go with to and the

If Sts want more information about why we don't use *the* before *work*, *school*, and *bed*, give them a simplified rule and tell them that we don't use *the* with more general words for places, only with more specific ones that not everyone goes to, e.g. *the gym*. If you have university students in the class, tell them that we also say *go to university* NOT *go to the university*.

6.14 Focus on **a**. Play the audio for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

6.14

See **A typical day** in Student's Book on p.187

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

6.15 Focus on the instructions for **b** and the example. Demonstrate the activity by playing the first two sentences and asking Sts to point to the pictures. Each time, ask them *What number is the picture?*

Now play the audio from the beginning, pausing after each sentence for Sts to listen and point to the picture.

She finishes work at six o'clock: Picture 7

She goes to the gym: Picture 10

She watches TV: Picture 14

She goes shopping: Picture 9

She goes to work: Picture 4

She does housework: Picture 13

She gets up at a quarter to seven: Picture 1

She goes to bed at half past eleven: Picture 16

She makes dinner: Picture 11

She has a coffee: Picture 5

She has dinner at half past eight: Picture 12

6.15

Lisa has lunch at one o'clock.

She finishes work at six o'clock.

She goes to the gym.

She watches TV.

She goes shopping.

She goes to work.

She does housework.

She gets up at quarter to seven.

She goes to bed at half past eleven.

She makes dinner.

She has a coffee.

She has dinner at half past eight.

Focus on the instructions for **Activation**. Elicit the first five sentences, i.e. **In the morning:** *She gets up at a quarter to seven; She has breakfast; She has a shower; etc.*

Then get Sts to continue in pairs. Remind them to use the third person -s. Monitor and help. Make a note of any mistakes and correct them on the board later.

Finally, elicit Lisa's day from the whole class, picture by picture.

Tell Sts to go back to the main lesson **6B**.

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

b Focus on the instructions and demonstrate the activity, or get a good student to demonstrate.

Put Sts in pairs and get them to continue miming or drawing.

Monitor and help. Correct any mistakes on the board.

EXTRA SUPPORT Let Sts refer to **Vocabulary Bank A typical day** on p.187 if they can't remember all the verb phrases.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: *make and do*

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: a typical day

3 GRAMMAR adverbs of frequency

a Focus on the chart and elicit the days of the week from the letters at the top of the chart.

Then elicit the meaning of the highlighted words by looking at the ticks and crosses and asking *How many days?* (*always* = five days, *never* = no days, *usually* = four days, *sometimes* = two days).

If you know your Sts' L1, you may want to elicit a translation of these words.

Focus on the matching task. Tell Sts that 1–4 are the first halves of a sentence and a–d are the second halves. Tell Sts they have to read the sentences and match the two parts. Point out that the first one (1c) has been done for them.

Give Sts time to complete the task.

Get Sts to compare with a partner, and then check answers by asking individual Sts to read out the complete sentence.

2 d 3 a 4 b

b Tell Sts to go to **Grammar Bank 6B** on p.164.

Grammar notes

adverbs of frequency

With all verbs except *be*, adverbs of frequency go before the main verb. At this level, we have not focused on adverbs of frequency with *be*. This is taught in *English File Elementary*.

In positive sentences, adverbs of frequency usually go between the pronoun and the verb, e.g. *I always have coffee for breakfast*.

I *Sometimes* and *usually* can also be used at the beginning of a sentence, but it is probably best to just give Sts a simple rule at this level.

In questions, adverbs of frequency go before the main verb.

Highlight that we always use a positive verb with *never*, e.g. *I never eat meat*. NOT ~~*I never don't eat meat*~~.

You may want to tell Sts that in a negative sentence, adverbs of frequency go between *don't / doesn't* and the main verb, e.g. *I don't usually have breakfast*. However, this is not practised in the exercises.

Focus on the example sentences and play audio **6.16** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **6B** on p.165 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 **My husband sometimes goes** to the gym.
- 2 **I always have** a shower in the morning.
- 3 **We usually have** breakfast at home.
- 4 **I never go** to bed before 12.00.
- 5 **Do they usually go** to work by bus?
- 6 **Jan sometimes has** a sandwich for lunch.
- 7 **Does the restaurant usually close** late?
- 8 **She never goes** shopping after work.
- 9 **I usually do** my homework at the weekend.
- 10 **I sometimes make** fish for dinner.

b

- 1 Alex **sometimes goes** to bed very late.
- 2 We **always do** housework at the weekend.
- 3 Do you **usually have** lunch at home at the weekend?
- 4 **I never have** a bath, **I always have** a shower.
- 5 My sister **always gets** up early.
- 6 **I never speak** English at work.
- 7 We **sometimes watch** TV after dinner.
- 8 They **never drink** coffee in the evening.
- 9 Does your husband **usually finish** work at 7.30 p.m.?
- 10 We **sometimes drink** tea with milk, but I prefer it with lemon.

Tell Sts to go back to the main lesson **6B**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: adverbs of frequency

4 PRONUNCIATION /j/ and /ju:/, sentence rhythm

Pronunciation notes

/j/

You might like to highlight the following sound–spelling patterns.

- /j/ The letter *y* at the beginning of a word is pronounced /j/, e.g. *yes*.
- The sound /j/ is not pronounced the same as the letter *j*, which is pronounced /dʒ/.

/ju:/

In many English words, a /j/ sound is inserted before the /u:/ sound, either at the beginning of a word e.g. *use*, *usually*, *university*, or in the middle of a word, after some consonants, e.g. *music*, *beautiful*, *new*.

Sentence rhythm

For information on sentence rhythm, see the **Pronunciation notes** in **2B**.

a **6.17** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

6.17

See words and sounds in Student's Book on p.67

Focus on the sound picture *yacht*. Play the audio to model and drill the word and the sound (pause after the sound). Now focus on the words after *yacht*. Remind Sts that the pink letters are the /j/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for the /juː/ sound.

Then play the audio again from the beginning, pausing at the end of the group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b **6.18** Focus on the conversation and play the audio once the whole way through for Sts just to listen. Remind them that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

6.18

See conversation in Student's Book on p.66

Now play the audio again for Sts to listen and repeat, encouraging them to try to copy the rhythm on the audio by stressing the bigger **bold** words more strongly and by saying the others more lightly and quickly. Pause and play again as necessary. Highlight that *about* = more or less, approximately.

EXTRA IDEA Put Sts in pairs and get them to practise the conversation. Make sure they swap roles.

c Now tell Sts they are going to ask and answer the questions in **b** about a typical weekday. Demonstrate the activity by getting Sts to ask you the questions and answer them. Try to use *about* in one of your answers, e.g. *I go to bed at about 9.30*, and write the sentence on the board.

Put Sts in pairs and get them to ask and answer the questions, paying special attention to sentence stress. Monitor and help. You could expand this activity by writing a few more verb prompts on the board, e.g. HAVE BREAKFAST, GO TO WORK, etc.

Make a note of any general problems Sts are having and deal with these on the board at the end.

Get some feedback from various Sts.

EXTRA SUPPORT Draw a clock on the board and use it to quickly revise the time with the class before they ask each other the questions.

d Focus on the instructions and make sure Sts understand all the lexis, e.g. *outside class*. Then focus on the example and highlight the extra information. Demonstrate the activity by telling Sts about yourself with some of the phrases. Encourage Sts to add a bit of extra information or a reason.

Ask a few Sts to make a true sentence with the first prompt. If they use *always* or *usually*, you could ask them *Which radio station?*

Now put Sts in pairs and tell them to make true sentences. Monitor and help. Make a note of any general problems and deal with them at the end.

Get some feedback from various pairs.

EXTRA SUPPORT You could ask Sts to write the sentences and then read them out to a partner.

EXTRA CHALLENGE At the end, you could get Sts to tell the class a sentence about their partner, e.g. *Ivan always drinks espresso after lunch*.

FOR SPEAKERS OF SPANISH Online Practice Pronunciation: /juː/, /j/, and /dʒ/

5 SPEAKING & WRITING

a **MEDIATION ACTIVITY** Tell Sts they are going to use the pictures in the **Vocabulary Bank A typical day** to tell a partner about their typical evening. Focus on the example and elicit more example sentences from two or three Sts, e.g. *I usually have dinner at about half past six. Then I watch TV...*

Tell Sts to go to **Vocabulary Bank A typical day** on p.187.

Put Sts in pairs and get them to continue describing their typical weekday evening, and to use adverbs of frequency whenever appropriate.

Get feedback from some Sts.

EXTRA CHALLENGE Get fast finishers to talk about their typical Saturday or Sunday.

Tell Sts to go back to the main lesson **6B**.

b Write on the board: MY TYPICAL MORNING AND AFTERNOON, and write a sentence with the first expression (*get up*) on the board, e.g. *I USUALLY GET UP AT SEVEN O'CLOCK*.

Ask Sts to copy the title and write a sentence saying what time they get up in the morning. Check to make sure Sts understand the task.

Then tell Sts to refer back to the **Vocabulary Bank** on p.187 for the phrases they need to write about their typical morning and afternoon (during the week). Remind them to use adverbs of frequency and time words.

Monitor and help while they do so.

If you are short of time, Sts could do this for homework.

EXTRA IDEA Get Sts to write their texts on a piece of paper, and not in their notebooks. Take in Sts' texts, and read one out to the class. Ask Sts to guess who wrote it. Repeat with as many other texts as you have time for.

6 VIDEO LISTENING

- a** Focus on the photos. Ask *What does he do?* and elicit / teach *He's a tour guide*. Model and drill pronunciation. Now tell Sts to look at the photos and, in pairs, number them 1–6 in order to show one day in the life of a tour guide in New York.
- b** Play the video once the whole way through for Sts to watch and check.
Check answers.

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

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

A day in the life of a New York tour guide

N = narrator, **P** = Peter

- N** Hi! I'm in New York. I'm from England, but I'm here to learn about the life of a tour guide.
Peter Greenwald is a New York tour guide. He lives in a small apartment in Brooklyn.
He usually gets up at eight o'clock.
Peter has a big breakfast. He usually has fruit and cereal, and sometimes he has an omelette.
He leaves the house at nine o'clock.
Peter works for a company called Real New York Tours.
His tours always begin in Times Square. Every morning, he goes there by subway.
Peter usually arrives at about nine forty-five.
He meets his group and tells them about the tour. At ten o'clock, the tour begins.
- P** OK, let's go!
- N** Peter takes them to places of interest all around Manhattan.
They have lunch in Greenwich Village. Peter usually has a real New York pizza.
The tour ends in Wall Street.
- P** Wall Street is a very old street. The New York Stock Exchange is here.
- N** After work, Peter takes the subway back to Brooklyn.
Then he relaxes. He usually reads a book. Sometimes, he watches TV.
He goes to bed at about eleven o'clock. He needs to sleep. Every day he walks about six miles!
Peter is an excellent tour guide: he loves his job, and he loves New York.

- c** Before Sts watch the video again, focus on the **Glossary** and go through it with the class.
Now focus on the task and give Sts time to read 1–10.
Make sure they understand all the lexis, e.g. *miles*.
Play the video again for Sts to mark the sentences *T* (true) or *F* (false).
Get Sts to compare with a partner, and then play again if necessary.
Check answers.

1 T 2 F 3 F 4 F 5 F 6 F 7 T 8 T 9 T 10 F

EXTRA CHALLENGE Get Sts to correct the False sentences. Check answers.

- 2 He usually gets up at **eight** o'clock.
- 3 He usually has **fruit and cereal**, and **sometimes** he has an omelette.
- 4 He works for a company called Real **New York** Tours.
- 5 His tours begin at **ten** o'clock.
- 6 He usually has a **pizza** for lunch.
- 10 Every day he walks about **six** miles.

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

- d** Focus on the task and give Sts time to read sentences 1–3.
Play the extracts video for Sts to watch and complete the sentences.
Check answers.

1 Every morning 2 After 3 Then

- 1 Every morning he goes there by subway.
- 2 After work, Peter takes the subway back to Brooklyn.
- 3 Then he relaxes.

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

FOR SPEAKERS OF SPANISH **Online Practice** Listening: My daily routine

WORDS AND PHRASES TO LEARN

- 🔊 **6.19** Tell Sts to go to *p.193* and focus on the **Words and phrases to learn** for **6B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

For instructions on how to use these pages, see p.34.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 5&6

Quick Test 6

File 6 Test

Progress Test 1–6

For students

Online Practice Check your progress

GRAMMAR

1 a 2 a 3 b 4 a 5 b 6 a 7 b 8 a 9 b 10 a
11 b 12 b 13 a 14 b 15 b

VOCABULARY

a

1 water 2 sugar 3 milk 4 cheese 5 orange juice

b

1 read 2 listen 3 go 4 live 5 get 6 watch 7 do
8 speak 9 have 10 drink

c

1 unemployed 2 waiter 3 retired 4 nurse 5 journalist

d

1 (a) quarter to eight / seven forty-five
2 ten past nine
3 twenty-five past five / five twenty-five
4 half past three / three thirty
5 five to seven / six fifty-five

PRONUNCIATION

a

1 /j/ yacht 2 /dʒ/ jazz 3 /w/ witch 4 /v/ vase 5 /g/ girl

c

1 potatoes 2 policeman 3 always 4 usually 5 cereal

CAN YOU understand this text?

a

1 meat 2 vegetables 3 good 4 potatoes 5 Don't
6 hamburgers 7 every 8 coffee 9 small 10 Stop

▶ CAN YOU understand these people?

1 b 2 c 3 c 4 a 5 c

▶ 6.20

1

I = interviewer, J = John

I What do you usually have for breakfast?

J Um, just toast and a cup of tea, maybe.

2

I = interviewer, H = Hanna

I Do you live in a house or a flat?

H It's a house.

I Where is it?

H It's in Stockport, outside Manchester.

3

I = interviewer, L = Lisa

I Do you have children?

L I have children, yes I do. I have one son. He is sixteen.

4

I = interviewer, S = Susan

I What do you do?

S I'm retired.

I Do you like being retired?

S I do...very much.

5

I = interviewer, K = Kieran

I What time do you get up during the week?

K Um, quite early. Usually before eight a.m.

I And at weekends?

K At the weekends, much later. About ten a.m.

- G** word order in questions: *be* and present simple
V common verb phrases 2: free time
P /w/, /h/, /eə/, and /aʊ/

Lesson plan

The topic of this lesson is sport and other free-time activities. The lesson begins with an article about what British people do at the weekend. This is followed by an interview with a British woman who talks about her typical weekend. Then in Vocabulary, Sts learn some more common verb phrases to describe free-time activities. In Grammar, the focus is on word order in questions (both with the verb *be* and the present simple of other verbs). The pronunciation focus is on four more sounds, /w/, /h/, /eə/, and /aʊ/. The lesson ends with a speaking activity where Sts use the grammar and vocabulary to talk about what they do at the weekend.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar word order in questions: *be* and present simple

Communicative Free time questionnaire

Vocabulary Common verb phrases 2: free time

For students

Workbook 7A

Online Practice 7A

Plus extra Vocabulary and Pronunciation for speakers of Spanish: more free time phrases; /w/, /h/, /eə/, and /aʊ/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write SATURDAY and SUNDAY on the board. Ask Sts what we call these two days, and elicit *the weekend*.

Then ask the class *Who needs to work or study on Saturdays?* and get a show of hands. Then do the same for Sundays.

Ask Sts who said they worked on Saturday or Sunday what free days they have during the week.

1 READING & LISTENING

- a** Books open. Focus on the photos and the percentages in the list. Point out how to say the symbol %. Then focus on the title of the article and elicit / explain what it means.
 Give Sts time to read the article and then, in pairs, ask them to try to complete the gaps with the percentages in the list.

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

- b** **7.1** Play the audio for Sts to listen and check.
 Check answers.

1 75% 2 66% 3 46% 4 48% 5 10%

7.1

Three out of four British people do the same thing every weekend!

After a hard week at work, the weekend is a time to do something fun and exciting. But a new study says that seventy-five per cent of British people do the same activities every Saturday and Sunday. What do they do? Sixty-six per cent watch TV, forty-six per cent go shopping, and forty-eight per cent do housework. And ten per cent spend the weekend at home – they never leave the house!

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

- c** **7.2** Focus on the task and make sure Sts understand the question. Before playing the audio, point out the **Glossary** and go through it with the class.
 Play the audio once the whole way through.
 Check the answer.

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

Yes. She does the same thing every weekend, except when she's on holiday.

7.2

(script in Student's Book on p.151)

I = interviewer, P = Polly

- I Do you go out on Friday night?
 P Yes, my husband Andrew and I always go out for a drink or for dinner.
 I Where do you go?
 P We usually go to our local pub because they have good food there. We sometimes meet friends there, too.
 I What time do you get up on Saturday and Sunday?
 P On Saturday, at seven thirty. On Sunday, it depends. At about nine?
 I What do you usually do on a Saturday?
 P I work from nine to four. I'm a hairdresser, and we're open on Saturdays. Then, after work, I go to the supermarket and buy food for the week. In the evening, we usually stay at home and watch TV. My husband's a big football fan, and he always watches *Match of the Day*.
 I Where do you usually have lunch on Sunday?
 P With my parents, or sometimes Andrew's parents. My dad makes a very good Sunday lunch – he's the cook in the family.
 I Are you tired on Sunday evening?
 P Yes, because in the afternoon we need to do housework. Cleaning, washing – things like that.
 I Do you do the same thing every weekend?
 P Yeah – more or less. Except when we're on holiday.
 I What's your favourite part of the weekend?
 P Friday night, definitely!

- d** Focus on the task and give Sts time to read the sentences. Point out the example.
 Play the audio again for Sts to listen and mark each sentence with a day of the week.
 Get Sts to compare with a partner, and then play again if necessary.
 Check answers.

- 1 Su She does housework.
- 2 Sa She gets up at 7.30.
- 3 Su She gets up at about 9.00.
- 4 Fr She goes to the pub with her husband.
- 5 Sa She goes to the supermarket.
- 6 Su She has lunch with her parents.
- 7 Fr She meets friends.
- 8 Sa She watches TV.
- 9 Sa She works until 4.00 p.m.

EXTRA CHALLENGE Get Sts to look at what Polly does on Saturday and Sunday, and number the things in the order she does them.

Play the audio again for Sts to check.

Check answers.

Saturday

- 1 She gets up at 7.30.
- 2 She works until 4.00 p.m.
- 3 She goes to the supermarket.
- 4 She watches TV.

Sunday

- 1 She gets up at 9.00.
- 2 She has lunch with her parents.
- 3 She does housework.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.151, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Put Sts in pairs or small groups to answer the questions. Get some feedback from various pairs or groups. You could tell the class if your weekends are all the same or different.

2 VOCABULARY common verb phrases 2: free time

- a This exercise focuses on three verb–noun collocations that Sts heard in the interview with Polly. Focus on the instructions and give Sts a few minutes to complete the sentences.

- b **7.3** Play the audio for Sts to listen and check. Check answers.

1 go 2 meet 3 stay

7.3

- 1 My husband Andrew and I always go out for a drink or for dinner.
- 2 We sometimes meet friends there, too.
- 3 In the evening, we usually stay at home and watch TV.

- c Tell Sts to go to **Vocabulary Bank Common verb phrases 2** on p.188.

Vocabulary notes

You might want to highlight that:

- we use *play* + names of ball and racket sports, e.g. *golf*, *football*, *tennis*, etc.
- we use *play* with musical instruments, e.g. *play the piano*. With musical instruments, we use *the* (*play the piano*), but not with sports (*play football*).
- we say *do sport* (in general).

7.4 Look at **1 Free time** and focus on **a**. Play the audio for Sts to listen and repeat the verbs and verb phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.4

See **Free time** in Student's Book on p.188

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the verbs or verb phrases. They could do this individually or with a partner.

Monitor and help. Note any pronunciation problems.

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

Now focus on **Activation**. Write **SOMETIMES** and **NEVER** on the board. Demonstrate the activity by making sentences about yourself, e.g. *I sometimes go to the beach, I never play the piano*. Elicit sentences with *sometimes* and *never* from two or three Sts, and then ask Sts to continue in pairs.

Monitor and help. Make a note of any common mistakes and deal with them afterwards on the board.

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

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

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more free time phrases

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: common verb phrases 2

3 GRAMMAR word order in questions: *be* and present simple

- a Focus on the task. Elicit the first question and write it on the board (WHAT'S YOUR FAVOURITE PART OF THE WEEKEND?). Give Sts a few minutes to write the other three questions. Check answers and write them on the board.

- 2 Are you tired on Sunday evening?
- 3 What do you usually do on Saturday?
- 4 Do you do the same thing every weekend?

Give Sts time to see if they can remember Polly's answers. Elicit the answers from individual Sts.

- 1 Friday night
- 2 Yes
- 3 She works from nine to four. After work, she goes to the supermarket and buys food for the week. In the evening, she usually stays at home and watches TV.
- 4 Yeah – more or less.

- b Tell Sts to go to **Grammar Bank 7A** on p.166.

Grammar notes word order in questions questions with *be*

Remind Sts that to make a question with the verb *be*, you simply invert the subject and the verb, so *They are American* becomes *Are they American?* and *This is your coat* becomes *Is this your coat?* It's important to highlight again that questions with *be* do not use the auxiliaries *do* or *does*.

In questions with *be*, Sts sometimes forget to invert the subject and verb. Typical mistakes include: *Ana's a student?* *Your brother's at university?*

questions with other verbs

Remind Sts that with other main verbs in the present simple, you need to first use the auxiliary *do* or *does*, then the subject, and then the main verb in the infinitive, so *She lives in London* becomes *Does she live in London?*

If a question has a question word, e.g. *What* or *Where*, etc., then the question word always comes first.

The acronyms **ASI** (**A**uxiliary verb + **S**ubject + **I**nfinitive) and **QuASI** (**Q**uestion word + **A**uxiliary verb + **S**ubject + **I**nfinitive) will help Sts remember the correct word order in questions in the present simple (with verbs other than *be*).

In questions with the auxiliaries *do* or *does*, Sts may leave out the auxiliary or get the word order wrong.

Typical mistakes include: *You live with your parents?* *How you do spell it?*

Focus on the example sentences and play both audio **7.5** and **7.6** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **7A** on p.167 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- 1 **What** music does she like?
 - 2 **How** old is your sister?
 - 3 **What** do you want for lunch?
 - 4 **Who's** that woman with Bob?
 - 5 **When** do you have English classes?
 - 6 **How** do you spell your last name?
 - 7 **Where** does your wife work?
 - 8 **Where** do you usually go on holiday?
- b
- 1 Where do your brothers work?
 - 2 Is this your phone?
 - 3 What time does the film start?
 - 4 Does your husband speak Spanish?
 - 5 How is your family?
 - 6 Are we late for class?
 - 7 Do your children like sushi?
 - 8 What time does your wife finish work?
 - 9 Why are you tired?
 - 10 Who do you play tennis with?
- c
- 1 **Is** football your favourite sport?
 - 2 How **do** you relax at weekends?
 - 3 What films **are** on TV this weekend?
 - 4 **Are** you hungry? It's time for lunch.
 - 5 Where **do** you usually have lunch on Sundays?
 - 6 **Does** your son play a lot of computer games?
 - 7 How old **is** your teacher?
 - 8 What TV programmes **does** your husband like?
 - 9 **Do** you do sport or exercise during the week?

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

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: word order in questions

4 PRONUNCIATION /w/, /h/, /eə/, and /aʊ/

Pronunciation notes

/w/, /h/, /eə/, and /aʊ/

You may want to highlight the following sound–spelling patterns.

- /w/ For information on this sound, see the **Pronunciation notes** in **5B**. Note that most question words, e.g. *What*, *Where*, *Why*, are pronounced /w/. The most common exception is *Who*, which is pronounced /huː/.
- /h/ For information on this sound, see the **Pronunciation notes** in **1A**.
- /eə/ The letters *ere* are sometimes pronounced /eə/, e.g. *where*, but can also be /ɪə/, as in *here*.
- /aʊ/ *ou* and *ow* are often pronounced /aʊ/, e.g. *house*, *brown*. NB *ow* can also be /əʊ/, as in *window*.

- a **7.7** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

7.7

See sounds and words in Student's Book on p.75

Focus on the sound picture *witch*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *witch*. Remind Sts that the pink letters are the /w/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *house* /h/, *chair* /eə/, and *owl* /aʊ/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

- b **7.8** Focus on the conversations and play the audio once the whole way through for Sts just to listen.

7.8

See conversations in Student's Book on p.75

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

Finally, give Sts time in pairs to practise the activity, asking and answering the questions.

Make sure Sts swap roles.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /w/, /h/, /eə/, and /aʊ/

5 SPEAKING

- a Focus on the task and questions. Elicit from the class what the missing words are.

questions 1–8 *Do / do you*

question 9 *Are you*

question 10 *do you*

question 11 *is / 's*

Check Sts are making the questions correctly by getting them to ask you all of them. Give answers for yourself.

Explain that later they will ask the questions, but now they just have to think about their answers.

- b **MEDIATION ACTIVITY** Focus on the examples.

Demonstrate the activity by asking a few Sts the first question, *Do you go out on Friday or Saturday night?*

Then put Sts in pairs to ask and answer the questions and write their partner's answers.

Monitor and help.

EXTRA CHALLENGE Encourage Sts to ask for and add extra information.

- c Focus on the task and example. Get Sts to find new partners. With their new partners, they ask and answer questions about their first partner's weekend. Remind them to use *does* in non-*be* questions and to use the correct pronouns and possessive forms (*he, she, his, her*). For question 9, they will need to ask *Is he / she...?* and for question 11, they will have to change *your* to *his* or *her*. Monitor and help. Make notes of any problems and deal with these at the end.

WORDS AND PHRASES TO LEARN

🗣️ 7.9 Tell Sts to go to *p.194* and focus on the **Words and phrases to learn** for **7A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

G imperatives, object pronouns: *me, him*, etc.

V kinds of films

P sentence rhythm

Lesson plan

In this lesson, actors on a film set provide the context for introducing imperatives and object pronouns.

The lesson starts with a conversation in which two actors are acting a scene in a film and the film director is giving them instructions. This allows Sts to see the new grammar in context before going to the **Grammar Bank** to practise it. In Vocabulary, Sts learn words for different film genres, e.g. *a comedy, a drama*, etc. Then Sts listen to five people talking about the Alien films and the actors in them, with more practice of object pronouns. This leads into Pronunciation, where Sts practise sentence rhythm in conversations similar to the listening. The lesson ends with Sts giving their own opinions about actors, actresses, and films.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar imperatives; object pronouns: *me, him*, etc.

Communicative What do you think of...?

For students

Workbook 7B

Online Practice 7B

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: the cinema; sentence stress; Great film!

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the names of some actors, actresses, and film directors on the board.

Then ask Sts *What does he / she do?* and elicit *He's an actor. / She's an actress. / He's a film director.*, etc.

Then ask Sts if they know any more film directors, and if they think they are good.

1 GRAMMAR imperatives, object pronouns: *me, him*, etc.

a **7.10** Books open. Focus on the instructions and questions. Tell Sts not to write anything the first time they listen.

Play the audio once the whole way through for Sts to read and listen at the same time and answer the questions. Tell them not to worry about the gaps.

EXTRA CHALLENGE Get Sts to cover the conversation and just listen.

Check answers.

She doesn't know.

No, she likes Rupert, but she doesn't love him.

7.10

D = director, **S** = Scarlett, **Sa** = Sam

D OK. Be quiet, please. Scene one, take one. Lights, camera...action!

S Hello, Sam.

Sa Hello, Scarlett.

S Come in. Sit down. We need to talk.

Sa Talk? What about?

S Us. You and me.

Sa Listen to me, Scarlett. I love you! Do you love me?

S I don't know, Sam. I need time.

Sa And Rupert? Do you love him?

S Don't talk about Rupert. Yes, I like Rupert, but I don't love him. You don't understand.

Sa Don't cry, Scarlett. Please don't cry.

D Cut! Great! I like it.

D OK, scene two. This is a big scene. Scarlett, go to the windows.

Open them. Sam, go to Scarlett. Stand next to her. Scarlett, look at him. That's great. Don't move.

Sa What do I say to her? I don't remember.

D Nothing. Don't say anything. Kiss her.

b Now play the audio again and get Sts to complete the gaps. Point out that the first one (*Be*) has been done for them.

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

2 Come 3 Listen 4 talk 5 Don't 6 go 7 Open
8 Stand 9 look 10 say

c Tell Sts to cover the conversation and to look at sentences 1–6 and the words in the list. Point out that the first one (*Us*) has been done for them. You could tell Sts that the gaps are all object pronouns and explain that a subject pronoun is used for a person who does an action, and an object pronoun is for the person who receives the action. Give Sts time to complete the task.

d **7.11** Play the audio for Sts to listen and check.

Check answers, getting Sts to read the sentences in full.

Highlight that although the word *them* is pronounced

/ðəm/ when said in isolation, it is usually pronounced

/ðəm/ when it follows other words, e.g. *Open them* /ðəm/.

2 me 3 you, me 4 him 5 it 6 them

7.11

1 **S** We need to talk.

Sa Talk? What about?

S Us.

2 Listen to me, Scarlett.

3 I love you! Do you love me?

4 I like Rupert, but I don't love him.

5 Great! I like it.

6 Go to the windows. Open them.

Deal with any vocabulary problems that arose.

e Tell Sts to go to **Grammar Bank 7B** on p.166.

Grammar notes

imperatives

Highlight the simplicity of imperatives in English. There are only two forms: positive and negative, e.g. *Wait, Don't wait*. Elicit / Give a few more examples of imperatives, encouraging Sts to give the negative forms, e.g. *Sit down, Look, Listen, Go, Speak*, etc.

object pronouns

Like subject pronouns, object pronouns are used to refer to people and things when we don't want to repeat a noun, e.g. *Rachel likes Jim, but she doesn't love him*.

Highlight that *it* is used for things, *him* for a man or boy, and *her* for a woman or girl. You may want to remind Sts that *her* is also the possessive adjective for a woman. The plural form *them* is used for both people and things.

Highlight that the object pronouns for *it* and *you* are the same as the subject pronouns.

Focus on the example sentences and play both audio 7.12 and 7.13 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for 7B on p.167 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

a

- 1 It's very cold in here. **Close** the window, please.
- 2 **Don't eat** those eggs! I want to make an omelette.
- 3 **Don't play** the piano! The baby's in bed!
- 4 **Speak** slowly, please. I don't understand you.
- 5 You're very tired. **Go** to bed.
- 6 **Don't make** pasta for lunch! I don't like it.
- 7 **Sit** down and **open** your books at page 43.
- 8 **Don't read** my emails! They're private.
- 9 **Don't worry!** It isn't a big problem.

b

- 1 I have an old bike, but I don't use **it** very much.
- 2 Jim likes Sarah, but she doesn't like **him**.
- 3 My children love music. I sing to **them** every night.
- 4 I don't know **her** very well.
- 5 These are my new shoes. Do you like **them**?
- 6 I'm hungry. Can you make **me** a sandwich, please?
- 7 Our children usually have lunch with **us** at the weekend.
- 8 I don't have my car today. Can I go to the concert with **you**?

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

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

f 7.14 Focus on the example and explain to Sts that they will hear a subject pronoun and they should say the object pronoun.

Play the example, pausing after the speaker says *I* for Sts to say *me* in chorus.

Continue playing the audio, pausing after each item for Sts to listen and respond in chorus.

7.14

- 1 I (*pause*) me
- 2 you (*pause*) you
- 3 he (*pause*) him
- 4 she (*pause*) her
- 5 it (*pause*) it
- 6 we (*pause*) us
- 7 they (*pause*) them

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write all the object pronouns on the board for Sts to look at while listening.

g 7.15 Focus on the instructions and example. Ask why the new sentence uses *her* and elicit that it is because Scarlett is a woman.

Play the audio, pausing after each item for Sts to listen and respond in chorus.

7.15

- 1 I love Scarlett. (*pause*) I love her.
- 2 I don't like dogs. (*pause*) I don't like them.
- 3 I like your house. (*pause*) I like it.
- 4 Wait for Daniel. (*pause*) Wait for him.
- 5 Read the book. (*pause*) Read it.
- 6 I love cats. (*pause*) I love them.
- 7 Speak to your mother. (*pause*) Speak to her.
- 8 I don't like your brother. (*pause*) I don't like him.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write HIM, HER, IT, THEM on the board as a reminder for Sts.

h Put Sts in groups of three and get them to act out the conversation in a.

Monitor and help. Make sure they swap roles.

You could get a group to perform the role-play for the class.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: imperatives, object pronouns: *me, him*, etc.

2 VOCABULARY kinds of films

Vocabulary notes

This list of kinds of films is deliberately quite restricted. You may want to teach other types, e.g. *rom-coms*.

Some films are a combination of two kinds of films, e.g. a film can be both horror and science fiction, like the Alien films in this lesson.

a Focus on the instructions. Tell Sts to match film types 1–7 to film titles A–G.

Put Sts in pairs and give them time to do the task.

b 7.16 Play the audio for Sts to listen and check.

Check answers. You could ask Sts if they know any of the films in A–G.

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

7.16

- 1 D action films
- 2 C animations
- 3 E comedies
- 4 F dramas
- 5 A horror films
- 6 G science fiction films
- 7 B westerns

c **7.17** Play the audio for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.17

- 1 action films
- 2 animations
- 3 comedies
- 4 dramas
- 5 horror films
- 6 science fiction films
- 7 westerns

EXTRA IDEA You could write each kind of film on the board and elicit from the class titles of recent films, or films everyone knows, for each category.

3 LISTENING

a Focus on the posters and photos, and do the question as a whole-class activity.

Ask Sts if they have seen any of the films. You could tell them that the Alien films began with *Alien* in 1979, which was directed by Ridley Scott. It was followed by three sequels, *Aliens* (1986), *Alien 3* (1992), and *Alien Resurrection* (1997). Scott also directed a prequel series – *Prometheus* (2012) and *Alien: Covenant* (2017).

Now ask Sts if they know any of the actors / actresses. You could tell Sts that Charlize Theron (1975–) is South African, Michael Fassbender (1977–) is Irish, and Sigourney Weaver (1949–) is American.

I Don't ask Sts if they like the films or actors, as they will be answering this later.

b **7.18** Focus on the instructions. Make sure Sts understand that the speakers are answering questions about the Alien series, not just one film.

Play the audio once the whole way through for Sts to listen and find out which speakers liked all the films.

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

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

Speakers 2 and 4

7.18

(script in Student's Book on p.152)

- 1
A Excuse me. Can you answer a few questions?
B Sure.
A Do you like the Alien films?
B I like the first one. It's great. I don't know the others.
A OK, thanks.
- 2
A Do you like the Alien films?
B Yes. They're brilliant.
A Do you like Charlize Theron in *Alien: Prometheus*?
B She's OK, but I prefer Sigourney Weaver.
- 3
A Do you like the Alien films?
B No, I hate science fiction films. I think they're awful.
- 4
A Do you like the Alien films?
B Yes, I love them. And the actors are fantastic.
A Do you like Michael Fassbender?
B I really like him. I think he's great.
- 5
A Do you like the Alien films?
B Sorry, I don't know them.

You could highlight the meaning of *really* (= *very* or *very much*) in *I really like him*.

c Focus on the instructions and give Sts time to read the five extracts. You could put Sts in pairs and get them to see if they can remember who or what the **bold** pronouns refer to.

Play the audio again the whole way through for Sts to listen and do the task. Play the audio again as necessary.

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

- 1 **It's** great. = the first Alien film
- 2 **She's** OK... = Charlize Theron
- 3 I think **they're** awful. = science fiction films
- 4 I really like **him**. I think **he's** great. = Michael Fassbender
- 5 Sorry, I don't know **them**. = the Alien films

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.152, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as a whole-class activity. You could tell Sts what you think of the films and actors, too.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: Great film!

4 PRONUNCIATION & SPEAKING

 sentence rhythm

Pronunciation notes

Sentence rhythm

Remind Sts that in English, the words that carry the important information are said more strongly than others, e.g. in *Do you like Sigourney Weaver?*, the words *like Sigourney Weaver* are stressed more strongly than *Do you*.

For more information on sentence rhythm, see the **Pronunciation notes** in 3B.

When we give a positive or negative opinion, we often stress the adjective more strongly, e.g. *I don't like him. He's awful.*

- a **7.19** Focus on the task and the conversations. Remind Sts that the words in bigger **bold** print are stressed. Play the audio once the whole way through for Sts just to listen.

7.19

See conversations in Student's Book on p.77

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

- b Put Sts in pairs and get them to practise the conversations in **a**.
You could get some pairs to read the conversations in front of the class.
- c Focus on the instructions and the chart. For the first column, you could elicit the Star Wars films as an example of a series. You could also tell Sts that nowadays the word *actor* is sometimes used for both men and women. Give Sts time to complete their chart with films / people that they like (or don't like). Make sure they write the kinds of films in the plural, e.g. *action films*.
- d **MEDIATION ACTIVITY** Focus on the instructions. Explain that the questions should all start with *Do you like...*, and encourage Sts to use *Yes, I like him / her / them (a lot)* or *No, I don't like him / her / them* in their answers. Tell Sts to use *What about you?* to ask the question back to their partner. Encourage them to use adjectives too, e.g. *very / really good, fantastic, great, terrible*, etc. You could write these on the board to remind Sts to use them.
Put Sts in pairs and get them to ask and answer about the information in their chart in **c**.
Get some feedback from various pairs by asking, e.g. *What actors / actresses do you like? What kinds of films do you like?*

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary:
the cinema

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation:
sentence stress

WORDS AND PHRASES TO LEARN

- 7.20** Tell Sts to go to p.194 and focus on the **Words and phrases to learn** for **7B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

Function saying the date, talking on the phone

V months, ordinal numbers

P /θ/

Lesson plan

In this lesson, Sts learn how to say the date in English. This involves first teaching Sts the months of the year. Sts then learn ordinal numbers, which are presented through a general knowledge quiz, and, finally, they learn how to say the date. As this is the Beginner level, Sts are just taught one way of saying the date, i.e. *the first of May* (as opposed to *May the first*). They are not taught how to say the year, as this is introduced in *English File Elementary*. Sts then listen to a telephone conversation between Rob and Jenny, which involves them understanding various dates, and they learn some useful phrases.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Communicative Famous birthdays

Vocabulary Months and ordinal numbers

Resources

Video Practical English Episode 4

Quick Test 7

File 7 Test

For students

Workbook Practical English 4

Can you remember? 1–7

Online Practice Practical English 4

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Play the number game *Buzz*. For instructions, see **2B**, **3 Vocabulary**, exercise **f** on p.32.

1 VOCABULARY months

a Books open. Focus on the instructions. Explain / Elicit what *special* means.

Focus on the names of the special days. Ask Sts which of these special days are celebrated in their country. If Sts are not familiar with a holiday, explain it without saying which month it is in.

Focus on the months and model and drill pronunciation. Sts may have difficulty with *January* /'dʒænjʊəri/ and *February* /'februəri/.

Now get Sts to match the special days to the months. Tell them to guess if they are not sure.

Check answers.

1 C 2 A 3 E 4 B 5 D

Christmas Day: The day when Christians celebrate the birth of Christ. It is celebrated on 25th December.

New Year's Day: The first day of the new year, in most countries 1st January.

Halloween: A holiday celebrated on 31st October in which children dress up and go around the neighbourhood, calling out *Trick or treat?* People then give them sweets or other 'treats'.

Valentine's Day: It is celebrated on 14th February and is the day of romance.

Thanksgiving: Each year on the fourth Thursday in November, American and Canadian families get together for Thanksgiving.

b Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on p.189.

Vocabulary notes

Depending on your Sts' L1, some of the months of the year in English may be similar in their language. However, the word stress is probably different, and it's important that Sts focus on this.

7.21 Look at **1 Months** and focus on **a**. Give Sts time to read the list of months. Now play the audio for Sts to listen and repeat the months in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult months. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.21

See Months in Student's Book on p.189

Focus on the information box and explain that in English months begin with a capital letter. If appropriate, compare this with Sts' L1.

Now focus on **Activation**. Get Sts to cover the months and focus on the abbreviations. Get them to remember and say the months individually or with a partner.

EXTRA IDEA Test Sts by telling them to close their books. Write the abbreviations for the months on the board in order (numbered 1–12), e.g. JAN, FEB, and elicit the month from Sts.

EXTRA IDEA Get Sts to test each other in **A / B** pairs. **A** says a number, e.g. *five*, and **B** then says the month (*May*).

Tell Sts to go back to the main lesson **Practical English 4**.

c Put Sts in small groups of three or four and get them to answer questions 1–4.

Check answers.

- 1 February
- 2 May
- 3 January, June, July
- 4 September, October, November, December

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: months and ordinal numbers (months)

2 VOCABULARY & PRONUNCIATION

ordinal numbers; /θ/

- a Focus on the quiz and go through the nine questions, making sure Sts understand them and the three options. Now focus on the words in red (*first, second, etc.*) and elicit / explain that these are 'ordinal numbers', so called because they tell us the order of something. Now put Sts in pairs and give them time to circle the answers. Tell them to guess if they are not sure of an answer. Monitor and help with any vocabulary problems.
- b **7.22** Play the audio, pausing after each number for Sts to listen and check. Check answers and elicit more information for each question, e.g. *Who is J.K. Rowling?*, etc. Find out who got the most correct answers.

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

7.22

- 1 J.K. Rowling's first name is Joanne.
- 2 The second meal of the day is lunch.
- 3 The third book in the Lord of the Rings trilogy is *The Return of the King*.
- 4 The fourth letter on the top row of a keyboard is R.
- 5 The city with a famous street called Fifth Avenue is New York.
- 6 The sixth president of the USA was John Quincy Adams.
- 7 The seventh Star Wars film is *The Force Awakens*.
- 8 The eighth month of the year is August.
- 9 The Ninth Legion was a group of soldiers from Rome.

Tell Sts to cover the quiz. Write the number 1 on the board and ask *What's the number? (One), What's the ordinal? (First)*. Do the same for 2 and 3. Finally, write number 4 on the board and see if the class can remember *fourth*.

- c Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on p.189.

Vocabulary notes

Highlight that:

- we put the two letters after the number to distinguish it from a normal (cardinal) number. Remind Sts again that the two letters are the last two letters of the ordinal number, e.g. *first* → *1st*.
- *first, second, and third* are irregular in that they are completely different in form from the cardinal numbers *one, two, and three*.
- all the other ordinals are formed by adding *th* to the cardinal number, pronounced /θ/.
- the following ordinals are slightly irregular in their full written form:
fifth /fɪfθ/ (compare with ordinal, *five*)
eighth /eɪtθ/ (compare with ordinal, *eight*)
ninth /naɪnθ/ (compare with ordinal, *nine*)
twelfth /twelfθ/ (compare with ordinal, *twelve*)

- 7.23** Look at **2 Ordinal numbers** and focus on **a**. Play the audio and get Sts to repeat the ordinal numbers in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses. You may want to model and drill some of the trickier ones yourself, e.g. *fifth* /fɪfθ/, *eighth* /eɪtθ/, and *twelfth* /twelfθ/.

7.23

See **Ordinal numbers** in Student's Book on p.189

- 7.24** Now focus on **b**. Point out that we say *twenty-first, twenty-second, twenty-third* NOT ~~*twenty-oneth, twenty-twoth, twenty-threeeth*~~. Play the audio and get Sts to repeat the ordinal numbers in chorus. Pause the audio as necessary. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.24

See **Ordinal numbers** in Student's Book on p.189

Give Sts time to practise saying the ordinal numbers. Monitor and help. Make a note of any general problems they are having, and focus on these when Sts finish.

Focus on **Activation**. Get Sts to cover the words, look at the numbers, and say the numbers. They can do this individually or with a partner.

Tell Sts to go back to the main lesson **Practical English 4**.

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

Pronunciation notes

The letters *th* can only be pronounced in two ways: /θ/ as in *thumb* /θʌm/ or /ð/ as in *mother* /'mʌðə/, and there are no easy rules to give Sts. They have already focused on this voiced* sound /ð/ in **3B**. The /θ/ sound in *thumb* is unvoiced*.

* For an explanation of voiced and unvoiced sounds, see the **Pronunciation notes** in **3A** on p.37.

It is hard for many Sts to produce the /ð/ sound, and so the aim here should be for intelligibility and helping Sts to at least make a reasonable approximation of the sound.

- d **7.25** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

7.25

See **sound and words** in Student's Book on p.78

Focus on the sound picture *thumb*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *thumb*. Remind Sts that the pink letters are the /θ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Play the audio again from the beginning, pausing after the group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

e **7.26** Focus on the instructions and the example.

Play the example, pausing after *one* for Sts to say *first* in chorus.

Play the audio and pause after the next number (*three*).

Ask Sts what the ordinal number is (*third*). Play the audio, so Sts can hear the correct answer. Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the ordinal numbers in chorus.

7.26

one (*pause*) first

three (*pause*) third

five (*pause*) fifth

nine (*pause*) ninth

twelve (*pause*) twelfth

sixteen (*pause*) sixteenth

twenty (*pause*) twentieth

twenty-two (*pause*) twenty-second

twenty-seven (*pause*) twenty-seventh

thirty-one (*pause*) thirty-first

Then repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: months and ordinal numbers (ordinal numbers)

3 SAYING THE DATE

a **7.27** Focus on the title, *Saying the date*, and explain / elicit the meaning of *date*.

Now focus on the instructions and the conversation.

Highlight that three of the missing words in the spaces are ordinal numbers.

Play the video / audio once the whole way through for Sts just to watch or listen.

Now play it again and get Sts to complete the task.

Check answers. You might want to point out to Sts that *dad* is an informal way of saying *father*.

1 2nd 2 1st 3 2nd 4 birthday

7.27

R = Rob, A = Alan

R What's the date today?

A I think it's the second of June.

R Are you sure? Isn't it the first?

A No, definitely the second.

R Oh no! It's my dad's birthday.

b Focus on the instructions. Play the video / audio again, pausing after each line for Sts to watch or listen and repeat.

Put Sts in pairs and get them to practise the conversation. Make sure they swap roles. Monitor and help.

Get some pairs to perform the role-play for the class.

c **7.28** Focus on the instructions and give Sts time to read questions 1–3.

Play the video / audio for Sts to watch or listen and complete the task. Play again as necessary.

NB *Wine* (answer 2) is a new word for Sts, although some may already know it.

Check answers.

1 Rob goes to his father's house.

2 Wine

3 The second of July

7.28

(script in Student's Book on p.152)

R = Rob, H = Henry

R Dad!

H Rob, hi!

R Hi. This is for you.

H For me? It's my favourite wine. Thanks, Rob. But why?

R For your birthday, of course! Happy birthday!

H Rob, it isn't my birthday today! My birthday's on the second of July! Today's the second of June.

R Oh no!

H Don't worry. Come in! Have a glass of wine...

Now focus on the **Saying the date** box and go through it with the class.

Highlight that the British convention for saying dates is to say, for example *the fourth of May*. You can also say *May the fourth*. At this level, it is better for Sts to just learn one way.

Explain that although we don't have to use an ordinal when writing a date (see the three different ways of writing it), we always use the ordinal when saying the date: *the fourth of May* NOT *four May*.

Highlight that we say, but don't write, *the* and *of*, e.g. (*the*) *4th (of) June*.

i You may want to point out that the American English convention for writing dates is to give the month first and then the day, e.g. *8/12 = 12th August*.

d **7.29** Focus on the instructions and the dates.

Play the audio for Sts to listen and repeat. Give further practice as necessary.

7.29

See dates in Student's Book on p.79

Focus on the first date again. Elicit how to say it (*the first of January*) and write it on the board.

Put Sts in pairs and give them time to practise saying the dates. Note any problems and focus on them at the end.

Finally, ask individual Sts to say each of the dates.

e Focus on the instructions and make sure Sts know the word *tomorrow*. Put Sts in pairs to answer the three questions.

Elicit answers.

f Focus on the instructions. Model and drill *When's your birthday?* Elicit an answer (month and day, not year) from a student.

Get Sts to stand up and ask other Sts *When's your birthday?* Tell them to make a list of names and dates.

i If your class is very large, tell them just to ask ten Sts.

Put Sts in pairs or small groups to compare lists. Get them to make a list with the number of birthdays in each month. Which month has the most birthdays?

If Sts see they are missing a birthday on their lists, they should ask *When is (name)'s birthday?*

- g** **MEDIATION ACTIVITY** Focus on the instructions and the speech bubble. Demonstrate the activity yourself by writing down three birthdays on the board, as in the example, and telling Sts whose birthdays they are, e.g. *My mother's birthday is the fourth of October.*

Give Sts a few minutes to write down their three important birthdays. Monitor and help as needed.

Put Sts in pairs and get them to tell each other about their important birthdays.

Get some feedback from the class.

4 TALKING ON THE PHONE

- a** **7.30** Focus on the photo and ask Sts to describe it (*Jenny is on the phone*).

Focus on the question and then play the video / audio once the whole way through for Sts to watch or listen and answer the questions. You may want to pre-teach the word *trip* before Sts watch or listen.

Check the answer.

He wants to talk about her trip to London (in March).

7.30

(script in Student's Book on p.152)

J = Jenny, R = Rob, JM = Jenny's mum

J Hello?

R Hello. Is that, uh, Jennifer Zielinski?

J Yes. Who's that?

R This is Rob Walker.

J I'm sorry, who?

R Rob Walker. I work for *London24seven*. We need to talk about your trip to London in March. Er...you arrive on the twelfth of March and you leave on the nineteenth, is that right?

J I'm really sorry, Mr Walker...er...Rob, but I'm not at work. Today is a holiday here.

R A holiday?

J Yes, you know, it's Thanksgiving. I'm at my parents' house, with my family.

R Thanksgiving. Of course. Sorry. We don't have Thanksgiving in England.

J No problem. Listen, call me on Monday at work. No, not Monday, Tuesday.

R Tuesday the third of December?

J Yes.

JM Jenny! Hurry up!

J Er, talk to you on Tuesday. Thanks for calling.

R Bye.

J Bye.

- b** Focus on the instructions and give Sts time to read sentences 1–5.

Play the video / audio again for Sts to mark the sentences *T* (true) or *F* (false). Play again as necessary.

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

1 F 2 F 3 T 4 F 5 F

EXTRA CHALLENGE Get Sts to correct the False sentences. Check answers.

- 1 Rob thinks Jenny arrives in London on **12th March**.
- 2 He thinks she leaves on the **19th**.
- 4 She is with her **family**.
- 5 Rob needs to call Jenny on Tuesday **3rd** December.

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

5 USEFUL PHRASES

- 7.31** Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

7.31

See Useful phrases in Student's Book on p.79

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

Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases** and including at least two dates. When they have finished, get a few pairs to act out their role-play for the class. The others should listen and make a note of the dates.

G *can / can't***V** more verb phrases**P** *can / can't*: /ə/, /æ/, and /ɑː/, sentence rhythm

Lesson plan

Can is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests.

This lesson focuses on two of the most common uses: permission and possibility. *Can* for ability is mentioned briefly in the **Grammar Bank**, but is taught in *English File Elementary*.

The lesson begins with a text about driving tests and licences in different countries. The grammar is presented in a series of tweets and a conversation about a young woman learning to drive. Then there is a pronunciation focus on sentence rhythm and on *can / can't* (particularly the difference between the positive and negative forms).

The vocabulary focus is on more verb phrases, especially those used in the context of permission / possibility, e.g. *pay, park*.

Finally, Sts role-play conversations between tourists and locals about what people can / can't do in their town, and then they write a few sentences to give tourists useful information.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

*Grammar can / can't**Communicative Can you?*

For students

Workbook 8A

Online Practice 8A

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: more phrases with *can*; *can* and *can't*; What can you do?

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board: _____ A CAR.

Use mime to elicit **drive** a car, **start** a car, **stop** a car, and **park** a car.

Write them on the board. Model and drill pronunciation.

Then teach *driving licence* and *driving test*, and explain that you can pass or fail a test.

1 READING & VOCABULARY

a Books open. Focus on the instructions and the title of the text. If you didn't do the **Optional lead-in**, make sure Sts know the verb *drive*. Model and drill pronunciation.

Give Sts time to read the text and complete the gaps with the countries in the list.

Get Sts to compare with a partner.

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

b **8.1** Play the audio for Sts to listen and check.

Check answers and make sure Sts understand *to pass* and *fail (a test)*, and the difference between a theory test and a practical test.

1 the USA 2 Mexico 3 the UK 4 South Africa 5 Pakistan

8.1

- 1 In some states in the USA, for example Kansas and Idaho, you can have a driving licence when you're fourteen.
- 2 In some cities in Mexico, you don't need to take a test to get a driving licence – you only need to be eighteen.
- 3 In the UK, you can drive when you are seventeen. First, you need to pass a theory test and then you have a practical test. Forty-seven per cent of people pass first time.
- 4 In South Africa, the driving test is very difficult. Only three per cent pass first time.
- 5 In Pakistan, the driving test is very easy and not many people fail. You can take the theory test and the practical test on the same day.

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

c **8.2** Focus on the task.

Play the audio, pausing after each highlighted phrase for Sts to listen and repeat.

8.2

See highlighted phrases in **a** in Student's Book on p.86

Ask the class what the situation is in their country. If your country hasn't been mentioned, tell Sts what the situation is.

2 GRAMMAR *can / can't*

a Focus on the instructions and make sure Sts know what a *tweet* is (= a message sent using the Twitter social networking service).

Give Sts time to match the tweets and photos.

b **8.3** Play the audio for Sts to listen and check.

Check answers. You could explain the meaning of *instructor* and remind Sts what you need to do to get a driving licence in the UK (i.e. pass a theory test and a practical test).

1 C 2 B 3 A

8.3

- C1 The theory test is very difficult. I can practise online, but I can't answer the questions. 'Can you park on a yellow line?' I don't know!
- B2 A pass in the theory – fantastic! My first lesson with Dad – total disaster! Now Dad says I can't practise in his car.
- A3 Dad's a terrible teacher. I need some practical lessons with a good driving instructor! Friends, can you help?

Deal with any vocabulary problems that arise.

- c 8.4 Focus on the instructions and make sure Sts understand the situation.

Play the audio once the whole way through for Sts just to read and listen at the same time.

8.4

I = instructor, A = Anna

- I Hello, can I help you?
- A Yes, can I book some driving lessons, please?
- I Yes, of course.
- A When can I start?
- I I'm free on Monday. We can meet at your house.
- A Can you come at eight thirty?
- I Um, no, sorry, I can't. I have a lesson at eight.
- A OK. Can you come at ten o'clock?
- I Yes, I can. The lessons are one hour, so ten to eleven, OK?
- A Great!
- I What's your name and address?
- A It's Anna Jones...

Now play the audio again and get Sts to complete the gaps with the verbs in the list. Play again as necessary.

Check answers. You could explain the meaning of *book lessons*.

- 1 help 2 book 3 start 4 meet 5 come 6 come

- d 8.5 Focus on the instructions. You might want to pre-teach *turn right / left* and *traffic lights*. Play the audio once the whole way through for Sts to listen and answer the question. Play again as necessary. Check the answer. You could try to elicit why she doesn't pass. (*Because she turns left, not right. / She doesn't stop at a red traffic light. / She doesn't see that it is no parking.*) You could also try to elicit what the instructor says to her. (*You need more driving lessons.*)

No, she doesn't.

8.5

E = examiner, A = Anna, I = instructor

- E Good morning, Ms Jones.
- A Er...good morning. I'm very nervous.
- E Can you start the car, please?
- ***
- E OK. Turn right. Right, not left.
- A Sorry!
- E The traffic lights are red! Stop!
- ***
- E OK, can you park the car, please?
- A Can I park here?
- E No, you can't. Look, it's no parking. Park over there.
- A Sorry. I'm very nervous.
- I Well, Ms Jones, I'm sorry, but you need more driving lessons.

- e Tell Sts to look at the tweets in **a** and the conversation in **c** and to complete the chart. Point out that the first one (*can*) has been done for them. Check answers.

	<i>can / can't</i>
<input type="checkbox"/>	I can't answer the questions.
<input type="checkbox"/>	Can you come at 8.30?
<input checked="" type="checkbox"/>	Yes, I can .
<input checked="" type="checkbox"/>	No, I can't .

- f Tell Sts to go to **Grammar Bank 8A** on p.168.

Grammar notes

can / can't

Can / Can't are used to talk about permission (*you can park there* = it is permitted) and possibility (*Can I book some driving lessons?* = *Is it possible for me to book some lessons?*). NB *Can* for ability is taught in *English File Elementary*.

There are only two possible forms: *can* or *can't* (there is no change for the third person).

The negative *can't* is a contraction of *cannot*. *Can't* is almost always used in both conversation and informal writing.

Questions with *can* are formed by inverting the subject and the auxiliary *can*, not with *do*.

The verb after *can* is the infinitive, e.g. *You can park here* NOT *to + infinitive You can to park here*.

- Focus on the example sentences and play audio 8.6 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **8A** on p.169 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

a

- 1 Can we sit here?
- 2 I can't drink this.
- 3 James can help us tomorrow.
- 4 Can you come to lunch on Sunday?
- 5 You can finish work early today.
- 6 We can't park here.
- 7 Can we watch TV after dinner?
- 8 He can't go to school today.

b

- 1 I **can't drive** to work tomorrow. My sister needs the car.
- 2 **Can I stay** with you?
- 3 **Can we swim** here?
- 4 The restaurant's very near. We **can walk** there.
- 5 Where **can we go** for lunch? I'm hungry.
- 6 You **can watch** TV when you finish your homework.
- 7 **Can you come** to dinner at my house on Saturday?
- 8 Excuse me. You **can't listen** to music in the museum.

Tell Sts to go back to the main lesson **8A**.

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

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more phrases with *can*

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *can / can't*

3 PRONUNCIATION & LISTENING *can / can't:* /ə/, /æ/, and /ɑː/, sentence rhythm

Pronunciation notes

There are two main pronunciation problems related to *can / can't*:

- 1 • *Can* is usually unstressed = /kən/ in positive sentences, e.g. *You can take photos*. Your Sts may find this difficult to hear and to say. However, getting the stress correct is vital because if they stress *can*, the listener may think they are saying a negative sentence.
 - *Can* in *Can I park here?* can be stressed /kæn/ or unstressed /kən/ depending on how fast you are speaking. It is always stressed in positive short answers, e.g. *Yes, I can*. However, *can* is usually unstressed in questions with a question word, e.g. *Where can we park?*
- 2 The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can* instead of *can't*). The pronunciation of *can't* varies among different groups of native English speakers, e.g. in standard American English, it is usually pronounced /kænt/. In standard British English, it is usually pronounced /kɑːnt/, but there are regional variations. If your own pronunciation of *can't* is different from what is on the audio, you may want to model the sentences yourself. The important thing is for Sts to make sure that they stress *can't* and, as ever, the aim in pronunciation is intelligibility rather than perfection.

a **8.7** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

8.7

See sounds and sentences in Student's Book on p.87

Focus on the sound picture *computer*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the question and answer after *computer*. Remind Sts that the pink letter is the /ə/ sound, and that the words in bigger font are stressed. Play the audio, pausing after each sentence for Sts to listen and repeat, encouraging them to copy the rhythm.

Now repeat the same process for *cat /æ/* and *car /ɑː/*.

Play the audio again from the beginning, pausing after each question and answer for Sts to listen and repeat.

Give further practice as necessary.

Finally, repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b **8.8** This section gives Sts practice in distinguishing between *can* and *can't*. Focus on the sentences and give Sts time to read them.

Play the audio once the whole way through for Sts to hear the difference between the sentences. Try to elicit what the difference is – the negative *can't /kɑːnt/* is longer and is stressed compared to the shorter and unstressed *can /kən/*.

8.8

See sentences in Student's Book on p.87

c **8.9** Now tell Sts that they are going to hear only one of the sentences (a or b) and they have to circle the letter of the one they hear.

Play the audio, pausing for Sts to circle *a* or *b*.

Play the audio again for Sts to listen and check.

Check answers, getting Sts to read out the letter *a* or *b* and the full sentence.

- 1 a (We can park here.)
- 2 b (I can't help you.)
- 3 b (You can't sit here.)
- 4 a (Max can go with me.)

8.9

- 1 We can park here.
- 2 I can't help you.
- 3 You can't sit here.
- 4 Max can go with me.

EXTRA CHALLENGE Put Sts in pairs, **A** and **B**. Get Sts **A** to say either sentence a or b for items 1–4 to Sts **B**, who listen and say *a* or *b*, depending on which sentence they understand. Sts **A** say *yes* or *no*. Then they swap roles.

d Focus on the conversation in **2c**. Put Sts in pairs and assign roles (Anna and the instructor / examiner). Tell Sts to practise the conversation and then swap roles. Monitor and make a note of any pronunciation problems. Correct any mistakes on the board.

You could get some pairs to perform the conversation for the class.

e **8.10** Tell Sts they are going to listen to four conversations with *can* and they have to work out where the people are.

Play the audio once the whole way through and get Sts to complete the gaps in 1–4 with places.

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

Play the audio from the beginning, pausing after each conversation, and elicit where the people are. You could ask Sts to say how they guessed. If Sts ask why we use the different prepositions *on* and *in*, tell them they will focus on this later in **10B**.

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

1 train 2 shop 3 restaurant 4 street

8.10

(script in Student's Book on p.152)

- 1
A Excuse me, can I sit here?
B Er, yes, I think it's free.
A Thanks.
- 2
A Can I help you?
B Do you have this T-shirt in large?
A Just a moment. Sorry, we only have small and medium at the moment. I can phone and see if they have a large in another store.
B No, that's OK, thanks.
- 3
A Are you ready to order?
B Yes, can I have the burger, but with salad, not chips?
A Yes, madam, that's fine. And for you, sir?
C The pasta, please.
A And to drink?
- 4
A Hey! You can't sing here.
B Why not?
A Because you need a permit.
B Where can I get a permit?
A You need to go online and look for...

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.152, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: *can* and *can't*

4 VOCABULARY more verb phrases

a Focus on the instructions and make sure Sts know the meaning of *sign*. If you have any on the classroom wall, you could point to them. Tell Sts they need to complete each sentence with *can* or *can't* and a verb from the list. Go through the list of verbs and make sure Sts know what they all mean.

Focus on the example and remind Sts of the use of the impersonal form of *you* in the sentence *You can't swim here* (*you* = people in general).

Give Sts time to complete the sentences, and then get them to compare with a partner.

b **8.11** Play the audio for Sts to listen and check.

Check answers, getting Sts to read full sentences.

See words in **bold** in script 8.11

8.11

- 1 You **can't** swim here.
- 2 You **can pay** by credit card here.
- 3 You **can't use** your mobile phone here.
- 4 You **can park** here.
- 5 You **can have** a coffee here.
- 6 You **can use** the internet here.
- 7 You **can't take** photos here.
- 8 You **can't play** football here.
- 9 You **can change** money here.
- 10 You **can't drive** fast here.

c Ask Sts to cover sentences 1–10 and look at the signs. Put Sts in pairs, **A** and **B**. Tell Sts **A** to say the *can* / *can't* sentences for 1–5 and Sts **B** for 6–10. Then they should swap roles.

Monitor and make a note of any pronunciation problems and drill any sentences that Sts are mispronouncing.

5 SPEAKING & WRITING

a **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist. Where can I...?**, **A** on p.142 and **B** on p.146.

Give Sts time to read the instructions and check they understand them. Deal with any new vocabulary, e.g. *museum*. Model and drill pronunciation.

i If your Sts are all from the same town, encourage Sts **A** to pretend that they don't know anything about the town. If all the Sts are from different countries or towns / cities, get them to do the activity about their hometown, so for example, if a **B** student is from Lima, he / she should answer (and later write) about Lima.

Tell Sts they are going to do a role-play where **A** is a tourist and **B** lives in the town **A** is visiting.

Demonstrate the activity by getting a student **A** to ask **B** the first question in each of the two sections (*Where can I have a good, cheap meal? / Can I take photos in museums?*). Encourage **B**, the local person, to give a clear answer, e.g. *You can have a good, cheap meal in* (name of restaurant or part of town), and if possible to add some extra information, e.g. *It's a very nice restaurant*. For the second question, encourage **B** to use a short answer (*Yes, you can / No, you can't*).

Give Sts **A** time to ask their questions. Monitor and help.

EXTRA SUPPORT Give Sts time to read the questions they will be asked and to think of their answers.

Get Sts to swap roles, so **B** is now the tourist. Monitor and help.

If there's time, get one or two pairs to perform their role-play for the class.

Tell Sts to go back to the main lesson **8A**.

b Focus on the instructions and the example. Make sure Sts write about their hometown.

Elicit a couple more examples from Sts and write them on the board (YOU CAN GO TO GOOD CONCERTS; YOU CAN'T SMOKE IN RESTAURANTS...).

Give Sts time to write their four sentences. Monitor and help.

Get some general feedback from the class. If all the Sts are from the same town, see if they agree with the sentences that other Sts have written.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: What can you do?

WORDS AND PHRASES TO LEARN

🔊 **8.12** Tell Sts to go to *p.194* and focus on the **Words and phrases to learn** for **8A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

G like / love / hate + verb + -ing

V activities

P /ʊ/, /uː/, and /ɪ/, sentence rhythm

Lesson plan

This lesson focuses on free-time activities.

After learning some common free-time activities in Vocabulary, e.g. *swimming*, *travelling*, the grammar (*like / love / hate* + verb + -ing) is presented through the context of a dating website. In Pronunciation & Speaking, Sts practise the short and long vowel sounds /ʊ/ and /uː/, and the /ɪ/ sound, as well as sentence rhythm. They then say whether they like the activities in the Vocabulary section. Finally, Sts read various tweets in which people around the world say what they like doing alone and what they like doing with friends, and then write their own tweet. Finally, Sts watch a video about a gospel choir. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar like, love, hate + verb + -ing

Communicative What do you like doing?

Vocabulary Activities

Resources

Video Singing in a choir

For students

Workbook 8B

Online Practice 8B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: more activities; -ing endings

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write FREE TIME on the board and elicit the meaning (Sts saw this phrase in 7A).

Ask Sts *What do people do in their free time?* and elicit verbs onto the board, e.g. READ, WATCH TV, etc.

1 VOCABULARY activities

a Books open. Focus on the task and either do this as a whole-class activity or get Sts to complete the missing letters individually.

Ask *What's the activity in 1?* and elicit *reading*. Don't ask *What's she doing?*, as this grammar is not taught until 9A.

Check answers.

2 swimming 3 cooking

b Tell Sts to go to **Vocabulary Bank Activities** on p.190.

Vocabulary notes

When we talk about activities, we usually use the -ing form of the verb, because we see the activity as a noun, e.g. *Swimming is good exercise, I love walking*, etc.

8.13 Play the audio for Sts to listen and repeat the activities in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Highlight that the -ing ending is not stressed. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses

8.13

See Activities in Student's Book on p.190

Focus on **Activation**. Get Sts to cover the activities and give them time to look at the photos and say the activities. They could do this individually or with a partner. Monitor and correct any mistakes in pronunciation while Sts do this. Then, with Sts looking only at the photos, elicit all the activities from the class, helping them with pronunciation. Tell Sts to go back to the main lesson 8A.

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

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more activities

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

2 GRAMMAR like / love / hate + verb + -ing

a Focus on the instructions. Tell Sts they are going to read information on a dating website (a website where people can find a new partner).

Focus on the website and on the verbs *love* and *hate*.

Remind Sts that in English, we use *love* to say, e.g. *I love you*, but we also use *love* to mean we like something very much, e.g. *I love playing the piano*. Explain / Elicit that *hate* in *I hate shopping* is a stronger way of saying *I don't like...*

Give Sts time to read the information about the six people and deal with any vocabulary problems. Highlight the difference between *shopping* and *buying*: *shopping* = going to (usually several) shops to buy food, clothes, etc. and *buying* = giving money in exchange for something. We always put a noun (a thing) after *buying*, e.g. *buying CDs*, etc., but not after *shopping*.

Ask Sts to read the information again and, in pairs, match the women and men. Explain they need to complete sentences 1–3 with the name of the most suitable man.

Focus on the gapped sentence and get Sts to say who they think are a good 'match'. Encourage them to explain their choices. Get them to begin *We think...* and then ask the rest of the class if they agree.

- 1 Isabella and William because she loves playing the piano and he likes classical music; she likes doing sport and he loves running and cycling; and she doesn't like travelling and he hates flying.
- 2 Angie and Luke because she loves buying clothes and he loves shopping; and she likes the cinema and he likes watching films.
- 3 Adriana and Daniel because she loves walking in the mountains and he likes camping; and she likes good food and he loves cooking.

b Focus on the instructions and make sure Sts understand what they have to do. Do this as a whole-class activity.

1 love 2 like 3 don't like 4 hate

c Tell Sts to go to **Grammar Bank 8B** on p.168.

Grammar notes

like / love / hate + verb + -ing

When another verb follows *love*, *like*, or *don't like*, the *-ing* form is normally used, e.g. *camping*, *cooking*, not the infinitive, e.g. NOT *like camp*.

To + the infinitive after *like* and *love* is sometimes used (especially in American English), e.g. *I like to swim*, but it is easier for Sts at this level to learn the most common form. Highlight that *I hate getting up early* is a stronger way of saying that you don't like getting up early.

Spelling rules

- For most verbs, simply add *-ing* to the infinitive to make the *-ing* form, e.g. *reading*, *watching*.
- For verbs ending in *y*, don't change the *y* to an *i* (as we do in third person singular, present tense), e.g. *fly* – *flying* NOT *fiiing*.
- For verbs ending in *e*, drop the *e* before adding *-ing*, e.g. *cycle* – *cycliing*.
- Highlight also that there are a few exceptions to the rule about dropping the final *e* before adding *-ing*. These are *be*, and verbs ending in *-ee*, e.g. *see* and *agree*.
- For verbs ending in consonant + one vowel + consonant, double the final consonant and add *-ing*, e.g. *running*, *swimming*. We don't double *x*, e.g. *boxing*, or *w*, e.g. *snowing*.

Focus on the example sentences and play audio **8.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **8B** on p.169 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers. For **a**, get Sts to write the answers on the board or elicit how to spell each verb. For **b**, get Sts to read the full sentences.

a
1 meeting 2 stopping 3 buying 4 going 5 crying
6 writing 7 running 8 cycling 9 getting 10 driving
11 sitting 12 using 13 putting 14 having 15 finishing

b
1 She likes cooking.
2 Do you like travelling?
3 I love shopping for presents.
4 They don't like watching TV.
5 Does your father like playing chess?
6 George doesn't like doing exercise.
7 My mother loves reading detective novels.
8 We don't like flying.

Tell Sts to go back to the main lesson **8B**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *like / love / hate + verb + -ing*

3 PRONUNCIATION & SPEAKING /ʊ/, /uː/, and /ɪ/, sentence rhythm

Pronunciation notes

/ʊ/, /uː/, and /ɪ/

Remind Sts that the two dots in the symbol /uː/ mean that it's a long sound.

You may want to highlight the following sound-spelling rules.

- The most common pronunciation of *oo* is the long sound /uː/, e.g. *food*, *school*, *soon*. However, *oo* is sometimes pronounced using the short /ʊ/, e.g. *good*, *book*, *look*.
- The letters *-ng* at the end of a word (and without an *e* after them) are always pronounced /ɪŋ/ in English, e.g. *thing*, *wrong*. However, *-nge* is usually pronounced /ɪndʒ/, e.g. *change*.

Sentence rhythm

For information on sentence rhythm, see the **Pronunciation notes** in **3B**.

a **8.15** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

8.15

See words and sounds in Student's Book on p.89

Focus on the sound picture *bull*. Play the audio to model and drill the word and the sound (pause after the sound). Now focus on the words after *bull*. Remind Sts that the pink letters are the /ʊ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *boot* /uː/ and *singer* /ɪ/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b **8.16** Focus on the conversation. Remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more. Play the audio once the whole way through for Sts to read and listen at the same time. Make sure they understand it all.

8.16

See conversation in Student's Book on p.89

Now play the audio again, pausing after each sentence or question for Sts to listen and repeat. Encourage them to copy the rhythm on the audio by stressing the bigger words in **bold** more strongly and by saying the others more lightly and quickly.

Now get Sts to practise the conversation in pairs.

Then get them to swap roles.

- c** **MEDIATION ACTIVITY** Focus on the task. In the examples highlight the use of *What about you?* to return the question and the use of *Me too!* in the answer. Tell Sts to go to **Vocabulary Bank Activities** on p.190. You could demonstrate the activity by telling Sts whether you like / love or don't like / hate the first three or four activities.
- Put Sts in pairs and give them a few minutes to talk about the rest of the activities. Monitor and make a note of any difficulties Sts are having.
- Highlight any general mistakes on the board.
- Get some feedback from various pairs.
- Tell Sts to go back to the main lesson **8B**.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: -ing endings

4 READING & WRITING

- a** Focus on the instructions and the title of the tweets. Make sure Sts understand the meaning of *alone*.
- Give Sts time to read the tweets and complete the activities. Point out that the first one (*cooking*) has been done for them.

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

- b** **8.17** Play the audio for Sts to listen and check. Check answers.

1 eating 2 travelling 3 shopping 4 dancing 5 watching
6 running 7 going 8 driving 9 listening 10 singing

8.17

Chris

I like cooking alone. I don't like having other people in the kitchen. But I like eating with friends, especially when I'm out. I don't like being alone in a restaurant.

Sarah

I don't like travelling alone – I prefer going on holiday with friends. But they need to be the right friends!

Mike

I like shopping with friends. When I go alone, I usually buy things that look horrible on me. I need a second opinion!

Greta

I love dancing alone at home to really old music from the seventies, like ABBA. But I never dance with other people at parties because I know I'm a terrible dancer.

Veronica

I like watching films with friends. When the film finishes, we can talk about it, and I like having someone with me, so we can be happy or frightened together!

Becca

I like running alone. It helps me to concentrate and it's very peaceful! But I prefer going for walks with other people because I like walking and talking.

Andy

I like driving alone. I love listening to my favourite music in the car and singing very loudly – but with the windows closed, of course!

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

Finally, tell Sts to tick two people they agree with.

NB Some of the people like doing two different things, but Sts can tick the person even if they only like doing one of the things.

- c** Put Sts in pairs and get them to compare who they ticked.
- d** Focus on the title of the tweets again.
- Tell Sts to write their own answer to the questions on a piece of paper, but not to put their name on it. Tell them that they can write unrelated answers if they like, e.g. *I like driving alone. I like going to concerts with friends.*
- Monitor and help with vocabulary and spelling.
- Collect the answers and shuffle them. Read out each answer in turn and then ask the class *Who do you think it is?* Elicit from the class the name of the student who wrote it.

EXTRA IDEA With a small class, you could number the answers and stick them on the wall for Sts to read and guess the name of the student who wrote each one. Then check answers to find out who guessed the most correctly.

5 VIDEO LISTENING

- a** Focus on the photograph and tell Sts that they're going to watch a video about a choir. Model and drill the pronunciation /'kʌwɪə/ and elicit that it means a group of people who sing together. Play the video once for Sts just to watch, and ask them if they like the song.

Cultural notes

Scarborough Fair

Scarborough Fair is an old English folk song. It dates from the early eighteenth century, and is about a man and a woman who used to be lovers. The song can have many verses, but only three are performed in this video. The singer tells somebody who is going to Scarborough to say hello to his old lover, and to give her a series of impossible tasks which she must perform if she wants to be with him again – making a shirt with no seams or stitching, and finding an acre of land between the sea and the beach. The implication is that they will never be together again. In some versions the woman also gives the man impossible tasks to perform.

Many artists have performed this song, most famously Simon and Garfunkel in 1966, whose version appeared on the soundtrack of the film *The Graduate* in the following year.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts watch the video, e.g. *rehearsal*. You may want to explain the lyrics of the song as well – these have subtitles onscreen if you're using the *Classroom Presentation Tool* or *Class DVD*. Otherwise, the video script is available on the *Teacher's Resources on Oxford Premium*.

Singing in a choir

I = interviewer, F = Freddie, S = Steph, A = Alex, T = Tegan, N = Nell

I This is a choir. They are called the Oxford Gargoyles. A gargoyle is a type of statue. You see them on a lot of old buildings in Oxford and other cities.

Today the Oxford Gargoyles have a rehearsal. They have a new song to practise, an old English folk song called *Scarborough Fair*. Let's find out more about the choir and the people in it. How many people are in the choir?

F There are thirteen people in the choir.

I Are you all students?

S Yes, we're all students at Oxford University.

I What do you study?

- S I study music.
 A I study music.
 T I study music.
 N I study languages, specifically French and Italian.
 I How often do you practise?
 N We practise twice a week – on Wednesdays and Saturdays.
 I How long do you practise for?
 S Each rehearsal is three hours long.
 I How often do you give concerts?
 T We usually give concerts once a month.
 I Where do you give concerts?
 N We give concerts in lots of different locations. We give concerts in bars and in theatres and in churches.
 I What kind of music do you like singing?
 S I like singing lots of different types of music, especially jazz and opera.
 I Do you think everybody can sing?
 F I think everyone can sing because everyone can talk.
 T I think everybody can learn how to sing.
 A I think everyone apart from my dad can sing. Yes.
 I Why do you like singing?
 F I love music and I love being able to make music with my own body, my own voice, without needing any extra tools.
 N I enjoy singing a lot because I think it's a really fun thing to do. And it's also a very social activity, so you can do it with anyone, with any of your friends, and you can do it at any time, or in any place.
 S I like singing because I feel happy when I sing.
 I Do you prefer singing solo or with a group?
 T I definitely prefer singing in a group because I like singing with my friends and I think it's really fun to be able to sing together.
 A It's nice to sing solos, but it is more pressure as well.

b Give Sts time to read the twelve sentences.

Then play the video again for Sts to complete each space with one word. Pause after each question and answer(s) to give Sts time to write.

EXTRA CHALLENGE First put Sts in pairs and ask them to try to compete some of the sentences from memory. Then play the video again.

1 Oxford 2 13 3 students 4 Nell 5 Wednesdays,
 Saturdays 6 three 7 month 8 bars 9 jazz 10 talk
 11 happy 12 group

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

WORDS AND PHRASES TO LEARN

🗣️ **8.18** Tell Sts to go to *p.194* and focus on the **Words and phrases to learn** for **8B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

For instructions on how to use these pages, see p.34.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 7&8

Quick Test 8

File 8 Test

For students

Online Practice Check your progress

GRAMMAR

1 a 2 b 3 a 4 b 5 a 6 a 7 b 8 b
9 a 10 b 11 a 12 a 13 b 14 b 15 a

VOCABULARY

a
1 play 2 pay 3 walk, ski 4 meet, go
5 go, swim 6 do, play

b
1 seventh 2 twelfth 3 twentieth 4 thirty-first
5 March 6 May 7 July 8 November

c
1 cooking 2 camping 3 travelling 4 flying
5 painting 6 running 7 swimming

PRONUNCIATION

a
1 /θ/ thumb 2 /ŋ/ singer 3 /aʊ/ owl
4 /uː/ boot 5 /ʊ/ bull

c
1 thirtieth 2 January 3 July 4 seventeenth 5 single

CAN YOU understand this text?

a
1 St George's Market
2 The *Titanic* museum
3 World-class golf

b **Sts should tick:** 2, 3, 5, and 7.

▶ CAN YOU understand these people?

1 a 2 b 3 a 4 c 5 b

8.19

1

I = interviewer, S = Spencer

I What do you usually do in the evening after school?

S Um, I usually go to sports practices, and finish homework, and have dinner and things.

2

I = interviewer, S = Sahil

I What kind of films do you like?

S Normally action movies or comedy.

I Do you usually watch films at home or at the cinema?

S Depends. If it's a good action movie, I like to go out and watch.

3

I = interviewer, S = Susan

I When's your birthday?

S My birthday is on the fifth of April.

I What do you usually do on your birthday?

S Go out for a meal with family and friends.

4

I = interviewer, N = Nell

I Do you drive to work?

K Yes, I do.

I Can you park near where you work?

K Yes, there's a car park at my office.

5

I = interviewer, R = Richard

I What do you like doing at the weekend?

R Er, I like cycling, walking, um socializing, cooking.

- G** present continuous
V common verb phrases 2: travelling
P sentence rhythm

Lesson plan

In this lesson, Sts learn a new verb form, the present continuous, used to talk about actions happening now. The lesson begins with a presentation of the new grammar through a phone call between a woman who is on a business trip and her husband at home. Then, in Pronunciation, Sts practise sentence rhythm in present continuous sentences. In Vocabulary, Sts learn common verb phrases related to travel, and then they listen to some short travel-related conversations. In Reading, Sts read and match messages sent between two people trying to meet at the cinema. The lesson ends with a Communication activity in which Sts describe pictures to each other.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present continuous

Communicative Guess what I'm doing!

Vocabulary Common verb phrases 2: travelling

For students

Workbook 9A

Online Practice 9A

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: more holiday words; /ɜ:ɪ/: It's my birthday!

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write these phrases on the board:

- 1 ST _____ IN A HOTEL
- 2 D _____ YOUR HOMEWORK
- 3 R _____ A BOOK
- 4 W _____ A FILM ON TV
- 5 M _____ DINNER

Then get Sts to complete the phrases with the correct verb. Check answers.

- 1 **stay** in a hotel 2 **do** your homework 3 **read** a book
 4 **watch** a film on TV 5 **make** dinner

Make sure Sts understand the meaning of all the phrases. Model and drill pronunciation.

1 GRAMMAR present continuous

- a **9.1** Books open. Focus on the pictures, the phone conversation, and the instructions. Elicit where everyone is in each picture (*the grandmother and girl are in the living room, Tony is in the kitchen, two boys are in the bedroom, Carol is in a hotel room*).

Play the audio once the whole way through for Sts to read and listen, and underline the three things that Tony says that aren't true.

Check answers.

- 1 She's doing her homework.
- 2 They're reading.
- 3 I'm making dinner.

9.1

See conversation in Student's Book on p.96

Deal with any vocabulary problems that arise.

- b Focus on the instructions. Give Sts time to read all the highlighted verbs in the phone conversation and then circle *a* or *b* in the rule.

Check the answer.

b (now)

- c Tell Sts to go to **Grammar Bank 9A** on p.170.

Grammar notes

present continuous (*be + verb + -ing*)

Highlight that when we talk about activities we are doing right now, we need to use the present continuous, not the present simple, e.g. *I'm watching TV now*. NOT ~~*I watch TV now*~~.

Other typical mistakes include: incorrect word order, e.g. ~~*You're working now?*~~ ~~*What you are doing?*~~, or leaving out the verb *be*, e.g. ~~*I working now*~~.

I You may want to point out to Sts that some verbs, e.g. *like, love, want, and need*, are not usually used in the present continuous. They are normally used in the present simple, e.g. *I like this music*. NOT ~~*I'm liking this music*~~.

Spelling rules

Highlight that the spelling rules for the *-ing* form in the present continuous are the same as those Sts learned for activities, e.g. *camping, travelling*, in **8B** (see the **Grammar notes** in **8B** on p.92).

Focus on the example sentences and play audio **9.2** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Word order** box and go through it with the class.

Now focus on the exercises for **9A** on p.171 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

a

- 1 I can't talk now. **I'm driving.**
- 2 You're **doing** the wrong exercise!
- 3 She's **working** at home today.
- 4 He's **playing** football.
- 5 We're **studying** for an exam.
- 6 They're **swimming** in the river.

b

- 1 **A** Excuse me! You're **sitting** in my seat.
- 2 **A** Dad **isn't watching** this programme. He's **sleeping**.
- 3 **A** Hello! What **are** you **doing** here?
B **I'm shopping.** It's Jim's birthday tomorrow.
- 4 **A** **I'm going** to the gym now. Do you want to come with me?
B Great idea. **I'm not working** today!
- 5 **A** **Is** Alice **doing** her homework?
B No, she isn't. She's **playing** computer games.
- 6 **A** Do you want my newspaper? **I'm not reading** it.
B No, thanks. **I'm watching** a film on my laptop.
- 7 **B** No, my brother's over there. He's **talking** to his friends.
- 8 **A** **Are** you **having** a good time in Rio?
B Yes, we are. We're **having** a great time!
- 9 **B** Sorry, she's **talking** to her mother on Skype. Who is it?
A It's Yuko, from English class. **I'm phoning** about tonight's homework.
- 10 **A** **Are** you **getting** up now? You're late for school!

Tell Sts to go back to the main lesson 9A.

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

d **9.3** Explain to Sts that they are going to hear some sounds that represent things that Tony is doing. They have to use the present continuous to describe the actions.

Play the audio for the sound effect for 1, then pause the audio and focus on the example.

Now play each sound effect, and then pause the audio to give Sts time to write their answers.

Get Sts to compare with a partner, then play the audio again, pausing after each sound effect, and elicit answers.

- 2 He's watching (football on) TV.
- 3 He's drinking (Coke, a beer, etc.).
- 4 He's playing a video game.
- 5 He's having a shower.
- 6 He's going to bed.

9.3

(Sound effects of the following:)

- 1 *man reading story to children* 'Once upon a time there was a wizard...'
- 2 *man watching football on TV*
- 3 *man opening a can, pouring into glass*
- 4 *man playing a video game*
- 5 *man having a shower*
- 6 *man going to bed*

e Focus on the instructions and example. Get Sts to write the names of people in their family, and as they write the names, tell them to think about what the people are doing now. If they don't know, tell them to guess.

EXTRA SUPPORT Give Sts time to write their sentences.

Put Sts in pairs and get them to tell their partner about the people on their lists.

Get some feedback from various Sts and find out if any of the people are doing the same thing.

EXTRA IDEA Sts can do this by asking and answering questions with their partner. Model a conversation like this one and write it on the board for Sts to refer to:

A (looking at **B**'s list of names) *Who's Maria?*

B *She's my mother.*

A *What's she doing now?*

B *I think she's working.*

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present continuous

2 PRONUNCIATION sentence rhythm

Pronunciation notes

Remind Sts that words that carry the important information are said more strongly than others, e.g. in '*What are you doing?*' '*I'm making dinner.*' (The underlined words are the ones which communicate the message.)

To pronounce well, with a good rhythm, Sts need to stress these words more strongly and pronounce unstressed words less strongly. Obviously, the ability to do this will improve with time and is not something Sts can pick up immediately.

Being aware of the way important words are stressed in English will also help Sts with understanding English, as these are the words they need to listen out for when listening.

a **9.4** Focus on the conversation and remind Sts that the words in bigger **bold** print are stressed.

Play the audio once the whole way through for Sts just to listen.

9.4

See conversation in Student's Book on p.97

Now play it again, pausing after each question or sentence for Sts to listen and repeat.

b Put Sts in pairs and get them to practise the conversation in **1a**.

Make sure they swap roles. Monitor and help.

You could get some pairs to perform the conversation for the class.

c Focus on the instructions and the two speech bubbles with the questions.

Put Sts in pairs, **A** and **B**. Get Sts **A** to ask Sts **B** about pictures 1–3 and Sts **B** to ask Sts **A** about pictures 4–6.

Check by getting different pairs to ask and answer about each picture.

- 1 She's eating.
- 2 They're cooking
- 3 He's listening to music.
- 4 She's reading.
- 5 They're playing tennis.
- 6 He's doing housework. / cleaning the window.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ɜː/

3 VOCABULARY & LISTENING common verb phrases 2: travelling

- a Focus on the instructions and do this as a whole-class activity.

1 staying 2 phoning

- b Tell Sts to go to **Vocabulary Bank Common verb phrases 2** on p.188.

🎧 **9.5** Focus on **2 Travelling**. Play the audio for Sts to listen and repeat the verb phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🎧 9.5

See Travelling in Student's Book on p.188

Now focus on **Activation**. Get Sts to cover the verb phrases and look at the questions *What's she / he doing?* and *What are they doing?* Model and drill the questions in chorus and individually. Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

EXTRA SUPPORT Before putting Sts in pairs to ask and answer about the photos, get them to cover the verb phrases, look at the photos, and say the verbs or verb phrases. They could do this individually or with a partner.

Tell Sts to go back to the main lesson **9A**.

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

- c 🎧 **9.6** Focus on the instructions and sentences 1–4. You could point out that in 1 and 2 the auxiliary is already there for Sts.

Play the audio once the whole way through for Sts just to listen.

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

🎧 9.6

(script in Student's Book on p.152)

W = woman, M = man

1

- W Oh look! An Inter Milan football shirt. It's perfect for Johnny!
M Yes, good idea. Oh...it's very expensive.
W Football shirts are always expensive. OK. What can we get for Jessica?
M She likes football, too.
W Yes, but she never wears football shirts. What about this bag?
M I don't know. Does she like bags?
W She loves bags...

2

- W Tom, do we need swimming things?
M I can look at their website. Can you see my camera?
W Yes, here it is. Do you want me to put the camera in the suitcase or in your bag?
M In the suitcase, please. OK, here's the page. Yes, it has a swimming pool.
W Great.

3

- W Good morning. How can I help you?
M I need a car for three days.
W What kind of car are you looking for?
M A small car. It's just for me.
W Automatic or manual?
M Manual, please.
W Can I see your driving licence?
M Yes, here you are.

4

- M Is that a number thirteen?
W Yes. I think it is. No, it's a twenty-three.
M Another twenty-three? I don't believe it! That's the third one. And no thirteen...
W Another one's coming now. Let's see. Yes. That's a thirteen.
M At last!

Now play it again, pausing after each conversation to give Sts time to write. Tell Sts they should use verb phrases they have just learned in the **Vocabulary Bank Common verb phrases 2: Travelling**.

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

- 1 The man and the woman are **buying presents**.
- 2 The woman is **packing** (the suitcase).
- 3 The man **is renting a car**.
- 4 The man and the woman **are waiting for a bus**.

- d Focus on sentences 1–4. Put Sts in pairs and give them time to think about what the correct words are, but tell them not to write them yet.

Play the audio again, pausing after each conversation to give Sts time to circle the answer.

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

- 1 Johnny's present is a **football shirt** and Jessica's is a **bag**.
- 2 Their hotel **has** a swimming pool.
- 3 The man is interested in a **small** manual car for **three** days.
- 4 The first bus is a number **23**. They are waiting for a number **13**.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.152, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more holiday words

FOR SPEAKERS OF SPANISH **Online Practice** Listening: It's my birthday!

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: common verb phrases 2 (travelling)

4 READING

- a Focus on the instructions and make sure Sts understand the situation. Tell Sts that Mike and Lina are friends who are going to the cinema, but they are not together now, so they are texting / messaging each other.

Make it clear that Mike's messages 1–5 are in the correct order and that Lina answers each one of the messages, so Sts should write the letter of Lina's responses next to Mike's messages. Give Sts time to read Mike's messages and then match them to Lina's answers.

Get Sts to compare with a partner.

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

b **9.7** Play the audio for Sts to listen and check.

Check answers.

1 B 2 D 3 C 4 A 5 E

9.7

M = Mike, L = Lina

1B

M Hi. I'm just leaving the house now.

L Me too. I'm walking to the bus stop. Are you getting the bus, too?

2D

M No, I'm not. I'm cycling. See you in twenty minutes?

L OK. See you then.

3C

M Where are you? I'm at the cinema, but I can't see you. I'm waiting outside.

L Sorry, we're in a lot of traffic. There in five minutes.

4A

M It's really cold outside. I'm going in.

L I'm arriving at the cinema now. Where are you?

5E

M I'm standing near the box office. I'm wearing a black jacket. Can you see me?

L Yes, I can! Can you see me? I'm walking towards you now!

c Focus on the instructions and give Sts time to find the words or phrases for definitions 1–5.

Get Sts to compare with a partner.

d **9.8** Play the audio for Sts to listen and check.

Check answers.

1 bus stop 2 outside 3 traffic 4 box office 5 towards

9.8

1 bus stop

2 outside

3 a lot of traffic

4 box office

5 to walk towards somebody

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

5 SPEAKING

MEDIATION ACTIVITY Put Sts in pairs, **A** and **B**, and get them to sit face to face if possible. Tell them to go to **Communication The same or different?**, **A** on p.142 and **B** on p.146.

Go over the instructions and make sure Sts understand what they have to do.

When they have finished, get them to describe some of the pictures.

- 1 D (In A the woman is renting a car; in B she's renting a bike.)
- 2 D (In A the man is packing his suitcase; in B he's carrying it.)
- 3 S
- 4 D (In A the boys are waiting for a bus; in B they're waiting for a train.)
- 5 D (In A the woman is wearing a sunhat and she isn't wearing sunglasses; in B she isn't wearing a sunhat, but she is wearing sunglasses.)
- 6 S
- 7 D (In A the couple are leaving the hotel; in B they're going into the hotel.)
- 8 D (In A the girl is buying a T-shirt; in B she's buying an umbrella.)

Tell Sts to go back to the main lesson **9A**.

WORDS AND PHRASES TO LEARN

9.9 Tell Sts to go to p.194 and focus on the **Words and phrases to learn** for **9A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

G present continuous or present simple?

V clothes

P /ɜː/, other vowel sounds

Lesson plan

This lesson helps Sts understand the difference between the present continuous and the present simple.

The lesson begins with a reading activity based on an episode of the TV programme *Undercover Boss* (where a boss works 'undercover' to check on his workers). This leads into the grammar presentation. In Vocabulary & Pronunciation, Sts learn some common items of clothing and practise the /ɜː/ sound. They then listen to a student who is doing work experience in a clothes shop. Finally, the new grammar and vocabulary are pulled together in a speaking activity where Sts talk about the clothes they are wearing at the moment and the clothes they wear in different seasons and for particular occasions.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present continuous or present simple?

Communicative A board game

Vocabulary Clothes

For students

Workbook 9B

Online Practice 9B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: more clothes; silent letters

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board JOBS IN A HOTEL.

Elicit from Sts different jobs and write them on the board, e.g. RECEPTIONIST, WAITER / WAITRESS, CHEF, CLEANER, etc.

Then ask what the word is for the person in charge of the hotel and elicit *the manager*. Model and drill pronunciation of all the jobs.

1 READING

a Books open. Focus on the photos and elicit some ideas for the two questions from the class, but don't tell Sts if they are correct.

b **9.10** Focus on the instructions. Now focus on the title, *Undercover Boss*, and tell Sts this is a TV show. Explain / Elicit the meaning of the title. Highlight that *boss* is an informal way of saying the person who is in charge of a group of workers or an organization.

i Don't ask Sts their opinion of this kind of show, as they will do this later in the lesson.

Play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to answer the question.

Check the answer. You might want to explain what a *hotel chain* is.

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

Because he wants to know more about his workers and problems in his company.

9.10

See *Undercover Boss* in Student's Book on p.98

c **9.11** Focus on the instructions and make sure Sts know the meaning of *summary*. Model and drill pronunciation. Give Sts time to read sentences 1–8 and make sure they understand them.

Now play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to read the text again if necessary and mark 1–8 *T* (true) or *F* (false).

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

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

1 T 2 F 3 T 4 T 5 F 6 F 7 F 8 F

9.11

See *Episode 1 summary* in Student's Book on p.98

EXTRA CHALLENGE Get Sts to correct the False sentences. Check answers.

- 2 On Monday, David is **washing the dishes** in the kitchen.
- 5 On Tuesday, the workers are repairing things in **the rooms for the hotel inspector**.
- 6 On Wednesday, David is **servicing** breakfast.
- 7 The workers only have **a quarter of an hour / 15 minutes** to clean rooms.
- 8 David thinks that cleaning rooms is **difficult / tiring**.

d Focus on the question and elicit some ideas from the class.

Tell Sts to go to **Communication Undercover Boss** on p.147 to check their ideas.

Give Sts time to read what David does on the Friday. To check comprehension, you could ask Sts some questions, e.g. *Does David do the cleaning on Friday? Does he tell the workers who he is? Who gets more money? Does David think going undercover is good?, etc.*

Tell Sts to go back to the main lesson **9B**.

e Focus on the question and elicit opinions from the class.

2 GRAMMAR present continuous or present simple?

- a Focus on the instructions and the two sentences. You could explain / elicit the meaning of the noun *a suit* /su:t/. Model and drill pronunciation.

Give Sts time to complete the sentences with the two verbs in either the present simple or the present continuous. Point out that the first one (*works*) has been done for them.

- b 9.12 Play the audio for Sts to listen and check.

Check answers and elicit which verb form is used in each one.

- 's working (present continuous)
- wears (present simple)
- 's wearing (present continuous)

9.12

He usually works in an office, but today he's working in a hotel.
He usually wears a suit, but today he's wearing jeans and a T-shirt.

- c Focus on the instructions. Tell Sts to look at the completed sentences in a to help them.

Check answers.

Use the present simple to talk about **every day**.
Use the present continuous to talk about **today / now**.

EXTRA IDEA Get Sts to look at the completed sentences in a again and elicit why each verb form is used in the completed gaps.

- works* (present simple because it's usual)
- 's working* (present continuous because it's just today, not usual)
- wears* (present simple because it's usual)
- 's wearing* (present continuous because it's just today, not usual)

- d Tell Sts to go to **Grammar Bank 9B** on p.170.

Grammar notes

present continuous or present simple?

It is important to make clear that there is a definite distinction in the use of the two present forms in English, which may (or may not) exist in your Sts' own language(s).

In English, you have to use the present continuous (not the present simple) to talk about things which are happening at the moment of speaking, e.g. *Hello! What are you doing?* NOT *Hello! What do you do?*

You have to use the present simple (not the present continuous) for habitual actions, e.g. *I live in Berlin*. NOT ~~*I'm living in Berlin*~~.

If you know your Sts' L1, you might want to make some comparisons.

NB The use of the present continuous with a future meaning is taught in Pre-intermediate.

Focus on the example sentences and play audio 9.13 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **9B** on p.171 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Tell Sts to refer to the spelling rules in **Grammar Bank 8B** if they are not sure how to spell the *-ing* forms.

Check answers, getting Sts to read out the full sentences.

a

- B** No. **I'm working** at home today.
- A** **Are you doing** your homework?
B I don't have any homework today. **I'm playing** a video game.
- My wife is a nurse. **She works** in a children's hospital.
- We're on holiday in France. **We're staying** in a nice little hotel.
- A** Hi. Can you talk or **are you driving**?
B **I'm not driving**, but I can't talk now. **I'm having** lunch with my boss.
- It always **rains** a lot here in the winter.
- I usually **have** toast for breakfast, but today **I'm having** cereal.

b

- Oh no! It's **raining** and I don't have my umbrella.
- My father and I **have** dinner together every week.
- Louise and Carl are on holiday this week. They're **skiing** in Switzerland
- A** Hi, Sam. **Are you watching** the football match on TV?
B No, **I'm doing** my French homework.
- I always **get up** late, and I never **have** time for breakfast.
- My sister **is travelling** in Thailand at the moment.
- What time **do** you usually **go** to bed?
- Look. That's my brother over there. Can you see him? He's **wearing** a blue hat.
- A** Hello, Nick. Where **are you going**?
B To the gym. I always **go** on Tuesdays.

Tell Sts to go back to the main lesson **9B**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present continuous or present simple?

3 VOCABULARY & PRONUNCIATION

clothes; /ɜ:/, other vowel sounds

- a Focus on the instructions and give Sts time to match the words and pictures.

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

- 1 a T-shirt 2 jeans 3 a suit 4 a hat 5 a jacket

- b Tell Sts to go to **Vocabulary Bank Clothes** on p.191.

Vocabulary notes

Some clothes words only exist in the plural, e.g. *jeans*, *shorts*, and *trousers*. These words cannot be used with *a*, e.g. NOT ~~*a trousers*~~. Other words for clothes, e.g. *socks* and *shoes*, are usually plural, but can be used in the singular.

- 9.14 Focus on a. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

9.14

See Clothes in Student's Book on p.191

Now focus on **b**. Get Sts to cover the words, look at the photos, and say the words. They could do this individually or with a partner.

For **Activation**, put Sts in pairs and get them to ask and answer questions about their classmates' clothing. Monitor and help, correcting pronunciation where necessary.

Tell Sts to go back to the main lesson **9B**.

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

Pronunciation notes

/ɜː/


Remind Sts that the two dots in /ɜː/ mean that this sound is long.

Point out that this sound is a longer version of the /ə/ sound that Sts focused on in **4A**.

er, ir, and ur are usually pronounced /ɜː/, e.g. *verb, first, nurse*.

or is usually pronounced /ɜː/ after the letter *w* – the most common examples are *work, word, and world*. However, note that *or* after other letters is usually pronounced /ɔː/, e.g. *forty, airport*.

You could also remind Sts that when *er* and *or* are unstressed, e.g. at the end of many job words, they are pronounced /ə/ (the schwa), e.g. *waiter, doctor*.

c  **9.15** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

 **9.15**

See words and sound in Student's Book on p.99

Focus on the sound picture *bird*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *bird*. Remind Sts that the pink letters are the /ɜː/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Play the audio again from the beginning, pausing after the group of words for Sts to listen and repeat.

Give further practice as necessary.


Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

d Focus on the six sound pictures and elicit the sounds: *egg /e/, boot /uː/, cat /æ/, etc.*

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

Get Sts to compare with a partner.

e  **9.16** Play the audio for Sts to listen and check. Check answers.

 **9.16**

egg /e/ dress, sweater
boot /uː/ shoes, suit
cat /æ/ cap, hat, jacket
phone /əʊ/ coat
owl /aʊ/ trousers
tree /iː/ jeans

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

Put Sts in pairs and get them to practise saying the words.

f Focus on the sentences. Put Sts in pairs and get them to practise saying them.

EXTRA SUPPORT Before putting Sts in pairs to practise saying the sentences, model and drill them.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more clothes


FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: silent letters

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

4 LISTENING & SPEAKING

a Focus on the instructions. You could tell Sts in their L1 that the expression *work experience* is widely used to mean work for young people – often students – who want to experience a professional working environment. Most students do work experience for one or two weeks in a year and do not get paid.

Do the question as a whole-class activity.

b  **9.17** Focus on the instructions and make sure Sts understand the task.

Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

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

She is positive.

 **9.17**

(script in Student's Book on pp.152–193)

I = interviewer, S = Sandra

I Hi, Sandra. Tell us a bit about your experience. Where are you working?

S I'm working in a clothes shop called FatFace.

I What kind of clothes does FatFace have?

S Er, well, clothes for men and women, informal clothes, trousers, T-shirts, sweaters – things like that.

I What do you do every day?

S Well, er, I help the customers to find the clothes that they're looking for. It's a big shop and it has a lot of things. People sometimes can't see the things that they want.

I Do you like working there?

S Yes, I love it. The people are really nice to me. I'm making a lot of new friends.

I Is there anything you don't like?

S Well, we can't sit down: we're standing up all the time. So that's quite hard.

I But in general, you're happy?

S Oh yes. And when my two weeks finish, they say I can work here on Saturdays! That's great for me. I really like working in a clothes shop.

I What do you wear at work?

S We wear clothes from the shop.

I Are the clothes that you're wearing today from FatFace?

S Yes, they are!

c Focus on the instructions and questions 1–6. Give Sts time to read them.

Now play the audio again for Sts to listen and answer the questions. Play again as necessary.

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

- 1 Clothes for men and women, informal clothes, trousers, T-shirts, sweaters
- 2 She helps the customers to find the clothes that they're looking for.
- 3 The people are really nice to her. She's making a lot of new friends.
- 4 They can't sit down.
- 5 She can work there on Saturdays.
- 6 From the shop / FatFace

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on pp.152–153, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d MEDIATION ACTIVITY** Go through questions 1–3 with the class, checking Sts understand the lexis, e.g. *summer*.
Put Sts in pairs and get them to discuss the questions, giving as much information as possible.
Get some feedback from various pairs.

EXTRA SUPPORT Do a quick review of colours by pointing to various items around the class and asking *What colour is it?*

EXTRA SUPPORT Answer some of the questions yourself before putting Sts in pairs.

WORDS AND PHRASES TO LEARN

🎧 **9.18** Tell Sts to go to p.194 and focus on the **Words and phrases to learn** for **9B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

Function inviting and offering: *Would you like...?*

P sentence rhythm

Lesson plan

In this **Practical English** lesson, Sts learn to make invitations and offers using *Would you like...?*, and to accept or decline these politely. These skills are presented in the context of informal social conversations in which Rob invites a friend to a football match, and once there offers to buy food and a drink. In Pronunciation, Sts practise making invitations and offers using *Would you like...?*, with a focus on sentence rhythm. Continuing the theme of invitations, Sts then watch or listen to Jenny meeting her ex-boyfriend in the street. In Speaking & Writing, Sts practise inviting each other to a party, as well as accepting and declining an invitation – they do this first orally and then in writing.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Communicative Would you like to...?

Resources

Video Practical English Episode 5

Quick Test 9

File 9 Test

For students

Workbook Practical English 5

Can you remember? 1–9

Online Practice Practical English 5

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Say you have two tickets for something that you think many of your Sts would like to do (e.g. a football match or a concert involving a well-known singer or group).

Invite individual Sts using *Would you like to come with me to (a X concert) on Saturday?* and teach the answers *I'd love to. Thanks. / I'm sorry, I can't. I'm busy on Saturday.*

Write these on the board, and model and drill pronunciation.

Finally, when you have invited several people, write the question on the board, and model and drill pronunciation.

1 INVITING AND OFFERING

a **9.19** Books open. Focus on the task and get Sts to cover the conversations and focus on the photos.

Play the video / audio once the whole way through for Sts to watch or listen and number the photos.

Check answers.

1 B 2 A 3 C

9.19

R = Rob, A = Alan, B = barman

1

R Hey, Alan. Would you like to come to the match with me on Sunday? It's Norwich against Chelsea, and I have two tickets.

A Wow! What time's the match?

R It's at four o'clock.

A Yeah, I'd love to. Thanks.

R Would you like to meet for lunch first?

A Sorry, I can't. It's my mum's birthday, and I need to have lunch with her. But I can meet you there.

R Great. Let's meet at half past three at the entrance to the Tube station.

A Fine. See you there.

2

A They are playing really badly. I hope the second half is better.

R Me too. I know they can win. Would you like a burger?

A No, thanks. I'm not very hungry.

R How about a coffee?

A Yeah, great.

R Um, a burger and a water, please.

A And I'd like a coffee.

B Milk and sugar?

A Yes, please.

R Come on!

b Get Sts to uncover the conversations. Point out the **Glossary** and go through it with the class.

Tell Sts to read the conversations and think about what the missing words might be.

Now play the video / audio again for Sts to watch or listen and complete the gaps. Pause after each conversation to give Sts time to write.

Check answers.

1 match 2 Saturday 3 four o'clock 4 lunch 5 birthday
6 3.30 7 know 8 burger 9 hungry 10 coffee 11 water
12 coffee 13 Milk

Go through the conversations line by line and focus on any new or unfamiliar expressions, e.g. *It's Norwich against Chelsea*, etc. You may want to point out that the *w* is silent in *Norwich*.

Remind Sts of the use of *Wow!* to express surprise or happiness.

Point out to Sts that native speakers often use *yeah* instead of *yes*, e.g. when Alan accepts the invitation, he says *Yeah, I'd love to*.

c Focus on the question and do it as a whole-class activity.


Would you like...? means *Do you want...?* and *I'd like...* means *I want...*, but both are more polite.

Now focus on the **Would you like...?** box and go through it with the class.

2 PRONUNCIATION sentence rhythm

Pronunciation notes

Good sentence rhythm depends on stressing the important words in a sentence and linking some words together. Here Sts get intensive practice of asking *Would you like...?* questions with good rhythm.

- a**  **9.20** Focus on the two questions and tell Sts that they are going to 'build' them bit by bit.

Play the audio once the whole way through for Sts just to listen. Remind Sts that the words in **bold** are stressed more strongly.

9.20

See words in Student's Book on p.101

Now play the audio, pausing at the end of each line for Sts to listen and repeat. Check that Sts are linking *would* and *you*. If Sts are having problems, model the words yourself for them to repeat.

- b** Focus on the instructions and speech bubbles. Elicit the eight questions from the class. Then model and drill them.

Now ask one of the questions with *Would you like a...?* to elicit the two possible answers *Yes, please. / No, thank you.* Then ask one of the questions with *Would you like to go to a...?* to elicit the two possible answers *Yes, I'd love to. / Sorry, I can't.*

Put Sts in pairs, **A** and **B**. Tell Sts **A** to ask about the first photos in each group. Sts then take turns asking each other about the things in the photos and responding.

Monitor and help.


Get some pairs to perform for the class.

- c** Put Sts in pairs and get them to practise the conversations in **1b**. The person playing Rob should read the barman's line.

Make sure they swap roles.

You could get a pair to perform the conversations for the class.

3 MEETING AN OLD FRIEND

- a**  **9.21** Focus on the instructions and question, and make sure Sts understand *ex-boyfriend*.

Play the video / audio once the whole way through for Sts to watch or listen and answer the question. Play again as necessary.

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

He invites her to have a coffee.

He invites her to a Picasso exhibition.

He invites her to have dinner or see a show.

9.21

(script in Student's Book on p.153)

S = Steve, **J** = Jenny

S Hi, Jenny. What a surprise!

J Hi, Steve.

S How are you? You're looking great.

J Thanks. I'm well. How about you?

S I'm OK. Hey, it's starting to rain. Would you like a coffee?

J Oh, thanks, Steve, but I have a meeting in an hour.

S Oh, come on, Jenny. I'd like to talk to you.

J OK. A quick coffee.

S Jenny, I'd like to ask you something.

J Yes?

S There's an exhibition of Picasso at the MOMA next week. I know you love Picasso. Would you like to come with me?

J Ah, listen, Steve. I'm really busy at work at the moment. Next week isn't a good week for me.

S Sure. No problem. Maybe we can meet one evening – when you have more time – and have dinner or see a show?

J Listen, Steve. I don't think it's a good idea. But thanks. Oh, look at the time! I need to go. Let's ask for the check.

- b** Focus on the instructions and give Sts time to read sentences 1–5. Make sure they understand all the lexis in the options.


Play the video / audio again for Sts to watch or listen and circle the correct answer.

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

1 well 2 starting to rain 3 an hour 4 can't 5 isn't

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

4 USEFUL PHRASES

 **9.22** Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

9.22


See Useful phrases in Student's Book on p.101

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

Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases**. When they have finished, get a few pairs to act out their conversation for the class.

5 SPEAKING & WRITING

- a**  **9.23** Focus on the instructions. Before playing the audio, you might want to check Sts know the meaning of *busy*. Model and drill its pronunciation.

Play the audio once the whole way through for Sts just to listen.

9.23

See conversations in Student's Book on p.101

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

Then put Sts in pairs and get them to practise the conversations. Make sure they swap roles.

- b** Focus on the instructions. Highlight that Sts should use the conversation in **5a** as a model to role-play a conversation using their own ideas.

Put Sts in pairs, **A** and **B**, and get them to role-play their own conversations. Monitor and help as needed.

Make sure they swap roles.

- c** **MEDIATION ACTIVITY** Tell Sts they need to invite their classmates to their party. When they accept an invitation, tell them to make sure they make a note of whose party they are going to and when, so they don't accept two invitations on the same day.

Now get Sts to stand up and move around the classroom, inviting as many people as possible to their party.

Monitor and help as needed.

Ask a few Sts when their party is and how many people are coming.

- d** Ask Sts to go to **Writing An email** on *p.149*.

Focus on **a** and get Sts to read the email and answer the question.

Check the answer.

Lucy invites Kate to (have) dinner at her house.

Now focus on **b** and get Sts to read Kate's email and choose the correct phrases.

Check answers.

I'm sorry, but I can't come
Maybe see you at the weekend?

Focus on the **Emails** box in **c** and go through it with the class.

Focus on the instructions for **d** and put Sts in pairs.

Highlight that the invitations have to include the day and time.

Sts write their emails inviting their partner. Monitor and help as needed. Make sure Sts are including all of the information.

Now focus on **e** and get Sts to exchange their invitation with their partner. When Sts have read the invitation, they should write a reply, accepting or declining the invitation.

Now focus on **f** and get Sts to give their reply to their partner.

Get some feedback from various pairs and find out what kind of invitations Sts made (i.e. to the cinema, to a party, for coffee, etc.) and what kind of excuses they used if they declined.

10A A room with a view

G *there's a... / there are some...*

V *hotels, in, on, under*

P /ɪə/ and /eə/

Lesson plan

The topic of this lesson is hotels.

At the start of the lesson, Sts read tourist information about Scotland and Loch Ness. They then learn vocabulary related to hotel rooms and hotels. Then the new grammar (*there's a...* and *there are some...*) is presented through a conversation between a couple on holiday and a hotel receptionist. The receptionist is showing the couple their room in a real hotel (whose website Sts can visit) next to Loch Ness. They talk about the things that there are or aren't in the hotel and area, and they ask about the famous monster. In Pronunciation, Sts practise the sounds /ɪə/ and /eə/. In Vocabulary & Speaking, Sts learn the prepositions *in*, *on*, and *under*. Then there is a speaking activity in which Sts use prepositions to describe the location of objects in hotel rooms.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *there's a... / there are some...*

Communicative My hotel

Vocabulary Draw it!

For students

Workbook 10A

Online Practice 10A

Plus extra Vocabulary and Pronunciation for speakers of Spanish: *hotels*; /ɪə/ and /eə/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts what they know about Scotland, e.g. *Where is Scotland? What's the capital city? What's Scotland famous for?*

1 READING & VOCABULARY hotels

a **10.1** Books open. Focus on the instructions and the questions. Before playing the audio, you could elicit from the class what they know about Scotland.

Now play the audio for Sts to read and listen at the same time. You could point out that the speaker has a Scottish accent.

Either put Sts in pairs to answer the questions, or do it as a whole-class activity.

If Sts worked in pairs, elicit some answers. Also ask if Sts have heard of Loch Ness. Elicit / Explain that an *inn* is a small hotel.

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

10.1

See text in Student's Book on p.108

b Get Sts to look at the photo of the hotel bedroom and number the words in the list to match the items in the room. Check answers. Model and drill pronunciation, especially *mirror* /'mɪrə/.

1 a picture 2 a window 3 a bed 4 a chair 5 a mirror

c Tell Sts to go to **Vocabulary Bank Hotels** on p.192.

Vocabulary notes

Highlight that:

- the letter *h* in *hotel*, as with most words beginning with *h*, is pronounced /h/ (it is not silent, as in some languages).
- the letters *ow* are pronounced /aʊ/ in *towel*, but /əʊ/ in *pillow*.
- the *p* in *cupboard* is silent.

10.2 Look at **1 In a hotel room** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

10.2

See In a hotel room in Student's Book on p.192

Remind Sts that we usually use *the* with *bathroom* and *floor* because it is clear which one you are talking about. Focus on **b** and get Sts to cover the words, look at the picture, and say the words. They could do this individually or with a partner. Remind them to use *a* or *the*.

Monitor and help. Make a note of any pronunciation problems Sts are having. Write the words on the board and model and drill the ones that they find difficult.

10.3 Look at **2 In a hotel** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

10.3

See In a hotel in Student's Book on p.192

Highlight pronunciation, especially the /ɑː/ sound in *spa*, *bar*, *garden*, and *car park*.

Focus on **b** and get Sts to cover the words, look at the picture, and say the words. They could do this individually or with a partner.

Focus on the **ground floor** box and go through it with the class. In some countries, e.g. the USA, people refer to the ground floor of a building as the *first floor*.

Highlight that *floor* has two different meanings – the part of the room below your feet and the different levels in a building.

Finally, focus on **c** and the speech bubbles. Look at the drawing of the hotel and highlight that we use ordinal numbers to talk about the floors of a hotel. Model and drill *the ground floor, the first floor, the second floor*, etc. in chorus and individually. Highlight that we use the preposition *on* to talk about the floors of a building.

Demonstrate the activity by asking a student *Where's the bar? (It's on the second floor.)* Elicit a question from the same student and answer the question yourself.

Put Sts in pairs and give them a few minutes to ask and answer questions about the hotel. Monitor and help. Make a note of any problems they are having and correct any mistakes on the board.

Tell Sts to go back to the main lesson **10A**.

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

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: hotels

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

2 GRAMMAR *there's a... / there are some...*

a **10.4** Focus on the lesson title, *A room with a view*, and elicit / explain the meaning (= a room where you can see beautiful things outside).

Now focus on the instructions and the words in the list. Model and drill the pronunciation of *wi-fi* /'waɪ faɪ/. Point out that the first one (*a lift*) has been done for Sts. You could point out to Sts that the hotel is the one they read about in **1a**. Get Sts to cover the conversation on *p.109* and focus on the list of items.

Play the audio once the whole way through for Sts to listen and complete the task. Play again as necessary. You may want to point out that the receptionist speaks with a Scottish accent.

Check answers by asking *Is there (a good view)? / Are there (shops near)?* and getting Sts to just say *Yes* or *No*.

✓ a good view ✓ TV ✓ wi-fi ✗ a restaurant ✓ a bar
✗ shops near

10.4

See conversation in Student's Book on *p.109*

b Focus on the instructions and make sure Sts understand that they are circling *a* or *b* in 1–3 and answering the question in the instructions. Get Sts to uncover the conversation.

Play the audio again for Sts to read and listen at the same time.

Give Sts time to look at 1–3 and circle the correct answers. If you know your Sts' L1, you may want to elicit a translation of *There's / There are* at this point. Check answers.

1 a 2 b 3 b

You make questions by changing the order.

(*There is... → Is there...?, There are... → Are there...?*)

You make negatives with *isn't* and *aren't*.

Deal with any vocabulary problems that arose. You could point out that *cases*, in line 8, is an abbreviation of *suitcases*, which Sts saw in the **Vocabulary Bank**
Common verb phrases 2: travelling.

c **10.5** Focus on the task and play the audio once the whole way through for Sts to listen and answer the first two questions.

Check answers to the first two questions and elicit opinions for the third question.

They see something in the loch.
Louisa takes photos with her phone.

10.5

(script in Student's Book on *p.153*)

E = Eric, L = Louisa

E Louisa, time to get up.

L OK. What time is it?

E It's half past seven. Breakfast is at eight.

L Is it a nice day?

E Let's see. Louisa, quick! Come here! Look at that!

L What is it?

E Look. Over there.

L Where?

E There. In the loch. There! Can't you see? There's something in the loch. It's moving. Can you see it now?

L Yes. What is it?

E I don't know. Quick, take a photo with your phone.

L I can't see it now. Can you?

E No. I can't. I can't see anything now. Let's see those photos, Louisa. Wow! I don't believe it. Look at that...

Elicit opinions to the final question as a whole-class activity. You could find out, with a show of hands, how many Sts believe in the Loch Ness monster.

d Tell Sts to go to **Grammar Bank 10A** on *p.172*.

Grammar notes

there's a... / there are some...

Sts may have trouble remembering that *there is* is used with singular nouns and *there are* with plural nouns.

Highlight that:

- *there is* contracts to *there's*, but we write *there are* NOT ~~*there're*~~.
- *there is* isn't contracted in short answers, i.e. *Yes, there is*. NOT ~~*Yes, there's*~~.
- negative sentences are formed with the negative of *be*, i.e. *isn't* and *aren't*.
- questions are formed by inverting *there* and *is / are*, e.g. *There is → Is there...?* and *There are → Are there...?*

When giving a list of things, we use *There is* if the first word in the list is singular, e.g. *There's a bed, a table, and two chairs*.

some and any

Highlight that we use *some* in positive plural sentences, e.g. *There are some pictures*.

We use *any* in negative plural sentences and questions, e.g. *There aren't any towels, Are there any pillows?*

NB The use of *some* and *any* with uncountable nouns, e.g. *There's some bread*, is not taught here. This grammar point is taught in *English File Elementary*.

Focus on the example sentences and play audio **10.6** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **10A** on p.173 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 **Are there** any free tables in the restaurant?
- 2 **There aren't** any lifts. Would you like rooms on the ground floor?
- 3 **There's** a bath in the bathroom. It's very big.
- 4 Is **there** a gym? I want to do some exercise.
- 5 **There isn't** a remote control for the TV. Can you ask reception for one?
- 6 **There are** some very ugly pictures in this room.
- 7 Is **there** a meeting room in the hotel?
- 8 **There are** some tables in the garden if you want to eat outside.
- 9 **There isn't** a car park, but we can help you park your car.
- 10 **Are there** any clean towels?

b

- 1 There aren't **any** cars in the car park.
- 2 There are **some** pillows in the cupboard.
- 3 There's **a** sauna in the spa.
- 4 Are there **any** chairs in the garden?
- 5 Is there **a** TV in the bar?
- 6 There isn't **a** table in the bedroom.
- 7 There aren't **any** windows in my room.
- 8 There are **some** shops in the hotel.
- 9 There are **some** nice T-shirts in the gift shop.
- 10 Are there **any** restaurants in the village?

Tell Sts to go back to the main lesson **10A**.

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

e Put Sts in groups of three and tell them to practise the conversation in **2b**.

Make sure Sts swap roles.

You could get some pairs to perform the role-play for the class.

f Focus on the examples. Highlight that Sts can write a singular **+** sentence if there is one of something (*There's a...*), and a plural **+** sentence with either a number or *some* (*There are two / some...*). With **-** sentences, they should be singular when there is normally only one of something, e.g. *There isn't a TV*, but plural when there are usually more than one, e.g. *There aren't any windows*.

Put Sts in pairs and get them to write a **+** or **-** sentence with *There's a... / There are some... / There aren't any...* for each noun. Monitor and help if necessary.

Elicit some sentences from individual Sts.

EXTRA CHALLENGE Get Sts to do this orally.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *there's a... / there are some...*

3 PRONUNCIATION /ɪə/ and /eə/

Pronunciation notes

You could point out that /ɪə/ and /eə/ are diphthongs, i.e. two sounds, if you think this will help Sts.

The letters *eer* are always pronounced /ɪə/, e.g. *beer*.

The letters *ere* and *ear* are sometimes pronounced /ɪə/, e.g. *here* and *near*, but are also sometimes pronounced /eə/, e.g. *there* and *wear*. Sts need to learn these common examples by heart.

a **10.7** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

10.7

See words and sounds in Student's Book on p.109

Focus on the sound picture *ear*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *ear*. Remind Sts that the pink letters are the /ɪə/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *chair* /eə/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

Focus on the **Same spelling, different sound** box and go through it with the class. There is no easy rule here, so Sts will have to learn and remember how these words are pronounced.

b **10.8** Focus on the words in the list and tell Sts that the pink letters are either /ɪə/ or /eə/. Play the audio once the whole way through for Sts just to listen.

10.8

See words in Student's Book on p.109

Now play it again for Sts, pausing after each word for Sts to put it in the correct row in **a**.

c **10.9** Play the audio for Sts to listen and check. Check answers.

10.9

ear /ɪə/ beer dear idea really we're year
chair /eə/ airport repair their where

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

Then repeat the activity, eliciting responses from individual Sts.

d Put Sts in pairs and get them to practise saying the sentences.

EXTRA SUPPORT Before putting Sts in pairs, model and drill the sentences.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ɪə/ and /eə/

4 VOCABULARY & SPEAKING *in, on, under*

a Focus on the pictures of the boxes and balls. Give Sts time to write the correct preposition under each picture.

Check answers.

1 on 2 under 3 in

Highlight, with examples and demonstrations, the difference between *on* and *in*. *In* is used when something is inside a closed or semi-closed space (e.g. *My phone is in my pocket. The book is in the drawer.*) whereas *on* is used when something is on the surface of something else (e.g. *The picture is on the wall. The book is on the table.*).

EXTRA IDEA You could practise these prepositions further by placing an object, e.g. your phone, in different places in the classroom and asking *Where's my phone?* (e.g. *It's on the table, It's under the chair, It's in your bag, etc.*).

b Focus on the six pictures. In each one, the remote control is in a different place.

Focus on the speech bubbles and picture 1. Model and drill the question and answer in chorus and individually.

Get a pair of Sts to demonstrate the activity.

Then put Sts in pairs and give them time to ask and answer the questions.

Monitor and help.

Check answers.

- 2 It's on the bed.
- 3 It's in the cup.
- 4 It's under the bed.
- 5 It's under a towel.
- 6 It's in the suitcase (under a T-shirt).

c **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. Tell them to go to **Communication Is there a TV? Where is it?**, **A** on p.142 and **B** on p.146.

Focus on the instructions and make sure Sts are clear about what they have to do. Establish that Sts **A** are going to first ask Sts **B** questions about picture 1. For each object, if **B** answers *Yes, there is / are*, **A** then has to ask *Where is it? / Where are they?* and draw the object(s) in the correct place or write the word there.

Demonstrate by taking the role of **A** and asking one of the **Bs** *Is there a coat?* and eliciting *Yes, there is*. Then ask *Where is it?* and elicit *It's on the chair*. Then tell all Sts **A** to draw a coat on the chair.

Get Sts **A** to continue with the questions, and then they swap roles.

As soon as a pair has finished, tell them to compare their pictures.

EXTRA IDEA You could get fast finishers to write sentences about their picture, e.g. *There's a laptop on the bed. There are some keys on the table, etc.*

WORDS AND PHRASES TO LEARN

🗣️ **10.10** Tell Sts to go to p.194 and focus on the **Words and phrases to learn** for **10A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

10B Where were you?

- G** past simple: *be*
- V** *in, on, at*
- P** *was* and *were*, sentence rhythm

Lesson plan

The grammar (*was / were*) is presented in an interview between a detective and a suspected bank robber. Sts then listen to the same detective interviewing the suspect's friend and they find out if the suspect is guilty or not. The vocabulary focus in the lesson is on prepositions with places, *in, on, and at* (e.g. *in bed, on a bus, at school*). In Pronunciation & Speaking, Sts practise the strong and weak forms of *was* and *were*, and sentence rhythm. Then the grammar, pronunciation, and vocabulary are brought together when Sts ask and answer questions about where they were at various times the previous day. Finally, Sts watch a video about buildings with an interesting history. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar past simple: *be*

Communicative Where were you yesterday?

Resources

Video Buildings with a past

For students

Workbook 10B

Online Practice 10B

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: times and dates; *where* and *were*; Where were you?

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts *What day is it today?* and elicit the full date onto the board, e.g. TUESDAY 5TH MARCH.

Then write the previous day and date on the board and ask Sts *Is this today?* and elicit / teach *yesterday*, and write it on the board.

Then under YESTERDAY, write 10 A.M., 3 P.M., and 7 P.M. and elicit *yesterday morning*, *yesterday afternoon*; and *yesterday evening*.

Finally, write 10 P.M. Sts will probably say *yesterday night*. Tell them that with *night*, we say *last night* NOT *yesterday night*.

1 GRAMMAR past simple: *be*

a Books open. Focus on the instructions and make sure Sts understand the meaning of *robbery*, *bank*, and *a suspect*. Model and drill pronunciation.

Do the question as a whole-class activity.

1 Jason 2 a detective

b **10.11** Focus on the instructions and tell Sts that they are going to listen to the interview between the detective and Jason Brown. If you didn't do the **Optional lead-in**, explain to Sts that we say *yesterday morning / afternoon / evening*, but *last night*.

Play the audio once the whole way through for Sts just to listen.

10.11

D = detective, J = Jason

D Where were you at seven o'clock last night?

J I was at home.

D You weren't at home. Your wife says you were out. She was at home alone.

J Oh yes, I remember now. I was in a pub.

D Were you alone?

J No, I wasn't. I was with a friend, Kevin Smith. You can ask him.

Now play it again, pausing after each sentence to give Sts time to complete the gaps. This is the first time Sts have seen *was* and *were*, but they should be able to guess the meaning from context.

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

Check answers.

1 seven 2 home 3 home 4 wife 5 pub 6 alone
7 friend

c Focus on the headings of the chart and the two columns. Then give Sts time to complete the chart.

Check answers.

1 was 2 weren't 3 Were 4 wasn't

d Tell Sts to go to **Grammar Bank 10B** on p.172.

Grammar notes

past simple: *be*

Was is the past of *am* and *is*. *Were* is the past of *are*. Like *is* and *are*, *was* and *were* can be used to describe permanent and temporary states, e.g. *I was a teacher. / I was at home last night*.

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

The past simple is used to talk about finished time, especially with past time expressions, e.g. *last night* and *last week*. It is used to refer to both the near and distant past.

1 Highlight that past time expressions do **not** have an article, i.e. *last week* NOT *the last week*.

1 Some Sts tend to remember *was* and forget *were*.

Focus on the example sentences and play audio **10.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Past time expressions** box and go through it with the class.

Now focus on the exercises for **10B** on p.173 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

a

- 1 **Were you** at school yesterday?
- 2 **James wasn't** very well yesterday.
- 3 **We were** on the plane at 4.00.
- 4 **Were they** in class yesterday?
- 5 **You weren't** very hungry this morning.
- 6 **I was** in a meeting until 7.00 last night.
- 7 **Was your sister** in London last week?
- 8 **It was** a terrible film.
- 9 **I wasn't** at home last weekend.
- 10 **Sarah and Emma were** tired this morning.

b

- 1 **B I was** at work all evening.
A No, you **weren't**. You **were** with Miriam!
B No, I **wasn't**!
- 2 **A Was** Freddie Mercury an actor?
B No, he **wasn't**. He **was** a singer with Queen.
- 3 **A Were** you in Milan yesterday?
B No, we **weren't**. We **were** in Rome.
- 4 **A Was** the film good?
B No, it **wasn't**. It **was** very slow!

Tell Sts to go back to the main lesson **10B**.

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

- e **10.13** Focus on the instructions and the example. Play the first sentence, pausing after the prompt (*She's a teacher.*) for Sts to say the past form in chorus. Now continue playing the audio for Sts to hear the answer. Play the rest of the audio, pausing after each prompt for Sts to make the sentence in the past.

10.13

- 1 *She's a teacher. (pause) She was a teacher.*
- 2 *Is he an actor? (pause) Was he an actor?*
- 3 *We aren't very happy. (pause) We weren't very happy.*
- 4 *It isn't expensive. (pause) It wasn't expensive.*
- 5 *They're terrible. (pause) They were terrible.*
- 6 *Are you a student? (pause) Were you a student?*
- 7 *I'm not tired. (pause) I wasn't tired.*
- 8 *You're in my class. (pause) You were in my class.*

Then repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: past simple: *be*

2 LISTENING

- a **10.14** Focus on the instructions. Then give Sts time to read the information about Kevin. Play the audio for Sts to listen and complete the gaps. Get Sts to compare with a partner, and then play again if necessary. Check answers.

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

1 taxi driver 2 14 3 at school 4 taxi 5 Black Horse
6 Street 7 wife 8 Jason's wife

10.14

(See script in Student's Book on p.153)

D = detective, K = Kevin

- D Interview with Kevin Smith at eight p.m. on Tuesday the fourteenth of November. Are you Kevin Smith?
K Yes, I am.
D What do you do, Kevin?
K I'm a taxi driver.
D And where do you live?
K At fourteen Market Street.
D Do you know the suspect, Jason Brown?
K Yes, I know him. He's my friend. We were at school together.
D Where were you yesterday afternoon at five o'clock?
K Yesterday at five o'clock...I was in my taxi. I was in my taxi all afternoon.
D And at seven o'clock? Where were you then?
K I was in a pub. The Black Horse.
D Where is it, exactly?
K In South Street. Near the station.
D Were you alone?
K No, I was with Jason.
D Were you only with Jason?
K Er, no. My wife was there. And Jason's wife.
D Jason's wife? She was with you?
K Er, yes.
D Are you sure?
K Yes...no...I can't remember.
D You can't remember who you were with yesterday? Very interesting...

- b Focus on the instructions and play the audio again. Ask the question to the class.

Because he says Jason's wife was at the pub, but she was at home.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.153, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 VOCABULARY *in, on, at*

Vocabulary notes

Explain that the best way to learn prepositions is by remembering them in phrases, e.g. *at home, in the office*. However, the following are some simple guidelines Sts can use.

- Use *at* for set phrases, e.g. *home, school, work, university*.
- Use *in* for towns, countries, rooms, buildings, and *bed*.
- Use *on* for transportation with *bus, train, plane*, and *ship*, but use *in* with *cars*.

! With many buildings, e.g. *restaurant, pub, cinema*, we can also use *at* to say where you were.

- a Focus on the instructions and sentences. Get Sts to complete the gaps. Remind Sts that we say *yesterday morning / afternoon / evening*, but *last night*. Check answers.

1 in 2 at

- b Write IN, ON, and AT on the board. Highlight that we often use these prepositions with places.

Focus on the chart. Explain that all of the words in each column use the same preposition.

Get Sts to complete the gaps at the top of the chart with *in*, *on*, or *at*. They should be able to do this, as they have seen examples of these prepositions earlier in the Student's Book.

- c 10.15 Play the audio for Sts to check answers and repeat the sentences.

1 at 2 in 3 on

10.15

Where were you yesterday at seven p.m.?

- 1 I was at home.
I was at work.
I was at school.
I was at university.
- 2 I was in bed.
I was in the kitchen.
I was in my car.
I was in London.
I was in the park.
I was in the street.
I was in a restaurant.
I was in a pub.
I was in a museum.
I was in a shopping centre.
I was in a hotel.
- 3 I was on a bus.
I was on a train.
I was on a plane.

- d Focus on the instructions and the example. Demonstrate the activity by saying a word from the chart. Elicit the correct prepositional phrase. Repeat with two or three more words.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to look at the chart and Sts **B** to close their books. Sts **A** test Sts **B** on the phrases.

After a few minutes, get them to swap roles.

- e 10.16 Focus on the instructions and make sure Sts know the meaning of *prison*. Explain that Sts are going to hear sound effects on the audio that will tell them where Jason's wife was yesterday at the times in the exercise. They have to complete the sentences with *she was* and the place.

Play the audio, pausing after the first sound effect, and get Sts to look at the example.

Then play the next sound effect and pause the audio. Ask *Where was she at eight o'clock? (She was on a train.)* Get Sts to write it.

Continue playing the audio, pausing after each sound effect for Sts to write their answers.

Get Sts to compare with a partner, and then play the audio again, pausing after each sound effect to elicit answers from individual Sts.

- 3 she was on a plane
4 she was in a hotel
5 she was in the street
6 she was in a restaurant
7 she was in bed

10.16

(Times and sound effects of the following:)

- 1 six o'clock in the morning: *woman snoring*
2 eight o'clock in the morning: *train and announcement for the Gatwick Express train*
3 eleven o'clock in the morning: *pilot's announcement and plane taking off*
4 three o'clock in the afternoon: *hotel receptionist*
5 five o'clock in the afternoon: *street noises*
6 seven o'clock in the evening: *restaurant noises*
7 eleven o'clock at night: *snoring*

FOR SPEAKERS OF SPANISH Online Practice Vocabulary: times and dates

4 PRONUNCIATION & SPEAKING *was* and *were*, sentence rhythm

Pronunciation notes

Native speakers use two different pronunciations of *was* and *were*, depending on whether they are stressed or not, i.e. they can have a strong or weak pronunciation.

Was and *were* always have a strong pronunciation in short answers and negatives, and can have a strong pronunciation in *yes / no* questions, e.g. *Was he at home last night?* The pronunciation is /wɒz/ and /wɜː/.

Was and *were* tend to have a weak pronunciation in sentences and are pronounced /wəz/ and /wə/, e.g. *He was a teacher /wəz/, They were waitresses /wə/.*

It is useful for Sts at this level to be aware of these differences, as it will help them to understand spoken English.

- a 10.17 Focus on the conversation and play the audio once the whole way through for Sts just to listen. You could point out that *was* and *were* are not usually stressed in the positive.

10.17

See conversation in Student's Book on p.111

Now play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the rhythm. Give more practice as necessary.

EXTRA SUPPORT Put Sts in pairs and get them to practise the conversation.

- b Focus on the questions and elicit the first one (*Where were you yesterday at 7.00 in the morning?*).

Demonstrate the activity by getting Sts to ask you the first two questions.

In pairs, Sts ask and answer the questions. Monitor and help, making note of any problems.

Get feedback by asking individual Sts to tell the class a sentence about their partner, e.g. *Maria was in the kitchen yesterday at 7.00 in the morning.* You could also find out if any Sts were in the same place at the same time.

EXTRA SUPPORT Give Sts time, in pairs, to practise making the questions first.

FOR SPEAKERS OF SPANISH Online Practice Pronunciation: *where* and *were*

5 VIDEO LISTENING

- a** Focus on the task and go through the **Glossary** with the class. Model and drill pronunciation of the words.
Play the video once the whole way through for Sts to watch and answer the questions.
Check answers.

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

The buildings are in Oxford.
Today they are a hotel.
In 1808 they were a bank.

Buildings with a past

Hi! I'm Greg. Welcome to Oxford. I'm visiting the Old Bank Hotel. It's an unusual hotel in the centre of the city.
The Old Bank is in the High Street, in the centre of Oxford. Today it's a luxury hotel, but these buildings – from number ninety-two to number ninety-four – have a very interesting history.
In the sixteenth century, they were part of Christ Church College.
In the eighteenth century, they were different shops.
And we know that in eighteen-oh-eight the buildings were one business – a bank.
There was a bank here for almost two hundred years, but today it's a famous Oxford hotel. Would you like to go in and look? Let's go.
The Old Bank Hotel has a beautiful reception and a fantastic restaurant.
There are forty-two bedrooms and they're all very comfortable. They have great views of Oxford's famous colleges.
This room has a large bed, two chairs, a table, a television, and a cupboard.
It has a beautiful marble bathroom, too.
But there are other rooms that visitors to the hotel don't usually see. These secret rooms are here in the cellar, under the hotel.
These are the old bank vaults. When the hotel was a bank, all the money was here.
The rooms were small and the doors weren't easy to open! They were very, very strong, and on each one, there was a large lock. Today, these old vaults are storerooms.
The hotel keeps its wine collection in here, so it's very, very safe!
Ninety-two to ninety-four High Street is a part of Oxford's history. And today, if you want to visit Oxford, the Old Bank is a fantastic place to see!

- b** Focus on the task and give Sts time to read sentences 1–9.
Play the video again for Sts to watch and mark each sentence *T* (true) or *F* (false).
Get Sts to compare with a partner, and then play again if necessary.
Check answers.

1 T 2 F 3 F 4 T 5 F 6 T 7 F 8 T 9 T

EXTRA CHALLENGE Play the video again and get Sts to correct the False sentences. Check answers.

- 2 In the **16th** century, they were part of Christ Church College.
3 In the 18th century, they were **shops**.
5 The hotel has **42** bedrooms.
7 The secret rooms were for keeping **money**.

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

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

EXTRA IDEA Ask Sts if there are any buildings in their town or city which have a different past. If you know of any buildings with a past in the town or city where you are teaching, you could tell the class.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: Where were you?

WORDS AND PHRASES TO LEARN

- 10.18** Tell Sts to go to *p.194* and focus on the **Words and phrases to learn** for **10B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

For instructions on how to use these pages, see p.34.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 9&10

Quick Test 10

File 10 Test

For students

Online Practice Check your progress

GRAMMAR

1 b 2 a 3 b 4 a 5 a 6 a 7 b 8 b 9 b 10 a
11 b 12 a 13 b 14 a 15 b

VOCABULARY

a
1 waiting 2 phoning 3 carrying 4 arriving 5 wearing
b
1 dress 2 jacket 3 shirt 4 skirt 5 suit 6 trousers
7 hat
c
1 Reception 2 lift 3 gift shop 4 bathroom 5 car park
d
1 under 2 on 3 on 4 under 5 in
e
1 in 2 on 3 at

PRONUNCIATION

a
1 /ɜː/ bird 2 /e/ egg 3 /eə/ chair 4 /ɪə/ ear 5 /eɪ/ train
c
1 travel 2 arrive 3 restaurant 4 cupboard 5 reception

CAN YOU understand this text?

a
F 1 C 2 A 3 E 4 D 5 B 6
b
1 There's a balcony.
2 feeling a bit nervous
3 We're having amazing tapas in a bar.
4 We're now lying on our bed.

▶ CAN YOU understand these people?

1 a 2 c 3 c 4 b 5 b

▶▶ 10.19

1

I = interviewer, A = Anna

I What are you doing in Oxford today?

A I'm here visiting a friend and just looking around.

2

I = interviewer, Ia = Iain

I What clothes do you usually wear for work?

Ia I wear semi-formal clothes, so a shirt and trousers, but I don't wear a tie.

3

I = interviewer, J = Jayna

I Would you like to live in England?

J Yes.

I Why?

J The history of the place, and just, um, it really is a beautiful country.

4

I = interviewer, S = Sandra

I Are you staying in a hotel?

S Yes.

I Do you like it?

S Yes, I like it very much.

I Why?

S It's situated near the river, it's really nice and cosy, they serve pints in the evening, so we're fine.

5

I = interviewer, S = Spencer

I Where were you at ten o'clock last night?

S At ten o'clock last night I was in my hotel room.

- G** past simple: regular verbs
V regular verbs
P regular past simple endings

Lesson plan

The context of this lesson is a family who move from London in the UK to North Carolina in the USA for a year.

The grammar is presented in a short text and listening about their move. Sts then focus closely on the different pronunciations of the *-ed* ending. They practise the grammar and pronunciation in a speaking activity. The lesson finishes with a reading and a listening about the family's year in the USA, and Sts talk about people they know who have lived or studied abroad.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar past simple: regular verbs
Communicative Find someone who...

For students

Workbook 11A

Online Practice 11A

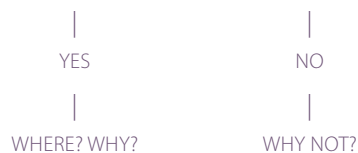
Plus extra Pronunciation and Listening for speakers of Spanish: /d/, /t/, and /ɪd/; A school exchange

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following flow chart on the board:

WOULD YOU LIKE TO LIVE ABROAD FOR A YEAR?



Elicit the meaning of *abroad* (= in another country) and its pronunciation (/ə'brɔ:ɪd/). Then put Sts in pairs and get them to ask each other the questions.

Get some feedback and find out which countries Sts would like to go to.

1 GRAMMAR past simple: regular verbs

- a** **11.1** Books open. Focus on the instructions and go through sentences 1–3. Make sure the two options are clear in each case.

Focus on the text and, if you didn't do the **Optional lead-in**, elicit / explain the meaning of *abroad*. Model and drill its pronunciation.

Play the audio once the whole way through for Sts to read and listen at the same time. If Sts ask about the *-ed* ending on the verbs, e.g. *wanted*, *asked*, ask them if they think this is the present or the past (*the past*).

- 11.1**
See text in Student's Book on p.118

Now give Sts time to choose *a* or *b* in 1–3.
Check answers.

1 a 2 b 3 b

Deal with any vocabulary problems that arose.

- b** **11.2** Focus on the six photos and elicit what Sts can see.

Now focus on the sentences and establish that they are all in the past simple and that all the words with yellow highlighting are regular verbs. Deal with any vocabulary problems.

Put Sts in pairs and give them time to try and match the sentences to photos A–F. Monitor and help.

Check answers.

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

11.2

See sentences in Student's Book on p.118

- c** Focus on the instructions and then elicit the past simple of the first sentence (*booked*). Give Sts time to write the other past simple forms. They can look back at the sentences in **b** to help them.

Check answers by copying the present and past forms on the board.

We **arrived** in North Carolina.
They **didn't** want to sleep.

Get Sts to look at the verbs again and ask them what letters they add to a verb to make the **+** past form for regular verbs.

To make a **+** past form, add *-ed* or *-d* (if the verb ends in *e*).

Now ask them how the **−** form is made.

To make a **−** past form, use *didn't* **+** infinitive.

- d** Tell Sts to go to **Grammar Bank 11A** on p.174.

Grammar notes

past simple: regular verbs

The past simple is used for finished actions and states in the past, however distant or recent. For example, we can say *I phoned you yesterday* and *I phoned you earlier today*. This may be different in your Sts' L1.

The past simple of regular verbs is very easy. There is no third person change. The basic rule is to add *-ed* to the infinitive.

Negative sentences use the auxiliary *did* + *not* (*didn't*) + the infinitive.

Questions use the formula (*Wh-*) + *did* + subject + infinitive. In other words, they follow the same pattern as questions in the present simple: **(Qu) + A + S + I**.

For information on the acronyms **QuASI** and **ASI**, see the **Grammar notes** in 7A.

Most verbs in English are regular, although some of the most common verbs happen to be irregular, e.g. *go, have* (see **11B**).

Spelling rules

The basic rule for forming the past tense in positive sentences with regular verbs is add *-ed* (e.g. *worked*) or *-d* with verbs ending in *e* (e.g. *lived*).

Highlight that you do not add *-ed* / *-d* to regular past verbs in questions and negatives.

Typical mistakes: *Did you worked yesterday? I didn't lived in London.*

The spelling rule in the **Grammar Bank** for doubling the final consonant is slightly simplified. If a verb has two or more syllables, the final consonant is only doubled if the verb is stressed on the last syllable, e.g. *control* > *controlled*. *Travel* is an exception. This is why *listened* and *opened* don't double the final consonant.

Focus on the example sentences and play audio **11.3** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **11A** on p.175 and get Sts to do them individually or in pairs. If Sts do the exercises individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences. Get them to spell any verbs where the spelling in the past changes.

a

- 1 They worked in a bank.
- 2 He finished work late.
- 3 We lived in Brazil.
- 4 I carried a big bag.
- 5 She walked to work.
- 6 The train stopped in Barcelona.
- 7 We played tennis.
- 8 You talked a lot!
- 9 I relaxed at the weekend.
- 10 He waited for the bus.
- 11 They travelled by train.
- 12 She needed a new coat.

b

- 1 A Where **did** you **park** the car?
B I **parked** it near the restaurant.
- 2 A **Did** you **finish** your homework?
B No, I **didn't finish** it. It was very difficult.
- 3 A What **did** you **study** at university?
B I **studied** economics.
- 4 A **Did** you **like** the concert?
B No, I **didn't like** it very much. The singers were terrible.
- 5 A **Did** you **watch** TV last night?
B Yes, we **watched** a very good programme.
- 6 A **Did** you **close** the door when you went out?
B Of course I **closed** it!
- 7 A **Did** you **cry** at the end of the film?
B Yes, I **cried** a lot!
- 8 A What time **did** you **arrive** in Tokyo?
B We **arrived** very late, about 1.00 a.m.

Tell Sts to go back to the main lesson **11A**.

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

e Focus on the instructions, the question prompts, and the example.

Put Sts in pairs and get them to ask and answer the questions. One student could ask the first three and the other student the next three.

Get some feedback from the class.

- 2 Did Duke University offer Dominic a job?
No, they didn't. / No, it didn't.
- 3 Did they invite their friends to their house?
No, they didn't.
- 4 Did the children want to sleep on the plane?
No, they didn't.
- 5 Did Sacha play with Lego on the plane?
Yes, he did.
- 6 Did Elena play with Sacha?
No, she didn't.

EXTRA CHALLENGE Get Sts to answer using short answers, and then where possible, expand their answers, e.g. for 2, *No, they didn't. They offered Miriam a job.*

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: past simple: regular verbs

2 PRONUNCIATION regular past simple endings

Pronunciation notes

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

- 1 *-ed* is pronounced /d/ with verbs which end in a voiced* sound, e.g. *arrive* → *arrived*, *learn* → *learned*
- 2 *-ed* is pronounced /t/ with verbs which end in an unvoiced* sound: /k/, /p/, /t/, /s/, /ʃ/, /tʃ/, e.g. *talk* → *talked*, *finish* → *finished*, *watch* → *watched*
- 3 *-ed* is pronounced /ɪd/ after verbs ending in the sound /d/ or /t/, e.g. *want* → *wanted*, *need* → *needed*

* For an explanation of voiced and unvoiced sounds, see the **Pronunciation notes** in **3A** on p.37.

In practice, the difference between /d/ and /t/ is very small, and at this level, we recommend you do not spend too much time on this. However, the difference between /ɪd/ and the other two is significant (it is an extra syllable) and Sts sometimes tend to add the /ɪd/ ending to all regular verbs. Highlight this difference, emphasizing that the *-e* in *-ed* is only pronounced when there is a *t* or a *d* before it, e.g. *waited*, *ended*, and make sure you always correct Sts when they add the extra syllable to verbs from groups 1 and 2.

a **11.4** Explain that there are three different ways of pronouncing *-ed*: /d/, /t/, and /ɪd/.

Focus on the exercise and play the audio once the whole way through for Sts just to listen.

11.4

See sounds and sentences in Student's Book on p.119

Focus on the first sound picture, *dog*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the two example sentences after *dog*. Play the audio, pausing after each sentence for Sts to listen and repeat.


Now repeat the same process for *tie* /t/ and the /ɪd/ sound.

Point out that /d/ and /t/ are very similar, but /ɪd/ is very different (see **Pronunciation notes**). Remind Sts that we pronounce *-ed* as /ɪd/ when the preceding letter is a *d* or a *t*. Stress that this is the only time that *-ed* is a separate syllable.

Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the sentences.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b  **11.5** Focus on the instructions. Ask Sts to look at the sentences in **1b** and say which have verbs with the final /ɪd/ sound (1 *rented* and 3 *invited*).

Then play the audio for Sts to listen and repeat the sentences. Tell them to focus on pronouncing the past forms correctly.

11.5

See sentences in **1b** in Student's Book on p.118

c Now put Sts in pairs. Tell them to cover the sentences, look at the photos, and take turns saying the sentences to tell Dominic's story.

EXTRA SUPPORT Do this as a whole-class activity. Get Sts to cover the sentences, and then ask a volunteer *What happened in this photo?* If the student makes a mistake, encourage the class to help. Continue with the other photos until Sts have retold the whole story.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /d/, /t/, and /ɪd/

3 SPEAKING

a **MEDIATION ACTIVITY** Focus on the instructions and make sure Sts know the meaning of *last night* and *last weekend*. Give Sts time to read the phrases and then deal with any new vocabulary.

Focus on the examples and point out the extra information given in the first example.

Demonstrate the activity by saying a few true positive and negative sentences about yourself, using the phrases, e.g. *I didn't listen to the radio this morning in my car. I walked to work this morning. I didn't arrive late. I arrived 30 minutes early.*

Put Sts in pairs, **A** and **B**, and get them to think of true sentences about themselves with the phrases. Remind them to add extra information where possible. Monitor and check that Sts **A** are now saying both positive and negative sentences. Remind Sts **B** to tick and cross the phrases, depending on whether their partner did the activity – explain that they will be using this information in the next activity. Also make sure that Sts **A** are saying the sentences and not writing them.


b Sts now swap roles, and Sts **B** tell their partner their positive and negative sentences. Sts **A** tick and cross the phrases.


c **MEDIATION ACTIVITY** Focus on the instructions and examples. Get Sts to change partners. Explain that they are now going to ask questions about the previous partners, using the phrases in the chart and giving short answers.

Tell Sts that they must first tell their new partner who they worked with in **a** and **b**.

Get Sts to ask and answer the questions with their new partner. Monitor and check that Sts are using the infinitive of the main verb in the question.

4 READING & LISTENING

 If you do **4 Reading & Listening** in a later class than when you did **1 Grammar**, you may want to revise the first part of Dominic's story before you start. Elicit the six sentences that are in **1b**, encouraging Sts to pronounce the *-ed* endings correctly.

a  **11.6** Sts are now going to read part of the blog Dominic wrote when he and his family got back to the UK. Focus on the task and make sure Sts know what *a blog* is. Tell them not to worry about the gap in the title. Now play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to read the blog again if necessary and answer the two questions. Remind them that when they read, they should try to focus on the words they know, and try to guess the meaning of new words.

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


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

They liked their house and Sacha liked his school.
They missed their friends and family; they didn't like the food;
they needed to rent a car.

11.6

See blog in Student's Book on p.119

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

b  **11.7** Tell Sts they are going to listen to the rest of the blog and must complete the gap in the title of the blog in **a** with either *the UK* or *the USA*. You could get Sts to guess and, with a show of hands, find out what they think. Play the audio once the whole way through and then check the answer.

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

the USA

11.7

(script in Student's Book on p.153)

Miriam really liked her job – it was very interesting. I worked from home, so I was with the children a lot, and I loved it. In general, life was good. It was quite cheap – cheaper than in the UK. We joined a sports club, where the children learned to swim, and I played a lot of tennis – one of my favourite sports.

The people in Durham were very friendly. They often invited us to their homes. It was easy to meet people at the sports club, or at the university, where Miriam worked. And there were so many new places to see! At weekends we visited some of the beautiful national parks. They were very different from English parks! In one park, there was a sign saying *Don't disturb the snakes* – Sacha loved it!

I also remember a trip to a country music festival at a blueberry farm. It was fantastic. First, we listened to the music, and then we picked a lot of blueberries – they're Elena's favourite fruit. But after that trip, she didn't want to eat a blueberry for at least two weeks!

We stayed in Durham for a year. After that, we returned to England because my wife's job finished. But we loved our life in the USA, and we're thinking of going back there in maybe two or three years.

- c Give Sts time to read sentences 1–9, and make sure they understand them, e.g. the verb *return*.

Now play the audio once the whole way through for Sts to correct the information.

Play again if necessary.

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

- 1 Miriam **was** very happy at work.
- 2 Dominic worked **from home**.
- 3 Life in the USA was (**quite**) **cheap**.
- 4 The children learned to **swim**.
- 5 The people in Durham **were** very friendly.
- 6 The National Parks were **very different**.
- 7 At the blueberry farm they listened to **country** music.
- 8 They stayed in Durham for **one year**.
- 9 They returned to England because **Miriam's job finished**.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.153, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Do this as a whole-class activity.

If your Sts are at secondary school or university, you could ask them if they would like to study in another country.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: A school exchange

WORDS AND PHRASES TO LEARN

11.8 Tell Sts to go to p.194 and focus on the **Words and phrases to learn** for 11A. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

- G** past simple irregular verbs: *get, go, have, do*
V verb phrases with *get, go, have, do*
P sentence rhythm

Lesson plan

This lesson introduces the past simple of the four most common irregular verbs in English: *get, go, have, do*. The lesson begins by revising verb phrases with the four verbs. Sts then listen to a conversation between a father who arrives back early from a work trip and his teenage daughter, who he is surprised to find at home. The grammar is presented using extracts from the conversation. In Pronunciation & Speaking, Sts focus on sentence rhythm in questions and answers in the past, and then interview each other about what they did yesterday. Sts then read an article about a film, *A Life in a Day*, which was made using videos showing life around the world on one particular day. Finally, Sts write a blog post about what they did yesterday, using *then, after that, and after*.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar past simple irregular verbs: *get, go, have, do*
Communicative Life in a day

For students

Workbook 11B

Online Practice 11B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: more phrases with *get, go, have, do*; sentence rhythm

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Test Sts on the verb phrases they know using *have* and *go* from the **6B Vocabulary Bank A typical day** on p.187, like this:

T *breakfast* **Sts** *have breakfast*

T *work* **Sts** *go to work*

Other phrases are: *a coffee, lunch, home, shopping, to the gym, dinner, to bed*.

1 VOCABULARY

verb phrases with *get, go, have, do*

- a** Books open. Focus on the instructions and the mind maps. Point out the examples.
 Give Sts time to complete the rest of the verb phrases.
 Get Sts to compare with a partner.
- b** **11.9** Play the audio for Sts to listen and check.
 Check answers by asking individual Sts to read the whole phrase.

- 2 have breakfast, have a coffee, have dinner, have lunch, have a nice day, have a shower
- 3 go to bed, go home, go to school
- 4 do homework, do housework, do sport, do yoga.

11.9

- 1 get a flight, get a taxi, get up early
- 2 have breakfast, have a coffee, have dinner, have lunch, have a nice day, have a shower
- 3 go to bed, go home, go out, go to school
- 4 do homework, do housework, do sport, do yoga

EXTRA SUPPORT You could play the audio again for Sts to listen and repeat.

EXTRA SUPPORT Tell Sts to cover the verbs and get them to test themselves on the verbs.

- c** Put Sts in pairs, **A** and **B**. Sts **A** (book open) test Sts **B** (book closed). Tell Sts **A** to read a word or phrase from the list in **a** and Sts **B** must say the verb phrase.
 Make sure Sts then swap roles.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more phrases with *get, go, have, do*

2 LISTENING

- a** **11.10** Focus on the task. Highlight that Ben is a businessman and that Linda is his daughter. Ask *Where was Ben?* (In Paris), *Where's he now?* (At home).
 Focus on the list of places and check that Sts can remember what they mean.
 Focus on the instructions and get Sts to cover the conversation.
 Play the audio once the whole way through for Sts to listen and tick the places where Linda says she was during the day. Play the audio again as necessary.
 Get Sts to compare with a partner, and then check answers. Ask *Was Linda at school?* (No, she wasn't.), *Was she at home?* (Yes, she was.), etc.

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

Sts should tick: at home, in a museum, in a café

11.10

B = Ben, L = Linda

- B** Hi. I'm back. Linda! What are you doing at home?
L Hi, Dad. You're very early.
B Yes, I got an early flight.
L Er, how was your day?
B My day was fine. But what about *your* day? Why aren't you at school?
L We didn't have classes today. We went to the British Museum in the morning. It was great. And then we had lunch in the café there.
B Why didn't you go to school this afternoon?
L We had a free afternoon. I stayed at home.
B What did you do?
L I did my homework. I had a lot of work.
B Good girl. When are your exams?
L They're next week.
B Where's your mother?
L She went out. I think she went shopping.
B What's that?
L What?
B That noise.

- b** Tell Sts to uncover the conversation. Focus on the conversation and the instructions. Tell Sts they are going to listen to the conversation again and they need to complete the gaps. Give them time to see if they can remember any of the missing words.

Play the audio again for Sts to listen and complete the gaps. Play again as necessary.

Get Sts to compare with a partner.

Check answers by playing the audio again, pausing after each answer, and writing the words on the board.

1 home 2 flight 3 classes 4 British 5 lunch
6 free 7 homework 8 week 9 mother 10 shopping

Go through the conversation with Sts and elicit / explain any new words or phrases. Also explain / elicit that:

- *got* is the past of *get*
- *went* is the past of *go*
- *had* is the past of *have*
- *did* is the past of *do*, and *do* is used both as a main verb and as an auxiliary

- c** **11.11** Focus on the instructions and the question. Make sure Sts understand the word *noise*.

Elicit some ideas from Sts, but don't tell them if they are correct or not.

Play the audio once the whole way through for Sts to listen and answer the question.

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

The noise is a boy (Dylan) in Linda's room.

11.11

B = Ben, L = Linda, D = Dylan

B And who are you?

L Um, Dad, this is Dylan.

B What are you doing here, Dylan?

D Well, er...you see...Linda and I wanted to do our homework together.

B Oh, did you? And what kind of homework was it, exactly?

3 GRAMMAR past simple irregular verbs: *get, go, have, do*

- a** Focus on the chart. Highlight that the phrases in the left-hand column are in the present simple and the sentences in the right-hand column are in the past simple.

Focus on the conversation in **2b** and elicit the word missing from the first gapped sentence in the chart (*got*).

Give Sts time to complete all the sentences in the chart.

Get Sts to compare with a partner.

- b** **11.12** Play the audio for Sts to listen and check.

Check answers.

past simple
We went to the British Museum.
We had lunch in the café.
I did my homework.

11.12

I **got** an early flight.

We **went** to the British Museum.

We **had** lunch in the café.

I **did** my homework.

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

Highlight that all four verbs are irregular in the past tense (i.e. you don't add *-ed* – the verbs change their form).

Highlight too that here *did* is a main verb, but remind Sts that *did* is also used as an auxiliary verb to make questions in the past simple, e.g. *Did you go to school?*

- c** Tell Sts to go to **Grammar Bank 11B** on p.174.

Grammar notes

past simple irregular verbs: *get, go, have, do*

A number of common verbs are irregular in the past simple. The change of form can be just one or two letters, e.g. *get* → *got*, or can be a completely new word, e.g. *go* → *went*.

As with regular verbs, irregular verbs are only irregular in positive sentences. In negative sentences, *didn't* is used with the infinitive (not the past), and questions are formed using *did* + infinitive.

Some typical mistakes include: *Did you went to the cinema?*
I didn't had breakfast.

As with regular verbs, all forms are the same for all persons.

Focus on the example sentences and play audio **11.13** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **did / didn't** box and go through it with Sts.

Now focus on the exercises for **11B** on p.175 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 I **had** eggs for breakfast this morning.

2 **Did she go** to Spanish classes last year?

3 **We didn't have lunch at home** last week.

4 **Mike didn't go to work by car** yesterday.

5 **They went to school by bus** yesterday.

6 **What time did you get up** this morning?

7 **Did you do sport or exercise** last weekend?

8 **You didn't do the housework** yesterday.

9 **I didn't get up early** this morning.

b

1 **A** What **did** you **have** for lunch today?

B I **had** fish.

2 **A** **Did** you **do** the housework?

B No, but I **did** my English homework.

3 **A** Where **did** you **go** last night?

B I **didn't go** out. I stayed at home.

4 **A** What time **did** the children **get up**?

B They **got up** very late. They were tired.

5 **A** What **did** you **have** for breakfast?

B I **didn't have** breakfast. I wasn't hungry. I just **had** a coffee.

6 **A** **Did** Pedro **go** to judo last week?

B He **went** on Monday, but he **didn't go** on Wednesday because he wasn't very well.

Tell Sts to go back to the main lesson **11B**.

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

EXTRA IDEA Get Sts to practise the conversation in **2b** on p.120, with one student taking the part of Ben (the father) and the other student the part of Linda, and then swapping roles. You could rehearse the conversation before you start, with Sts repeating the conversation after you or the audio.


FOR SPEAKERS OF SPANISH Pocket Book Grammar: past simple irregular verbs: *get, go, have, do*

4 PRONUNCIATION & SPEAKING sentence rhythm

Pronunciation notes

Remind Sts that in English the words that carry the important information are said more strongly than others, e.g. in *What did you do last night?*, *What, do,* and *last night* are stressed more strongly than *did* and *you*.

For more information on sentence rhythm, see the **Pronunciation notes** in **3B**.

- a**  **11.14** Focus on the instructions and the four questions and answers.
Play the audio once the whole way though for Sts just to listen.

11.14
See questions and answers in Student's Book on p.121

Now play the audio again for Sts to listen and repeat the questions and answers, copying the rhythm. Encourage them to pronounce the bigger **bold** words more strongly than the other words.

EXTRA SUPPORT Put Sts in pairs, **A** and **B**, and get them to practise the questions and answers. Make sure they swap roles.

- b** **MEDIATION ACTIVITY** Tell Sts to go to **Communication Your day** on p.143.

Focus on the instructions in **a** and the example. Explain that Sts have to use the prompts to make questions in the past. Point out that there are both *Wh-* and *yes / no* questions, e.g. *What time did you get up yesterday?* and *Did you have a shower?*

Elicit three or four example questions from the class. Check that Sts understand what information the questions are asking for. Model and drill the pronunciation of some or all of the questions, encouraging Sts to use good rhythm by stressing the important words in the sentence, as in the previous pronunciation exercise.

EXTRA SUPPORT Elicit all the questions in the past before Sts interview each other. You could get them to interview you first.

Put Sts in pairs and get them to take turns interviewing each other. They write their partner's answers in the *Your partner* column.

Monitor and check that Sts are using correct question format. Make notes of any problems to focus on later.

Then focus on **b**. Put Sts in new pairs and get them to tell their new partner three things about their first partner.

Tell Sts to go back to the main lesson **11B**.

FOR SPEAKERS OF SPANISH Online Practice Pronunciation: sentence rhythm


5 READING

- a** Focus on the instructions. You could remind Sts that Ridley Scott directed three of the films in the *Alien* series, which they saw in **7B**.

Read the introduction with the class (up to *24th July*). Elicit / Explain any new vocabulary, e.g. *life* (and the irregular plural *lives*), *to film*.

Ask the question to the class.

They filmed their lives.

- b**  **11.15** Focus on the instructions, making sure Sts know the meaning of *caption*. Give Sts time to look at the photos. Remind Sts that when they read, they should try to focus on the words they know and guess the meaning of new words.

Play the audio for Sts to read and listen at the same time.

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

11.15
See article in Student's Book on p.121

Give Sts time to read the article again if necessary and complete the captions.

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

1 shaved 2 cleaned shoes 3 arrived, Kathmandu
4 did, skydive 5 got married

- c** Focus on the instructions and two questions. Elicit / Explain that *normal* refers to things people usually or often do and that *unusual* means 'not usual'.
Give Sts time to read the article again and then answer the questions. You could ask Sts to make two lists, headed *Normal* and *Unusual*.

Get Sts to compare with a partner, and then check answers. Note that shaving is a normal activity for most men, but shaving for the first time is special. If Sts have different answers, get them to explain.

Deal with any other new vocabulary, e.g. *thousands*, *incredible*, etc. Model and drill the pronunciation of any tricky words.

- d** Focus on the instructions and get Sts to cover the article. You could get Sts to do this in pairs, or you could call out each verb and get the class to tell you the past simple.
If Sts worked in pairs, check answers.

do → did get up → got up go → went have → had
open → opened wash → washed work → worked

- e** Focus on the instructions and give Sts time to complete each gap with a verb from **d**.
Get Sts to compare with a partner, and then check answers.

1 got up 2 opened 3 did 4 worked 5 went, had
6 washed

EXTRA SUPPORT Write the past tense of the verbs in **d** on the board to help Sts.

6 WRITING a blog post

Tell Sts to go to **Writing A blog post** on p.149.

- a** Focus on the instructions and read the title and the first sentence of the blog. You might want to pre-teach the word *colleague*. Model and drill pronunciation.

Give Sts time to read the blog post and complete the task. Point out that the first one (*I got up at 6.30...*) has been done for them.

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

2 Then I had a shower and had breakfast. I didn't eat...

3 After that, I went to my new office. I got a taxi, because...

4 When I arrived, the boss introduced me...

5 I didn't go out for lunch – I had a sandwich in the office...

6 I went home at 5.30. I had a pizza for dinner...

7 I went to bed early, at 9.30. I was really tired, but...

- b** Focus on the **Showing the order of events** box and go through it with the class. Elicit / Explain that we use these words to show the order in which things happen.

Highlight that *Then* and *After* have the same meaning.

After must be followed by a noun, e.g. *After lunch*. You

can't use *after* by itself. A typical mistake is: *We had lunch.*

After, we went shopping. It should be *After lunch / After that, we went shopping.*

- c** Explain that Sts are going to write a blog post about their day yesterday.

Write this sentence on the board:

YESTERDAY WAS A _____ DAY FOR ME.

Ask a few Sts what word they would put in the gap.

Suggest words like *normal, unusual, interesting, big*.

Tell Sts to use this sentence to begin their blog and make it true for their day. Then they should explain what they did, using time-order words to put the events in order.

Make sure Sts understand that they don't have to say everything they did, just the most interesting or important events in their day.

Get Sts to work individually to write their blog posts.

Monitor and help as needed. If short of time, you could set this for homework.

Check that Sts are using *Then, After that*, etc. and telling events in the order they happened.

EXTRA IDEA If you have corrected their blogs, you could get Sts to 'post' them by putting them on the wall in the classroom. Then get Sts to walk around the room and read each other's blogs.

Tell Sts to go back to the main lesson **11B**.

WORDS AND PHRASES TO LEARN

🔊 **11.16** Tell Sts to go to p.194 and focus on the **Words and phrases to learn** for **11B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

Practical English Is there a bank near here?

Function asking for and giving directions

V prepositions of place

P sentence rhythm and polite intonation

Lesson plan

In this **Practical English** lesson, Sts learn how to understand and give simple directions in the street. They begin by learning six new prepositions of place and some very basic language for directions, which is practised through a role-play. The focus is more on asking for and understanding directions than giving directions, as the latter is quite challenging for Sts at this level. Sts watch or listen to Rob asking for directions, and then to a conversation with Jenny in which she explains where her hotel is and how to get there.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Communicative Where are you?

Resources

Video Practical English Episode 6

Quick Test 11

File 11 Test

For students

Workbook Practical English 6

Can you remember? 1–11

Online Practice Practical English 6

Check your progress

Plus extra Vocabulary for speakers of Spanish: prepositions of place

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the prompt phrase PLACES IN A TOWN on the board. Give Sts two minutes in pairs to brainstorm words for places in a town, e.g. *school, bank, museum*, etc.

Elicit words from the pair with the longest list and write them on the board. Tell the other Sts to listen and check the words on their list.

Continue eliciting more words from different pairs. Try to elicit all the words for the places in the map on p.122.

1 VOCABULARY & PRONUNCIATION

prepositions of place; sentence rhythm and polite intonation

a **11.17** Books open. Focus on the prepositions of place and the phrases.

Play the audio once the whole way through for Sts just to listen.

11.17

See words and phrases in Student's Book on p.122

Now play it again, pausing after each item for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Highlight that:

- *opposite* means face to face, and is used mainly for people or buildings.
- some prepositions of place are one word, e.g. *opposite, between*, but others are two, e.g. *next to*.
- *on the corner* can be followed by *of + street name*, e.g. *on the corner of Oxford Street*.

EXTRA IDEA You could give more practice with *next to, opposite*, and *between* by asking questions about things or people in the classroom, e.g. *Who's sitting next to Silvio? What's between my desk and the window?*

b **11.18** Focus on the instructions and the map. Give Sts time to read the names of the buildings and the streets.

Demonstrate the activity by choosing a place and describing its position yourself, e.g. *It's on the corner, next to the bookshop*, for Sts to say the place (*the supermarket*).

Play the audio. Pause after the man asks for the place he is looking for, and elicit what it is (*a coffee shop*). Make sure Sts are clear they have to write *coffee shop* on the map in one of the labels A–D.

Now play the rest of the first conversation and elicit the answer (*The coffee shop is building D*).

Play the rest of the audio, pausing after each conversation to give Sts time to write the name of the place in the label.

Check answers by playing the audio and pausing after each conversation.

B Chinese restaurant **A** phone shop **C** park

11.18

M = man, W = woman

1

M Excuse me?

W Yes?

M Is there a coffee shop near here?

W Yes, there's one in South Street. It's next to the cinema, on the right.

M Thanks.

2

M Excuse me. Is there a Chinese restaurant near here?

W Yes, there's one in King Street, between the bank and the gym.

M Thank you.

3

M Excuse me. Is there a phone shop near here?

W Yes, there's one in North Street, next to the hotel, on the left.

M Thanks.

4

M Excuse me. Where's the park?


W It's in London Road, opposite the gym.

M Oh, great. Thank you.

Pronunciation notes

Intonation

Intonation is the way in which we say something in English, using a rise or fall in the movement of our voice. Through our intonation, we can 'sound' polite, rude, happy, angry, interested, bored, etc. You can make Sts appreciate the importance of intonation by speaking like a robot, i.e. with no intonation. Encourage Sts to practise polite intonation by copying the audio.

- c**  **11.19** Focus on the instructions and the map again. Model and drill the street names.

Now focus on the conversation and remind Sts that the bigger words in **bold** are pronounced more strongly. Also highlight that the speakers use polite intonation with a wide voice range. Play the audio once the whole way through for Sts to listen to the rhythm and intonation.

11.19

See conversation in Student's Book on p.122

Highlight the use of *Excuse me* /ɪks'kju:z mi:/ in the conversation as a polite way of attracting a stranger's attention (we don't use *Please!* or *Sorry!*). Also point out that polite intonation in English tends to be higher than normal intonation.

Now play the audio again, pausing after each line, for Sts to listen and repeat, encouraging them to copy the rhythm and intonation on the audio.

- d** Go through the instructions and focus on the example in the speech bubbles.

Model and drill the question *Is there a bank near here?*

Then say other places on the map for Sts to substitute, e.g.


T *gym* **Sts** *Is there a gym near here?*

Demonstrate the activity by asking one student about a place and eliciting an answer, e.g. *Excuse me. Is there a bank near here?* (Yes, there's one in King Street, next to the Chinese restaurant.)

Put Sts in pairs and get them to ask and answer questions about the places on the map. Monitor and help.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: prepositions of place

2 ASKING FOR & GIVING DIRECTIONS

- a**  **11.20** Focus on the pictures and directions, and give Sts time to match them.

Then play the audio once for Sts to listen and check.

Check answers.

11.20

1 C Go straight on. 2 A Turn right. 3 B Turn left.

Now play the audio again for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Use gestures to elicit the phrases, e.g. *go straight on, turn right, and turn left.*

- b**  **11.21** Focus on the instructions and the question. Elicit / Explain the meaning of *cash machine*.

Tell Sts to cover the conversation and look at the map.

Make sure Sts know where Rob is standing, and play the video / audio twice for them to follow the directions to the cash machine.

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

Bank B

11.21

See conversation in Student's Book on p.123


Now tell Sts to uncover the conversation and go through it line by line. You could play it again for Sts to read and listen at the same time. Highlight:

- the difference between *Turn left* and *It's on the left*.
- responding to *Thanks very much* / *Thanks* with *You're welcome*.

- c** Play the conversation in **b** again, pausing after each sentence for Sts to listen and repeat.

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

Monitor and help as needed. Make sure Sts swap roles.

- d**  **11.22** Focus on the instructions and make sure Sts understand why Rob needs to find another bank. Remind Sts that Rob is now standing outside Bank B.

Play the video / audio once the whole way through for Sts to watch or listen and answer the question. Play again as necessary.

Check the answer.

Bank C

11.22

(script in Student's Book on p.153)

R = Rob, M = man

R Oh ****. I don't believe it. Excuse me, this cash machine isn't working. Is there another one near here?

M Yeah, there's one in HSBC. Go straight on; turn right. Go straight on for a bit, and it's on the left.

R Thanks.

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

- e** **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Excuse me. Can you help me?**, **A** on p.143 and **B** on p.147.

Focus on the instructions and give Sts time to read their roles and look at their maps. Explain that they each have to ask for directions to three places and then label the buildings.

Tell Sts **A** to start by asking Sts **B** for directions to the bus station. You could point out to Sts **A** that they can't see a bus station on their map and to Sts **B** that they can see one. Monitor and make a note of any problems Sts are having.

Tell Sts to swap roles when Sts **A** have written their first label. Now Sts **B** ask Sts **A** for directions to the university. Monitor and help, making a note of any general problems Sts are having, and deal with these on the board at the end. When they have finished asking for their places, get Sts to compare maps to check their labels.

Tell Sts to go back to the main lesson **Practical English 6**.

3 WHERE'S JENNY'S HOTEL?

a  **11.23** Focus on the instructions and question.

Play the video / audio once the whole way through for Sts to watch or listen and answer the question.

Check the answer.

To check she got his email about the hotel

11.23

(script in Student's Book on p.153)

R = Rob, J = Jenny

J Hello?

R Hi, Jennifer?

J Yes?

R This is Rob Walker from *London24seven*. I'm phoning to check you got the email I sent you.

J Er, what was it about?

R It was the information about your hotel for next week.

J Just a second. Yes, here it is. Hotel Indigo, London Street. Where is it, exactly?

R It's very near Paddington Station. You can get the Heathrow Express train from the airport to the station. It only takes about fifteen minutes.

J OK, that's great. Can I walk to the hotel from the station?

R Yes, it's very near. Can you see it on the map?

J Er, yes, I have it now.

R Turn left when you leave the station. Then go straight on for a bit, and turn right into London Street. The hotel's opposite Norfolk Square.

J Great.

R I can come to the hotel in the morning on your first day. We can walk to the office together.

J OK. See you then.

R Bye.

J Bye.

b Focus on the instructions and Jenny's notes about her hotel. Give Sts time to read them. Point out that the first one (*Indigo*) has been done for them.

Play the video / audio again for Sts to watch or listen and complete the task. Play again as necessary.


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

2 London 3 Station 4 airport 5 15 6 left 7 straight on
8 right 9 opposite

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

EXTRA IDEA As this is the last episode of Rob and Jenny on the video, if your Sts have enjoyed it, you might want to ask them what they think happens when Jenny comes to London, and tell them that they can find out in *English File Elementary!*

4 USEFUL PHRASES

 **11.24** Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

11.24

See Useful phrases in Student's Book on p.123

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

Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases**. When they have finished, get a few pairs to act out their role-play for the class.

G past simple: regular and irregular verbs

V regular and irregular verbs

P irregular verbs

Lesson plan

In this lesson, Sts revise the past simple (regular and irregular verbs) and learn some more irregular verbs in the context of a short story with a surprise ending about two strangers who meet on a train. In Vocabulary & Pronunciation, Sts learn some new high-frequency irregular verbs. Then Sts read and listen to the first two parts of the story. In Grammar, they revise the past simple of regular and irregular verbs, including the past of the verb *be*, and retell Parts 1 and 2 of the story. Then Sts watch a video of Parts 3, 4, and 5 of the story. This final section of the story is on video. If you are unable to show the video in the class, there is also an audio version on the *Class Audio*. However, you can tell Sts to watch the video in *Online Practice*.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar past simple: regular and irregular verbs
Communicative Past tense questions

Resources

Video Strangers on a train

For students

Workbook 12A

Online Practice 12A

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: *first, then, after that, etc.; was/wasn't and were/weren't; How was your weekend?*

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

This lead-in will help Sts do questions **1a**, **1b**, and **1c** of the *Verbs quiz*. Tell Sts that you're going to read out ten regular verbs, and they must write them down in the past simple. Give an example: say *arrive*, and write *ARRIVED* on the board.

Now read out the following verbs, pausing after each one to give Sts time to write down the past simple: *ask, exchange, finish, look, move, phone, start, stop, talk, wait*.

You could ask Sts to compare their spelling with a partner. Don't check the spelling of the verbs yet – Sts do this in **1a** and **1b** of the *Verbs quiz*.

1 VOCABULARY & PRONUNCIATION regular and irregular verbs

Pronunciation notes

Some verbs which are irregular in the past tense have quite tricky pronunciation, e.g. *buy* – *bought* /bɔ:t/, *say* – *said* /sed/ (NOT /seɪd/), *see* – *saw* /sɔ:l/, *tell* – *told* /təʊld/.

As these verbs are very high frequency, it is worth spending some time on making sure Sts can pronounce the past simple forms correctly.

a Books open. Focus on the *Verbs quiz* and put Sts in pairs to do it. If you did the **Optional lead-in**, point out that the verbs are the same and tell Sts to check with the verbs they wrote down.

Check answers.

1

a stop

b arrive, exchange, move, phone

c start, wait

2

buy → bought leave → left say → said see → saw

send → sent sit → sat tell → told write → wrote

b **12.1** Focus on the task and make sure Sts understand that they are repeating all the verbs in the two lists in **a**, but in the past tense. Play the audio for Sts to listen and repeat.

12.1

regular verbs: arrived, asked, exchanged, finished, looked, moved, opened, phoned, started, stopped, talked, waited

irregular verbs: bought, left, said, saw, sent, sat, told, wrote

Write **BOUGHT** on the board and say it /bɔ:t/. Ask Sts *What do you notice about the spelling and pronunciation of this word?* Elicit that the letters *gh* are not pronounced: they are silent. Highlight also that the pronunciation of *said* is /sed/, NOT /seɪd/.

Play the audio again, pausing after each verb for Sts to listen and repeat.

c **12.2** Focus on the task and the examples. Tell Sts they will hear the infinitive and they must say the past simple. Play the first verb, pausing the audio for Sts to say *said* in chorus.

Play the rest of the audio for Sts to listen and say the past simple of the verb.

12.2

1 say (pause) said

2 tell (pause) told

3 finish (pause) finished

4 wait (pause) waited

5 buy (pause) bought

6 phone (pause) phoned

7 write (pause) wrote

8 stop (pause) stopped

9 leave (pause) left

10 send (pause) sent

11 arrive (pause) arrived

12 start (pause) started

13 see (pause) saw

14 sit (pause) sat

15 ask (pause) asked

Finally, repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: *first, then, after that, etc.*

2 READING & LISTENING

12.3 12.4 Pre-teach the following vocabulary to help Sts with the story. Draw a train on the board and elicit the word *train*. Now elicit / teach words connected with travelling by train, e.g. *platform, seat, station, ticket*. Write them on the board and drill pronunciation.

Focus on the title of the story, *Strangers on a train*, and elicit / explain that a stranger is a person you don't know, NOT a person from another country (which is *foreigner*). NB The word *stranger* in English may be similar to the word for *foreigner* in your Sts' languages. Model and drill pronunciation.

12.3 Now focus on **Part 1**. Tell Sts that they are going to read and listen at the same time.

Play the audio once the whole way through for Sts to read and listen to **Part 1**.

Focus on questions 1–4 and get Sts to answer them in pairs.

Check answers.

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

- 1 He saw her at the station / on the platform.
- 2 Chanel No. 5
- 3 (Classical) music
- 4 To have a (cup of) coffee

12.3

See Part 1 in Student's Book on p.130

Elicit / Teach the meaning of any words in the story you think Sts may not have understood, e.g. *blonde, move, full* (elicit the opposite *empty*), *nice smell*, etc.

12.4 Now focus on **Part 2**. Play the audio for Sts to read and listen at the same time.

Focus on questions 5–8 and give Sts time to answer them in pairs.

Check answers.

- 5 She works in property (flats and houses).
- 6 He works for Citibank.
- 7 He lives in Chelsea and she lives near Chelsea.
- 8 Because she offered to drive him home.

12.4

See Part 2 in Student's Book on p.131

Elicit / Teach the meaning of any words or phrases you think Sts may not have understood, e.g. *property, That's interesting, time to go*.

Tell Sts they will see the rest of the story later in the lesson.

3 GRAMMAR past simple: regular and irregular verbs

a This exercise tests Sts on what they have learned about the past simple in English so far. Focus on the task and the two conversations.

Give Sts time to read the conversations and choose the correct form.

Get Sts to compare with a partner.

b 12.5 Play the audio for Sts to listen and check.

Check answers. You could get pairs to read the conversations out loud.

See verbs in **bold** in script 12.5

12.5

1

A Where did you go on Saturday?

B I went shopping for clothes.

A What did you buy?

B I bought a new jacket.

A Was it expensive?

B No, it wasn't.

2

A What did you do last night?

B I went to the cinema. I saw a new French film.

A Did you like it?

B No, I didn't like it very much. It was very slow.

EXTRA IDEA Put Sts in pairs and get them to practise the conversations. Make sure they swap roles.

c Tell Sts to go to **Grammar Bank 12A** on p.176. Highlight that this **Grammar Bank** is revision of what they have learned about the past simple in recent Files.

Grammar notes

past simple: regular and irregular verbs (revision)

Remind Sts:

- that you don't use the auxiliaries *did / didn't* to make questions with the verb *be* in the past tense, e.g. *Were you at home last night?* NOT *Did you be at home last night?*
- for regular verbs add *-ed* or *-d* to the infinitive in positive sentences.
- that most verbs are regular (e.g. *like, live*), but some common verbs are irregular and change their form in the past simple (e.g. *go – went, have – had*).
- to use *did / didn't* + infinitive to make questions and negatives with all verbs except *be* (and *can*), e.g. *Did you like it? Did you go?* NOT *Did you liked it? Did you went?*

Refer Sts to **Regular and irregular verbs** on p.195, listing the regular and irregular verbs which have been taught in the Beginner Student's Book.

Focus on the example sentences and play audio **12.6**,

12.7, and **12.8** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercise for **12A** on p.177 and get Sts to do it individually or in pairs. If they do it individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- 1 rented
- 2 was
- 3 did
- 4 went
- 5 visited
- 6 stayed
- 7 had
- 8 were
- 9 arrived
- 10 said
- 11 answered
- 12 saw
- 13 looked
- 14 was
- 15 wasn't
- 16 did...see
- 17 asked
- 18 Did...talk
- 19 didn't speak
- 20 said
- 21 told
- 22 waited
- 23 went
- 24 was
- 25 had
- 26 did...leave
- 27 were
- 28 wanted

Tell Sts to go back to the main lesson **12A**.

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

- d** Focus on the instructions. Give Sts time to look at the photos in **2** and the questions in **d**.
Put Sts in pairs and tell them to retell **Parts 1** and **2** of the story *Strangers on a train*. Monitor and help if necessary.
Elicit the story from the class.

EXTRA SUPPORT Get Sts to write the answers to the questions to help them retell **Parts 1** and **2** of the story.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: *was/wasn't* and *were/weren't*

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: past simple: regular and irregular verbs

4 VIDEO LISTENING

This final section of the story is available on video or audio.

- a** **12.9** Tell Sts they are going to watch or listen to **Parts 3–5** of *Strangers on a train*.

Focus on questions 1–3 and give Sts time to read them.
Play the **Part 3** video / audio for Sts to watch or listen.
Give Sts time to answer questions 1–3 in pairs.
Check answers.

- 1 She had a BMW.
- 2 She had two tickets for a Beethoven concert at the Royal Albert Hall.
- 3 She wanted to meet him in the bar at 7.30.

12.9

D = David, O = Olivia

Part 3

- D** Olivia's car was in the station car park.
'Nice car,' I said.
It was a big BMW. She was a very fast driver. She stopped outside my flat. We said goodbye, and exchanged phone numbers. The next morning there was a message from Olivia. She wrote:
- O** I really want to see you again! Friday?
D On Friday morning, Olivia phoned me. Hello.
O I have two tickets for a Beethoven concert tonight at the Royal Albert Hall! Can you get them from the box office at seven fifteen? We can meet in the bar at seven thirty. The concert starts at eight.

Elicit / Teach the meaning of any words you think Sts may not have understood. Point out the photo of the Royal Albert Hall and tell Sts that it is a famous concert hall in London.

- b** **12.10** Now focus on questions 1–6 and give Sts time to read them.
Play the **Part 4** video / audio for Sts to watch or listen.
Give Sts time to answer the questions in pairs.
Check answers. For questions 5 and 6, elicit opinions, but don't tell Sts if they are correct or not.

- 1 He arrived at 7.00.
- 2 He got a message from Olivia. He left her ticket at the box office and sat down in his seat.
- 3 He phoned Olivia.
- 4 He left the concert hall and went home.

12.10

D = David, O = Olivia, W = woman

Part 4

- D** I arrived at the Royal Albert Hall at seven o'clock. I got the tickets, and I waited in the bar. But Olivia didn't arrive. I looked at my watch. It was seven forty-five. I looked at my phone. There was a message.
O Sorry! In a meeting. Leave my ticket at the box office.
D I left her ticket at the box office and went to my seat. The concert started, but Olivia didn't arrive. When the concert finished, I phoned her, but her phone was off.
W The number you are dialling is currently unavailable.
D I was very angry. I left the concert hall and went home. I opened the door of my flat and turned on the light...

Elicit / Teach the meaning of any words you think Sts may not have understood, e.g. the use of *get* in *got the tickets*, *angry*, *turn on*.

- c** **MEDIATION ACTIVITY** **12.11** Focus on the question.

Now play the **Part 5** video / audio for Sts to watch or listen and find out what happened.

Get them to compare with a partner, and then play again if necessary.

Check the answer to question 6 in **b**.

(He saw that) there was no TV and there weren't any pictures. His laptop wasn't in his bedroom.

12.11

Part 5

- D** I opened the door of my flat and turned on the light. Oh no! My flat looked very different. There was no TV, and there weren't any pictures. I went into my bedroom. My laptop wasn't there. But there was a nice smell: Chanel Number Five.

Now ask Sts *Who do you think took the things from his flat? (Olivia), How did he know?* (Because there was a smell of Chanel No. 5 perfume).

Finally, elicit whether Sts think the ending of the story is good or not.

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

EXTRA IDEA You could give Sts extra listening practice by getting them to close their books and listen to (not read) the whole story on audio.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: How was your weekend?

WORDS AND PHRASES TO LEARN

- 12.12** Tell Sts to go to *p. 194* and focus on the **Words and phrases to learn** for **12A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

12B Revise the past

- G** past simple revision
- V** revision of past verb forms
- P** revision of vowel sounds

Lesson plan

This lesson is a board game which gives oral revision of the past simple. There are 30 questions, which revise the grammar of the past simple, along with related aspects of vocabulary and pronunciation.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar past simple revision
Communicative A holiday in Venice
Revision questions

For students

Workbook 12B
Online Practice 12B
Plus extra Vocabulary and Pronunciation for speakers of Spanish: *last night*; vowel sounds
Grammar and Vocabulary Pocket Book

Books open.

Tell Sts they are going to do an activity which revises the past tense.

Focus on the rules on *p.133* and go through them with the class. Make sure Sts understand each rule.

Put Sts in groups of three or four and give each group a dice. Tell them to choose an item to move around the board, e.g. a coin, a rubber, etc. Tell each group to only use one copy of the game on *pp.132–133*.

EXTRA IDEA If you don't have any dice, use coins instead. Tell Sts what the two sides of a coin are called, *heads* and *tails*. Then write on the board: HEADS = MOVE ONE SQUARE, TAILS = MOVE TWO SQUARES.

As a demonstration, ask a confident student to toss the coin and move that number of squares from the start. Get another member of their group to read out the question. The student who tossed the coin then answers the question. Ask the rest of the group *Was that OK?* to encourage Sts to listen to and evaluate what the others in their group say. If the rest of the group say *no*, ask them what the problem is. If they are happy with the performance, pass the coin to the next student. Tell all groups to start in the same way.

MEDIATION ACTIVITY Monitor as the groups play, but don't interfere unless you hear Sts fail to pick up on a serious error. You could make notes on errors to deal with later in class if you like. Encourage Sts to answer the questions in as much detail as they can – other Sts in the group can ask questions for more information.

Sts continue to play until one student reaches the finish and is the winner. They must throw the exact number needed to land on the finish. If, for example, they need a one, but throw a three, they must move to the finish and then two back, to number 28.

Groups that finish fast can look back through the squares, taking turns to do the ones that were not landed on in the game.

If there's time, you could check answers to some of the questions.

- 4 **have** a good day
be tired
do sport
be hungry
do / have homework
have lunch
- 5 hated, wanted
- 9 **do** housework
get up in the morning
have a nice evening
wait for a bus
- 10 decided, needed
- 14 go – went
- 15 said
- 19 **buy** (new clothes) – **bought**
say ('sorry' to somebody) – **said**
see (a film) – **saw**
- 20 changed – played
answered – parked
relaxed – travelled
- 24 drink (dinner)
eat (a coffee)
travel (new shoes)
- 25 liked
- 29 **send** (a message) – **sent**
use (a laptop) – **used**
write (an email) – **wrote**
- 30 worked

EXTRA SUPPORT If you would like to end the last lesson without the Student's Book, there are two **Communicative** photocopiable activities

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: *last night*

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: vowel sounds

For instructions on how to use these pages, see p.34.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 11&12
 Quick Test 12
 File 12 Test
 Progress Test 7–12
 End-of-course Test

For students

Online Practice Check your progress

GRAMMAR

1 b 2 a 3 b 4 a 5 b 6 a 7 a 8 b 9 a 10 b
 11 a 12 b 13 b 14 a 15 b

VOCABULARY

a
 1 next to 2 between 3 on...corner 4 on...left
 5 on...right

b

ask, <i>asked</i>	help, helped	sit, sat
buy, bought	leave, left	start, started
carry, carried	miss, missed	stay, stayed
change, changed	need, needed	study, studied
cry, cried	open, opened	talk, talked
do, did	say, said	tell, told
have, had	send, sent	write, wrote

PRONUNCIATION

a
 1 /b/ clock 2 /s/ snake 3 /z/ zebra 4 /d/ dog 5 /t/ tie

c
 1 opposite 2 between 3 decide 4 university
 5 exchange

CAN YOU understand this text?

a Amman, Wadi Rum, Petra

b

1 F (She spent three months in Jordan.)
 2 T
 3 F (She studied Arabic.)
 4 T
 5 F (She went to the desert and Petra.)
 6 F (The countryside was beautiful.)
 7 F (They were very friendly.)
 8 T

▶ CAN YOU understand these people?

1 a 2 b 3 a 4 c 5 a

▶ 12.13

1
I = interviewer, S = Sophie
I What did you do last weekend?
S Last weekend it was my birthday, so I went out for a meal with friends, and it was very sunny as well, so we went for a walk afterwards.

2
I = interviewer, J = Jayna
I Where did you go for your last holiday?
J I went to Japan for Christmas.

3
I = interviewer, R = Rozie
I When was the last time you went to a restaurant?
R The last time I went to a restaurant er, was over the weekend. I went to Sweetwater, in er, it's a French restaurant in Brooklyn.
I Did you enjoy the meal?
R I loved it. It was great.

4
I = interviewer, C = Chimi
I Are you good at giving directions?
C No, I'm not. I am the worst person to ask for directions. I myself am not good at finding places or following directions, so I pretty much am not good at it.

5
I = interviewer, S = Susan
I Is there a good café near here?
S Yes, there is. It's just along on the right.

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