

English File

Elementary

Teacher's Guide

with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

fifth
edition

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert Paul Seligson
with Anna Lowy

Paul Seligson and Clive Oxenden are the original co-authors
of *English File 1* (published 1996) and *English File 2* (1997)

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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Teacher's Guide

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Student Book contents

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

READING & LISTENING

Listening recognizing names 🗣️; recognizing places and numbers

Listening understanding -teen and -ty numbers in conversations

Listening understanding personal information 🗣️

Listening listening for detail

Reading identifying paragraph topics

Reading following a story

Listening inferring mood; using visual clues to understand advice 🗣️

Reading identifying attitude

Listening understanding specific information 🗣️

Listening identifying who's who, understanding specific information 🗣️

Listening using visual clues to understand relationships between people 🗣️

Reading inferring feelings

Listening understanding daily habits

Reading inferring information

Listening using visual clues to understand lifestyle choices 🗣️

Listening focusing on practical information 🗣️

Listening identifying situations from context

Reading finding specific information

Listening using visual clues to understand the weather 🗣️

Reading understanding a traditional story

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

Reading understanding feelings and opinions

Listening understanding ordinal numbers in context

Listening using visual clues to understand specific information 🗣️

SPEAKING & WRITING

Speaking saying hello, saying goodbye

Speaking saying where people are from

Speaking asking for and giving personal information

Writing completing a form

Speaking saying where things are

Speaking describing personal things

Speaking saying how you feel

Writing messages, notes, and notices

Speaking giving reasons with *why* and *because*

Speaking talking about jobs and skills

Speaking responding in a conversation, showing interest

Writing a personal profile

Speaking talking about friends and family

Speaking describing a typical day

Writing an article

Speaking relaying information in a short text

Speaking talking about abilities

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

Speaking expressing preference, making a simple recommendation

Writing posting on social media

Speaking talking about reading habits; retelling a story

Speaking talking about favourite and least favourite times

Writing contributing a personal comment

Speaking talking about musical tastes

Writing an informal email

Practical English p.14

Pictures of you 🗣️

Episode 1: *A new city*

Practical English checking in
Vocabulary in a hotel
Social English

Revise and Check p.22

Revise and Check 1&2 🗣️

Practical English p.30

Pictures of you 🗣️

Episode 2: *First weeks in London*

Practical English buying a coffee
Vocabulary telling the time
Social English

Revise and Check p.38

Revise and Check 3&4 🗣️

Practical English p.46

Pictures of you 🗣️

Episode 3: *The real London*

Practical English buying clothes
Vocabulary clothes
Social English

Revise and Check p.54

Revise and Check 5&6 🗣️

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
56 A This is me	past simple of <i>be</i> : <i>was / were</i>	word formation: <i>write</i> → <i>writer</i> ➡	sentence stress
58 B Small mistake, big problem	past simple: regular verbs ➡	past time expressions	- <i>ed</i> endings ➡
60 C Happy New Year	past simple: irregular verbs	<i>go, have, get</i>	sentence stress
8			
64 A A murder in the family	past simple: regular and irregular	irregular verbs	past simple verbs
66 B A house with a history	<i>there is / there are, some / any</i> + plural nouns	the house ➡	/eɪ/ and /aɪ/ ➡
68 C Do you believe in ghosts?	<i>there was / there were</i>	prepositions: movement and place ➡	silent letters
9			
72 A What's for dinner?	countable / uncountable nouns, <i>a / an, some / any</i> ➡	food and drink	the letters <i>ea</i>
74 B White gold	quantifiers: <i>how much / how many, a lot of</i> , etc. ➡	food containers	/ʃ/ and /s/ ➡
76 C Quizzes and quizzers	comparative adjectives	high numbers ➡	/ə/, sentence stress
10			
80 A Top of the list	superlative adjectives	places and buildings ➡	consonant groups
82 B In the footsteps of Marco Polo	<i>be going to</i> (plans), future time expressions	city holidays	sentence stress
84 C The cards don't lie	<i>be going to</i> (predictions)	playing cards	the letters <i>ear</i>
11			
88 A Culture shock	adverbs (manner and modifiers) ➡	common adverbs	connected speech
90 B It's on my list	verb + <i>to</i> + infinitive	more verb phrases ➡	weak <i>to</i> , sentence stress
92 C Download the app	definite article: <i>the</i> or no <i>the</i>	phones and apps	<i>the</i>
12			
96 A It's a classic!	present perfect	irregular past participles	sentence stress
98 B Let's go out for dinner!	present perfect or past simple?	learning irregular verbs	irregular past participles
100 C National treasures	revision: question formation		
104 Communication	115 Writing Bank	127 Listening	132 Grammar Bank

READING & LISTENING

Reading understanding a life story
Listening using visual clues to understand a biographical documentary 🎧

Reading using context to complete information in a blog
Listening understanding a sequence of events

Reading understanding detail in short anecdotes
Listening understanding an anecdote

Reading understanding what happened when
Listening using body language to infer motive, note-taking 🎧

Listening tuning in to help predict outcome

Reading reading for specific factual information
Listening identifying the details in two similar stories; focusing on detail 🎧

Listening hypothesizing from photos to tune in to listening

Reading categorizing information

Reading reading and remembering information
Listening understanding instructions, focusing on reasons

Reading identifying paragraph endings from context

Listening using prior knowledge to predict content, note-taking

Reading following the events in a story
Listening understanding specific information, checking a prediction; using visual clues to check predictions 🎧

Reading understanding opinions
Listening using visual clues to identify attitude 🎧

Reading completing information from context
Listening using visual clues to identify categories 🎧

Reading identifying paragraph topics
Listening understanding habits and preferences

Listening understanding topic questions, note-taking

Listening identifying specific information 🎧

Reading identifying topics in a longer text
Listening using visual clues to understand a biopic

SPEAKING & WRITING

Speaking talking about a personal photo

Speaking describing the last time you did something

Speaking talking about a memorable event
Writing a diary entry

Speaking interviewing somebody about where they were

Speaking describing a house or flat
Writing describing your home

Speaking describing a room in detail

Speaking talking about eating habits
Writing describing a memorable meal

Speaking asking about quantity and frequency

Speaking asking and answering quiz questions

Speaking giving tourist information
Writing an advert for your town

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

Speaking making predictions

Speaking talking about common behaviours

Speaking talking about dreams and ambitions
Writing a forum post

Speaking talking about phone use; expressing opinions

Speaking talking about films, books, and TV

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

Speaking talking about lifestyle, abilities, preferences, and experiences
Writing a biography

Practical English p.62

Pictures of you 🎧
 Episode 4: *Ben's show*

Practical English asking the way
Vocabulary directions
Social English

Revise and Check p.70

Revise and Check 7&8 🎧

Practical English p.78

Pictures of you 🎧
 Episode 5: *On Primrose Hill*

Practical English going out for dinner
Vocabulary understanding a menu
Social English

Revise and Check p.86

Revise and Check 9&10 🎧

Practical English p.94

Pictures of you 🎧
 Episode 6: *Good news, bad news*

Practical English using public transport
Vocabulary public transport
Social English

Revise and Check p.102

Revise and Check 11&12 🎧

Course overview

Introduction

Our aim with *English File fifth edition* has been to improve every lesson, and to make it more engaging, motivating, and relevant to today's students. New video content is integrated into the lessons, which helps the students learn and practise Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. In addition, the Practical English lessons include a brand-new drama called *Pictures of you*. Please refer to page 19 for more information on the video offer in *English File fifth edition*.

As well as the main A, B, C Student Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available.

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

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

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

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

What do Elementary students need?

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

Grammar, Vocabulary, and Pronunciation

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

Grammar

- Clear and memorable presentations of new structures
- Fun and engaging grammar videos to introduce and practise grammar
- Regular and varied practice in useful and natural contexts
- Student-friendly reference material

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

Vocabulary

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

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

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

Pronunciation

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

Elementary learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. The Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a Sound Bank section on pages 174–175 of the Student Book and a full set of Sound Bank videos in the resources section on *Oxford English Hub*.

There is more practice of pronunciation in the Workbook.

Speaking

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

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

Listening and viewing

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

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

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

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

Reading

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

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

Writing

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

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

Practical English

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

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

Revision

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

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

Print components

FOR STUDENTS

Student Book

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

A, B, and C lessons

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

Practical English

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

Revise & Check

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

The back of the Student Book

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

The Student Book is also available as an eBook.

Workbook

For language practice after class.

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

The Workbook is also available as an eBook.

FOR TEACHERS

Teacher’s Guide

Step-by-step procedural notes for all the lessons

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

Extra challenge suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class.

Extra support suggestions for ways of adapting activities or exercises to make them work for students who need an alternative approach.

Extra ideas for optional activities.

All lesson plans include answer keys and audio scripts.

Photocopiable materials

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

Grammar

see pp.175–213

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

Communicative

see pp.214–262

Extra speaking practice for every A, B, C lesson

Vocabulary

see pp.263–285

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

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

Digital components on Oxford English Hub

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

FOR STUDENTS

Student e-Book

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

Workbook e-Book

- A digital version of the Workbook with audio

Course resources

- All course audio and video

Skills Confidence

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



FOR TEACHERS

Classroom Presentation Tool

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

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

Course assessment

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

Teacher resources

- Course audio and video
- Photocopiable materials
- Downloadable wordlists

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary,
and Pronunciation in
every lesson

7A

This is me

Who was he?
He was a famous painter.

1 LISTENING

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



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

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

c Watch again. Choose a, b, or c.

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

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

2 GRAMMAR & PRONUNCIATION

past simple of *be*, sentence stress

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

Present	is	are	isn't	aren't
Past				

b **Grammar Bank 7A p.144**

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

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

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

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

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

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

3 READING

a Look at the self-portrait and the photo of Jean-Michel Basquiat on p.57. Do you think the portrait looks like him? Why (not)? Do you like it?

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



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



Basquiat with the painter ____



One of the ____ Basquiat painted



as Basquiat

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

New documentary
videos

Video tasks
develop students'
viewing skills

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

Opportunities
for personalised
speaking
throughout the
lesson

Further practice
of the grammar in
the Grammar Bank

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



JEAN-MICHEL BASQUIAT



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

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

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

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

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

Glossary



crown

c Read the text again. Complete the gaps with phrases A–F.

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

d How were Van Gogh and Basquiat similar / different?

4 VOCABULARY word formation

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

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

Word building: jobs and occupations

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

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

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

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

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

- 1 *Frida Kahlo was a Mexican painter.*

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

- Alive *Isabel Allende*
Dead *Charles Darwin*

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

Who was Charles Darwin? *He was a British scientist.*

5 SPEAKING

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

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

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

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

Vocabulary development in context

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

Engaging texts and topics updated from the fourth edition.

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

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

Part 1 sets the scene for the episode.

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

Part 2 provides the context for the functional English.



Ben's show

Practical English asking the way directions

1 IZZY'S DILEMMA



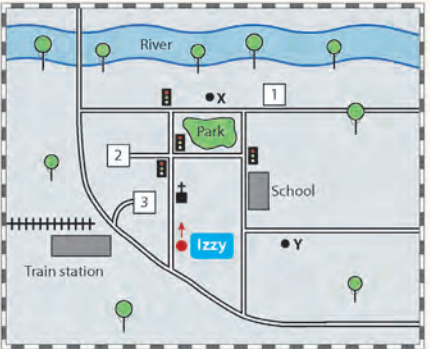
a **Video** Watch *Izzy's dilemma*. Then answer the questions.

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

b Watch again. Mark the sentences **T** (true) or **F** (false).

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

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

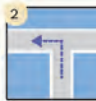
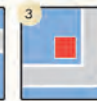
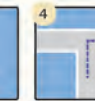


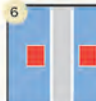
d Watch again. Complete the **You hear** phrases.

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

2 ASKING THE WAY

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





on the corner /'kɔːnə/

turn left /tɜːn left/

at the traffic lights /'træfɪk laɪts/

turn right /tɜːn raɪt/

go past the church /paːst/

opposite /ə'pəʊzɪt/

go straight on /streɪt/

at the end of the street

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

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

Pairwork for students to practise the key language

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

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

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

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

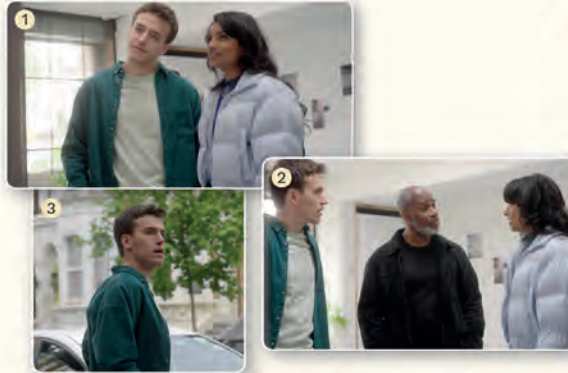
1 A You are at point **X** on the map. You want to find the Click Gallery. Ask **B** for directions. Then ask **B** to repeat them.
Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

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

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

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

3 AT THE GALLERY



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

b Watch again. Then answer the questions.

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

4 SOCIAL ENGLISH

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

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

b **Video** Watch and check.

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

WHAT DO YOU THINK?

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

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

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

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

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

7&8 Revise and Check

GRAMMAR

Circle a, b, or c.

- Van Gogh and Gauguin ☐ both painters.
a. well. b. were. c. is
- Blauguiat ☐ born in France.
a. wasn't. b. weren't. c. isn't
- ☐ the tickets expensive?
a. Was. b. Were. c. Did
- ☐ my flight the day before yesterday.
a. booked. b. book. c. books
- They ☐ at the right airport.
a. didn't arrive. b. don't arrive. c. didn't arrive
- ☐ you meet your friends last night?
a. did. b. do. c. Were
- We ☐ to Istanbul three years ago.
a. go. b. were. c. went
- When ☐ in Los Angeles?
a. you lived. b. did you lived. c. did you live
- ☐ you at the party last night.
a. didn't see. b. didn't see. c. don't saw
- What time ☐ home?
a. did you get. b. you did get. c. you got
- ☐ a big mirror in the bathroom.
a. There are. b. There is. c. It is
- How many bedrooms ☐?
a. there are. b. are there. c. are they
- There aren't ☐ pictures on the walls.
a. any. b. some. c. a
- ☐ only three guests in the dining room.
a. There was. b. There were. c. There is
- ☐ a swimming pool?
a. There were. b. Was there. c. Were there

VOCABULARY

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

- act. _____
- art. _____
- sing. _____
- music. _____
- scient. _____

Complete the phrases with go, have, or get.

- ☐ a good time
- ☐ an email
- ☐ a swim
- ☐ a taxi
- ☐ on holiday

PRONUNCIATION

Practise the words and sounds.

Vowel sounds

Consonant sounds

Sound Bank p. 174-5 Say more words for each sound.

What sound do the pink letters have in these words?

- hall
- here
- head
- looked
- there

Underline the stressed syllable.

- scientist
- also
- yesterday
- bottom
- fireplace

Can you understand this text?

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

Read the article again. Mark the sentences T (true) or F (false).

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

Can you understand these people?

Watch and answer the questions.

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

A history of the modern detective novel

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

Edgar Allan Poe (1809-1849) wrote perhaps the first detective story in 1841. It was a short story called *The Hound of the Baskin's*, and it introduced the private detective, Auguste Dupin. At the time, detective fiction was very new, and the word 'detective' didn't exist in English.

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

Another famous crime writer was Agatha Christie (1890-1980). She couldn't read and had two famous detectives: Miss Poirot and Miss Marple. Christie's first detective story was *The Mysterious Affair at Styles* in 1926. She liked playing games with the reader: could they solve the crime before the detective in the book? Christie wrote over 60 detective novels and 14 short story collections during her life.

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

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

Exam-type tasks

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

Vocabulary sections in the Student Book are linked to the Vocabulary Bank section on pages 156-172 of the Student Book to provide further development of lexical sets.

Jobs Vocabulary Bank

Match the words and photos.

- an accountant /'əkaʊntənt/
- an actor /'æktər/
- an interpreter /'ɪntərprɪtər/
- an architect /'ɑːktɪtɪkt/
- a builder /'bɪldər/
- a chef /ʃef/ (for cook)
- a dancer /'dɑːnsər/
- a diplomat /dɪplə'mæt/
- a doctor /'dɒktər/
- an engineer /'endʒɪniər/
- a factory worker /'fæktəri wɜːkər/
- a flight attendant /'flaɪt ə'tendənt/
- a footballer /'fʊtbɔːlə/
- a guide /'gaɪd/
- a hairdresser /'heədresər/
- a journalist /'dʒɜːnəlɪst/
- a lawyer /'lɔːjər/
- a (bank) manager /'mænɪdʒər/
- a model /'mɒdl/
- a musician /'mjuːziən/
- a nurse /nɜːs/
- a pilot /'paɪlət/
- a police officer /pə'liːs ə'fɪsər/
- a receptionist /ˌrɛsɪp'sjənɪst/
- a shop assistant /'ʃɒp ə'sɪstənt/ (for sales assistant)
- a soldier /'sɒldjər/
- a taxi driver /'tæksɪ draɪvər/
- a teacher /'tiːtʃər/
- a vet /vet/
- a waiter /'weɪtər/

Use a / on a job words.
We use a / on a job words. She's a model. NOT she's model.

Listen and check.

Listen and repeat the sentences. What do you do?

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

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

What do you do?

I'm a musician.	I work for an IT company.	I'm a student.	I'm unemployed.
I'm an engineer.	I work in a shop.	I'm at university.	I'm retired.
	I work in digital marketing.		
	I work part-time (less full-time).		
	I work from home.		

Students can easily revise, review and test their vocabulary.

Phonemic transcriptions of new vocabulary and audio models of each word help students with pronunciation.

Each Vocabulary Bank has an Activation activity which provides further practice of the vocabulary.

Photos and illustrations give context to vocabulary items.

The Grammar Banks provide a single, easy-to-access grammar reference section to provide further grammar explanation.

Extended grammar rules for every lesson in the Student Book

Additional grammar practice with at least two practice exercises for each grammar point.

A focus on meaning, form, and use in each Grammar bank section.

Example sentences with audio provide context and focus on pronunciation.

Common errors are highlighted.

7 Grammar Bank

7A past simple of be: was / were

Vincent van Gogh **was** an artist. He **wasn't** Dutch or French! He **wasn't** in class yesterday. The Beatles **were** famous in the 1960s. Where **were** you last night? You **were** at home.

We use **was** / **were** to talk about the past.

We often use **was** / **were** with past time expressions, e.g. yesterday, last night, in 2014, etc.

We use **was** / **were** with **been**.

I was born in Scotland.

7B past simple: regular verbs

I **booked** the flights yesterday. We **arrived** at the airport at 10.00 this morning. When I **was** young I **watched** TV every night. I **worked** as a waiter every weekend when I **was** at university.

We use the past simple for:

Finished actions that happened once in the past.

Finished actions that happened more than once in the past.

7C past simple: irregular verbs

I **went** to California in December. I **didn't** go to New York. Did you go to a party? Who **did** you go with?

Some verbs are irregular in the past and change their form, e.g. go → went, have → had. We only use the irregular past form in **□** sentences. I **thought** it **was** last night.

We use the infinitive after **do** / **don't**. Did you go out last night? **NOT** We **went** out.

Remember word order in questions: **ASI** (Auxiliary, Subject, Infinitive), e.g. Did you go shopping yesterday?

Quick Question word, Auxiliary, Subject, Infinitive, e.g. Where did you go? Look at the list of irregular verbs on p.173.

can / could

The past simple of **can** is **could**. We add **not** to make negatives and reverse the subject and verb to make questions.

I **could** see the whole city from the plane.

I **couldn't** see him. **NOT** I **didn't** see him.

Could you wear jeans when you were at school?

7A Rewrite the sentences in the past simple.

present simple **yesterday**

My father's at work. My father **was** at work.

1 She's at home today. She **was** at home.

2 Where are you now? Where **was** I?

3 I'm in Edinburgh. I **wasn't** in Edinburgh.

4 Is it hot today? It **wasn't** hot.

5 It isn't open now. It **wasn't** open.

6 They aren't in the office. They **were** in the office.

7 We're in Rome now. We **were** in Rome.

8 They're tired. They **were** tired.

9 We aren't late. We **were** late.

10 I'm not at school. I **wasn't** at school.

7B Rewrite the sentences in the past simple.

present simple **past simple**

We watch TV. We **watched** TV yesterday evening.

1 I study English. I **studied** English at school.

2 Do you listen to the news? I **listened** to the news last night.

3 He doesn't cook. He **didn't** cook at university.

4 Does she play sport? She **played** sport last week.

5 They work late. They **worked** late in 2018.

6 She travels a lot. She **travelled** a lot five years ago.

7 Jack works in Chicago. Jack **worked** in Chicago ten years ago.

8 I call my parents every day. I **called** my parents at the party.

9 We don't live in France. We **didn't** live in France last month.

10 Anna asks a lot of questions. Anna **asked** a lot of questions last month.

7C Correct the information using the word in brackets.

like / went / on a boat / got up at a hotel

1 They went by car. (train)

2 I came home early. (late)

3 We saw a film. (play)

4 He said hello. (goodbye)

5 You had a sandwich. (salad)

6 She knew his surname. (first name)

7A Complete the conversation with was, wasn't, were, or weren't.

A: **Was** you and Charlie at the concert last night?

B: Yes, we **were**.

A: **Was** it good?

B: No, it **wasn't**. The singer **was** terrible.

A: **Was** the tickets expensive?

B: Yes, they **were**.

C: **Where** **was** your mother born?

D: She **was** born in Argentina in 1955.

C: **What** **was** her parents' Argentinian?

D: No, they **were**. Her father **was** from Italy.

7B Complete the sentences with a verb in the past simple.

look not call try dance finish not listen play

1 I **finished** work late yesterday.

2 The film was very sad.

3 My brother **travelled** to the tennis last night.

4 I **called** to the news this morning.

5 **He** **was** with Mia.

6 We **got** our hotel room last month.

7C Complete the text with the verbs in brackets in the past simple. All the verbs are irregular.

Last year's Eve I **went** (go) to Birmingham with some friends. We **had** (have) dinner at an Indian restaurant, and at 8.00 p.m. we **took** (take) a taxi to the street party. We **stayed** (stay) there for an hour, and then we **went** (go) to Centenary Square. We **saw** (see) the fireworks very well, and we **were** (be) there at a great time. We **got** (get) home at 4.00 a.m. We **were** (be) tired, but we **were** (be) very happy!

7A Complete the questions in the past simple.

1 **Did** you **go** to the party last night? No, I stayed at home.

2 **What** **time** **did** you **go** to the party?

3 **Where** **did** you **go** to the party?

4 **What** **time** **did** you **go** to the party?

5 **What** **time** **did** you **go** to the party?

6 **What** **time** **did** you **go** to the party?

7 **What** **time** **did** you **go** to the party?

8 **What** **time** **did** you **go** to the party?

9 **What** **time** **did** you **go** to the party?

10 **What** **time** **did** you **go** to the party?

A one-page Writing Bank for every File provides guided writing tasks to develop students' writing skills, covering a range of writing genres.

A model text provides a clear context for writing.

Focus on key language needed for the writing task.

10 A formal email

Subject: Fairview Farm B&B

From: Carl Hansen

To: Fairview Farm

Dear Mr and Mrs Campbell,

I am writing about my **booking** at your Bed and Breakfast. I booked a **single room** and a **single room** on your **website** this morning for three nights, from July 5 to July 8.

We are planning to arrive by **train** at about 5.00 in the afternoon on July 5. Is there a **parking space** where we can park near your house?

We chose your Bed and Breakfast because our son is a wheelchair user, so he needs a room downstairs. We **like** the double room next to him. I hope that is not a **problem**. Could you please **confirm** that this is possible?

Yours sincerely
Carl Hansen

Fairview Farm Bed and Breakfast

Muir of Ord, Scotland IV18 7TS

Overview Photos Reviews

Rory and Isabel Campbell and their family welcome you to their beautiful country home near the coast in the Scottish Highlands. Two double bedrooms upstairs, and one double and one single (with wheelchair access) downstairs. Breakfast 7.30-9.30. Dinner optional. We can pick you up from Inverness (the nearest station).

Plan / write / review approach

a Read the advertisement and Carl's email. Complete the email with the words in the list.

booking car confirm double place problem website would

b Read Carl's email again. What does he ask about?

Choose two options from the box.

arriving by train food parking pets restaurants rooms the garden

c Read the information box. What expressions does Carl use to begin and end his email?

d Rewrite the sentences below using full forms.

1 We're visiting the area in June.

2 I'd like a single room.

3 I didn't receive your email.

4 I'm planning to arrive by train.

5 There's a problem with my booking.

e You made a booking at Fairview Farm. Plan a formal email to ask questions about your booking. Make notes using the questions below.

1 How many people did you book for?

2 What rooms did you book?

3 How many nights did you book? What dates?

4 What time are you planning to arrive? Do you need parking?

5 Do you have any special requests?

f Write your email. Use your notes in e and the language in the information box.

g Check your email. Make sure you start and finish your email correctly and use formal language to sound polite.

A plan / write / review approach in each Writing Bank.



The role of video in language learning

Introduction

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

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

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

The benefits of using video in the classroom

Motivation and engagement

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

Providing a context for language input

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

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

Language practice

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

Skills practice

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

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

Achieve learning goals

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

Multimodal learning

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

Cultural aspects

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

Integrating videos into a lesson

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

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

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

Video in *English File fifth edition*

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

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

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

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

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

Types of video in the course include:



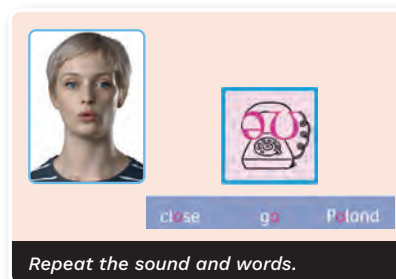
Grammar videos

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



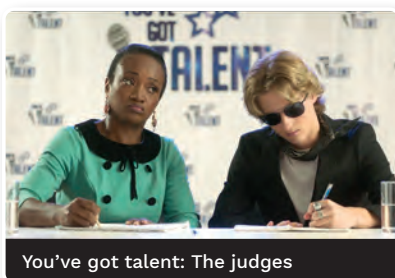
Vocabulary videos

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



Pronunciation videos

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



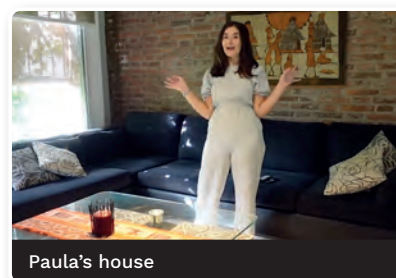
Dramas

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



Documentaries

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



Vox pop and teacher-generated content

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



Practical English videos

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



How to exploit video in the classroom

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

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

Written and oral practice

Written practice

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

Oral practice

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

Using subtitles

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

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

Alternative video suggestions

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

Noticing sounds

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

Watching with the sound off 1

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

Watching with the sound off 2

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

Screenshots

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

Watching on fast forward

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

Emotions

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

'Thing' bingo

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

Pause and predict

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

Predicting images

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

Colours

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

Memory / Observation

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

One-sentence video review

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

Memory test

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

- G** verb *be* [+], subject pronouns: *I, you*, etc.
V days of the week, numbers 0–20
P vowel sounds (/ɪ/, /i:/, /æ/, /e/, /eɪ/, /aɪ/), word stress

Lesson plan

The context of this first lesson is a salsa class where several people meet and introduce themselves. The lesson starts with the drama, and Sts practise basic greetings, asking names, etc. They then focus on the grammar of the verb *be* in positive sentences and on subject pronouns. In Pronunciation, Sts are introduced to word stress and the *English File* system of teaching the sounds of English. Here they begin by focusing on six vowel sounds. There is a vocabulary focus on the days of the week and numbers 0–20, and the lesson finishes with a listening and speaking activity, which pulls together the various strands of the lesson.

There is an Entry Test on *Oxford English Hub* which you can give Sts before starting the course.

Video material

Listening – *A salsa class*
 Pronunciation – vowel sounds

More materials

For teachers

Photocopiables

Grammar verb *be* [+], subject pronouns: *I, you*, etc. p.178
Vocabulary Days of the week / Numbers 0–20 p.267
 (instructions p.263)
Communicative You say, you answer p.224
 (instructions p.214)

Oxford English Hub

Entry test

For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Pre-teach conversation 2 in **b** by introducing yourself. Say *Hi / Hello, I'm (...)*, and ask three or four Sts *What's your name?* When they answer, pretend sometimes not to have heard them properly, and say *Sorry?* and put your hand to your ear.

1 LISTENING & SPEAKING recognizing names

- a** In this video Sts see six scenes in a salsa class where three characters, Dan, Jasmine, and Ed meet.
 Books open. Focus on the photos of the people (1–4).
 Then tell Sts to watch the video *A salsa class* and match the four people to the names.
 Play the video.
 Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

ANSWERS

1 Dan 2 Jasmine 3 Laura 4 Ed



See conversations in Student Book on p.8

- b** Play the video again all the way through.
 Then ask Sts to read the conversations and match them to photos A–F. Play it again if necessary.
 Check answers.

ANSWERS

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

Finally, go through each line of the conversations, eliciting / explaining the meaning of any words / phrases that Sts don't understand.

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

- c** **1.2** Explain that in English some words are said more strongly than others, e.g. in *Nice to meet you*, *Nice* and *meet* are pronounced more strongly than *to* and *you*. Model and drill the phrase, and encourage Sts to try to copy the rhythm.
 Play the audio for Sts to listen and repeat the conversations. Encourage them to try to copy the rhythm of the audio. Getting the rhythm right is one of the most important aspects of good pronunciation.



1.2

Same as video script in Student Book on p.8, with repeat pauses

EXTRA IDEA Put Sts in groups of three, and tell them to take roles (Jasmine, Dan, and Ed). Tell them to focus on the photos and explain that they are going to act out conversations 2, 3, 4, and 5. First, they should practise by reading the conversations aloud, then they should try to act them out. If there's time, get Sts to swap roles.

- d** Focus on the exercise and the example. Explain that *Hello* and *Hi* mean the same, but *Hi* is more informal.
 Get Sts, in pairs, to complete the gaps with words from the list.
 Check answers and highlight that the words / phrases on the right are more informal than those on the left.

ANSWERS

2 I'm... 3 Good 4 Thanks 5 Bye

- e** Focus on the example sentences in the speech bubble.
 Get Sts to introduce themselves to the class.

2 GRAMMAR verb *be* [+], subject pronouns

- a** Focus on the instructions and on the first sentence, *I am Laura*. Then read the second sentence, *I'm Laura*, and explain that *I'm* is the contraction of the two words *I* and *am*. Tell Sts that when people speak, they normally use contractions.
 Give Sts a minute to complete the other four gaps, looking back at the conversations if necessary, and check answers.

ANSWERS

2 'm 3 's 4 're 5 's

- b Tell Sts to go to **Grammar Bank 1A** on p.132. Explain that all the grammar rules and exercises are in this section of the book.

Grammar notes

Highlight that fluent speakers of English often use contractions in conversation, especially when the subject is a pronoun.

Highlight also that in English there is only one form of *you*, which is used for singular and plural, and for formal or informal situations. In your Sts' language(s), there may be different pronouns for second person singular and plural, and also formal and informal forms.

In English, there are masculine and feminine pronouns, which can be difficult for people who identify as neither gender (known as *non-binary*), or both. In recent years, there has been a push to add more gender-neutral pronouns into the English language. The most common gender-neutral pronoun is the singular *they / them / theirs*. For example, you can say 'I called an electrician to fix the light. They're coming at 2 p.m.'

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 1.3 for Sts to listen and repeat. Focus particularly on the pronunciation of the contractions, especially *You're* /jʊə/ (or /jɜ:/, which is very common now), *We're* /wɪə/, and *They're* /ðeə/. Then go through the rules with the class.

Now focus on the exercises for **1A** on p.133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 are 2 is 3 are 4 is 5 am 6 is 7 are 8 is 9 is 10 am
b 1 It's Friday. 2 They're at school. 3 I'm very well.
4 You're in my class.
c 1 He's 2 We're 3 She's 4 It's 5 They're

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

EXTRA PRACTICE OPTION Use the **1A Grammar photocopiable activity**.

- c 1.4 Play the audio and get Sts to listen and repeat the pronouns and contractions.

1.4

- | | |
|---------------|-----------------|
| 1 I, I'm | 5 it, it's |
| 2 you, you're | 6 we, we're |
| 3 he, he's | 7 they, they're |
| 4 she, she's | |

EXTRA SUPPORT Write the words on the board so that Sts know what they are saying.

- d 1.5 Focus on the example and tell Sts they're going to hear a full form of the verb and that they must say the contracted form.

Play the audio, pausing after each phrase, and elicit a response from the whole class.

1.5

- 1 I am (ping) I'm
- 2 you are (ping) you're
- 3 he is (ping) he's
- 4 she is (ping) she's
- 5 it is (ping) it's
- 6 we are (ping) we're
- 7 they are (ping) they're

Now repeat the activity with individual Sts.

- e Point to a male student whose name you remember and say *He's* (Antonio). Then point to a female student and elicit *She's* (Maria).

Put Sts in pairs, and ask them to continue naming other Sts, using *He's / She's*.

3 PRONUNCIATION vowel sounds, word stress

Pronunciation notes

It is important to point out to Sts that with vowels (*a, e, i, o, u*), there is no one-to-one relation between a letter and a sound, e.g. the letter *e* can be pronounced in more than one way, e.g. *he, yes, and they*. However, reassure Sts that there are common combinations of letters which are usually pronounced the same way and these will be pointed out to them as the course progresses.

- a Focus on the **Vowel sounds** box and go through it with the class. Tell Sts that English has 20 vowel sounds, and that the *English File* pronunciation system has an example word to help them remember each sound. Learning the sounds will help them to pronounce words more clearly and confidently.

Focus on the six sound pictures (*fish, tree*, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to show how words are pronounced. Learning to recognize these symbols will help Sts to check the pronunciation of a word in a dictionary.

Tell Sts that the two dots in the symbol /i:/ mean that it's a long sound.

Now focus on the example words in the column under each sound picture, e.g. *it, this, in*. Explain that the pink letters are the same sound as the picture word they're under. Demonstrate for Sts, e.g. say *fish, it, this, in; tree, he, we, meet*, etc.

Play the first section of the video. Get Sts to watch and repeat the picture word (*fish*), then the sound (/ɪ/) and watch the mouth position, and finally repeat each of the three example words (*it, this, in*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the words. Then play the video again, getting Sts to repeat after each sound and word. Play again if necessary.



See sounds and words in Student Book on p.9

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

EXTRA IDEA Get Sts to close their book. Dictate some of the words in the chart in random order for them to write down.

b **1.6** Focus on the **Word stress** box and go through it with the class. Elicit / Explain the meaning of *syllables* (= units into which a word is divided).

Now focus on the words. These are words that many Sts will probably already know, and some are 'international', e.g. *hotel*, *internet*. Write *airport* on the board. Elicit / Teach that it has two syllables. Then explain that all words of two or more syllables have one which is stressed (pronounced more strongly than the other(s)). Then say *airport* both ways (*airport* and *airport*) and ask Sts which way they think is correct (*airport*). Underline *air* on the board, and tell Sts to underline the stressed syllable when they learn new words, especially if it isn't where they would expect it.

! Warn Sts that even if the same or a similar word exists in their language, the stress may be on a different syllable.

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

Now play it again, pausing after each word for Sts to underline the stressed syllable.

Check answers.

1.6

airport computer email hotel internet museum pasta
pizza salad sandwich university website

Now get Sts to practise saying the words, individually or in pairs.

EXTRA IDEA If Sts have got dictionaries with them, for example on their phones, get them to look up a word, e.g. *airport*, and show them that stress is marked in dictionaries with a stress mark before the stressed syllable, e.g. /'eəpɔ:t/. If not, copy a dictionary entry onto the board, or use an online dictionary entry if you have an interactive board.

c Get Sts to copy the chart and write the words from **b** under the correct heading. Point out that the first one (*airport*) has been done for them.

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

ANSWERS

Food	Technology	Places
pasta	computer	airport
pizza	email	hotel
salad	internet	museum
sandwich	website	university

d Write the three categories on the board. Then give Sts one minute to try to add more English words to each column. Write their answers on the board. Underline the stressed syllable, and model and drill the correct pronunciation.

EXTRA SUPPORT After one minute, put Sts in pairs to compare their answers.

4 VOCABULARY days of the week, numbers 0–20

a **1.7** Focus on the photo and elicit that the two people are Ed and Jasmine.

Play the audio for Sts to complete the gaps.

Check answers.

1.7

Ed See you on Saturday. Bye.

Jasmine Goodbye, Ed.

b Tell Sts to go to **Vocabulary Bank Days and numbers** on p.156 and get them to do **Parts 1** and **2**. Explain that these pages (**Vocabulary Banks**) are their vocabulary section where they will first do the exercises, and will then have the pages for reference to help them learn and remember the words.

Focus on **1 Days of the week** and get Sts to do **a** individually or in pairs.

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

Check answers.

1.8

Days and numbers, 1 Days of the week

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Now either use the audio to drill the pronunciation of the days, or model and drill them yourself. Ask Sts where the stress is (always on the first syllable). Give further practice of any words your Sts find difficult to pronounce. Sts may have problems with *Tuesday* /'tju:zdeɪ/, *Wednesday* /'wenzdeɪ/, and *Thursday* /'θɜ:zdeɪ/. You could write these on the board and cross out the silent *d* in *Wednesday*, and highlight the vowel sounds in *Tuesday* and *Thursday*.

1.9 Now focus on the instructions for **c**, and play the audio for Sts just to listen.

1.9

See phrases in Student Book on p.156

Highlight the stressed syllables (*weekend*, *weekday*, *today*, etc.). Elicit / Explain the meaning of any words Sts don't know.

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

Then focus on **Activation**. Get Sts to cover the days of the week with a piece of paper and say them in order. Now ask them *What day is it today? And tomorrow?*

Finally, focus on the **Capital letters** box and go through it with the class.

Now focus on **2 Numbers 0–20** and get Sts to do **a** individually or in pairs.

Vocabulary notes

Highlight the spelling changes between *three* and *thirteen*, and *five* and *fifteen*. You could also point out to Sts that numbers in English have only one form and never change.

1.10 Now do **b**. Play the audio for Sts to listen and check. Check answers.

ANSWERS

5 five 7 seven 11 eleven 12 twelve 15 fifteen
18 eighteen 20 twenty

1.10

2 Numbers 0–20

zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Explain / Elicit that numbers 13–19 are stressed on the second syllable.

Give further practice of any numbers your Sts find difficult to pronounce.

! When we count in a list, 1, 2, 3, 4, etc., we usually stress numbers 13–19 on the first syllable. However, at all other times, when we say them in isolation, e.g. *Room 13*, they are stressed on the second syllable. We recommend that you teach this pronunciation, as it is important for Sts to later distinguish between, e.g. 13 (*thirteen*) and 30 (*thirty*).

EXTRA SUPPORT Most Sts will probably know how to count to ten, but may be less confident with 11–20. Get the class to try to count from 0 to 20. You start with the number 0 and get a student to say the next number. Try to elicit all numbers from 0 to 20. Then do the same counting backwards, starting from 20.

Now focus on **Activation**. Get Sts to cover the words with a piece of paper, leaving the numbers visible.

Finally, focus on the **Phone numbers** box and go through it with the class. Highlight that 0 is usually pronounced /əʊ/ in telephone numbers, although *zero* can also be used.

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

EXTRA PRACTICE OPTION Use the **1A Vocabulary** photocopiable activity.

EXTRA IDEA Dictate a dozen numbers between 0 and 20. Make sure you write them down on a piece of paper. Then check answers, by eliciting the numbers and writing them on the board.

c **1.11** Focus on the example and tell Sts they will hear two words (days of the week or numbers), and they have to say the next word in the sequence.

Play the audio, pausing after the two words, and elicit a response from the whole class.

1.11

Monday, Tuesday, (*ping*) Wednesday
eighteen, nineteen, (*ping*) twenty
Tuesday, Wednesday, (*ping*) Thursday
eight, nine, (*ping*) ten
thirteen, fourteen, (*ping*) fifteen
Friday, Saturday, (*ping*) Sunday
Sunday, Monday, (*ping*) Tuesday
ten, eleven, (*ping*) twelve
sixteen, seventeen, (*ping*) eighteen

Now repeat the activity, eliciting responses from individual Sts.

EXTRA IDEA Model and drill the question *What's your phone number?* Get Sts to ask three Sts sitting near them. They should write down the phone numbers so that they can check them.

! Tell Sts they can invent their phone numbers if they prefer. Get feedback from the class.

5 LISTENING & SPEAKING

recognizing places and numbers

a **1.12** Focus on the six places (*airport, sandwich bar, etc.*) and make sure Sts understand them. Tell Sts they're going to listen to six short conversations. The first time they listen, they should just try to understand where the conversation is taking place and write a number 2–6 in the boxes. Point out that the first one (*sandwich bar*) has been done for them.

! Make sure Sts write 2–6 in the boxes before the words *airport, sandwich bar, etc.*, and not in the spaces, e.g. after *Gate number*.

Play the audio once for Sts to identify the place. Play again if necessary, and then check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

ANSWERS

2 language school 3 airport 4 taxi 5 hotel 6 museum

1.12

(script in Student Book on p.127)

- 1 A A cheese and tomato sandwich, please.
B That's five pounds twenty.
- 2 A So, Anna, your classes are on Tuesday and Thursday mornings.
B Qué? Sorry?
A Your classes are on Tuesday and Thursday mornings.
- 3 The British Airways flight to Rome is now boarding at Gate number nine.
- 4 A Where to, madam?
B Manchester Road, please. Number sixteen.
- 5 A Here's your key, sir. Room twelve.
B Thank you.
- 6 A Here we are.
B Oh no! It's closed.
A Look, it says, 'Closed on Monday'.

b Focus on the words on the right in **a**. Elicit / Explain the meaning of *Gate*, etc. Now tell Sts to listen again, but this time to focus on the numbers and days they hear in each conversation.

Play the audio once or twice as necessary, pausing between each conversation to give Sts time to write the numbers or days in the gaps.

Get Sts to compare with a partner, and then check answers by playing the audio a final time and eliciting the numbers and days for each one.

ANSWERS

- | | |
|-------------------|--|
| 1 sandwich bar | 5 pounds 20 |
| 2 language school | Classes on Tuesday and Thursday mornings |
| 3 airport | Gate number 9 |
| 4 taxi | 16 Manchester Road |
| 5 hotel | Room 12 |
| 6 museum | Closed on Monday |

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **1.13** Focus on the examples and tell Sts they're going to hear a sentence and they must respond to it.

Play the audio, pausing after each sentence to elicit a response from the whole class.

 1.13

- 1 Hello. Nice to meet you. (*ping*)
 - 2 What day is it today? (*ping*)
 - 3 Hi. What's your name? (*ping*)
 - 4 What's your phone number? (*ping*)
 - 5 Bye. See you on Monday. (*ping*)
 - 6 Have a nice weekend. (*ping*)
 - 7 Hi. This is Anna. (*ping*)
 - 8 Hello. How are you? (*ping*)
-

Now repeat the activity, eliciting responses from individual Sts.

- d** Tell Sts to imagine that they're at a party where they don't know anyone. If possible, get them to stand up.

Now tell Sts to introduce themselves to at least five other Sts. Encourage them to shake hands, or use a locally appropriate gesture, and say *Sorry?* if they don't hear the other student's name.

G verb *be* □ and ?

V countries, numbers 21–100

P /ə/, consonant sounds /tʃ/, /f/, /dʒ/, word stress

Lesson plan

The context of this lesson is sporting events, a time when fans from many countries gather together. Sts complete their study of the verb *be* and learn how to say where they and other people are from. They start the lesson by learning vocabulary for countries and nationalities, and this language is then practised in a world quiz. Next, Pronunciation covers the schwa /ə/, a sound which occurs in many English words, and three consonant sounds, which are difficult for many nationalities. The Grammar section, *be* in negative sentences and questions, is then presented through three interviews between a journalist and sports fans from different countries. Sts then practise asking where people are from. There is then a second Vocabulary section where Sts learn numbers 21–100, and a Pronunciation and Listening section which focuses on word stress in numbers, and practises numbers through listening and playing *Bingo*.

Video material

Vocabulary – countries

Pronunciation – /ə/

Pronunciation – /tʃ/, /f/, /dʒ/

Vocabulary – numbers 21–100

More materials

For teachers

Photocopiables

Grammar verb *be* □ and ? p.179

Vocabulary The world p.268 (instructions p.263)

Communicative Nationalities bingo p.225 (instructions p.214)

For students

Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the word *continent* on the board and elicit / teach its meaning. Ask Sts how many continents there are (*seven*) and if they can name them (from largest to smallest: *Asia, Africa, North America, South America, Antarctica, Europe, Australasia*). Answers to this question might differ as some people say there are five continents (counting North and South America as one); some also might not include *Antarctica*.

1 VOCABULARY countries

a 🎧 Books open. Focus on the title of the lesson and check Sts understand the meaning of *world*. Model and drill its pronunciation.

Now focus on the six countries and make sure Sts know what they are.

Tell Sts that they are going to watch six short clips of football fans from these countries and they must write a number 1–6 in the boxes.

Play the video once for Sts to watch and complete the task. Get them to compare with a partner, and then check answers.

ANSWERS

1 Brazil 2 Spain 3 Mexico 4 Egypt 5 France 6 Italy

EXTRA SUPPORT Pause the video after the first clip to make sure Sts understand what they have to do. You could also pause the video after each clip and check answers.

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

b Tell Sts to go to **Vocabulary Bank Countries** on p.157.

Focus on **1 Continents** and get Sts to do **a** individually or in pairs.

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

Check answers.

🎧 1.14

Countries, 1 Continents

5 Africa, African

7 Antarctica, Antarctic

3 Asia, Asian

2 Europe, European

1 North America, North American

6 Australasia, Australasian

4 South America, South American

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the instructions for **c**. Get Sts to cover the words with a piece of paper, leaving the map visible. Sts look at the map and try to remember both the continents and adjectives.

Finally, focus on the compass points, and model and drill the pronunciation: *north* /nɔːθ/, *east* /iːst/, *south* /sauθ/, *west* /west/.

Focus on **2 Countries and nationalities** and get Sts to do **a** individually or in pairs.

Vocabulary notes

The nationality word is normally the same as the word for the language of the country, e.g. in *Italy* the language is *Italian*, in *Hungary* the language is *Hungarian*. However, some countries are different, for example in *Brazil* the language is *Portuguese*, and in some countries like *Switzerland* there are several official languages (*German, French, Italian, and Romansch*).

Countries sometimes change their names, e.g. *Türkiye* used to be called *Turkey*. If Sts have heard the old form, explain that it is now out of date. Occasionally two forms of a country name are acceptable, e.g. *The Czech Republic* can also be referred to as *Czechia*.

🎧 **1.15** Play the audio for Sts to listen and check. Check answers.

1.15

2 Countries and nationalities

- 3 England, English
- 6 Ireland, Irish
- 2 Poland, Polish
- 5 Scotland, Scottish
- 1 Spain, Spanish
- 4 Türkiye, Turkish
- 9 Germany, German
- 7 Mexico, Mexican
- 8 the United States, American
- 14 Argentina, Argentinian
- 18 Australia, Australian
- 10 Brazil, Brazilian
- 12 Egypt, Egyptian
- 11 Hungary, Hungarian
- 16 India, Indian
- 13 Italy, Italian
- 17 Nigeria, Nigerian
- 15 Russia, Russian
- 20 China, Chinese
- 19 Japan, Japanese
- 21 Vietnam, Vietnamese
- 24 the Czech Republic, Czech
- 22 France, French
- 23 Switzerland, Swiss

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. If your Sts' country is not in the list, teach it with the nationality adjective, and elicit which group the adjective belongs to.

Focus on the **Capital letters, Australasia / Oceania**, and **The United Kingdom** box and go through it with the class.

Now focus on the instructions for **b**. Get Sts to cover each group of words with a piece of paper, leaving the flags visible. Sts look at the flags and try to remember both the countries and nationalities.

Finally, focus on **Activation** and the example. Put Sts in pairs and get them to tell their partner the six countries they chose and which continent they are in.

EXTRA IDEA Put Sts in pairs. **A** says a country, e.g. *Italy*, and **B** says where the country is, e.g. *Italy is in Europe*.

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

EXTRA PRACTICE OPTION Use the **1B Vocabulary** photocopiable activity.

- c** Tell Sts they are going to do a countries and nationalities quiz. Before they start, draw their attention to the example speech bubbles. Focus on the expressions *I think...* and *I'm not sure*. Teach / Elicit their meaning and drill the pronunciation.

1.16 Put Sts in pairs and focus on 1 in *The World Quiz*. Now tell Sts they are going to hear music from the six countries and they must write the countries for a–f. Play the audio once for Sts to listen and complete the task. Check answers.

ANSWERS

- 1 a England b Scotland c Italy d Russia e India f Argentina

1.16

(six short pieces of music)

Now set Sts a time limit to do questions 2–4. Tell them that all the answers to questions 2, 3, and 4 are from the continents and countries in the **Vocabulary Bank**.

Check answers and find out who got the most correct answers.

ANSWERS

- 2 a North America b Africa c Asia d Europe e South America
- 3 a Germany b Spain c Ireland d Poland e Switzerland f Hungary
- 4 a Japanese b Turkish c Nigerian d French e Mexican f Australian g Vietnamese

2 PRONUNCIATION /ə/, /tʃ/, /ʃ/, /dʒ/

Pronunciation notes

The /ə/ sound occurs before or after stressed syllables and is the most common vowel sound in English. Final unstressed -er is always pronounced /ə/.

/tʃ/ the letters *ch* and *tch* are usually pronounced /tʃ/, e.g. *children*, *watch*.

/ʃ/ the letters *sh* are always pronounced /ʃ/, e.g. *she*, *shop*. The letters *s* and double *ss* are very rarely pronounced /ʃ/, e.g. only in *sure*, *sugar*, *Russian*, *passion*, and a few other words.

/dʒ/ *j* is always pronounced /dʒ/, e.g. *Japanese*. *g* is usually pronounced /dʒ/ before *e* or *i* (e.g. *German*, *giraffe*), but is pronounced /g/ before all other vowels, e.g. *gate*, *goodbye*, and sometimes before *e* and *i*, e.g. *get*, *give*, etc.

- a** Focus on the box **The /ə/ sound** and go through it with the class. Model and drill the sound. Before you play the video, you may want to point out that some words, e.g. *computer*, can have more than one /ə/ sound in them (it has two). Also show Sts that the stressed syllable has been underlined in the example words.

Play the video for Sts to watch and repeat the picture word (*computer*), then the sound (/ə/), and watch the mouth position. Highlight how the speaker's mouth is barely open as she makes the sound. Then get them to repeat after each individual word.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the words. Then play the video again, getting Sts to repeat.



See sound and words in Student Book on p.10

- b** Focus on the **Consonant sounds** box and go through it with the class.

Now focus on the three sound pictures (*chess*, *shower*, *jazz*). Remind Sts that the phonetic symbol in the picture represents the sound.

Play the first section of the video. Get Sts to watch and repeat the picture word (*chess*), then the sound (/tʃ/) and watch the mouth position, and finally repeat the sentence (*Charles isn't Czech, he's French*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the sentences. Then play the video again, getting Sts to repeat after each sound and sentence. Play again if necessary.



See sounds and sentences in Student Book on p.10

Put Sts in pairs to practise saying the sentences.

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

- c** **1.17** Here Sts recycle some of the country and nationality words that they learned in the **Vocabulary Bank**.

Tell Sts they will hear the name of a country and they must say the nationality. Focus on the example.

Play the audio, pausing after each country, and elicit the nationality from the class.

1.17

- 1 Scotland (ping) Scottish
- 2 Türkiye (ping) Turkish
- 3 China (ping) Chinese
- 4 Germany (ping) German
- 5 Hungary (ping) Hungarian
- 6 Brazil (ping) Brazilian
- 7 France (ping) French
- 8 Poland (ping) Polish
- 9 Argentina (ping) Argentinian
- 10 Japan (ping) Japanese

Now repeat the activity, eliciting responses from individual Sts. Give further practice of any words your Sts find difficult to pronounce.

3 GRAMMAR verb *be* ☐ and ☐

- a** **1.18** Focus on the instructions, and on the photos and conversations.

Play the audio, pausing after each interview for Sts to write the country or nationality.

Check answers.

ANSWERS

- 1 Brazil, Brazilian 2 Australia 3 German, Switzerland

1.18

See interviews in Student Book on p.11 and answer key

- b** Give Sts two minutes to read the interviews again and complete the chart. Point out the example (*you aren't*).
Get Sts to compare with a partner, and then check answers by copying the chart onto the board and getting Sts to tell you how to complete it.

ANSWERS

☐	I'm not	you aren't	it isn't
☐	Am I	Are you	Is it

Finally, go through the interviews, eliciting / explaining the meaning of any words or phrases that Sts don't understand. You might want to point out the different

use of *sorry* in the last interview. In **1A** Sts saw *Sorry* being used to ask someone to repeat something. Here the interviewer uses it to apologize – to show he feels bad about getting the nationality wrong.

- c** Tell Sts to go to **Grammar Bank 1B** on p.132.

Grammar notes

Remind Sts that in conversations it is more common to use contractions in negatives than the full form.

In the negative, the verb *be* can be contracted in two ways, e.g. *You aren't Italian* (contracting *not*) or *You're not Italian* (contracting *are*). *English File* at lower levels normally uses the former.

With short answers, explain to Sts that although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are perfectly correct. However, answering just *Yes* or *No* can sound abrupt.

Focus on the example sentences and play audio **1.19** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **1B** on p.133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 I'm not Irish.
2 They aren't Argentinian.
3 It isn't in South America.
4 You aren't Vietnamese.
b 1 Am I in room 10? Yes, you are.
2 Is it Swiss? No, it isn't.
3 Are they students? No, they aren't.
4 Is he from the USA? Yes, he is.
5 Are you Jada Bell? No, I'm not.
c 1 's 2 Are 3 'm 4 'm 5 Are 6 'm 7 Is 8 isn't 9 's
10 Are 11 'm

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

EXTRA PRACTICE OPTION Use the **1B Grammar photocopiable activity**.

- d** **1.20** Focus on the example and tell Sts they will hear ten questions, and each time they must respond with a short answer.

Play the audio, pausing after each question to elicit a response from the whole class.

1.20

- 1 Is Sydney the capital of Australia? (ping) No, it isn't.
- 2 Are you English? (ping) No, I'm not.
- 3 Is Asterix French? (ping) Yes, he is.
- 4 Are the Simpsons English? (ping) No, they aren't.
- 5 Is sushi Chinese? (ping) No, it isn't.
- 6 Are Zara and Mango from Italy? (ping) No, they aren't.
- 7 Is Glasgow in Scotland? (ping) Yes, it is.
- 8 Are Honda and Suzuki Japanese? (ping) Yes, they are.
- 9 Is JK Rowling American? (ping) No, she isn't.
- 10 Is New York the capital of the United States? (ping) No, it isn't.

Now repeat the activity, eliciting responses from individual Sts.

EXTRA CHALLENGE Play the audio again and ask Sts for the correct answers where appropriate, e.g. '*Is Sydney the capital of Australia?*' '*No, it isn't. The capital of Australia is Canberra.*'

- e Focus on the instructions and tell Sts to write similar questions to those they heard in **d**, beginning with *Is...?* or *Are...?* Give them some more examples if necessary, and then set a time limit for Sts, in pairs, to write three questions.
- Monitor and check what they are writing. Then put two pairs together and get them to answer each other's questions.
- Get feedback from a few pairs.

4 SPEAKING

- a Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where are they from?**, **A** on p.104, **B** on p.109.

Go through the instructions with them carefully, and focus on the two example questions (*Where's X from?* and *Where in (country)?*). Tell Sts they have to ask these questions for each of their three people and write the answers in the chart.

Sit **A** and **B** face-to-face. **A** asks their questions about person 1 to **B** and writes the information in the chart.

B now asks **A** about person 2, and they then take turns to ask and answer.

When they have finished, get them to compare charts, and then get feedback from some pairs.

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

- b Focus on the instructions and give Sts time to choose a different country from **Vocabulary Bank Countries** on p.157 and then think of a city there.

Get Sts to ask you the questions first.

! The answer to *Where are you from?* is usually *I'm from (town)* when you're in your own country, and *I'm from (country)* or *I'm (nationality)* followed by the town when you're abroad.

Get Sts to stand up and ask five other Sts the questions.

Finally, ask a few Sts where they are from.

EXTRA SUPPORT In a multilingual class, get Sts to use their real towns and countries / nationalities.

5 VOCABULARY numbers 21–100

- a This video revises numbers 1–20, which Sts did in **1A** and pre-teaches some numbers up to 100. Focus on the photo and elicit how to say the numbers (*five, sixteen, and seventeen*). Tell Sts they are going to watch a video of different sports where numbers are spotlighted. Focus on the photos and check Sts understand the meaning of *spotlighted*.

Play the video. Sts think how to say the spotlighted numbers.

Then play the video again and pause on each spotlighted frame. Check answers by eliciting the numbers. Sts may know the numbers above 20, but tell them to make a guess about how to say them if not. Model and drill the numbers, getting Sts to repeat them.

ANSWERS

(basketball) five, sixteen, seventeen
(football) eleven, six
(drag racing) thirteen, twenty
(American football) forty-eight, fifty-two
(baseball) thirty-eight, seventy-nine, sixty-two

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

- b Tell Sts to go to **Vocabulary Bank Days and numbers** on p.156 and get them to do **Part 3**.

Focus on **3 Numbers 21–100** and get Sts to do **a** individually or in pairs.

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

Check answers and write the numbers on the board.

ANSWERS

30 35 40 43 50 59 60 67 70 72 80 88 90
94 100

1.21

3 Numbers 21–100

twenty-one, thirty, thirty-five, forty, forty-three, fifty, fifty-nine, sixty, sixty-seven, seventy, seventy-two, eighty, eighty-eight, ninety, ninety-four, a hundred

EXTRA SUPPORT Play the audio again or say the numbers yourself, pausing after each number for Sts to repeat.

Finally, focus on **Activation**. Sts work individually and choose ten numbers from 21 to 100, which they write on a piece of paper. Put Sts in pairs and get them to dictate their numbers to their partner, who writes them down.

When they have swapped roles, they can compare pieces of paper to check for mistakes.

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

EXTRA IDEA A numbers game which Sts always enjoy is *Buzz*. You may want to play it now or at any other time when you want to revise numbers.

Get Sts to sit or stand in a circle and count out loud. When they come to a number which contains three (e.g. 13) or a multiple of three (e.g. *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', and the next player begins again from number one.

Carry on until there is only one student left, who is the winner, or until the group have got to 30 without making a mistake.

You can also play *Buzz* with seven as the 'wild' number, and go up to 50.

- c **1.22** Write a simple sum on the board, e.g. $3 + 1 = .$ Elicit how to say it (*three plus one is...*). Then elicit the answer *four*. Tell Sts they are going to hear eight sums and they must write down the answers.

Play the audio and get Sts to write the answers to the sums.

Check answers by eliciting the numbers onto the board.

ANSWERS

1 25 2 33 3 47 4 50 5 66 6 81 7 99 8 100

1.22

- 1 A What's twelve plus thirteen? (*ping*)
B Twenty-five
2 A What's twenty-five plus eight? (*ping*)
B Thirty-three
3 A What's twenty-one plus twenty-six? (*ping*)
B Forty-seven

- 4 A What's thirty-five plus fifteen? (*ping*)
B Fifty
- 5 A What's fifty-two plus fourteen? (*ping*)
B Sixty-six
- 6 A What's seventy plus eleven? (*ping*)
B Eighty-one
- 7 A What's eleven plus eighty-eight? (*ping*)
B Ninety-nine
- 8 A What's ten plus sixty plus thirty? (*ping*)
B A hundred

6 PRONUNCIATION & LISTENING word stress, understanding -teen and -ty numbers in conversations

Pronunciation notes

As Sts have seen in the **Vocabulary Bank**, 13, 14, etc. are stressed on the second syllable, and 30, 40, etc. are stressed on the first syllable. However, 13 / 30, 14 / 40, etc. can sound very similar and are often confused. Native speakers sometimes need to clarify which number they mean, by saying, e.g. 'one three' or 'three oh' to make it clear whether they are saying 13 or 30.

- a **1.23** Play the audio and get Sts to repeat the numbers. You could ask *What's the difference between the numbers in a and b?* Elicit ideas, then focus on the **Pronunciation -teen and -ty** box and go through it with the class. Point out that 13, 14, etc. are stressed on the second syllable, and 30, 40, etc. are stressed on the first syllable. Sts will practise this difference in the next part of the lesson. Point out that with compound numbers, e.g. *twenty-one, thirty-five, forty-three*, etc., the main stress is on the second number, e.g. *twenty-one, thirty-five, forty-three*. You could tell Sts that this means that the pairs of numbers can be easily confused and this can be a problem, even for native speakers, particularly for example in a noisy environment like a restaurant or café.

1.23

See numbers in Student Book on p.11

- b **1.24** Tell Sts that they will hear seven conversations, and in each conversation they will hear just one number from each pair in **a**.

Play the audio twice and Sts circle *a* or *b*.

Check answers.

ANSWERS

1 a 13 2 b 40 3 a 15 4 b 60 5 a 17 6 b 80 7 b 90

1.24

(script in Student Book on p.127)

- 1 **Announcer** The train waiting on platform thirteen is the nine forty-eight Great Western train to Oxford, calling at Slough, Reading, Didcot Parkway, and Oxford.
A That's our train. Platform thirteen. Come on.
B OK. Let's go.
- 2 A Excuse me! How far is it to Dublin?
B It's about forty kilometres.
A Thanks a lot.
- 3 A Just one more game. Come on!
B Fifteen-love.
A Fantastic serve!

- 4 A Will all passengers on flight B-A two three four to Budapest please go to Gate sixty immediately.
B Gate sixty. Is that our flight?
C No, it's to Budapest, not Bucharest.
- 5 A How much is that?
B Two pizzas and a Coke. That's seventeen pounds.
- 6 A What's your address?
B It's eighty Park Road.
A Sorry?
B Eighty, eight-oh. Park Road.
- 7 A OK, can you be quiet, please? Open your books on page ninety.
B What page is it?
C Page ninety.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

EXTRA CHALLENGE Ask Sts what each conversation is about.

- c Draw this bingo card on the board for Sts to copy.

In pairs, Sts complete their bingo card with six numbers from **a**. They must only choose one from each pair, e.g. either 13 or 30, but not both.

Call out random numbers, choosing from the pairs of numbers in **a**. Keep a note of the numbers you call out. If Sts have one of the numbers you call out on their card, they should cross it off. Keep calling until one pair has crossed off all the numbers, at which point they should call out *Bingo!*

Check the winning pair's card. If it's correct, they have won. If it isn't, continue the game. Once there is a winner, you can play again if there is time.

- G** possessive adjectives: *my, your*, etc.
V classroom language
P /əʊ/, /uː/, /ɑː/, the alphabet, sentence stress

Lesson plan

The context for this lesson is the classroom, and signing up for an English course. The lesson starts with a focus on classroom language, which helps Sts to understand and respond to common classroom instructions, and to ask the teacher in English for information and clarification. There is also a section with common instructions in the online classroom. Sts then learn the pronunciation of the alphabet and practise it with common abbreviations. Next, Sts watch an online interview between a student and a teacher at a language school in the UK, and learn how to give personal information and practise spelling. This leads into the grammar focus on possessive adjectives. The different elements of the lesson are brought together in the final activities, where Sts do a communication activity discovering what some actors' and singers' real names are, and a writing focus where they complete an application form for a visa.

Video material

Vocabulary – *Classroom language: in the online classroom*

Pronunciation – /əʊ/, /uː/, /ɑː/

Listening – *A new student* (lead-in)

Listening – *A new student* (full video)

More materials

For teachers

Photocopiables

Grammar possessive adjectives: *my, your*, etc. p.180

Vocabulary Classroom language p.269 (instructions p.263)

Communicative Personal information p.226 (instructions p.214)

For students

Workbook 1C

OPTIONAL LEAD-IN (BOOKS CLOSED) Point to a few things in the classroom (from Vocabulary **a**) and ask Sts what they are. Write the words on the board, and model and drill pronunciation.

1 VOCABULARY classroom language

- a** Books open. Focus on the picture and get Sts to match the words and pictures. Point out that the first one (*a window*) has been done for them.
- b** **1.25** Play the audio for Sts to listen and check. Check answers.

1.25

- | | |
|--------------|-------------|
| 5 a board | 2 a picture |
| 7 a chair | 6 a screen |
| 8 a computer | 9 a table |
| 10 a desk | 3 a wall |
| 4 a door | 1 a window |

Now play it again to drill the pronunciation of the words. Give further practice of any words your Sts find difficult to pronounce.

- c** Focus on the two small pictures. Model and drill the two questions *What's this?* and *What's that?* Check the answer to the question. Demonstrate the meaning by touching your chair and asking *What's this?* Then point to the window and ask *What's that?*

ANSWER

this is for a singular object near you; *that* is for a singular object far from you.

In pairs or as a whole class, get Sts to point to objects and ask and answer the questions.

- d** Tell Sts to go to **Vocabulary Bank Classroom language** on p.158. **The teacher says** section helps Sts recognize and respond to common instructions used in the classroom. Get Sts to do **a** individually or in pairs.

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

Check answers. Make sure the meaning of each phrase is clear by miming or getting Sts to mime.

1.26

Classroom language

- 7 Open your books, please.
 11 Go to page eighty-four.
 13 Do exercise a.
 5 Read the text.
 1 Look at the board.
 12 Close the door.
 2 Work in pairs.
 10 Answer the questions.
 9 Listen and repeat.
 6 Stand up.
 3 Sit down.
 8 Turn off your phone.
 4 Please stop talking!

In **You say** Sts learn phrases they themselves may need to use in class. Get Sts to do **c** individually or in pairs.

Vocabulary notes

You could tell Sts that we use *please* at the beginning or end of a phrase to be polite, e.g. *Please come here.* OR *Come here, please.*

1.27 Now do **d**. Play the audio for Sts to listen and check.

Check answers. Make sure Sts know what all the phrases mean.

1.27

Classroom language

- 19 Sorry, can you repeat that, please?
14 Sorry I'm late.
18 I don't understand.
15 Can I have a copy, please?
22 How do you spell it?
17 I don't know.
21 How do you say *gato* in English?
20 Can you help me, please?
16 What page is it?

Either use the audio to drill the pronunciation of the sentences and questions, or model and drill them yourself. Encourage Sts to use the right rhythm.

EXTRA IDEA Get Sts to cover the sentences and questions with a piece of paper, leaving the pictures visible. Sts look at the pictures and try to remember the sentence or question.

Finally, focus on **Activation**. Tell Sts from now on you want them to try to use the phrases from this lesson. It's a good idea to have a poster on the wall with this classroom language for Sts to refer to.

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

EXTRA PRACTICE OPTION Use the **1C Vocabulary** photocopiable activity.

EXTRA IDEA Tell Sts you are going to give them some instructions and they must act out what they hear. Read each classroom instruction one at a time and get Sts to follow them: Stand up; Sit down; Open your books; Go to page twelve; Look at exercise one b; Close your books; Listen and repeat 'Nice to meet you.'; Answer the question 'Where are you from?'

- e Tell Sts they are going to watch *Classroom language*: In the online classroom, a video showing useful online classroom language.
Give Sts time to read the seven sentences.
Play the video for Sts to watch and see how the sentences are used.
Now play the video again and get Sts to repeat 1–7.
Give further practice of any words your Sts find difficult to pronounce, e.g. *camera* /'kæmrə/, *mute* /mju:t/, etc.
You might want to tell Sts that *breakout rooms* can also be called *chat rooms*.



See sentences in Student Book on p.12

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

2 PRONUNCIATION /əʊ/, /u:/, /ɑ:/, the alphabet

Pronunciation notes

Remind Sts that the two dots in the symbols /u:/ and /ɑ:/ mean that it's a long sound.

Remind Sts that /əʊ/ is a diphthong, i.e. two sounds together, /ə/ and /ʊ/, if you think this will help them.

- a Focus on the three sound pictures (*phone*, *boot*, *car*).
Now focus on the example words in the columns, e.g. *close* (verb), *go*, and *Poland*. Elicit / Explain that the pink

letters are the same sound as the picture word they're under. Demonstrate for Sts, e.g. say *phone*, *close*, *go*, etc.
Play the first section of the video. Get Sts to watch and repeat the picture word (*phone*), then the sound (/əʊ/) and watch the mouth position, and finally repeat each of the three example words (*close*, *go*, *Poland*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.



See sounds and words in Student Book on p.12

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

- b **1.28** Focus on the alphabet. Explain that it's important to know how to say the English alphabet because you often need to spell names, surnames, town names, email addresses, passwords, etc. (especially when you're talking on the phone).
Play the audio for Sts to repeat the groups of letters.



1.28
See alphabet in Student Book on p.12

- c **1.29** Focus on the chart. Explain that the letters are in columns according to the vowel sound of each letter. Elicit the seven picture words and sounds (Sts have seen them all before).
Then show Sts how the letters in each column have the same vowel sound, e.g. *train*, A, H, J; *tree*, B, E, etc.
Put Sts in pairs. Get them to go through the alphabet, stopping at the letters that are missing from the chart, and writing them in the correct column. Do the first one with them (C). Write it on the board and ask Sts how to say it and which column it goes in (*tree*). Give Sts a time limit, e.g. three minutes, to complete the chart.
Play the audio once for Sts to listen and check answers (you may want to copy the complete chart onto the board).



1.29
train /eɪ/ A H J K
tree /i:/ B C D E G P T V
egg /e/ F L M N S X Z
bike /aɪ/ I Y
phone /əʊ/ O
boot /u:/ Q U W
car /ɑ:/ R

Now play the audio again, pausing after each sound for Sts to repeat the group of letters.

- d **1.30** Focus on the groups of letters and explain that these letters are often confused. Play the audio for Sts just to listen to the different sounds.



1.30
See letters in Student Book on p.12

- e **1.31** Tell Sts that now they are going to hear just one letter from each group in **d**. They will hear the letter twice.
Play the audio and tell Sts to circle the letter they hear.
Check answers.

1.31

1 E, E 2 J, J 3 Q, Q 4 C, C 5 B, B 6 M, M
7 V, V 8 Y, Y

- f Focus on the phrases and tell Sts that they are all things that we normally refer to just using abbreviations (the **bold** letters). Put Sts in pairs and get them to practise saying the abbreviations. Make sure they understand all the phrases.

Check answers.

EXTRA IDEAS

- Write the following on the board and get Sts to say the abbreviations.
 - E**nglish as a **F**oreign **L**anguage
 - a **V**irtual **P**rivate **N**etwork
 - D**ate of **B**irth
 - F**requently **A**sks **Q**uestions
 - I**ntelligence **Q**uotient
- Play *Ten Chances*.
 - Think of a word Sts know, preferably of at least eight letters, e.g. *nationality*. Write a dash on the board for each letter of the word and the numbers 1–10 below:

1	6
2	7
3	8
4	9
5	10

- Sts call out letters one at a time. 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, write the letter next to the number 1 on the board. Write the next wrong letter next to number 2, then number 3, and so on.
- The object of the game is to guess the word before Sts have used up all ten chances.
- Sts can guess the word at any time, but each guess is punished with 'wrong guess' written next to the available number.
- The student who correctly guesses the word comes to the board and chooses a new word. Sts can also play in pairs / groups, writing on a piece of paper.

3 LISTENING & SPEAKING

understanding personal information

- a This video shows Micaela, a student who is signing up for English classes, having an online interview with Harry, a teacher at the school.
- This activity is a video lead-in. Sts will watch the beginning part (41 seconds) of the full video that is in **b**. Focus on the task and the photo of Harry and Micaela.
- Tell Sts they are going to watch the beginning of a video called *A new student*.
- Play the video for Sts to watch and answer the questions. Check answers. Point out that Harry says *You're on mute*. Elicit what he could also have said (*Please unmute your microphone*).

ANSWERS

Harry is a teacher at a language school. Micaela is a student. Micaela is on mute.



H = Harry, M = Micaela

H Hello? Hello? Can you hear me?

M (Hi, yes, fine. I can hear you.)

H Sorry? You're on mute.

M Is it OK now?

H Yes, fine now! Hello, I'm Harry, from English House Language School.

M Hi, Harry.

H Hi there. OK, can I check your details first?

- b Now focus on the language school enrolment form and make sure Sts know the meaning of the word *form*. Go through the different headings on the form and make sure Sts understand them. Explain the difference between *first name* and *surname*, using the names of famous people who you think Sts will know, e.g. *Brad Pitt*, showing that *Brad* is his first name and *Pitt* his surname (or family name). Sts may also not know *age* and *postcode*.

Tell Sts they will now watch the whole interview and they must complete the form with Micaela's information.

Play the video once for Sts just to watch. Then play it again, pausing to give Sts time to complete the gaps. Play again if necessary.

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

ANSWERS

2 Vazquez 3 25 4 Argentina 5 Buenos Aires 6 Florida
165 7 m.vazquez@mail.com 8 +54 1115 8934 5568



[see extract in a]

M Yes, of course.

H What's your first name?

M Micaela.

H How do you spell it?

M M-I-C-A-E-L-A.

H M-I-C-A-E-L-A – is that right?

M Yes, that's right.

H And...what's your surname?

M Vazquez.

H Vazquez. Is that V-A-S-?

M No, it's V-A-Z-Q-U-E-Z.

H V-A-Z-Q-U-E-Z. OK. Er. How old are you, Micaela?

M I'm twenty-five.

H Where are you from?

M I'm from Argentina.

H Where in Argentina?

M From Buenos Aires.

H What's your address?

M It's Florida one six five.

H Florida's the street name? Number one six five?

M Yes.

H What's your postcode?

M Sorry?

H You know, the postcode.

M Ah yes. It's C- one zero zero five A-A-C.

H C- one zero zero five A-A-C. Great. What's your email address?

M It's M dot vazquez at mail dot com.

H And what's your phone number?

M My mobile or my home phone, my landline?

- H Both – mobile and landline.
 M My mobile is plus five four – that's for Argentina – then one one, one five, eight nine three four, five five six eight.
 H Plus five four, one one, one five, eight nine three four, five five six eight. Great. And your landline?
 M Plus five four, one one, six zero two three, five four four two.
 H Plus five four, one one, six zero two three, five four four two.
 M That's right.
 H OK, that's great. So, what do you do, Micaela?
 M I'm at university. I'm a medical student...

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

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

- c **1.32** Now focus on the teacher's questions and give Sts a couple of minutes to read them, and think about the missing question words. Highlight that they are the questions they heard Harry ask in the video. Point out that the first one (*What's*) has been done for them.
 Play the audio once. Play it again, pausing if necessary.
 Check answers and elicit the meaning of *How old are you?*
 You might also want to tell Sts that we usually shorten *What's your email address?* to *What's your email?*

! The question *How old are you?* and the answer *I'm 25* are with the verb *be*. In your Sts' L1, a different verb may be used, e.g. *have*.

ANSWERS

2 How 3 What's 4 How 5 from 6 What's 7 What's
 8 email 9 number

EXTRA CHALLENGE Get Sts to complete the questions before they listen, and then listen and check.

1.32

See questions in Student Book on p.13 and answer key

- d Focus on the **Sentence stress** box and go through it with the class. Remind Sts that getting the rhythm right when they speak will help them to understand and be understood.
 Play the audio again, pausing after each question for Sts to repeat the questions. Encourage them to copy the rhythm.

EXTRA SUPPORT Play the audio, pausing after each question for Sts to underline the stressed words. Check answers.

ANSWERS

- 1 What's your first name?
- 2 How do you spell it?
- 3 What's your surname?
- 4 How old are you?
- 5 Where are you from?
- 6 What's your address?
- 7 What's your postcode?
- 8 What's your email (address)?
- 9 What's your phone number?

Then play the audio again for Sts to repeat the questions, copying the rhythm.

- e Focus on the **Saying email addresses** box and go through it with the class.

EXTRA CHALLENGE Teach *underscore* (_) and *hyphen* (-), and mention *double* for letters in spelling, e.g. *Ella*.

Put Sts in pairs, **A** and **B**, and get them to sit facing each other. Explain that they're going to role-play the interview they watched on the video, and ask and answer the questions in **c**. **A** is the teacher, and **B** is a new student. **A** is going to interview **B**.

Tell **A** to start the interview: *Hello. What's your first name?*, etc. Remind Sts to write down the answers.

! Tell Sts they can invent their ages, addresses, and phone numbers if they prefer.

EXTRA CHALLENGE Get **B** to listen and answer the questions with their book closed.

Get Sts to swap roles.

Get some quick feedback by asking a few Sts about their partners, e.g. *What's his address?* *What's her email address?*

4 GRAMMAR possessive adjectives

- a Focus on the two conversations, and get Sts to complete the gaps. Point out that the first one (*you*) has been done for them.
 Check answers.

ANSWERS

2 I 3 your 4 My

- b Tell Sts to go to **Grammar Bank 1C** on p.132.

Grammar notes

In some languages the possessive adjective agrees with the following noun, i.e. it can be masculine, feminine, or plural, depending on the gender and number of the noun that comes after. In English, nouns don't have gender, so possessive adjectives don't change, and the use of, e.g. *his* / *her* / *their*, simply depends on whether we are talking about something belonging or related to a man, a woman, two or more people, or people in general.

Remind Sts that *your* is used for singular and plural.

Focus on the example sentences and play audio **1.33** for Sts to listen and repeat. Then go through the rules with the class.

Then focus on the **it's or its?** box and go through it with the class.

Now focus on the exercises for **1C** on p.133. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Their 2 Her 3 Our 4 its 5 your 6 His 7 My
 8 your 9 Her 10 Our
 b 1 Her 2 their 3 your 4 she 5 He 6 his 7 your
 8 Our 9 My 10 She

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

EXTRA PRACTICE OPTION Use the **1C Grammar** photocopiable activity.

- c **1.34** Focus on the examples and tell Sts they are going to hear a sentence, e.g. *I'm Lena*, and they must change it using a possessive adjective and the word *name* (*My name's Lena*).

Play the audio, pausing after each sentence, and elicit a response from the whole class.

1.34

- 1 I'm Lena. (*ping*) My name's Lena.
- 2 You're Hamza. (*ping*) Your name's Hamza.
- 3 Hi. We're Mike and Mia. (*ping*) Our names are Mike and Mia.
- 4 He's Pablo. (*ping*) His name's Pablo.
- 5 They're William and Harry. (*ping*) Their names are William and Harry.
- 6 She's Carla. (*ping*) Her name's Carla.

Now repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT The first time you could pause the audio and give Sts time to write the transformed sentences. Then repeat, getting Sts to cover what they wrote and do the transformations orally.

- d 1.35** Focus on the photos and ask Sts if they know the people. You could tell Sts that John Legend is an American actor and singer, and Billie Eilish is an American singer and songwriter. Make sure they understand the meaning of *real* (= actually true, in this case names, e.g. on their passport or ID).

Ask the question to the class and for each photo, elicit with a show of hands who thinks they are their real names.

Play the audio for Sts to listen and check.

Check answers.

1.35

(script in Student Book on p.127)

John Legend isn't his real name. His real name is John Roger Stephens.

Billie Eilish is her real name. Her full name is Billie Eilish Pirate Baird O'Connell.

- e** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What's his / her real name?**, **A** on p.104, **B** on p.109.

Go through the instructions with them carefully. Explain / Elicit the meaning of *actor* (= a man or woman in a film), and *singer* (= a person whose job is singing). Then drill the question *What's his real name?* or *What's her real name?*

Give Sts a minute to put crosses next to the names they think aren't real. Then sit **A** and **B** face-to-face. **A** asks their questions to **B** and writes the information in the chart. **B** now asks **A** their questions.

At the end of the activity, get Sts to compare charts to check they have spelled the real names correctly.

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

5 WRITING completing a form

This is the first time Sts are sent to the **Writing Bank** at the back of the Student Book. Here 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) in class, but set the actual writing task for homework.

Tell Sts to go to **Writing Bank 1** on p.115.

- a** Focus on the application form for a visa. Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:
- *family name*; elicit its synonym *surname*, which Sts saw in **1C**

- *sex*, for the gender of the person (male or female)
- *single, married, divorced*
- *birth*

Get Sts to match 1–3 to headings A–C in the form.

Check answers.

ANSWERS

1 C 2 A 3 B

- b** Give Sts time to read the visa form in **a** and correct the wrong information in 1–6. You could tell Sts that not all the sentences are incorrect.

Check answers.

ANSWERS

- 2 Her family name is **Ferreira Campos**.
- 3 She's **single**.
- 5 Her landline number is +55 (15) 555-**1108**.

EXTRA SUPPORT Do the first two as a class.

- c** Focus on the **Capital letters** box and go through it with the class. Tell them to highlight any rules which are different from their L1 (e.g. nationalities and languages are not written with a capital letter in several languages).

Give Sts time to look at the form in **a** again and find uses 1–7.

Check answers.

ANSWERS

- 1 first names and family names: **Lorena Ferreira Campos**
- 2 countries, nationalities: **Brazil, Brazilian**
- 3 towns and cities: **Salvador, Sorocaba**
- 4 street names: **Rua Doutor Azevedo Sampaio 1101**

- d** Focus on the paragraph and get Sts to copy it out, using capital letters where necessary.

Check answers by eliciting from Sts the words which need capital letters and writing the paragraph on the board.

ANSWERS

My name is **Marek**. I'm from **Gdansk** in **Poland**, and I speak **Polish**, **German**, and a little **English**. **My** teacher is **American**. **Her** name's **Kate**. **My** English classes are on **Tuesdays** and **Thursdays**.

EXTRA SUPPORT Quickly revise how to say the alphabet in English before Sts try to correct the paragraph.

EXTRA IDEA Get Sts to write their own paragraphs on a piece of paper, check for capital letters, and then swap the paragraph with another student. They read the new paragraph and see if they agree with the capital letters.

- e** Give Sts a few minutes to complete the form. You could tell Sts that they can invent their answers if they want to.
- f** Remind Sts to check that they use capital letters correctly. Go round checking Sts are completing the form correctly. Then elicit answers from individual Sts for each section.

EXTRA IDEA If you want to give extra practice with personal information questions, get Sts to use the form to interview each other.

A new city

Practical English checking in
Vocabulary in a hotel

Lesson plan

This is the first in a series of six Practical English lessons (one episode every other File) which teach Sts functional language to help them 'survive' in English in travel and social situations. All the content for these lessons is on video. The functional language is embedded within a video drama called *Pictures of you*. This has a storyline based on two characters, Ben Fischer, a 25-year-old American who goes to London to study a Master's in Photography, and Izzy Silva, who works as a courier in London. Both Ben and Izzy have a passion for photography. The first part of the video in this lesson sets the scene and introduces the main characters. The second part introduces the functional language, and the final video moves the story on again.

Apart from teaching Sts functional language, the skills focus throughout these lessons is on training Sts to follow and enjoy video in English. Each part of the video has two Watch tasks. The first is usually a simple heads-up task so that Sts focus on watching and understanding the story. The second task is generally a longer comprehension task usually done after Sts have seen the video and not while they are watching.

The lessons end with a focus on useful Social English phrases which have come up during the episodes.

Pictures of you continues with Season 2 in Pre-intermediate and Season 3 in Intermediate.

Video material

Pictures of you Episode 1

More materials

For teachers

Oxford English Hub

Quick Test 1

File 1 Test

For students

Workbook

Practical English 1

Can you remember...? 1

OPTIONAL LEAD-IN If you know your Sts' L1, introduce this lesson by giving the information in the lesson plan.

1 BEN ARRIVES IN LONDON

a ▶ In this part of the video, *Ben arrives in London*, Sts will be introduced to one of the main characters, Ben (and Izzy appears briefly at the end of the scene).

Books open. Focus on the photo and tell Sts that the man is called Ben and that he is at Victoria train station in London.

Give Sts time to look at the items in the two lists and make sure they know the meaning of all the words. You may want to tell them that they begin by seeing photos of Ben and photos he has taken, and then they see him arriving in London.

Play the video once.

Then get Sts to tick the items they saw.

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

ANSWERS

In Ben's photos: Ben, a camera, a plane, a bus

In London: a train station, a girl, a bike, a phone



B = Ben, E = Emma, I = Izzy

B I'm Ben. I'm twenty-five. I'm American. I'm from a small town in California. I'm on my way to London. I'm a Master's student at Tensquare School of Photography. I start this week. This is my first time in England. It's very exciting.

B Hi, Emma.

E Ben! How's London?

B Great!

E Mom and Dad say hi. Where are you?

B I'm near the hotel, I think...

I Hey! Look out! Tourists!

b This task helps Sts to understand the conversation in more detail.

Focus on sentences 1–6 and give Sts time to read them, making sure Sts understand all the lexis, e.g. *first, second, mum, sister*. Point out that the first one (25) has been done for them.

Play the video again.

Then give Sts time to circle the correct word in 2–6, and then get them to compare with a partner.

Check answers.

ANSWERS

2 American **3** California **4** student **5** first **6** sister

Play the video again from 01:06, where Ben is nearly run over by the girl on the bike. Elicit what she says to warn him to get out of the way (*Hey! Look out!*) and when she stops at the junction (*Tourists!*). Elicit / Point out that Ben looks the wrong way when he crosses the road (They drive on the right in the US), which is why Izzy says *Tourists!*

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

2 CHECKING IN

a 1.36 Focus on the symbols. Give Sts, in pairs, a few minutes to match the words and symbols.

Play the audio for Sts to check.

Check answers.

1.36

- 4 a double room
- 6 the lift
- 5 the ground floor
- 1 Reception
- 3 the bar
- 2 a single room

Focus on the phonetics next to each word. Now play the audio again, pausing after each word for Sts to repeat.

- b Tell Sts to cover the words, look at the symbols, and say the words. They could either test themselves or a partner.
- c In this part of the video, *Checking in*, Sts will see Ben checking into his hotel and meeting Izzy (the bike courier who nearly hit him in the street).

Give Sts time to read questions 1–2.

Focus on the photo at the bottom of the column and elicit / explain where Ben is (*at a hotel*) and who he is talking to (*the receptionist*). Now focus on the heading, *Checking in*, and elicit / teach its meaning.

Play the video for Sts to watch.

Then give Sts time to answer the two questions.

Check answers.

ANSWERS

- 1 four 2 12

Elicit / Teach what Izzy's job is (*She is a bike courier, someone who delivers parcels and letters by bike*). You could do this in Sts' L1.

Point out that when Ben and Izzy bump into each other in the hotel lobby, they both say *Sorry*. Highlight that in the UK and US in this situation, it is common for both people to apologize.



B = Ben, I = Izzy, R = receptionist

B & I Sorry!

R Good morning.

B Hi. I have a reservation for four nights. My name is Ben Fischer.

R Can you spell your surname, please?

B Yeah, it's F-I-S-C-H-E-R.

R Can I have your passport, please?

B Just a moment. Here you go.

R Thank you. Can you sign here, Mr Fischer?

B Sure.

R Thank you. Here's your key. It's room twelve, on the second floor. The lift is over there.

B The lift? Oh, the elevator.

R Yes. Would you like a map of London?

B Yes, please.

R Here you are. Enjoy your stay, Mr Fischer.

B Thank you.

- d Now focus on the conversation in the chart. Ask Sts *Who says the **You hear** sentences?* and elicit that it is the receptionist. Then ask *Who says the **You say** sentences?* and elicit that here it is Ben. These phrases will be very useful for Sts if they need to check into a hotel in English.

Point out the **British and American English** box. You could say in Sts' L1 that while British and American people speak the same language, there are some small differences in vocabulary, e.g. *flat* (British English) – *apartment* (American English), and spelling, e.g. *colour*

(British English) – *color* (American English). They will see more of these differences in **2B**.

Give Sts a minute to read through the conversation and think what the missing words might be.

Then play the video again, and get Sts to complete the gaps. Play again if necessary.

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

ANSWERS

- 1 morning 2 spell 3 passport 4 key 5 lift 6 map

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. You might want to highlight that we use *over there* to indicate something which is some distance away from the speakers.

- e Focus on the **You say** phrases and tell Sts they're going to watch the conversation again. They should repeat the phrases when the video pauses. Encourage Sts to copy the rhythm and intonation. You might want to point out to Sts that as the speaker is Ben, he has a light American accent.
- Play the video.



Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. **A** is the receptionist. Get them to read the conversation aloud, and then swap roles.

Now focus on the **Requests and offers** box and explain what a *request* is (= asking for sth) and an *offer* (= say you will do sth for somebody). Then go through the information with the class. Highlight that *Can I have...?* is one of the most common ways to ask for something in English (much more common than *Can you give me...?*). Highlight that *Would you like...?* is a common way to offer somebody something (= *Do you want...?*) and the normal answer is *Yes, please. / No, thanks*. Give examples as necessary, and model and drill pronunciation, paying special attention to *Would / wʊd/*.

- f Focus on the **Greetings** box and go through it with the class. You could also teach *Goodnight* at this stage, emphasizing that it is used only when saying goodbye to somebody at night or when you go to bed. It cannot be used as a greeting (= to say hello to somebody). A typical mistake is to use *Goodnight* instead of *Good evening*. Ask Sts which greeting they would use now if they met someone.

You might want to point out that Ben's reply, *Hi*, is less formal than *Good morning*.

Now focus on role-play 1. **A** is the receptionist. They read the **You hear** part with the new information. Point out that they need to change *It's room 12, on the second floor* to *It's room 14, on the second floor*.

B should quickly read the **You say** phrases again before starting. Remind Sts **B** that they should use their own first name and surname.

A starts. Monitor and help.

EXTRA CHALLENGE Ask Sts **B** to close their books, and write their role-play instructions on the board.

Now focus on role-play 2. Sts should swap roles in their pairs. Point out the different hotel room number.

EXTRA CHALLENGE Ask Sts **A** to close their books, and write their role-play instructions on the board.

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

3 IN THE PARK

- a**  In this last scene, *In the park*, Sts will see Ben follow Izzy into the street where she tries out his camera. They talk and later she takes him to her favourite park nearby. Focus on the photos and give Sts time to think in which order they might happen.

Now play the video for Sts to watch and number the photos in order.

Check answers.

ANSWERS

A 2 B 3 C 1 D 4



I = Izzy, B = Ben

- I Hey, Mr Fischer.
B Hi.
I Is that the new Sony?
B What? Oh...yeah, it is.
I Cool. This is a great camera!
B Um...
I Can I take a photo?
B Uh...Sure...
I Not here. Outside. Come on!
B Is my bag OK here?. Thank you. Wait...wait!
I I love this camera. You're American, right?
B Yeah, I am. But my dad's from Mexico.
I Where are you from in the US?
B I'm from California. From a very small town.
I What do you think of London?
B It's nice. I like it.
I Are you on holiday?
B No. I'm a student.
I Where?
B At the Tensquare School of Photography. I start on Thursday.
I Tired?
B I'm very tired.
I Come with me. Come on. Let's go. This is my favourite park.
B It's...perfect! Thank you.
I You're welcome. Sorry. Work. Time to go. Bye, Mr Fischer.
B Ben...My name's Ben...Wait, what's your name?

- b** Give Sts time to read sentences 1–6 and see if they can remember who said them.

Play the video again, so Sts can watch and complete the task.

Get Sts to compare with a partner, and then check answers. When Ben says he is a student at Tensquare School, some Sts may notice that Izzy reacts to the name. The reason for this will become apparent as the story develops.

ANSWERS

1 I 2 B 3 I 4 B 5 I 6 B

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

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class. Highlight that they are all from the video. Now give Sts time to match a phrase in **A** with a response in **B**. They can do this individually or in pairs.
- b**  Play the video for Sts to watch and check. Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 Sure. 2 Yes, I am. 3 It's nice. I like it.
4 No, I'm a student. 5 You're welcome.

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

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

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

WHAT DO YOU THINK?

This regular exercise gives students a chance to give their opinion on what is happening or going to happen in *Pictures of you*. In File 1, Sts have very limited English, but they can use what they know to say something about Ben and Izzy.

Put Sts in pairs and get them to tell their partner what they think of items in the list. You could demonstrate the activity first.

Elicit some feedback from the class.

- G** singular and plural nouns
V things, *in*, *on*, *under*
P final -s and -es

Lesson plan

Four different styles of desks provide the context for the presentation of both vocabulary and grammar in the lesson. Sts begin by looking at pictures of the four desks, and the objects on them, and then go on to learn more words for everyday things. The grammar focus is on singular and plural nouns, and Sts then focus on the pronunciation of the final -s or -es in plural nouns. There is then a second vocabulary focus, where Sts learn how to use *in*, *on*, and *under*, after which all the language from the lesson is practised in Speaking and Listening.

Video material

Pronunciation – final -s and -es

Grammar – singular and plural nouns

More materials

For teachers

Photocopiables

Grammar singular and plural nouns p.181

Vocabulary Things p.270 (instructions p.263)

Communicative Mystery objects p.227 (instructions p.215)

For students

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Make sure you have five of the things taught in **Vocabulary Bank Things** (p.159) in your bag, e.g. a phone, a purse or wallet, etc. Pre-teach some of the vocabulary from the lesson, first with the bag itself, by asking Sts *What's this?* and eliciting *It's a bag*, and continuing with the things in your bag.

Write the words for the things on the board, and model and drill pronunciation.

1 VOCABULARY things

- a** Books open. Focus on the pictures on p.16 and make sure Sts understand the four adjectives, *tidy* (= with everything in the right place), *untidy*, *techie* (= a person who is expert in or enthusiastic about technology, especially computers), and *personalized* (= full of personal things, e.g. photos). Model and drill the pronunciation of the four words, e.g. *techie* /'teki/.

Now focus on the question and make sure Sts understand its meaning.

Elicit a few answers from the class. You could tell the class which desk is like yours.

- b** Focus on the instructions and put Sts in pairs. Many of the things in the pictures are revision of classroom language, but there are a few new ones which some Sts might know, and which will be in the **Vocabulary Bank Things**.

Set a time limit, and when time is up, elicit Sts' answers and write them on the board.

See which pair got the most words.

ANSWERS

1 a pen 2 a computer 3 a phone 4 a book 5 a chair
 6 glasses 7 a printer 8 a tablet 9 a laptop 10 a lamp
 11 a picture 12 a photo

- c** Tell Sts to go to **Vocabulary Bank Things** on p.159 and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to highlight that:

- an *identity card* is often abbreviated to an *ID card*
- When they first became popular, we used to talk about mobile phones to distinguish them from landlines, and the same is true of smartphones – we used the term to distinguish them from ordinary mobile phones. Nowadays we tend to simply talk about *phones*, unless we want to highlight what kind of phones they are, e.g. on a form where we may need to distinguish between a mobile number and a landline.
- a *purse* is normally used by a woman, and a *wallet* by a man. A purse also normally has a place for coins, whereas a wallet usually doesn't.

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

Check answers.

2.1

Things

- | | |
|---------------------|---------------------|
| 16 a bag | 15 a newspaper |
| 22 a bank card | 32 a notebook |
| 33 a calendar | 28 a pen |
| 10 a charger | 17 a pencil |
| 13 a coin | 1 a phone |
| 6 a diary | 9 a photo |
| 25 a dictionary | 21 a piece of paper |
| 24 earphones | 26 a purse |
| 2 a file | 20 scissors |
| 4 glasses | 5 sunglasses |
| 23 headphones | 27 a tablet |
| 14 an identity card | 29 a ticket |
| 12 a key | 8 a tissue |
| 31 a lamp | 11 an umbrella |
| 3 a laptop | 7 a wallet |
| 18 a magazine | 19 a watch |
| 30 a mask | |

Then either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the **Plural nouns** box and go through it with the class.

Now focus on **Activation**. Model and drill the two questions, *What is it?* (for singular objects) and *What are they?* (for plural objects). Stress that *What are they?* is only for the five plural objects, *earphones*, *glasses*, *headphones*, *scissors*, and *sunglasses*. Demonstrate by holding up an

object, e.g. a pen, and ask *What is it?* to elicit *It's a pen*. Then do the same with a pair of glasses or scissors, etc.

In pairs, get Sts to cover the words with a piece of paper, look at the photos, and ask the appropriate question.

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

EXTRA PRACTICE OPTION Use the **2A Vocabulary** photocopiable activity.

- d** Focus on the first desk (the tidy desk). Ask the class if they can now name all the things on the desk, including some of the other (unnumbered) things. Elicit answers and then repeat with the other three desks.

POSSIBLE ANSWERS

The tidy desk: a file, glasses

The untidy desk: a diary, a notebook, a phone, pens, pencils, pieces of paper, scissors

The techie desk: a charger, headphones, a watch, pieces of paper

The personalized desk: a bag, a laptop, a pencil, a phone, a piece of paper

2 GRAMMAR & PRONUNCIATION

singular and plural nouns, final -s and -es

- a** Focus on the chart and get Sts to complete it individually or in pairs.

Point out that the first one (*an umbrella*) has been done for them.

Check answers.

ANSWERS

(two) umbrellas a watch a diary

Now ask Sts if they can guess why we use *an* (not *a*) before *umbrella*.

ANSWER

Because it begins with a vowel sound, not a consonant sound.

- b** Tell Sts to go to **Grammar Bank 2A** on p.134.

Grammar notes

Singular nouns

We usually use singular nouns for things with *a* / *an* (the indefinite article).

Articles are easy for some nationalities and more difficult for others, depending on Sts' L1. Here the focus is mainly on the indefinite article. Some nationalities may not have an indefinite article, and others may confuse the number *one* with the indefinite article as it may be the same word in their L1.

Plural nouns

The system in English of making regular nouns plural is very straightforward, we simply add an *s*.

es (/ɪz/) is added to some nouns when it would be impossible to pronounce the word by adding just an *s*, e.g. *watches*. A very small number of English words have an irregular plural form, e.g. *child* – *children*.

Focus on the example sentences and play audio **2.2** for Sts to listen and repeat. Then go through the rules with the class.

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

! Articles are very easy for some nationalities and more difficult for others, depending on Sts' L1. If articles are a

problem for your Sts, give more examples to highlight the meaning of *the*.

Then go through the rules for regular and irregular plurals with the class.

Highlight particularly the pronunciation of -es (/ɪz/) in *watches* and *boxes*.

Now focus on the exercises for **2A** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences in **b**.

ANSWERS

a 1 **a** window, windows 2 **a** key, keys 3 **an** identity card, identity cards 4 **a** country, countries 5 **a** watch, watches 6 **an** exercise, exercises 7 **a** person, people 8 **an** email, emails 9 **a** box, boxes 10 **a** woman, women

b 1 They're children. 2 It's a purse. 3 They're men. 4 It's an umbrella. 5 They're sunglasses. 6 They're scissors. 7 It's a charger. 8 They're diaries. 9 It's a coin. 10 It's an egg.

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

EXTRA PRACTICE OPTION Use the **2A Grammar** photocopiable activity.

Pronunciation notes

When plural nouns end in *s*, the *s* is pronounced either as /s/ or as /z/ depending on the previous sound. The difference is small, and difficult for Sts at this level to hear or produce (they will tend to pronounce all endings as /s/), and you simply want to point it out. You may want to explain to Sts that it is helpful to be accurate, as sometimes the difference can produce misunderstanding, e.g. *eyes* /aɪz/ and *ice* /aɪs/. The full rules are:

- 1 -s is pronounced /s/ after these unvoiced* sounds: /k/, /p/, /f/, /t/, e.g. *books, maps, cats*.
- 2 -s is pronounced /z/ after all other (voiced*) endings, e.g. *phones, keys, photos*. This is by far the biggest group.

*Voiced and unvoiced consonants

Voiced consonant sounds are made by vibrating the vocal chords, e.g. /b/, /l/, /m/, /v/, etc. Unvoiced consonant sounds are made without vibration in the throat, e.g. /p/, /k/, /t/, /s/, etc.

The diagrams in the video with consonant sounds show where the sound is coming from.

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 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 easier to help Sts with, and is the main focus of the exercises here.

- c** **!** Focus on the chart. Elicit the two sound picture words (*snake* and *zebra*) and the sounds /s/ and /z/. If your Sts have problems hearing the difference between these two sounds, tell them and demonstrate that the /s/ is like the sound a snake makes, and the /z/ is like the sound made by a bee or a fly.

Play the video and get Sts to watch and repeat the sounds and words.



See sounds and words in Student Book on p.17

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

d **2.3** Focus on the **Final -s or -es** box and go through it with the class.

Now ask Sts to circle the words in 1–8 where -es is pronounced /ɪz/.

Get them to compare their answers with a partner.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 classes 4 boxes 5 pieces 7 pages



2.3

See words in Student Book on p.17

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

e In this video Sts will play a version of Kim's Game, i.e. a memory game. Tell Sts they are going to see 12 numbered objects, some singular and some plural. When they have seen all 12 objects, they will disappear, and Sts have to try to remember what they were.

Make sure Sts don't write as they watch. Play the video and pause it as indicated on the screen when all the objects have disappeared (01:24). Put Sts into pairs or groups and set a time limit for them to write down all the objects they can remember in the correct order. When time is up, play the rest of the video to reveal the objects, pausing before each one is revealed to ask Sts what they think they are going to see. At the end, find out who remembered the most objects, and whether any pairs got both the objects and the order right.

ANSWERS

1 a mask 2 a charger 3 tissues 4 coins 5 sunglasses
6 keys 7 an umbrella 8 earphones 9 notebooks 10 pieces of paper 11 a watch 12 bank cards

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

EXTRA IDEA You could play the memory game in class. Put a number of objects somewhere all Sts can see them or stick 12 photos of objects to the board. Give Sts 30 seconds to memorize the objects. Then remove one of the objects and move the others around, or remove all the photos from the board and put 11 back up. Sts have to name the missing object.

3 VOCABULARY & SPEAKING *in, on, under*

a Tell Sts to look at the photos and complete the sentences with *in, on, or under*.

Check answers.

ANSWERS

1 on 2 in 3 under

EXTRA SUPPORT Give more practice by putting your pen in different places, e.g. under a book, on the table, etc., and asking Sts *Where's the pen?*

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication in, on, under, A** on p.104, **B** on p.109.

Go through the instructions with Sts carefully, and focus on the example question (*Where's the charger?*). Elicit the question for a plural object, e.g. headphones (*Where are the headphones?*). Tell Sts they have to ask these questions for the objects in their list, and then they must draw the object in the correct place in the picture. Elicit / Explain the meaning of *draw*.

Sit **A** and **B** face-to-face if possible. **A** asks their first question about the charger to **B** and draws the item in picture 1. When **A** has finished asking about all their objects, Sts swap roles and **B** now asks **A** about the file. When they have finished, get them to compare pictures. Finally, elicit some sentences from the class about the objects in both pictures.

ANSWERS

Picture 1

The charger is in the bag.

The glasses are on the book.

The keys are under the desk.

The laptop is on the chair.

The scissors are on the book.

The umbrella is under the chair.

The wallet is on the desk.

Picture 2

The file is under the desk.

The headphones are in the bag.

The magazine is under the bag.

The phone is on the chair.

The photo is on the desk.

The tissues are in the bag.

The watch is on the book.

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

4 LISTENING *listening for detail*

a **2.4** Focus on the task. Elicit / Explain that *a study* is another term for a room in a house where you work / study, read, or write. Make sure Sts understand that the first time they listen, they just need to number the places in the left-hand column that the three speakers talk about. Play the audio for Sts to listen and complete the task. Check answers.

ANSWERS

3 in her bag 1 on his desk 2 in her study



2.4

(script in Student Book on p.127)

1 On my desk I have my computer. I have some pens and pieces of paper. I have a lamp, and a photo of my family. Oh, and a phone. It's very tidy.

2 In my study I have a desk, a table, and two chairs. I have a lot of books and a big dictionary on the desk – it isn't very tidy! And I have a map of the world on the wall.

3 I have a lot of things in my bag. I have my phone. I have the charger for my phone. I have my sunglasses, tissues, and a mask. And I have my house keys and my purse.

b Play the audio again, and this time, tell Sts to write the things each person has. Play the audio again if necessary. Check answers.

ANSWERS

Speaker 1: a computer, pens, pieces of paper, a lamp, a photo, a phone

Speaker 2: a desk, a table, two chairs, books, a dictionary, a map

Speaker 3: a phone, a charger, sunglasses, tissues, a mask, keys, a purse

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127–8, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c In pairs, Sts tell each other what they have in their bag, on their desk, or where they work or study.

EXTRA SUPPORT You could get Sts to write what they have first.

Get some feedback on what things Sts have, and who has a tidy desk or study.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Tell them they are going to play *What is it?* **A** closes his / her eyes. **B** gives **A** things and asks *What is it? What are they?*

- G** adjectives: *bad, good, etc.*
V colours, adjectives, modifiers: *very / really, quite*
P long and short vowel sounds

Lesson plan

In this lesson, iconic aspects of the USA are used to introduce common adjectives and their grammatical position with nouns, and Sts learn to give simple descriptions of things. They begin with a vocabulary focus on common adjectives. The grammar of adjectives is presented through a quiz about American icons, which includes common adjective / noun phrases such as *The White House* and *New York*, which should be familiar to Sts in English or in their own language. After the grammar practice, Sts go on to a pronunciation focus on long and short vowel sounds, which also serves to recycle the adjectives. Sts then do a picture-difference activity, before reading an article about the differences between British and American English.

Video material

Grammar – adjectives

Pronunciation – long and short vowel sounds

More materials

For teachers

Photocopiables

Grammar adjectives p.182

Vocabulary Opposites crossword p.271 (instructions p.263)

Communicative Can you name...? p.228 (instructions p.215)

For students

Workbook 2B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *the USA* on the board and ask Sts to tell you things which they think are typically American, e.g. *Hollywood films, hamburgers, etc.* Write their suggestions on the board.

1 VOCABULARY colours, adjectives

- a** Books open. Focus on the question. Sts need to add the missing vowels. If necessary, refer Sts to the image of the US flag on p.19.

Get Sts to compare with a partner, and then write the answer on the board.

ANSWER

red, white, blue

EXTRA SUPPORT Before Sts start, elicit the five vowels. Then to get Sts to revise the alphabet, elicit the missing letters, or ask a student to spell the whole word.

- b** **2.5** Individually or in pairs, Sts complete the colours. Play the audio for Sts to listen and check.

Check answers by eliciting the missing letters onto the board. Model and drill pronunciation. Highlight especially the pronunciation of *orange* /'ɒrɪndʒ/.

2.5

black yellow grey orange brown pink green purple
silver gold

EXTRA IDEA Tell Sts they are going to watch the video from **1B** again with the football fans. Tell them for clips 1–3 they must write down the colours on the fans' T-shirts and for clips 4–6 the colours of the flags. This could be done individually or in teams as a competition. Play the video (with or without sound) for Sts to watch and write down the colours. Check answers.

ANSWERS

- 1 yellow and green
- 2 red, blue, and yellow with white and orange numbers
- 3 green with white numbers
- 4 red, white, and black
- 5 blue, white, and red
- 6 green, white, and red

- c** Focus on the instructions, and model and drill the two questions.

Put Sts in pairs and get them to ask each other about things in the classroom.

EXTRA SUPPORT Give more practice of colours, getting Sts to ask each other about different flags in **Vocabulary Bank Countries and nationalities** (p.157), e.g. *What colour is the Polish flag?*, etc.

- d** Tell Sts to go to **Vocabulary Bank Adjectives** on p.160.

Vocabulary notes

Three of the adjectives here have two meanings: *old* (opposites *young* or *new*), *right* (opposites *wrong* or *left*), and *short* (opposites *tall* or *long*). Make sure Sts are clear about the different meanings and their opposites.

Focus on the pictures and tell Sts they have to match the numbered pictures to the pairs of adjectives. Get Sts to do **a** individually or in pairs.

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

Check answers.

2.6

Adjectives

19 beautiful	ugly	11 long	short
2 big	small	14 old	new
7 cheap	expensive	16 old	young
4 clean	dirty	15 rich	poor
5 easy	difficult	13 right	left
1 fast	slow	12 right	wrong
6 full	empty	3 safe	dangerous
9 good	bad	8 the same	different
18 high	low	10 strong	weak
17 hot	cold	21 tall	short
20 light	dark		

Then either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the instructions for **c**. Put Sts in pairs and get them to test each other. **A** (book open) says an adjective, e.g. *full*, and **B** (book closed) answers *empty*. They then swap roles.

Focus on the **Modifiers: very / really, quite** box and go through it with the class.

Get Sts to do **Activation**, checking that they know the names and places before they start.

Check answers.

POSSIBLE ANSWERS

Mount Kilimanjaro is very high and cold.
Elon Musk is South African and very rich.
The *Mona Lisa* is beautiful, old, and quite small.
The Pyramids are very old and very big.
Australia is very big and really hot.

Finally, focus on the **Opinion adjectives** box and go through it with the class. Model and drill the adjectives.

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

EXTRA PRACTICE OPTION Use the **2B Vocabulary** photocopiable activity.

2 GRAMMAR adjectives

- a** Focus on the photos in *American Icons* and the **Adjectives** and **Nouns** in the circles. Then focus on the example (*American football*) and make sure Sts know what they have to do.

Put Sts in pairs and set a time limit, e.g. two or three minutes, for Sts to label the photos.

Check answers.

ANSWERS

2 blue jeans 3 fast food 4 High Line 5 White House
6 French fries 7 yellow taxis 8 New York

- b** Focus on the instructions and give Sts time to circle the correct word or phrase in 1 and 2.

Check answers. Elicit / Explain that adjectives go before a noun, and adjectives don't change before a plural noun.

ANSWERS

1 French fries 2 yellow

- c** Tell Sts to go to **Grammar Bank 2B** on p.134.

Grammar notes

The grammar of adjectives in English is simple.

There is only one possible form, which never changes, so an *s* is never added when the adjective is with a plural noun, e.g. *different sentences* NOT *different~~s~~ sentences*.

When an adjective is with a noun in a phrase, there is only one possible position: before the noun, e.g. *a new car*, *a big house*.

However, Sts sometimes get confused because when the adjective goes with a noun, the order is, e.g. *a fast car*, but if it is in a question with *be*, it goes after the subject, e.g. *Is your car fast?*

Focus on the example sentences and play audio  **2.7** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **2B** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 It's a very big house.
2 Is Louis French?
3 It's an expensive watch.
4 Is it an easy exercise?
5 Is your girlfriend Polish?
6 These questions are very difficult.
7 Are they cheap tickets?
8 My new glasses are very good.
b 1 It's a very hot day.
2 Is your teacher Australian?
3 That car isn't very fast.
4 It's a bad idea.
5 Are you good students?
6 English is quite easy.
7 My brother is really strong.
8 This is a slow train.

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

EXTRA PRACTICE OPTION Use the **2B Grammar** photocopiable activity.

EXTRA IDEA Get Sts to close their books and try to remember the phrases in *American Icons*. You could do this as a whole-class activity or get Sts to do it in pairs. If Sts worked in pairs, check answers.

- d**  In this video, Sts will watch a series of nine clips and make nine adjective + noun phrases. The video starts with a numbered grid showing all the clips. Then each clip 1–9 enlarges to fill the screen. Finally, the numbered grid appears at the end.

Focus on the instructions and the example (*tall trees*). Tell Sts they should write down a noun + adjective for each clip.

Play the video once. Sts write their answers. They can work individually or in pairs / groups. Pause the video when the final grid appears and give Sts time to review their answers for each clip.

Play the video again and check answers. Pause after clip 1 and elicit the example. Continue eliciting answers for clips 2–9. At the end, find out who got the most correct answers.

ANSWERS

2 a dirty dog 3 an empty bus 4 fast cars 5 a cold drink
6 a light room 7 a long train 8 old coins 9 an untidy desk

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

3 PRONUNCIATION long and short vowel sounds

Pronunciation notes

Many Sts will find it difficult to hear the difference between some or all long and short vowel sounds, as they may not have these sounds in their L1. You can help Sts to hear the difference by exaggerating the long sounds. The videos will help by showing Sts the correct mouth position.

- a**  Play the video and get Sts to watch and repeat the sounds and words.



See words and sounds in Student Book on p.19

Elicit that /i:/, /a:/, /ɔ:/, and /u:/ are long sounds. Remind Sts that the two dots in the phonetic symbol mean that it is a long sound.

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

- b** **2.8** Focus on the instructions. Tell Sts they are going to hear two adjectives for each sound, and they must write them in the chart.

Play the audio, pausing after each pair to give Sts time to write.

Get Sts to compare with a partner, and then play the audio again.

Check answers.

2.8

fish /ɪ/ rich, big

tree /i:/ easy, cheap

cat /æ/ black, bad

car /ɑ:/ fast, dark

clock /ɒ/ hot, wrong

horse /ɔ:/ small, short

bull /ʊ/ full, good

boot /u:/ blue, new

Then play the audio again, pausing after each group for Sts to repeat.

- c** Focus on the two groups of words and the example, and explain the activity. Make sure Sts understand that the vowel sound should be the same in the adjective and the noun. Remind Sts to use the article *a* with singular nouns. Put Sts in pairs and give them time to write the phrases.

EXTRA IDEA You could make **c** into a race with a time limit of, for example, three minutes.

- d** **2.9** Play the audio for Sts to listen and check.

Check answers and find out if any pairs have made nine correct phrases.

2.9

a big city a black bag cheap jeans dark glasses

a good book hot chocolate new boots a short story

Then play the audio again to drill the pronunciation of the phrases.

EXTRA CHALLENGE Get Sts to make adjective + noun phrases about things in the classroom, e.g. *a dirty board, big windows, a brown bag*, etc.

EXTRA IDEA You could dictate a few more rhyming phrases to the class, e.g. *a grey day, an old photo, a black cat*, etc.

4 SPEAKING

- a** Focus on the instructions, and then give Sts time to think of eight things they have.

EXTRA SUPPORT You could get Sts to write the eight things they have.

Put Sts in pairs and get them to tell each other about their eight things.

Get some feedback from individual Sts.

EXTRA IDEA Before getting feedback, ask Sts if they can remember the eight things their partner has. Get Sts to tell each other *You have...*

- b** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication The same or different?**, **A** on p.105, **B** on p.110.

Go through the instructions with them carefully.

Sit **A** and **B** face-to-face. **A** describes the odd pictures and **B** describes the even pictures. **A** starts by describing picture 1, and **B** must say if their picture is the same or different. Then **B** describes picture 2, and **A** responds.

When Sts have found the eight pictures where there are differences, tell them to compare pictures to see if they have correctly identified them.

ANSWERS

The same: Pictures 2, 6, 8, 12

Different: Pictures 1, 3, 4, 5, 7, 9, 10, 11

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

5 READING identifying paragraph topics

- a** Focus on the title of the article and elicit what it is about (the differences between the two languages).

Give Sts time to read the article and complete the headings. Point out that the first one (*Vocabulary*) has been done for them.

Get Sts to compare with a partner.

- b** **2.10** Play the audio for Sts to listen to the article and check answers to **a**.

Check answers.

ANSWERS

2 Spelling 3 Grammar 4 Pronunciation

2.10

See article in Student Book on p.19 and answer key

EXTRA CHALLENGE You could ask the class what nationality they think the speaker is. With a show of hands find out who thinks the speaker is British (*The speaker is British*).

- c** Tell Sts to cover the article and answer questions 1–4.

Check answers.

ANSWERS

1 postcode, holiday, lift

2 colour, centre

3 See you on Friday.

4 No, they're very different.

EXTRA SUPPORT Get Sts to uncover the article and read it again to check their answers, and then check answers as a class.

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

- d** Do this as a whole-class activity. Other common American words include *movie, cookie, apartment, soccer*, etc.

- G** imperatives, *let's*
V feelings: *hungry, thirsty*, etc.
P linking

Lesson plan

In this lesson, Sts begin by learning adjectives to describe states and feelings, e.g. *hungry, happy*. They then listen to a series of conversations between a couple with a baby, who are in a car going on holiday. One of the women becomes increasingly irritated, and the baby tired, hungry, etc. as the journey goes on. This serves as a context to present more imperatives (Sts have already learned some in **Classroom language**) and phrases to make suggestions beginning with *Let's*... Following this is a pronunciation focus on connected speech, which is aimed at helping Sts to understand native speakers. There is then a Speaking activity with Sts role-playing different situations and asking each other what's wrong. After that Sts watch a documentary about safe car journeys, and the lesson ends with Sts writing messages, notes, and notices.

Video material

Listening – *Have a safe journey!*

More materials

For teachers

Photocopiables

Grammar imperatives, *let's* p.183

Communicative Dominoes p.229 (instructions p.215)

For students

Workbook 2C

OPTIONAL LEAD-IN (BOOKS CLOSED) Mime being hot and cold, and elicit *I'm hot* and *I'm cold*, and write them on the board. Model and drill pronunciation.

1 VOCABULARY feelings

- a** Books open. Give Sts a time limit to match the adjectives and pictures. Point out that the first one (*bored*) has been done for them.
- b** **2.11** Play the audio for Sts to listen and check. Check answers.

2.11

- | | |
|-------------------|------------------|
| 5 I'm angry. | 8 I'm hungry. |
| 1 I'm bored. | 2 I'm sad. |
| 3 I'm cold. | 10 I'm stressed. |
| 6 I'm frightened. | 12 I'm thirsty. |
| 11 I'm happy. | 7 I'm tired. |
| 4 I'm hot. | 9 I'm worried. |

When Sts have finished checking their answers, focus on the **Collocation** box and go through it with the class.

Vocabulary notes

In English, feelings are expressed using the verb *be* and an adjective. In some other languages, they are expressed using the verb *have* + a noun, and this causes Sts to make mistakes like *I have hot*, etc. For this reason, it is important to highlight the structure here as well as the adjectives themselves.

Play the audio again, pausing after each phrase for Sts to listen and repeat. Model and drill any phrases which are difficult for your Sts to pronounce, e.g. *I'm thirsty*. Make sure Sts can hear and pronounce the difference between *angry* /'æŋɡri/ and *hungry* /'hʌŋɡri/. You could tell them about the new portmanteau word *hangry* which means 'angry because you are hungry'!

Then give further practice by calling out the numbers of some pictures for Sts to tell you how the person feels using the verb *be*, e.g.

T Number 5

Sts *They're angry.*

- c** Focus on the instructions and the example sentences. Demonstrate the activity by telling Sts how you feel, using the phrases in **a**. Remind Sts of the modifiers *very* and *quite*. In pairs, Sts cover the words, look at the pictures, and make true sentences about themselves. Get some feedback, asking the class about a few of the adjectives, e.g. *Who's thirsty?*, and getting a show of hands.

2 LISTENING & READING inferring mood, following a story

- a** Set the scene by going through the instructions and telling Sts to cover the conversations on p.21 and only look at the pictures. In pairs, Sts tell each other how they think the people feel in each picture. Elicit ideas about how everybody in the story feels at different stages, but **don't** tell Sts if they are right or not.
- b** **2.12** Focus on the gapped sentences and give Sts time to read them. Elicit / Explain that the missing words are all adjectives for feelings. Point out that the first one (*stressed*) has been done for them. Now play the audio for Sts to listen and look at the pictures. The sound effects should help them to understand the story. Give Sts time to complete the gaps.

2.12

See story in Student Book on p.21

- c** Focus on the story on p.21 and play the audio again for Sts to read and listen at the same time. Tell them to check their answers as they listen. Check answers.

ANSWERS

Picture 2: thirsty, hungry

Picture 3: hot, cold, worried

Picture 4: tired

Go through the story and deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- d** **2.13** Focus on the instructions and play the audio for Sts to listen to the end of the story. Play the audio again if necessary.

Check whether it is a happy ending by getting a show of hands.

ANSWER

Yes. A police officer stops them because the back light of their car isn't on, but the police officer isn't angry with them because of Alfie, and they go to their hotel.

2.13

(script in Student Book on p.127)

L = Lisa, M = Mel, P = police officer

L The Highland Hotel's twenty miles from here.

M Fine. No problem. Let's go there.

L Yes. Alfie's asleep now.

M Great.

L Mel! Look! A police car!

M OK, OK.

P Good evening. Turn off the engine, please. Thank you. Can I see your driving licence? Thank you.

M What's the problem, officer?

P One of your back lights isn't on.

M Oh dear. I'm very sorry, officer. We're on our way to the Highland Hotel. We're very near now. And we're with a baby.

P Ah, what a beautiful baby! What's his name?

L Alfie.

P Oh dear, sorry! OK...go to your hotel. But please drive very slowly. And fix your light. There's a garage near the hotel.

M Yes – thank you, officer.

P Goodbye. Goodbye, Alfie!

M Good boy, Alfie.

EXTRA IDEA You could ask Sts if they're more similar to Mel or Lisa on car journeys.

3 GRAMMAR imperatives, let's

- a** Tell Sts to look at the highlighted phrases in the story and to complete the chart. Point out that the first one (*Turn*) has been done for them.

Check answers.

ANSWERS

Imperatives

Turn right.

Be careful!

Look for a hotel.

Don't turn left!

Don't drive fast!

Don't worry.

Suggestions

Let's stop at a café.

Let's **go** there.

Let's **not** stop.

- b** Tell Sts to go to **Grammar Bank 2C** on p.134.

Grammar notes

Imperatives

Emphasize the simplicity of imperatives in English. There are only two forms, e.g. *Stop.* / *Don't stop.*

Emphasize too that an imperative can sound abrupt in English if you are asking somebody to do something, e.g. *Close the door (please).* *I'm cold.* Here it would be much more normal to use a polite request with *Can...*, e.g. *Can you close the door, please?*

Let's (= *Let us*) + infinitive is used to make suggestions which include the speaker.

A positive suggestion is made by using *Let's* + infinitive, e.g. *Let's go to the cinema.*

A negative is made with *Let's not*, e.g. *Let's not eat here.*

Focus on the example sentences and play audio **2.14** for Sts to listen and repeat. Then go through the rules with the class.

Then focus on the **Can you...?** box and go through it with the class.

Now focus on the exercises for **2C** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 Read 2 don't speak 3 Go 4 Don't watch 5 Have
6 Be 7 Take 8 Don't be

b 1 Let's go 2 Let's turn off 3 Let's do 4 Let's not take
5 Let's stop 6 Let's not go, Let's watch

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

EXTRA PRACTICE OPTION Use the **2C Grammar** photocopiable activity.

- c** Tell Sts to look at the eight signs and to write a positive or negative sentence for each, using the verb phrases from the list. Point out that the first two have been done for them.

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

ANSWERS

3 Don't eat or drink here.

4 Turn off your phone.

5 Don't take photos.

6 Don't go in here.

7 Cross the road now.

8 Be careful.

- d** Get Sts to cover the list of phrases and look at the signs. In pairs, Sts tell each other the phrases.

Get some feedback from the class, by calling out a number and getting Sts to tell you the meaning.

EXTRA CHALLENGE Ask Sts where they might see these signs, e.g. *Don't smoke here* in a station, *Turn off your phone* in the classroom, *Don't take photos* in a museum, etc.

EXTRA IDEA Tell Sts that in the *Classroom language* video in **1C** all the phrases Harry uses are imperatives. Play the video again with the sound off. Pause at the end of each section and elicit the phrases from the Sts.

4 PRONUNCIATION linking

a  **2.15** Focus on the **Connected speech** box and go through it with the class. Explain that in English, when people speak fast, they don't pronounce each word separately. They tend to run them together and this can make it difficult for Sts to hear what has been said.

Tell Sts they will hear six short sentences and they must write them down.

Play the audio, pausing after each sentence to give Sts time to write. Play again if necessary.

Check answers by writing the sentences on the board.

2.15

- 1 Turn off your phone.
- 2 Let's eat in this café.
- 3 Take a book with you.
- 4 Let's open the windows.
- 5 Let's stop at a hotel.
- 6 Don't open the door.

b Individually or in pairs, Sts practise saying the six sentences. Encourage them to try to say them fast and link the words like on the audio.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What's the matter?**, **A** on p.105, **B** on p.110.

Carefully go through the instructions and example conversation in **a** with the class, explaining and drilling the question *What's the matter?*, and explain the expression *cheer up* (= be happy). Then focus on **b** and **c**, and explain that Sts are going to have similar conversations using prompts 1–4 and responding with a phrase, e.g. *Thanks*, *OK*, *Good idea*, etc.

Demonstrate the activity with a good student.

Then sit **A** and **B** face-to-face if possible. **A** asks **B** *What's the matter?*, **B** responds with their first prompt, and they have a mini conversation. They then have three more conversations, using **B**'s other prompts.

A and **B** then swap roles, and **B** asks *What's the matter?*

When they have finished, focus on **d**. Sts should try to do all eight conversations without looking at their books.

EXTRA SUPPORT Write the eight adjectives (*bored*, *cold*, etc.) on the board to remind Sts how to start.

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

6 LISTENING using visual clues to understand advice

a  Tell Sts they are going to watch a documentary about car journeys. Make sure they know the meaning of the title, *Have a safe journey!*, and a *tip* (= a small piece of advice).

In pairs, Sts think of three tips for a long car journey.

EXTRA SUPPORT To help Sts, pre-teach the verbs *plan*, *check*, and *take*. Write them on the board.

Elicit some feedback from various pairs.

Play the video for Sts to watch and see if their tips are mentioned.

Elicit from the class which of their tips were mentioned.



Here are ten top tips to make your car journey safe.

Tip one: Plan your journey. Look at a map and plan where to stop on the way.

Tip two: Check your car. Is it ready for a long journey? Do it yourself or take it to a garage.

Tip three: Listen to traffic information on the radio, or check on the internet, before you start your journey.

Tip four: Take a map with you in the car, or have a map app on your phone – satnav (or GPS) isn't always right.

Tip five: Take bottles of water. People are often thirsty on long car journeys.

Tip six: If you have children in the car, take books, games, and tablets with you. Then the children can watch videos or read. When children are quiet, the driver is less distracted.

Tip seven: Check that all the passengers in the car have their seat belt on.

Tip eight: Check that you have petrol. Don't wait until your petrol tank is nearly empty before you look for a petrol station.

Tip nine: After driving for two hours, stop for fifteen minutes. Have a snack, and get some fresh air. If you're very tired, have a coffee or a drink with caffeine.

Finally, tip ten. This is very, very important. Don't use your phone.

Phoning and texting are very dangerous because you don't concentrate on the road.

Have a safe journey!

b Give Sts time to read tips 1–10 and point out that the first one (*Plan*) has been done for them. Elicit / Explain any words they may not know, e.g. *seat belt*.

Play the video again. To help Sts, you could pause the video after each tip to give them time to complete them.

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

ANSWERS

2 car 3 traffic 4 map 5 water 6 tablets 7 Check
8 petrol 9 stop 10 phone

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

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

c Do this as a whole-class activity.

7 WRITING messages, notes, and notices

Tell Sts to go to **Writing Bank 2** on p.116.

a Focus on the three short texts. Get Sts to match texts 1–3 to places A–C.

Check answers.

ANSWERS

1 C 2 A 3 B

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

b Get Sts to read the short texts in **a** again and decide who each one is for.

Check answers.

ANSWERS

1 C 2 B 3 A

c Focus on the **Imperatives in short texts** box and go through it with the class. Tell them to highlight use 2 if it is different from their L1.

Individually or in pairs, Sts find three examples of imperatives in the texts, and match them to uses 1 and 2 in the box.

Check answers.

ANSWERS

- A *Come to our book sale!* Use 2
- B *Please make salad for lunch.* Use 1
- C *Don't tell Sam!* Use 1

- d Individually or in pairs, Sts cross out the extra word in sentences 1–4, then write the sentence again beginning with a capital letter. Point out the example.

Check answers.

ANSWERS

- 1 ~~To visit~~ Visit my website.
- 2 ~~You don't~~ Don't use my computer.
- 3 Please ~~to~~ make fajitas.
- 4 Please don't ~~to~~ worry.

EXTRA IDEA Remind Sts that the video *A salsa class* they watched in **1A** starts with an advert for the salsa class. Elicit any information Sts can remember. If they can't remember anything, elicit onto the board what should be on the advert, e.g. what the class is, where it takes place, how much it costs, etc. Then play the video for Sts to see the advert at the beginning. Pause the video for Sts to check if their information is on the advert.

- e Go through the instructions and make sure Sts understand what they have to do. Check Sts understand *band* (= a small group of musicians who play popular music together).

Make sure Sts are making notes and not writing full sentences.

- f Go through the instructions with the class.

Get Sts to do the writing in class or set it for homework.

- g Remind Sts to check their texts for mistakes, e.g. with capital letters or spelling, and the use of imperatives.

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 page 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 page as a mini-test on Files 1 and 2. The Pronunciation section sends Sts to the **Sound Bank** on p.174–5. 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 **Sound Bank** videos showing the mouth position for each sound. If you don't want to use these in class, tell Sts to look at them at home and to practise making the sounds and saying the words.

The second page presents Sts with a series of skills-based challenges. Although this is Elementary level, the activities are generally designed to match typical exam-type tasks where possible. First, in Can you understand this text?, there is a reading text which is of a slightly higher level than those in the Files, but which revises grammar and vocabulary Sts have already learned. In the listening in Can you understand these people?, there is a video of some unscripted street interviews, where people are asked questions related to the topics in the Files. You can find the video on *Oxford English Hub* and *Classroom Presentation Tool*. Alternatively, you could set these sections / activities as homework. Finally, in Can you say this in English?, 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.

Video material

Can you understand these people? 1&2

More materials

For teachers

Oxford English Hub

Quick Test 2

File 2 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 from 2 to 3 in 4 at 5 off
b 1 Read 2 Work 3 Share 4 Turn on 5 Answer
c 1 file (the others are numbers)
2 Chinese (the others are countries)
3 France (the others are nationalities / languages)
4 Nigeria (the others are continents)

5 sixteen (the others are multiples of ten)
6 Germany (the others are days of the week)
7 purse (the others are always used in the plural)
8 school (the others are part of a classroom)
9 wallet (the others are things you read)
10 happy (the others are negative adjectives)
d 1 bad 2 easy 3 clean 4 low 5 right

PRONUNCIATION

ANSWERS

c 1 tree 2 car 3 jazz 4 fish 5 shower
d 1 address 2 Italy 3 expensive 4 sunglasses 5 thirteen

CAN YOU understand this text?

ANSWERS

a b
b A 2 B 5 C 4 D 1 E 3

▶ CAN YOU understand these people?

ANSWERS

1 b 2 c 3 c, a 4 c



1 Mallini

I = interviewer, M = Mallini

I What's your name?

M Mallini.

I How do you spell it?

M M-A-L-L-I-N-I.

2 Olga

I = interviewer, O = Olga

I Where are you from?

O Originally I'm from Russia.

I And where in Russia?

O Moscow.

3 Mairi

I = interviewer, M = Mairi

I What's your name?

M My name's Mairi.

I How do you spell it?

M M-A-I-R-I.

I Where are you from?

M I'm from Edinburgh.

I Where's that?

M That's in Scotland.

4 Jake

I = interviewer, J = Jake

I Are you tidy or untidy?

J I'm very tidy.

I What's on your desk?

J On my desk I have all of my pencils and my computer.

G present simple $\oplus$ and $\ominus$

V verb phrases: *cook dinner, do homework, etc.*

P third person -s

Lesson plan

Different aspects of life in Britain provide the context for Sts to meet the present simple for the first time. They begin by learning a group of common verb phrases, and then, in a short text where eight people from Britain say what they like about their country, they see how the verb forms change for positive and negative forms and in the third person singular (question forms are presented separately in **3B**). Sts then practise the pronunciation of the third person (verb + -s or -es), as well as the vocabulary and grammar, talking about themselves and about a partner. The lesson ends with Reading and Speaking. Sts read a text adapted from a BBC website, in which foreigners who live in Britain say what they find strange about it, and Sts compare what they think about their country.

More materials

For teachers

Photocopiables

Grammar present simple $\oplus$ and $\ominus$ p.184

Vocabulary Verb phrases p.272 (instructions p.264)

Communicative I work... He works... p.230 (instructions p.215)

For students

Workbook 3A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *eat drive read* on the board. Ask Sts for words that can go after these verbs. Elicit ideas from the class and write them on the board.

1 VOCABULARY verb phrases

a **3.1** Books open. Give Sts time to look at the verb phrases.

Tell them they are going to hear a sound effect for each verb phrase and they must listen and number them.

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

Play it again, pausing after each sound effect to check the answer. Model and drill the pronunciation of the phrases.

ANSWERS

- 1 drink mineral water 2 watch TV 3 play the guitar
4 like animals 5 speak German

3.1

(sound effects)

b Tell Sts to go to **Vocabulary Bank Verb phrases** on p.161 and get them to do **a** individually or in pairs. Many of these verbs may already be familiar to them.

Vocabulary notes

You could point out that *have* can be used for possessions, but also with both food and drink (*have a sandwich, have a coffee*) and is more common when we talk about specific meals, e.g. *have breakfast / lunch*. *Eat*, e.g. *eat fast food*, can only be used for food.

You might also want to make sure Sts are clear about the meaning of *take* (*an umbrella*). Give a clear example like *Take an umbrella with you. It's raining*. Sts may think that this verb means *carry* (e.g. *Can you carry my bag for me? It's very heavy*).

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

Check answers.

3.2

Verb phrases

- | | |
|------------------------|------------------------|
| 19 cook dinner | 22 need a new passport |
| 14 do housework | 12 play tennis |
| 20 do exercise | 15 play the guitar |
| 24 do homework | 7 read a book |
| 17 drink mineral water | 16 say sorry |
| 23 drive a car | 5 speak German |
| 18 eat vegetables | 4 study history |
| 9 go to the cinema | 13 take an umbrella |
| 3 have a garden | 1 want a coffee |
| 8 like animals | 10 watch TV |
| 11 listen to music | 21 wear glasses |
| 6 live in a flat | 2 work in an office |

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

Finally, focus on **Activation**. Get Sts to cover the verbs and use the photos to test themselves or their partner.

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

EXTRA PRACTICE OPTION Use the **3A Vocabulary photocopiable activity**.

c **3.3** Focus on the example and tell Sts they will hear the second part of some verb phrases and they must say the whole verb phrase.

Play the audio, pausing after each one, and elicit a response from the whole class.

3.3

- 1 TV (*ping*) watch TV
2 the guitar (*ping*) play the guitar
3 mineral water (*ping*) drink mineral water
4 to music (*ping*) listen to music
5 glasses (*ping*) wear glasses
6 a garden (*ping*) have a garden
7 vegetables (*ping*) eat vegetables
8 to the cinema (*ping*) go to the cinema
9 history (*ping*) study history
10 exercise (*ping*) do exercise

Now repeat the activity, eliciting responses from individual Sts.

EXTRA CHALLENGE In pairs, Sts do a similar activity to the listening. **A** (book open) says the second part of a verb phrase from the **Vocabulary Bank**, e.g. *dinner*, and **B** (book closed) has to guess the whole phrase, e.g. *cook dinner*.

2 GRAMMAR present simple ⊕ and ⊖

- a** Ask Sts *What do you think of when you hear the word 'Britain'?* to elicit some ideas and write them on the board. You could tell Sts that *Britain* and *Great Britain* are the same.

Focus on the instructions and the words / phrases in the list, and help Sts with vocabulary if necessary, e.g. *BBC*, *freedom*. Elicit / Explain what *weather* means. Point out that the first one (*multiculturalism*) has been done for them.

Give Sts time to read the article and complete the task.

- b** ④ **3.4** Play the audio for Sts to listen and check.
Check answers.

ANSWERS

2 language 3 gardens 4 freedom 5 BBC 6 pubs
7 weather 8 Indian food

④ 3.4

See article in Student Book on p.24 and answer key

Finally, deal with any new vocabulary. Model and drill pronunciation.

EXTRA CHALLENGE Tell Sts to cover the article and, in pairs, try to remember what each person likes.

- c** Focus on the instructions, and get Sts to answer the questions in pairs.
Check answers.

ANSWERS

- The letter *-s* is added because they are third person singular (*he, she, it*).
- I don't have, it doesn't rain
We use *don't* to make negatives with *I, you, we*, and *they*.
We use *doesn't* to make negatives with *he, she*, and *it*.

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

- d** Tell Sts to go to **Grammar Bank 3A** on p.136.

Grammar notes

Emphasize to Sts the relative simplicity of the present simple. There is only one different verb ending in the present simple (third person singular verbs add an *-s* or *-es*). All other forms are the same as the infinitive. For this reason, the use of the pronoun (*I, you*, etc.) is not optional as it is in many languages. It is essential, as it identifies which person is being referred to.

In the negative, highlight the use of *don't* and *doesn't*, which are put before the infinitive. These contracted forms (of *do not* and *does not*) are almost always used in spoken English and in informal writing.

Highlight that *goes* /gəʊz/ and *does* /dʌz/ both end with *-oes*, but are pronounced differently.

Focus on the example sentences and play audio ④ 3.5 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **Be careful with some he / she / it forms** box and go through it with the class.

Now focus on the exercises for **3A** on p.137. Sts do the exercises individually or in pairs.

Check answers. Get Sts to read the sentences out loud and help them with the rhythm of ⊕ and ⊖ sentences, e.g. *We live in a flat. We don't study French.*

ANSWERS

- a** 1 She goes to the cinema.
2 He lives in a flat.
3 They have two children.
4 I don't like cold weather.
5 The supermarket closes at 5.30.
6 My sister doesn't study French.
7 I do housework.
8 My son wants a guitar.
9 My friend doesn't work on Saturdays.
10 Our lessons finish at 5.00.
b 1 doesn't work 2 reads 3 speak 4 don't play 5 wears
6 listen 7 don't eat 8 has

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

EXTRA PRACTICE OPTION Use the **3A Grammar photocopiable activity**.

3 PRONUNCIATION third person -s

Pronunciation notes

The pronunciation rules for third person singular *-s* and *-es* endings are exactly the same as those for plural nouns (see **2A**).

As with the plurals, if Sts want to know when the final *s* is pronounced /s/ and when it is pronounced /z/, explain that it is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /f/, /t/, e.g. *works, stops, laughs, sits*. After all other voiced endings, the *s* is pronounced /z/. See the **Voiced and unvoiced consonants** box on p.41.

Sts will have problems distinguishing between, and producing, the /s/ and the /z/ sounds, and will tend to pronounce all *s* endings as /s/. Remind them that the /s/ is like the sound made by a snake, and the /z/ is like the sound made by a bee or a fly.

Tell Sts the final *s* is pronounced /ɪz/, after the following letters: *-ce, -ch, -ge, -se, -sh, -ss*, and *-x*, e.g. *watch – watches*.

- a** Focus on the **Final -s or -es** box and go through it with the class. Then, in pairs or as a class, Sts answer the question.

Check answers. Model and drill the three words.

ANSWERS

books /bʊks/
keys /ki:z/
watches /wɒtʃɪz/

- b** ④ **3.6** Play the audio for Sts just to listen to the three sounds and sentences.

④ 3.6

See sounds and sentences in Student Book on p.25

Now play the audio again for Sts to listen and repeat. If Sts are having difficulties producing the /s/ and /z/ endings, tell them that the difference is small and reassure them that it will come with practice. The most important thing at this stage is to make the /ɪz/ sound in the right place, e.g. *watches*, and not to make it in the wrong place, e.g. *lives* /lɪvz/ (NOT /lɪvɪz/).

Play the audio again if necessary.

Give Sts time to practise saying the sentences in pairs.

- c  **3.7** Focus on the instructions and the example, and tell Sts that they must listen to the first sentence and then change it using the new subject given, e.g. *he, she, it*.
Play the audio, pausing after each sentence, and elicit a response from the whole class.

3.7

- 1 I live in a flat. She (*ping*) She lives in a flat.
- 2 I need a new passport. He (*ping*) He needs a new passport.
- 3 They work in an office. She (*ping*) She works in an office.
- 4 We wear glasses. He (*ping*) He wears glasses.
- 5 They finish at eight. It (*ping*) It finishes at eight.
- 6 I want a coffee. She (*ping*) She wants a coffee.
- 7 They have two children. He (*ping*) He has two children.
- 8 We do homework. She (*ping*) She does homework.
- 9 They go shopping. He (*ping*) He goes shopping.
- 10 They study French. She (*ping*) She studies French.

Now repeat the activity, eliciting responses from individual Sts.

- d Focus on the instructions and the two example sentences. Highlight the use of *don't* to make a negative in the second sentence. Then tell Sts to go to the **Vocabulary Bank Verb phrases** on p.161 and demonstrate the activity by making true sentences about yourself.
Give Sts time to think about their six sentences.

EXTRA SUPPORT You could get Sts to write the six sentences.

In pairs, Sts tell each other their sentences. Tell Sts to put a tick or a cross next to the pictures that apply to their partner, so that they don't forget the information.

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

- e Get Sts to change partners. Sts now tell their new partner about their first partner, using the third person singular.

EXTRA SUPPORT Write the example on p.25 of the Student Book on the board to help Sts: *Eva plays tennis. She doesn't like dogs...*

Get some feedback from individual Sts, both about themselves and about their partners.

4 READING identifying attitude

- a Focus on the title and explain / elicit the meaning of *strange* (= unusual). Model and drill pronunciation.
Now focus on the instructions and make sure Sts understand the meaning of *positive* and *negative*, and what they have to do. Tell them that this is a real (adapted) article from the BBC. It is very motivating for Sts to realize that they can actually understand an article even at elementary level. Encourage them to use the photos to help them with new vocabulary.
Give Sts time to read the article and complete the task.

Check answers. Elicit any words which helped them to identify whether the comment was positive or negative.

ANSWERS

1 X 2 ✓ X 3 ✓ 4 X 5 X 6 ✓ X

- b Tell Sts they are going to read the article again and must complete definitions 1–6 with a word or phrase from each paragraph.
Give Sts time to read the article again and complete the task.
Then get them to compare with a partner, and check answers. Highlight that *go bonkers* is a very informal colloquial expression.

ANSWERS

1 taps 2 *désolée, pardon* 3 shouts 4 impossible
5 go bonkers 6 complicated

Ask Sts if they have been to the UK and if so, find out if they agree with anything they read in the article.

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

- c Put Sts in pairs or small groups to discuss the situation in their country.
Get feedback from various pairs / groups.

5 SPEAKING

- a Focus on the instructions and go through the **Useful words** box, making sure Sts understand the meaning of *why?* and *because* /bɪ'kɒz/. Model and drill the pronunciation.
Now read the questions and elicit / explain the meaning of *foreigner* (= a person who comes from a different country), and model and drill pronunciation /'fɒrənə/.
Read the example and give Sts time to think about their answers.

EXTRA SUPPORT You could get Sts to write their sentences.

- b Put Sts in pairs and get them to compare their answers. Monitor and help, encouraging Sts to pay attention to the use of *because*.
Get some feedback from individual Sts.

G present simple [?]

V jobs: *journalist, doctor, etc.*

P /ʒ:/ and /ə/

Lesson plan

The topic of this lesson is jobs and work, with a focus on working from home. Sts begin by reading an interview with Ollie, a young man who works from home, where he talks about the pros and cons. The interview presents questions in the present simple in both second and third person singular, (*Do you...? Does he...?*). Then Sts learn the vocabulary for common jobs, and how to say what they do, and practise the vocabulary with a video activity. There is a pronunciation focus on the /ʒ:/ and /ə/ sounds. Sts then listen to a quiz show where two teams compete. First, the three members of one team separately introduce a guest as someone they know, and each say that he has a different job. Then the other team question the guest to find out who was telling the truth. Sts then practise by asking each other present simple questions about imaginary jobs, and the lesson finishes with Sts asking questions in the third person singular to guess someone's job.

Video material

Vocabulary – jobs

Pronunciation – /ʒ:/ and /ə/

More materials

For teachers

Photocopiables

Grammar present simple [+, −, ?] p.185

Vocabulary Jobs p.273 (instructions p.264)

Communicative Present simple questionnaire p.231 (instructions p.216)

For students

Workbook 3B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following sentences on the board. Make them true for you.

1 *I'm a teacher.*

2 *I work in (the name of your school).*

3 *I work (...) hours a day.*

4 *I like my job very much.*

Elicit the difference between *job* and *work* (*job* is a noun; *work* is a verb) and focus on the use of *a* before *teacher*.

1 GRAMMAR present simple [?]

a Books open. Focus on the photo of Ollie and Andrew, and the title of the interview.

Now tell Sts to read the interview quickly to find the answer to the question.

Check the answer.

ANSWER

Working from home

b Tell Sts they are going to read the interview again and this time they need to complete it with the questions the interviewer asks.

Focus on the example (*What do you do, Ollie?*) and elicit / explain that this question is the same as *What's your job?*

Give Sts time to read the questions from the list, the interview, and then complete 2–5.

c **3.8** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

2 What does he do?

3 Where in the house do you work?

4 Do you work long hours?

5 Does he work long hours?

3.8

See interview in Student Book on p.26 and answer key

d Get Sts to cover the interview and just look at the five questions in **b**. In pairs or as a whole-class activity, get Sts to say how Ollie answers them.

Deal with any new vocabulary in the interview. Model and drill pronunciation.

e Do this as a whole-class activity.

f Focus on the instructions and give Sts time to check who the questions in **b** are about.

Check answers.

ANSWERS

1 What do you do, Ollie?, Do you work long hours?

2 What does he do?, Does he work long hours?

3 Where in the house do you work?

Now ask *What's different when the question is a) to Ollie about him and b) to Ollie about Andrew?*

ANSWER

To Ollie about him: *Do you...?* To Ollie about Andrew: *Does he...?*

g Tell Sts to go to **Grammar Bank 3B** on p.136.

Grammar notes

do and does

The auxiliary *do* (and *does*) can puzzle Sts if they try to translate questions word for word. Explain (in Sts' L1 if you prefer) that *auxiliary* means 'helper', and that the auxiliaries *do* and *does* 'help' to form questions and negatives. They do not have a separate meaning. The auxiliaries *do* and *does* are also often used to 'soften' a *yes / no* answer (which can sound abrupt), e.g. *Do you work here? No, I don't.*

Focus on the example sentences and play audio **3.9** for Sts to listen and repeat. Then go through the rules with the class.

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

Now focus on the exercises for **3B** on p.137. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 Do 2 Do 3 Does 4 Does 5 Do 6 Does 7 Does
8 Does 9 Do 10 Does
- b** 1 Does he like 6 Do you want
2 Does she speak 7 Does he drive
3 Do you eat 8 Does she drink
4 Do they cook 9 Do you have
5 Does she live 10 Do you listen

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

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity.

2 VOCABULARY jobs

- a** Focus on the jobs in the list and point out to Sts that they have seen most of these jobs before.

Individually or in pairs, Sts complete sentences 1–5 with a job from the list.

Check answers and write the words on the board.

ANSWERS

- 1 actor 2 teacher 3 waiter 4 receptionist 5 administrator

Model and drill the pronunciation, and underline the stress.

- b** Tell Sts to go to **Vocabulary Bank Jobs** on p.162 and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to point out to Sts that it is more common to ask *What do you do?* (which covers all possibilities, e.g. being a student, being unemployed, etc.) rather than *What's your job?*, which we would probably only ask if we knew the other person was working.

You might want to point out that all the jobs here are gender-neutral, because nowadays people tend to use these most. However, *waitress* is still often used for a woman. You could tell Sts that *police officer* used to be *policeman* and *policewoman*, *actor* used to be for men and *actress* for women.

Focus on the **a / an + jobs** box and go through it with the class.

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

Check answers.

3.10

Jobs

- | | |
|-----------------------|---------------------|
| 28 an accountant | 10 a journalist |
| 26 an actor | 12 a lawyer |
| 2 an administrator | 1 a manager |
| 14 an architect | 16 a model |
| 6 a builder | 18 a musician |
| 7 a chef | 5 a nurse |
| 27 a cleaner | 21 a pilot |
| 4 a dentist | 23 a police officer |
| 17 a doctor | 24 a receptionist |
| 8 an engineer | 15 a shop assistant |
| 11 a factory worker | 9 a soldier |
| 22 a flight attendant | 29 a taxi driver |
| 13 a footballer | 25 a teacher |
| 30 a guide | 3 a vet |
| 19 a hairdresser | 20 a waiter |

Either use the audio to drill the pronunciation of the phrases, or model and drill them yourself. Point out that in compound nouns (e.g. *factory worker*, *flight attendant*), the

main stress is on the first word. Give further practice of any words and phrases your Sts find difficult to pronounce.

- 3.11** Focus on the flow chart in **c** and go through the possible answers to the question *What do you do?* Play the audio for Sts to listen and repeat the sentences.

3.11

See flow chart in Student Book on p.162

Play again if necessary.

Highlight the use of the prepositions *for*, *in*, *at*, and the article *a / an*.

Then give Sts time to decide how to say what they do in English, and go round helping with any jobs they don't know how to express. Don't ask Sts at this stage what they do as they will be asking each other in **d** in the main lesson.

Now focus on **Activation**. In pairs, get Sts to cover the words with a piece of paper, look at the photos, and try to remember the jobs. They could test each other – **A** says a number, and **B** says the job.

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

EXTRA PRACTICE OPTION Use the **3B Vocabulary** photocopiable activity.

- c** In this video Sts will see nine photos of different jobs where only the person's hands are spotlighted. They guess the job and then the whole photo is revealed.

Focus on the photo and tell Sts to guess just from the hands what they think the person's job is, but don't tell them whether they are right or not. Tell them they are going to see nine different sets of hands and they have to guess the nine jobs. When they have seen all nine images, they will disappear, and Sts can confer.

Put Sts in pairs and tell them to write down what they think the jobs are as they watch.

Play the video and pause it as indicated on the screen (when all the squares are blank) at 01:15.

Give Sts time to discuss what they think the jobs are in their pairs.

When time is up, play the rest of the video to reveal the jobs, pausing before each one is revealed, to elicit answers from Sts. At the end, find out who guessed the most jobs correctly.

ANSWERS

- 1 an architect 2 a builder 3 a chef 4 a waiter
5 a hairdresser 6 a journalist 7 a nurse 8 a shop assistant
9 a vet

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

- d** Focus on the two questions and give Sts time to decide how to say in English what their family and friends do. Get Sts to stand up and ask at least three other Sts the two questions.

Monitor and help, encouraging Sts to answer in a full sentence.

Get feedback from as many Sts as possible.

EXTRA SUPPORT Elicit the two questions that Sts need to ask (*What do you do? What do your parents / friends do?*) and write them on the board to help Sts.

3 PRONUNCIATION /ɜː/ and /ə/

Pronunciation notes

Remind Sts that the two dots in /ɜː/ mean that this sound is long. It is a longer version of the /ə/ sound. Also remind them that they have met the /ə/ sound before, on p.10 of 1B, and that it is the most common vowel sound in English.

You may want to tell Sts that the most common *work-words* which have the /ɜː/ sound, and which Sts often mispronounce, are *work*, *word*, and *world*. You could also remind them that when *er* and *or* are unstressed, e.g. at the end of many job words, they are pronounced /ə/ (the schwa).

- a  Focus on the new sound picture, *bird*, and on *computer*. Before you play the video, remind Sts that some words, e.g. *computer*, can have more than one /ə/ sound in them (it has two).

Play the video and get Sts to watch and repeat the sounds and words. Highlight how the speaker's mouth is barely open as she makes the sound.



See sounds and words in Student Book on p.27

Finally, focus on the /ɜː/ **and** /ə/ box and go through it with the class.

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

- b  **3.12** Play the audio for Sts just to listen to the six sentences.

3.12

See sentences in Student Book on p.27

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

Put Sts in pairs and get them to practise saying the sentences.

Get a few Sts to say them aloud to the class.

4 LISTENING understanding specific information

- a  **3.13** Focus on the photo, and tell Sts they're going to listen to a quiz show called *What's My Job?* In the show, there are two teams of three people and a mystery guest. Each member of Team A introduces the guest and says what job he / she does (they all say a different job), but only one of them is telling the truth. Then the three people in Team B ask questions to try to find out who in Team A is telling the truth about the guest. In the photo, Sts can see the three contestants in Team A, and this week's guest, who is called Mike.

Focus on the chart. Go through it, and elicit / explain *speciality* (= something that somebody is good at).

Tell Sts that they will hear the three contestants say who Mike is and they must complete the gaps in row 1 of the chart.

Play the audio for Sts to listen and complete the first three gaps. Play the audio again if necessary, pausing after each speaker, and then check answers.

ANSWERS

- 1 Nadine says Mike is a **hairdresser**; Tyler says Mike is a **dentist**; James says Mike is a **chef**.

3.13

(script in Student Book on p.127)

P = presenter, N = Nadine, T = Tyler, J = James

Part 1

- P** Hello, everybody, and welcome to today's *What's My Job?* On team A we have Nadine, Tyler, and James, and on the B team, Alice, George, and Charlie.
- Team A, you start. Today's mystery guest is Mike. You each say who Mike is and what he does, but only one story is true. Team B, you need to decide who Mike really is. Remember, you have one minute to ask Team A questions, and then thirty seconds to ask Mike questions. Are we ready?
- So, let's welcome Mike. Team A. Nadine, please introduce him.
- N** Mike's my hairdresser. We chat a lot.
- P** And Tyler, please introduce Mike...
- T** Mike's my dentist. He's a very good dentist.
- P** And finally, James, please introduce Mike...
- J** Mike's the chef at my local pub. I often have lunch or dinner there.
- P** OK Team B. You have one minute to ask Team A questions.

- b  **3.14** Focus on the instructions and tell Sts that now they have to focus on rows 2 and 3 in the chart in **a**.

Play the audio for Sts to listen and complete the gaps in rows 2 and 3.

Play the audio again if necessary, pausing after each speaker, and then check answers.

ANSWERS

- 2 Mike works in **a salon** (Good Hair Day). Mike works in **a clinic** (in central London, in Piccadilly). Mike works in **a pub** (The Red Lion).
- 3 She doesn't think Mike **has children**. Mike and Tyler aren't **friends**. Mike's speciality is **spaghetti carbonara**.

3.14

(script in Student Book on p.127)

P = presenter, G = George, N = Nadine, C = Charlie, A = Alice, J = James, T = Tyler

Part 2

- P** OK Team B. You have one minute to ask Team A questions.
- G** Mmm let's start with Nadine. Mike's your hairdresser, right?
- N** Yes, we're very good friends.
- G** What's the name of his salon?
- N** Er, it's called er... Good Hair Day.
- C** Is Mike married?
- N** Er, yes he is.
- A** Does he have children?
- N** Er, yes, er, no, he doesn't. I don't think he has children.
- A** OK, so now Tyler. You say Mike's your dentist. Where is his clinic?
- T** It's er in central London, in Piccadilly.
- C** Are you and Mike friends?
- T** Well no, not really friends. It's difficult to be friends with your dentist – it's impossible to have a conversation!
- G** Is he expensive?
- T** What do you think? He's a dentist!
- G** OK, James now. You say Mike's a chef in a pub. What's the name of the pub?
- J** The Red Lion. It's a great pub.
- C** What food does Mike cook?
- J** Er, Great British food! Fish and chips, roast beef, things like that. And he makes good sandwiches.
- A** What's his speciality?
- J** Er, spaghetti carbonara.
- P** OK, team. Your time's up.

Now ask the class what they think Mike does. Elicit some ideas, but don't tell Sts if they are right or not.

- c** **3.15** Tell Sts that they will now hear the contestants on the other team asking Mike questions. They must complete the questions they hear and write his answers with a tick for *yes* and a cross for *no*.

Go through questions 1–6 and elicit / explain the meaning of any words Sts don't know.

Play the audio for Sts to listen and complete the gaps and put a tick or cross. Play the audio again if necessary, pausing after each question, and then check answers.

Now ask the class if they have changed their minds about what Mike does. Elicit some ideas, but don't tell Sts if they are right or not.

ANSWERS

- 1 Do you **wear** a uniform or special clothes? ✓
- 2 Do you **have** special qualifications? ✓
- 3 Do you **work** in a team? X
- 4 Do you **work** inside? ✓
- 5 Do you **work** at the weekend? X
- 6 Do you **like** your job? ✓

3.15

(script in Student Book on p.127)

P = presenter, A = Alice, M = Mike, G = George, C = Charlie
Part 3

- P** OK, Team B, now you have thirty seconds to ask Mike questions. But remember Mike can only answer *Yes* or *No*.
- A** Hello, Mike. Do you wear a uniform or special clothes?
- M** Yes, I do. Not a uniform, but special clothes.
- G** Do you have special qualifications?
- M** Yes, I do.
- C** Do you work in a team?
- M** No. But sometimes other people help me.
- P** Remember Mike, you can only answer *yes* or *no*.
- M** Oh yes. Sorry.
- A** Do you work inside?
- M** Yes, I do.
- G** Do you work at the weekend?
- M** No, I don't.
- C** Do you like your job?
- M** Yes, I love it. But people don't always like me!
- P** Thank you, Mike. So, Team B, is Mike a hairdresser, a chef, or a dentist? You have one minute.

EXTRA SUPPORT Play the audio twice. The first time Sts complete the gaps in the questions. Then play it again for them to listen and put a tick or a cross as his answer.

- d** **3.16** Finally, play the end of the show. Pause after they ask *Mike, what do you do?* and ask Sts what they think, before letting them hear his job.

Ask the class with a show of hands who had guessed correctly.

ANSWER

Mike is a dentist.

3.16

(script in Student Book on p.127)

Part 4

- A** I think he's Nadine's hairdresser. He works inside, other people help him...
- G** But he doesn't work at weekends. Hairdressers work on Saturdays...
- A** Not all hairdressers.

- C** He isn't a chef, I'm sure. Pubs are full at weekends. And James says he cooks British food, but his speciality is spaghetti carbonara. That's Italian, not British! I think he's a hairdresser, too.
- G** But Nadine says they're friends, and then she says, 'I don't think he has children'. She doesn't know. I think that's strange. I think he's Tyler's dentist. He has special qualifications, and remember, 'People don't always like me'. Nobody likes dentists.
- A** We need to agree.
- P** Your time's up, Team B. So what's Mike's job?
- A** We think he's a hairdresser.
- P** Mike, what do you do?
- M** I'm Tyler's dentist.
- P** Yes, Mike is Tyler's dentist. He says nobody likes dentists, but we like you, Mike! Thank you very much indeed.

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

5 SPEAKING

Tell Sts they are now going to play a similar game in groups of three, where they have to guess one person's job. Put Sts in groups of three, **A, B, and C**, and tell them to go to **Communication What's my job?**, on p.114.

Focus on the instructions for **a** and tell Sts to go to **Vocabulary Bank Jobs** on p.162 and each choose a job.

When they are ready, go through the questions in **b** to make sure Sts understand them. Tell them they have to ask each person ten questions and then guess the job. Make sure they understand *take turns*. Get Sts to make notes of the answers to help them to guess the jobs.

Set a time limit, and tell **B** and **C** to ask five questions each to **A**. When the time is up, focus on **c**, and tell Sts to guess **A's** job.

Focus on **d** and get Sts to swap roles. Now, they guess **B's** job, and finally they guess **C's** job.

Find out how many jobs Sts guessed correctly in each group.

Focus on **e** and tell Sts to go to **Vocabulary Bank Jobs** on p.162 again, and this time, think of someone they know who has one of the jobs. In the same groups, Sts first tell the others if they are thinking about a man or a woman. Then Sts take turns to ask questions from the chart in the third person singular to find out what this person's job is. You could demonstrate the activity by getting Sts to ask you the questions first. Get Sts to make notes of their partners' answers to help them guess the jobs when time is up. Get some feedback from various groups.

G word order in questions**V** question words**P** sentence stress

Lesson plan

This lesson starts with a listening in which two people, Becca and Dave, meet for the first time while walking dogs in a park. This situation provides a context for asking questions to try to get to know somebody. Dave invites Becca to lunch, and Sts watch the scene on video to see how the relationship develops. Then they go on to look at the grammar of word order in questions, especially those beginning with question words. There is then a vocabulary and pronunciation stage, where Sts revise and expand their knowledge of question words, and then they practise the rhythm of questions. Sts have a Speaking activity where they practise asking each other a variety of questions, and the lesson ends with writing as they learn to write a personal profile.

Video material

Listening – *Lunch at Dave's flat* (fast speed)Listening – *Lunch at Dave's flat* (normal speed)

More materials

For teachers

Photocopiables

Grammar word order in questions p.186*Communicative* Famous people p.232

(instructions p.216)

For students

Workbook 3C

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask the class who has a dog (either their own or a family pet). Then ask Sts who have a dog what kind of dog it is and who usually takes it for a walk.

1 LISTENING identifying who's who, understanding specific information

- a** **3.17** Books open. Focus on the lesson title and elicit what a 'dog person' is (= a person who particularly likes dogs, usually more than cats). Focus on the photo and the instructions. Give Sts time to read the four names, and make sure they understand what they have to do.

Play the audio for Sts to listen and match the names to the people and the dogs.

Check answers.

ANSWERS

1 Becca 2 Barry 3 Dolly 4 Dave

Now ask Sts for more information about the dogs, e.g. the breed and how old they are.

ANSWERS

Barry is a Labrador; he's two years old.

Dolly is a Shih Tzu; she's two years old.

3.17

(script in Student Book on p.128)

B = Becca, D = Dave**B** He's beautiful. Is he a Shih Tzu? Sorry, he or she?**D** She. Yes, she's a Shih Tzu. Her name's Dolly. And your dog?**B** He's a Labrador.**D** What's his name?**B** Barry. Barry, come here!**D** Dolly. Here. Stop it.**B** I think Barry likes her.**D** Yes! Sorry, I'm Dave. What's your name?**B** Becca. Hi.**D** Nice to meet you, Becca! How old is Barry?**B** Er...He's, er, two. And Dolly?**D** Er...The same. Hey, Dolly! Come back!

- b** **3.18** Focus on the instructions and establish that Becca and Dave go to a café. Tell Sts to cover the conversation with a piece of paper and listen to find out what happens in the end.

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

Check the answer.

ANSWER

Dave invites Becca to lunch.

3.18

See conversation in Student Book on p.28 and answer key in c

- c** Tell Sts to uncover the conversation, and give them a few minutes to read it.

EXTRA CHALLENGE Tell Sts, in pairs, to try to guess the missing words before they listen.

Play the audio again for Sts to complete the questions (or check their guesses). Point out that the first one (*like*) has been done for them. Play again if necessary.

Check answers.

ANSWERS

2 What...want 3 Where...live 4 What...do 5 work

6 What 7 want

- d** **3.19** Focus on the **Showing interest** box and go through it with the class. You might want to tell Sts that *intonation* means the rise and fall of the voice in speaking. Tell Sts they are going to hear three sentences from Becca and Dave's conversation, and they must only repeat each phrase that shows interest.

Play the audio, pausing after the second speaker in each exchange, for Sts to listen and repeat the phrases.

3.19

1 **B** I'm a journalist.**D** Really? How interesting!**2** **D** Do you work for a newspaper?**B** No, for TV. What about you?**3** **D** I'm on holiday now.**B** Me too.

Now repeat the activity, eliciting responses from individual Sts.

Tell Sts that they will be using these phrases later, in the Speaking activity.

- e Put Sts in pairs and get them to read the conversation in c. If there's time, get them to swap roles.

- f  In this video Sts see what happens when Becca has lunch with Dave.

Focus on the photo and the instructions, and make sure Sts understand the meaning of *success* (= sth which achieved a good result).

Play the video *Lunch at Dave's flat* once the whole way through. The video is at fast speed and has no sound.

Elicit from the class whether the lunch was a success.

- g  Focus on the instructions and give Sts some time to read the seven sentences.

Play the video, which is at normal speed.

Check the answer to f (the lunch was a success) and then give Sts time to complete the task. Play the video again if necessary.

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

ANSWERS

- 1 is 2 likes 3 isn't 4 doesn't like 5 likes 6 like
7 ice cream



- B Hi. It's me...Becca.
D Hi. It's the first floor...Come in.
B Great flat, Dave.
D Do you like it? It has a nice kitchen.
B Nice smell. Um, where's Dolly?
D Dolly isn't here. Em, Becca, I need to tell you something. Dolly isn't my dog. She's my friend's dog. I sometimes help and take her for a walk.
B You don't have a dog?
D No. I don't like dogs much. And my flat's quite small. So sorry. I know you love dogs.
B Don't worry! Barry isn't my dog either! He's my sister's dog. I like dogs, but in fact I have two cats. How do you feel about cats?
D I love cats – in fact, I prefer cats to dogs! Sit down. It's nearly ready.
B What's for lunch?
D Pizza – and then chocolate ice cream. All home-made!
B All for me this time!

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

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

- h Focus on the question. Do this as a whole-class activity and elicit opinions. Say what you are, too.

2 GRAMMAR word order in questions

- a Focus on the instructions, and tell Sts to put the words in the correct order to make questions.
b  **3.20** Play the audio for Sts to listen and check. Check answers.

3.20

- 1 How old is Barry?
2 What's his name?
3 Do you like it?
4 How do you feel about cats?

- c Tell Sts to go to **Grammar Bank 3C** on p.136.

Grammar notes

Word order in English is less flexible than in many other languages, and this is especially true of questions. Sts often have problems remembering the position of the auxiliaries *do* and *does* in present simple questions.

The acronyms **ASI** (auxiliary, subject, infinitive) and **QuASI** (question word, auxiliary, subject, infinitive) will help your Sts remember to use the correct word order in questions. Use the acronyms as a quick way of reminding them if they make mistakes.

Focus on the example sentences and play audio  **3.21** and  **3.22** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **3C** on p.137. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 How many languages do you speak?
2 Is your job interesting?
3 What colour is his car?
4 Where does your brother work?
5 Do you work with computers?
6 What kind of websites do you like?
7 What does he do at the weekend?
8 Are you stressed in your job?
9 Where does your sister live?
10 How do you say that in English?
b 1 does...do 2 does she work 3 Does...like 4 does...do
5 Is he 6 Does...do 7 do you do

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

EXTRA PRACTICE OPTION Use the **3C Grammar** photocopiable activity.

3 VOCABULARY & PRONUNCIATION

question words, sentence stress

- a Focus on the question words and phrases, and questions 1–8. Point out that the first one (*What*) has been done for them.

Give Sts time to complete the questions.

- b  **3.23** Play the audio for Sts to listen and check. Check answers.

ANSWERS

- 2 How many 3 Which 4 Where 5 When 6 What kind of
7 Who 8 Why

3.23

See questions in Student Book on p.29 and answer key

Now either put Sts in pairs to answer questions 1–3 or do it as a whole-class activity.

If Sts worked in pairs, check answers.

ANSWERS

- 1 /h/
2 /w/
3 We use *What...?* when there's a large number of possibilities. We use *Which...?* when there's a small number, often two.

Pronunciation notes

Sts have already seen how within a word one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually 'information' words, i.e. nouns, adjectives, verbs.

Unstressed words are usually shorter words such as pronouns, articles, prepositions, and auxiliary verbs.

This mixture of stressed and unstressed words is what gives English its rhythm.

- c  **3.24** Tell Sts that in sentences we stress the important words and that the words in **bold** in the four questions are important words and are stressed.

Play the audio for Sts just to listen to the four questions.

3.24

See questions in Student Book on p.29

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

- d Now put Sts in pairs, **A** and **B**. **A** asks the questions in **3a** and **B** gives their own answers. Point out that in the fourth question they might need to change *work* to *study*. You could tell the **Bs** to close their books, and get the **As** to ask the questions in a different order.

Monitor and help as necessary. Then get Sts to swap roles. Get some feedback from the class.

4 SPEAKING

- a Focus on the instructions with the class. Then focus on the prompts. Elicit that in the first, second, and third group they need to add *do you* between the question word or phrase and the verb, and in the fourth group, they need to add *is / 's* after *Who* or *What*.

Then elicit the questions from the first and second groups, e.g. *Where do you live? Where do you work / study? What kind of films do you like?*, etc.

- b Focus on the instructions. You could model the example conversation with a strong student. Remind Sts of the ways of showing interest that they saw earlier in the lesson, e.g. *How interesting!*

Put Sts in pairs, **A** and **B**, preferably with a student they don't usually work with. Sts interview each other.

-  If you have an odd number of Sts in the class, have one group of three. Choose strong Sts who will have time to do the interview three times.

Get some feedback from the class.

EXTRA CHALLENGE Encourage the Sts who are asking the questions to ask extra questions if they can, e.g.

A *What car do you have?*

B *I have a Mini.*

A *Really? What colour is it? / Do you like it?*, etc. (extra questions)

Round off the activity by asking various pairs what they have in common.

5 WRITING a personal profile

Tell Sts to go to **Writing Bank 3** on p.117.

- a Focus on Fatima's profile and give Sts time to read it.

Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:

– *occupation* (= what they do, e.g. their job)

– *interests* (= hobbies)

Point out the abbreviation e.g. /i: 'dʒi:/; you could tell Sts that it is from Latin for *exempli gratia*.

Ask Sts if they have similar interests to Fatima.

- b Tell Sts to read the profile again and answer questions 1–4.

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

ANSWERS

1 Fatima lives in Manchester.

2 She speaks a little Urdu because her father is from Pakistan.

3 She likes foreign language films and South Korean films.

4 She goes to the gym in her free time.

- c Focus on the **and, but, or** box and go through it with the class.

Give Sts time to find one more example of *and*, *but*, and *or* in Fatima's profile.

Check answers. You may want to point out to Sts that *or* is also used to introduce another possibility, e.g. *Let's have a coffee or a cold drink*.

ANSWERS

I like dance music **and** jazz.

I don't watch a lot of TV, **but** I like American series.

I don't watch football **or** other sports.

- d Focus on sentences 1–6 and give Sts time to complete them.

Check answers.

ANSWERS

1 and 2 but 3 or 4 and 5 or 6 but

- e Focus on the instructions and give Sts time to plan their profile, using the questions. Make sure they write notes and not full sentences.

- f Get Sts to do the writing in class or set it for homework.

- g Remind Sts to check their profiles for mistakes, e.g. with capital letters or spelling, and the use of *and*, *but*, and *or*.

First weeks in London

Practical English buying a coffee
Vocabulary telling the time

Lesson plan

In this lesson Sts learn to tell the time and how to buy a drink and food in a coffee shop or bar. The *Pictures of you* story continues with episode 2, *First weeks in London*. After a recap of what happened in episode 1, we see Ben moving into a rented flat and beginning his photography course at Tensquare School. He has been working hard and he falls asleep in class. His teacher, Andre, sends him to the local café to have a coffee and wake up. There he is served by Carla, the barista. Ben is very surprised to see Izzy come into the café. She lives locally and is a friend of Carla's. Ben and Izzy chat and when Izzy leaves, she invites a tongue-tied Ben for a date and gives him her phone number.

Video material

Pictures of you Episode 2

More materials

For teachers

Photocopiables

Vocabulary Practical English 2 Time p.274
(instructions p.264)

Oxford English Hub

Quick Test 3
File 3 Test

For students

Workbook Practical English 2
Can you remember...? 1–3

THE STORY SO FAR (books closed)

▶ Play the first part of the video –the recap of episode 1 (*Previously*) and elicit from Sts who the characters are and what happened in the first episode of *Pictures of you*. Make sure Sts understand the meaning of *previously* (= before, in the last episode). Stop the video at 00:38. You could also elicit some of the language Sts learned for checking into a hotel.

1 TENSQUARE SCHOOL

- a** Books open. Focus on the clock and the question. Elicit / Teach the answer *It's nine o'clock* and write it on the board. Point out that in English you can say *It's nine o'clock* or simply *It's nine*. There is no difference in terms of meaning or exactness between them. You may want to point out that *o'clock* was originally *of the clock*.
- b** Tell Sts to go to **Vocabulary Bank Time** on p.165 and get them to do **Part 1**.
Focus on **1 Telling the time** and get Sts to do **a** individually or in pairs.
- 🔊 **3.25** Now focus on **b**. Play the audio for Sts to listen and check.
Check answers.

🔊 3.25

Time, 1 Telling the time

- | | |
|--------------------------|--------------------------------|
| 3 It's quarter past six. | 4 It's twenty-five to seven. |
| 5 It's six o'clock. | 2 It's half past six. |
| 1 It's quarter to seven. | 9 It's three minutes past six. |
| 8 It's ten past six. | 6 It's twenty past six. |
| 7 It's five to seven. | |

Vocabulary notes

Highlight:

- that from 12 o'clock to half past (the right-hand side of the clock) all the times are expressed with *past*, and that from half past to 12 o'clock (the left-hand side) all the times are expressed with *to*.
- the pronunciation of *half* /hɑ:f/ (highlighting the silent /h/) and *quarter* /'kwɔ:tə/.

You may also want to point out that British people often leave out the *a* before *quarter past* and *quarter to*, e.g. *It's (a) quarter to six*. Both versions are correct.

EXTRA SUPPORT Play the audio again and get Sts to repeat the times.

Now focus on the **Time** box and go through it with the class.

Finally, focus on the instructions for **Activation**. Get Sts to cover the phrases with a piece of paper and, in pairs, to point at the clocks and ask and say the times.

Tell Sts to go back to the main lesson.

EXTRA PRACTICE OPTION Use the **Practical English 2** photocopiable activity.

- c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What's the time?**, **A** on p.105, **B** on p.110.
Sit **A** and **B** face-to-face if possible. Go through the instructions with them carefully, and drill the question *What's the time?* (or *What time is it?*).
At the end of the activity, get Sts to compare their clocks to make sure they have drawn the correct times.
Finally, elicit the time on some of the clocks from the class.
Tell Sts to go back to the main lesson.
- d** ▶ In this part of the video, *Tensquare School*, Sts will see Ben rushing to class as he is late and then what his tutor thinks of his photos.
Focus on the lesson title, *First weeks in London*, and then on the heading, *Tensquare School*, and ask Sts who goes to Tensquare School (*Ben*) and what kind of school it is (*photography*).
Focus on the photo and ask who they think the man talking to Ben is. Tell Sts that he is Ben's teacher and his name is Andre.
Give Sts time to read questions 1–3.
Now play the video for them to watch.
Then give Sts time to answer the questions.
Check answers.

ANSWERS

- 1 Because Ben is (half an hour) late.
- 2 9 o'clock
- 3 9.30 a.m.



A = Andre, B = Ben

- A Good afternoon, Ben.
B Sorry I'm late.
A The class starts at nine o'clock. It's half past nine.
B I'm really sorry.
A Sleeping in class.
B I... Sorry, Andre. I'm really tired.
A Can I see some of your work? These are really... great, Ben. Yeah, I like these.
B Oh. Thank you.
A These are good too. But these... are nothing special. Look, I know it's difficult, but I don't want good photos. I want great photos.
B OK, Andre.
A My job is to teach you how to take great photos. More photos like these. I don't want photos like these.
B OK. Sure, Andre. Thanks.
A Go and have a coffee and wake up.

- e Give Sts time to read the five sentences, making sure they understand all the lexis.
Play the video again.
Now give Sts time to number the sentences in the order in which they happened.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 4 Andre says to the class that he wants great photos.
- 1 Ben is late for class.
- 5 Andre says 'Go and have a coffee'.
- 3 Andre likes some of Ben's photos.
- 2 Ben is asleep in class.

EXTRA CHALLENGE Get Sts to number the sentences in the correct order and then play the video again for them to watch and check.

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

2 BUYING A COFFEE

- a Focus on the photo and elicit where Ben is (*in a coffee shop*). Places selling coffee were traditionally called *cafés*, but more recently are sometimes called *coffee shops*. Highlight that *café* is a French word, which is why the pronunciation in English is /'kæfeɪ/.
Do the question as a whole-class activity. Model and drill pronunciation as necessary, e.g. *croissant* /kwaɪ'sɑːnt/ or /krə'sɑːnt/. You may want to point out that in coffee shops in the UK they use the Italian words for different types of coffee, e.g. *latte* /'lɑːteɪ/, *cappuccino* /kæpə'tʃiːnəʊ/, etc. Explain that *regular* means normal size, and that *large* is another word for *big*. Elicit / Explain that oat and soya milk are non-dairy.
Finally, elicit / explain that although the prices are just numbers, as the coffee bar is in the UK the prices are in pounds and pence (3.00 = three pounds, 2.80 = two

(pounds) eighty). Saying prices is practised in more detail in **Practical English 3**.

EXTRA IDEA You could get Sts to practise in pairs like this:

A *How much is a single espresso?*

B *Two (pounds) eighty. How much is a regular cappuccino?, etc.*

- b In this part of the video, *Buying a coffee*, Sts will see Ben talking to the barista. Ben knows Carla's name, so he is clearly a regular customer.

Focus on the question and then play the video.

Now give Sts time to write down what Ben orders from the menu.

Get Sts to compare with a partner, and then check answers. You may want to point out that he has the double espresso first to wake up.

ANSWER

A double espresso, a brownie, and a large latte (with oat milk)



C = Carla, B = Ben

- C Can I help you?
B Hi, Carla.
C Hey, Ben. What would you like?
B Can I have an espresso, please?
C Single or double?
B Double. And a brownie, please.
C OK. Anything else?
B Can I have a latte, please? With oat milk.
C Regular or large?
B Large.
C To have here or take away?
B To take away.
C OK.
B How much is that?
C That's twelve pounds forty-five, please. Thank you. Do you want a receipt?
B No. Thank you.

- c Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the barista) and tell Sts that *barista* (/bə'riːstə/ or /bə'rɪstə/) is an imported Italian word. Now elicit who says the **You say** phrases (the customer, or here Ben). These phrases will be useful for Sts if they need to order food or a drink in English.

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

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

ANSWERS

1 help 2 Single 3 Regular 4 here 5 want

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Remind Sts that *What would you like?* is a common way of offering a drink to someone, and *Can I have...?* is a common way of asking for what you want. Highlight that to ask for a (total) price we can say either *How much is it?* or *How much is that?* Highlight also the useful phrase *Do you need a receipt?* and elicit that a *receipt* /rɪ'siːt/ is a piece of paper showing what you paid for something. Point out that the *p* is not pronounced in *receipt*.

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



Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. **A** is the barista. Get Sts to read the conversation aloud, and then swap roles.

e In their pairs, Sts now role-play a new conversation. Tell Sts to read their instructions, and help them to understand exactly what they have to do.

A is the barista and **B** the customer. Elicit that **A** begins with *Can I help you?* and **B** orders from the menu.

When they have finished, they swap roles.

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

3 A SURPRISE MEETING

a  In this part of the video, *A surprise meeting*, Sts will see Izzy walking into the coffee shop and talking to Ben (she remembers his name from hearing it in the hotel). She also talks to Carla, and Ben discovers that they are friends. As she leaves, Izzy asks Ben if he wants to go out with her. Sts will see that Izzy knows Tensquare School and Ben's teacher, Andre, although she doesn't say why.

Give Sts time to read the five topics and then play the video for Sts to watch.

Now give Sts time to tick the topics Izzy and Ben talk about.

Play it again if necessary.

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

ANSWERS

Sts should tick: Izzy's job; Ben's school; Ben's teacher, Andre; the coffee shop



I = Izzy, B = Ben, C = Carla

I Morning, Mr Fischer.

B Hi...Hi...Hello. Good morning.

I Is this your local coffee shop?

B Yeah. My school is really near here.

I Oh yes, Tensquare School.

B Yeah. Do you know it?

I Yeah, I do.

C What would you like, Izzy? Your usual?

B Izzy.

I Yes, please. How are you, Carla?

C I'm good. And you?

I I'm OK.

C How's the job?

I Good! It's long hours, but I like it.

B Uh...are you two friends?

I Yeah. I come here a lot. I live very near here.

B Really?

I Yeah. How's the course?

B Good, but...it's really hard work. I don't like the teacher very much.

I Andre...

B Do you know him?

I Yeah. He's...difficult. Nice to see you again, Mr Fischer.

B Izzy? Um...Oh, sorry. Erm, I...um...Do you...

I Do you want to go out sometime?

B Me?

I You.

B Yeah.

I OK. Here's my number. Call me.

C Have a biscuit.

b Give Sts time to read sentences 1–6 and see if they can remember who they are about. Remind Sts that Carla is the barista.

Play the video again.

Now give Sts time to complete the sentences with the names.

Get Sts to compare with a partner, and then check answers. Elicit / Explain the meaning of *to go out* (= spend time with somebody and possibly have a romantic relationship).

ANSWERS

1 Ben, Izzy (or Izzy, Ben)

2 Izzy

3 Izzy, Carla (or Carla, Izzy)

4 Izzy

5 Ben, Izzy (or Izzy, Ben)

6 Izzy, Ben

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

4 SOCIAL ENGLISH

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

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

b  Play the video for Sts to watch and check.

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

ANSWERS

1 Yes, please. **2** Good! It's long hours, but I like it.

3 Yes. I come here a lot. **4** Really? **5** Me? Yes.

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

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

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

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the people in the first question. Elicit ideas for Izzy as an example, e.g. *Izzy works in London. I like her because she's strong.*

Elicit some feedback from various pairs.

Then focus on the last question and make sure Sts know the meaning of *call* here (= phone). Now get Sts to discuss the question. You could teach *I think so. / I don't think so.*

Finally, elicit some feedback from the class.

- G** possessive 's, *Whose...?*
V family: *sister, aunt*, etc.
P /ʌ/, the letter o

Lesson plan

The main context for this lesson is photos of people in the public eye who have been photographed with a member of their family or partner who is not well known. This provides a natural context for presenting the grammar of the possessive 's (e.g. *Who's she? She's Jennifer Lopez's sister.*) and the question word *Whose...?* Sts then learn the vocabulary of family members, which leads into a focus on the /ʌ/ sound, and the most common pronunciations of the letter o. The lesson ends with Sts watching a drama of a woman showing her friend photos of members of her family, which Sts then do themselves.

Video material

Pronunciation – /ʌ/
 Listening – *Tanya's photos* (extracts)
 Listening – *Tanya's photos* (full video)

More materials

For teachers

Photocopiables

Grammar possessive 's, *Whose...?* p.187
Vocabulary The family p.275 (instructions p.264)
Communicative Everyday objects p.233 (instructions p.216)

For students

Workbook 4A

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a simple family tree on the board, preferably of your family, or a well-known family, showing two generations: mother / father + children, e.g.



Ask *Who's Alan?* to elicit *He's your father*, and do the same with the other names to elicit *mother / brother / sister*. Use Alan and Marian to teach *husband* and *wife*. Get Sts to spell the words to you and write them on the board. Model and drill pronunciation.

1 GRAMMAR possessive 's, *Whose...?*

- a** Books open. Ask Sts *Do you read magazines like Hello! or OK!? What kind of people are in them?* (Famous people and their families).
 Focus on the title of the article and the photo. Ask the question to the class, but don't confirm any ideas yet. Then ask if they think it's good or bad to have a famous person in the family and elicit opinions.

- b** Give Sts time to read the article and see if they still think their guess in **a** is correct or if they have changed their minds.

Check answers. You could ask Sts how they guessed whilst reading the article. You could also ask Sts *Do you think they like having a famous sister?* Also find out if Sts know any information about Jennifer Lopez. She is an American actor, dancer, and singer; born in 1969.

ANSWERS

Their sister is the actress Jennifer Lopez (J.Lo).

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

- c** Focus on the instructions and do the question as a whole-class activity.

ANSWER

It means *of* = Leslie and Lynda are the sisters of Jennifer Lopez.

- d** Focus on the instructions. Tell Sts to think about the other person's age and appearance. If you didn't do the **Optional lead-in**, make sure that Sts know the meaning of the basic family words in the **a** and **b** options. These words were taught in Beginner and some have also come up in earlier Files of Elementary.

Now focus on the photos and give Sts time, in pairs, to read sentences 1–5 and choose *a* or *b* for each one.

Remind them of the expressions *I think...* and *Maybe...*

- e** **4.1** Play the audio for Sts to listen and check.
 Check answers. Ask Sts if they know the people.

ANSWERS

1 b 2 b 3 a 4 a 5 a

4.1

See sentences in Student Book on p.32 and answer key

! Note that we also use the terms *husband* and *wife* for couples in same-sex marriages, i.e. a man can have a husband and a woman can have a wife. See p.00 for more information around diversity.

- f** Tell Sts to go to **Grammar Bank 4A** on p.138.

Grammar notes

Elementary Sts tend not to have too many problems with the possessive 's being used in English with things / places, e.g. *Harry's bar*, and with people, e.g. *Jane's brother*. However, they may be less clear about not using it in phrases like *The end of the film* or in compound noun phrases like *bus stop* (if this is an *of* construction in their L1).

Names that end in s

James's or *James'*? After names ending in *s*, you can add either 's or just an apostrophe. We teach the first form because it is more common and follows the basic rule. The pronunciation is /ɪz/, e.g. /dʒeɪmzɪz/.

Focus on the example sentences and play audio **4.2** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **'s** and **Whose / Who's** box and go through it with the class.

Now focus on the exercises for **4A** on p.139. Sts do the exercises individually or in pairs. With **a**, go through the instructions with Sts first, to make sure they understand exactly what they have to do.

Check answers. For **a**, ask Sts for the answers, and then write the sentences on the board, so they can see where they have to put the apostrophes. Elicit each time whether the **'s** is the contraction of *is* or the possessive **'s**.

ANSWERS

- a** 1 They're Amal's magazines.
2 It's Amal's watch.
3 It's Liam's bike.
4 They're Liam's glasses.
5 It's Liam's bag.
- b** 1 my mother's birthday
2 her grandparents' house
3 the end of the day
4 my cousin's friends
5 The door of the classroom
6 the students' desks
- c** 1 Whose 2 Whose 3 Who's 4 Who's 5 Whose
6 Who's

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Grammar** photocopiable activity.

g Ask Sts to cover the photos in **d** and focus on the things A–E from the photos. Model and drill their pronunciation. Check that Sts understand that they belong to the famous people in **d**.

Focus on the speech bubbles. Give Sts, in pairs, a few minutes to practise asking and answering the questions. Check answers.

ANSWERS

- B** Whose rings are they? They're Rihanna's rings.
C Whose earring is it? It's Miley Cyrus's earring.
D Whose glasses are they? They're Elton John's glasses.
E Whose dress is it? It's Reese Witherspoon's dress.

EXTRA IDEA Try to find some photos of famous people's relatives who your Sts will know. You could find these on the internet or in celebrity magazines. Ask who the people are.

2 VOCABULARY family

a Tell Sts to go to **Vocabulary Bank The family** on p.163.

Vocabulary notes

Highlight that in English, unlike in some other languages, we don't use the masculine word in the plural to refer to masculine and feminine family members, i.e. *brothers* only refers to males. For this reason, we normally ask, e.g. *Do you have any brothers or sisters?*

Focus on the instructions for **a** and the first family tree. Make sure that Sts realize that they have to number the people in relation to Richard.

Ask Sts *Who is Gary?* and elicit *He's Richard's father*. Then show them where to find the word *father* and point out that number 1 is in the box next to *Gary*.

Give Sts, in pairs, five minutes to write the numbers on the family trees.

i Tell Sts they will need to use one of the words (*cousin*) twice.

Don't check answers at this stage.

Focus on **b**. Give Sts time to complete gaps 1–5. Don't check answers at this stage.

4.3 Now do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

4.3

The family

a

- 7 John is Richard's grandfather.
8 Jennifer is Richard's grandmother.
2 Carol is Richard's mother.
1 Gary is Richard's father.
9 Sue is Richard's aunt.
10 Nick is Richard's uncle.
4 Kate is Richard's sister.
3 Steven is Richard's brother.
13 Hugh is Richard's cousin.
13 Sarah is Richard's cousin.
14 Emma is Richard's wife.
5 Chloe is Richard's daughter.
6 Jake is Richard's son.
12 Ruby is Richard's niece.
11 Oliver is Richard's nephew.

b

- 1 my father and my mother: my **parents**
2 my wife's mother and father: my **parents-in-law**
3 my grandfather and my grandmother: my **grandparents**
4 my son and my daughter: my **children**
5 a husband and wife: a **couple**

Then either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce, e.g. *cousin*, *daughter*, *niece*, and *nephew*.

EXTRA SUPPORT You might want to get Sts just to repeat the family words.

Focus on the **More family words** box and go through it with the class. You may also want to teach *half-brother / -sister* (someone who has the same mother as you but a different father, or the same father but a different mother).

Focus on **Activation**. Demonstrate by asking individual Sts, e.g. *Who's Jennifer?* (*She's Richard's grandmother.*). Then get Sts to continue in pairs, covering the words in **a** and **b**.

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Vocabulary** photocopiable activity.

b Focus on the questions and point out that the first one (*grandmother*) has been done for them.

Give Sts two minutes to answer them in pairs.

Check answers.

ANSWERS

- 2 uncle 3 niece 4 cousin 5 brother-in-law 6 nephew

3 PRONUNCIATION /ʌ/, the letter o

Pronunciation notes

The /ʌ/ sound

The most common spelling of this short sound is *u* between consonants, e.g. *up, husband, sun*, etc. However, *o* also makes this sound as in the family words *mother, brother*, etc., and also (less often) *ou*, e.g. *young, couple*.

The letter o

Following on from the /ʌ/ sound, this exercise focuses on the two most common pronunciations of the letter *o*, /ɒ/ (e.g. *clock*) and /əʊ/ (e.g. *phone*), and two less common ones, /ʌ/ (e.g. *up*) and /uː/ (e.g. *boot*).

Highlight that *clock* and *up* are short sounds, *boot* is a long sound, and *phone* is a diphthong. For these sounds, you may want to help Sts by using the videos showing mouth positions, or by demonstrating the positions yourself.

- a ▶ Play the video for Sts to watch and repeat the sound and words.



See sound and words in Student Book on p.33

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

- b Focus on the box entitled **The letter o** and go through it with the class. This exercise focuses on the two most common pronunciations of the letter *o*, /ɒ/ (e.g. *not*) and /əʊ/ (e.g. *photo*), and two less common ones, /ʌ/ (e.g. *mother*) and /uː/ (e.g. *two*).

Focus on the sound pictures and elicit the four words and sounds, e.g. *clock* /ɒ/, *phone* /əʊ/, etc. Point out the four examples.

Give Sts two or three minutes to put the other 11 words into the correct columns according to the pronunciation of the pink *o*. Encourage Sts to say the words out loud to themselves to help decide where to put them.

! Two of the words, i.e. *doctor* and *London*, have a second *o* in them, which is not pink. This is the schwa sound.

EXTRA SUPPORT To help Sts you could tell them how many words go into each column (excluding the example): /ɒ/ has four, /əʊ/ has three, /ʌ/ has three, and /uː/ has one.

- c 4.4 Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Elicit the answers onto the board.

4.4

clock /ɒ/ doctor, job, model, Scotland, strong

phone /əʊ/ don't, go, home, no

up /ʌ/ come, London, money, one

boot /uː/ do, who

Play the audio again, pausing after each word or column for Sts to listen and repeat.

- d Model the example conversations with a strong student or two.

Get Sts to practise the conversations in pairs.

Then get a few pairs to read out loud for the class.

4 LISTENING & SPEAKING using visual clues to understand relationships between people

- a ▶ In this video Tanya, who is German, is showing a friend photos of her family on her phone.

Focus on the instructions, the names, and the photos.

Play the video *Tanya's photos* (extracts) once or twice for Sts to label the photos.

Check answers.

ANSWERS

1 Lena 2 Stefan, Leon 3 Nadya, Alex



A = Alisha, T = Tanya

A Who's that?

T That's my sister, Lena. And this is my brother Stefan with my nephew, Leon.

A Is that another sister?

T No, that's my cousin, Nadya, and her husband Alex.

- b ▶ Focus on the instructions and give Sts time to read sentences 1–12. Play the full video *Tanya's photos* for Sts to watch.

Then give Sts time to write the names in the sentences. You may want to pause the video after each photo has been described and get Sts to write the names in three stages.

Then play the video again without pausing for Sts to check their answers.

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

ANSWERS

1 S 2 L 3 L 4 N 5 S 6 N 7 L 8 L 9 N 10 S
11 N 12 S



A Who's that?

T That's my sister, Lena.

A How old is she?

T She's thirty, look at the cake!

A Oh yeah! Nice cake! Does she also live in the UK?

T Yes, she does. She lives in London too, quite near me. It's great because the rest of my family are all in Germany.

A What does she do?

T She's a journalist.

A Oh right. Is she married?

T She has a partner, Sam. He's English. He works for an IT company. And this is my brother Stefan with my nephew, Leon.

A Ahh! How old is he?

T Leon? About one. They live in Berlin – I don't see them very often, unfortunately. Stefan is a great dad!

A So, what does he do?

T He's a chef.

A Is that another sister?

T No, that's my cousin, Nadya, and her husband Alex.

A She looks very like Lena!

T Yes, maybe in that photo!

A So what does Nadya do?

T She's a teacher. And Alex is a police officer.

A They look very young! How old are they?

T She's twenty-four, and he's twenty-six, I think. They live in Frankfurt. We're very good friends.

A Nice pics!

- T Thanks. Can I see some photos of your family?
A Yes, sure. So this is my...Sorry, Tanya, I need to go. I have a meeting at half past one.
T OK.
A Bye.
T See you later.
-

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

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

- c Focus on the instructions and either do the questions as a whole-class activity or put Sts in pairs.
Check answers.

ANSWERS

The first sentence is about Lena, the second Nadya.

look like = be physically similar to

- d Focus on the instructions and the examples. If Sts have, e.g. their phones or tablets with them, ask them to show each other photos of friends or people in their family. They must ask each other three questions about each person. If not, they could write the names of some of their relatives and friends on a piece of paper. They swap pieces of paper, and then **A** asks **B** three questions about each person.
They then swap roles.

EXTRA SUPPORT Demonstrate by bringing in some photos of your family / friends. If possible, blow them up or project them onto the board, and then elicit questions from Sts.

- G** prepositions: time, place and movement
V daily routine: *get up, get dressed, etc.*
P linking

Lesson plan

This lesson is based on the daily routine of two real people with busy lives, one professional and one student (Marjan Jahangiri is a professor of cardiac surgery in London, and her son, Darius, is at university). Sts begin by learning verb phrases to talk about daily routines. There is then a pronunciation focus on linking, which will help Sts to understand spoken English. Sts then read about Marjan's day and listen to an interview with her son, and decide whose day they think is more tiring. This is followed by a grammar focus on prepositions of time and place, which are commonly used when we describe a typical day. The lesson ends with a Speaking activity where Sts ask each other about their typical weekdays, and they then write a description of their favourite day of the week.

Video material

Vocabulary – daily routine

Vocabulary – daily routine (no sound)

I This lesson also revises telling the time. This was taught at the beginning of **Practical English Episode 2** on Student Book p.30. If you did not do this lesson, we suggest you do this section first after the Reading (3b), or instead of the **Optional lead-in**.

More materials

For teachers

Photocopiables

Grammar prepositions: time, place and movement (*in, on, at, to*) p.188

Vocabulary A day in the life of a fitness instructor p.276 (instructions p.264)

Communicative Prepositions questionnaire p.234 (instructions p.216)

For students

Workbook 4B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise telling the time. Draw a clock on the board and then draw different hands and ask Sts *What time is it?* Ask Sts *What time does this class start?* and elicit the answer *It starts at (X)*. Highlight that we use the preposition *at* when we say what time something happens.

1 VOCABULARY daily routine

- a**  Here Sts see an animated version of the daily routine pictures in the **Vocabulary Bank**. Books open. Focus on the heading *daily routine* and tell Sts that it means the normal order and way in which you regularly do things every day.

Now focus on the instructions and make sure Sts understand the question.

Play the video once the whole way through.

Elicit opinions. You could tell the class whose day is more like yours, too.



This is Stressed Sally. She's an administrator in a busy office. She works long hours. This is Sally's daily routine. Sally wakes up at seven o'clock. She has a shower. She gets dressed. She puts on make-up. She has a coffee. Sally goes to work by bus. She gets to work at eight twenty-five. She starts work at eight thirty. She has lunch at work. She finishes work at six thirty. Sally goes shopping. She gets home late. She does the housework. She has pizza for dinner. She checks emails. Sally goes to bed. This is Relaxed Robbie. He's a gardener. He works for people in their gardens. This is Robbie's daily routine. Robbie gets up at eight o'clock. He has a shave. He takes the dog for a walk. He has breakfast. Robbie walks to work. He goes home early. He goes to his Italian class. He sees friends. Robbie makes dinner. He relaxes on the sofa. He has a bath. He sleeps for eight hours.

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

b Tell Sts to go to **Vocabulary Bank Daily routine** on p.164.

Vocabulary notes

Make sure Sts know the difference between *go to work* (= leave the house), *get to work* (= arrive at work), *go home* (= leave school / work and go to your house), and *get home* (= arrive home).

Focus on the names *Stressed Sally* and *Relaxed Robbie*. Ask Sts if they can remember the meaning of *stressed*, and to guess from the pictures what *relaxed* means. Model and drill pronunciation (/ˈstrest/ and /rɪˈlæks/). Then get Sts to do **a** individually or in pairs.

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

Check answers.

4.5

Daily routine

Stressed Sally

- 2 have a shower
- 5 have a coffee
- 13 do the housework
- 8 start work at eight thirty
- 10 finish work at six thirty
- 3 get dressed
- 1 wake up at seven o'clock
- 9 have lunch at work
- 11 go shopping
- 16 go to bed
- 14 have pizza for dinner
- 12 get home late
- 6 go to work by bus
- 4 put on make-up
- 15 check emails
- 7 get to work

Relaxed Robbie

- 23 go to Italian classes
- 17 get up at eight o'clock
- 20 have breakfast
- 18 have a shave
- 22 go home early
- 21 walk to work
- 26 relax
- 19 take the dog for a walk
- 28 sleep for eight hours
- 25 make dinner
- 27 have a bath
- 24 see friends

Then either use the audio to drill the pronunciation of each verb / phrase, or model and drill them yourself. Give

further practice of any words or phrases your Sts find difficult to pronounce.

Focus on the **have** box and go through it with the class. Finally, focus on **Activation** and get Sts to test themselves or each other.

Tell Sts to go back to the main lesson **4B**.

- c  Tell Sts they are going to watch the video again, but without the sound. For each picture, they must say the daily activity that Sally and Robbie do in a whole sentence. Play the video, pausing on each picture if necessary, and elicit the sentence from the class or individual Sts.

EXTRA PRACTICE OPTION Use the **4B Vocabulary photocopiable activity**.

- d Focus on the task and example. Demonstrate it yourself by using phrases to tell the class your typical morning. Then put Sts in pairs and get them to do the same. Get feedback from some pairs to find out if they do things in the same order.

EXTRA SUPPORT Let Sts look at the phrases on p.164.

2 PRONUNCIATION linking

- a  **4.6** Focus on the **Linked speech** box and remind Sts about linking in spoken English (they saw it in **2C**). Tell Sts they are going to hear five sentences, each read at natural speed. Point out that for each sentence they can see how many words there are. Tell them the first time you play the audio they should just listen. Play the audio once. Now play it again, pausing for Sts to write the five sentences. Play again if necessary. Get Sts to compare with a partner, and then check answers by eliciting the sentences onto the board.

4.6

- 1 He wakes up at eight.
- 2 She works in an office.
- 3 She has a coffee at eleven.
- 4 He has a lot of homework.
- 5 She has an interesting day.

- b  **4.7** This exercise practises sentence stress and rhythm. Focus on the sentences and tell Sts that the words in **bold** are the words that are stressed. Play the audio, pausing after each sentence for Sts to listen and repeat, copying the rhythm.

4.7

See sentences in Student Book on p.34

In pairs, Sts practise the sentences, paying attention to linking and rhythm. Get a few Sts to read some of the sentences aloud.

3 READING & LISTENING inferring feelings, understanding daily habits

- a Focus on the title of the article, *Busy Lives: Mother... and Son*, and the photos. Read the introduction about Marjan together and make sure Sts understand it all. Tell Sts they will now read about a typical (working) day in Marjan's life and then listen to an interview with Darius about a

day in his life as a student. Model and drill Marjan's name /maɪdʒæn/.

Focus on the adjectives in the list and make sure Sts can remember what they mean.

Go through the **Glossary** and model and drill the pronunciation of the words and phrases, and make sure Sts understand their meaning.

Set Sts a time limit and tell them that all they have to do is find out how they think Marjan feels at the end of the day.

When the time limit is up, get feedback.

SUGGESTED ANSWER

Marjan probably feels (very) tired, but happy.

- b Tell Sts they need to read the article again and say when Marjan does the things in 1–9. Point out that the first one (*two a day and sometimes during the night*) has been done for them. Tell Sts to read the article again, then cover it and answer 1–9 orally. Check answers. If your Sts have not yet done **Vocabulary Bank Time Part 1** on p.165, use digital time to check answers (nine thirty, etc.) and then focus on telling the time (see below).

ANSWERS

- 2 between 9.30 and 11.30 p.m., at the hairdresser twice a week
- 3 when he's home from university
- 4 at 7.00 a.m.
- 5 between 6.00 and 6.30 a.m.
- 6 twice a week
- 7 every day, late at night
- 8 every day
- 9 between 9.30 and 11.30 p.m.

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

- !** The time is taught in **Practical English 2** p.30. If your Sts have not done this lesson, you should do the **Vocabulary Bank Time Part 1** on p.165 at this point.

EXTRA IDEA Write the following phrases from the article on the board and elicit the verbs:

away / at home
research
to the hairdresser
a break / a meeting
the piano
on the phone
time with someone

ANSWERS

be away / at home
do research
go to the hairdresser
have a break / a meeting
play the piano
speak on the phone
spend time with someone

- c  **4.8** Focus on the photo of Darius and read the instructions. Point out the **Glossary** and go through it with the class. Model and drill the pronunciation of the words, especially *choir* /'kwaɪə/. Give Sts time to read questions 1–7. Play the audio once for Sts just to listen. Then play it again for Sts to answer the questions, pausing if necessary to give them time to write. Play again if necessary.

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

ANSWERS

- 1 To do some exercise
- 2 Lectures are for everybody who studies the same subject; tutorials are small face-to-face classes.
- 3 In his room or in the university library
- 4 He goes to the pub with friends, he watches a film, he studies.
- 5 He's terrible at cooking.
- 6 At about 11.00
- 7 Clean and tidy his room

4.8

(script in Student Book on p.128)

I = interviewer, D = Darius

- I What time do you get up in the morning?
D I usually get up at about seven. That way I have time to do some exercise or go for a run, or even play squash before breakfast.
I What do you have for breakfast?
D Cereal and milk, and toast with honey or jam.
I Do you have classes every day?
D I have lectures in the morning every day except Friday. Lectures are classes for everybody who studies politics. Some of those are online. Then I also have tutorials on Thursday afternoon and Friday morning. Tutorials are small face-to-face classes.
I And what do you do when you don't have lectures or tutorials? Is that free time?
D No, I study! I have exams soon. I work in my room or in the university library.
I Where do you have lunch?
D I usually have lunch at uni at about one o'clock, but sometimes I just have a sandwich in a café in town.
I Do you go out in the evening during the week?
D Well, music is my main hobby. I'm in the university choir and I sing every evening from six to seven. I also play percussion in the university orchestra. After choir, I sometimes go to the pub with friends, or we watch a film, especially at weekends. But I often need to study in the evenings, too.
I Where do you have dinner?
D Sometimes I go out with my friends, but usually I eat at uni. The food is quite good, actually. A lot of my friends cook, but I'm terrible at cooking.
I What time do you go to bed?
D At about eleven. I'm usually so tired I go to sleep straight away. It's my last year, so all I really do these days is study, eat, and sleep.
I Do your parents come and visit you?
D My mother comes about once or twice a term. But I prefer to go home and see her there because I'm terribly untidy, so when she comes to visit, I need to spend the whole day cleaning and tidying my room!

- d Finally, do this as a whole-class activity, making sure Sts know the meaning of the phrase *have something in common* (= to be like somebody in a certain way or to have the same interests as somebody).
Elicit some feedback.

ANSWERS

Marjan and Darius both have long days and work hard. They both like what they do.
Marjan is probably more tired. She has less time to relax and has more responsibility.

EXTRA IDEA Ask the class if they think busy people are usually happy. Encourage them to try to say why (even if they make mistakes).

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 GRAMMAR prepositions: time, place and movement

- a Focus on the instructions and give Sts time to complete the sentences about Darius's day with a preposition.
b **4.9** Play the audio for Sts to listen and check.
Check answers.

ANSWERS

1 at 2 in 3 on 4 at 5 to

4.9

See sentences in Student Book on p.35 and answer key

- c Tell Sts to go to **Grammar Bank 4B** on p.138.

Grammar notes

There are three main prepositions of time: *in*, *on*, *at*.

There are simple rules for *in* and *on*. The rules for *at* require a little bit more effort to remember because these include *at night* and *at the weekend*.

Under prepositions of place and movement, Sts focus on *at*, *in*, and *to*. The main aim is for Sts to be clear that *at* and *in* are used for position whereas *to* is used for movement. Sts also learn that *in* / *at* are often alternatives when talking about place, e.g. *I was in a restaurant* / *at a restaurant last night*. Sometimes there is a subtle difference between the two prepositions in this context, but it is not necessary to go into this at this level.

Focus on the example sentences and play audio **4.10** and **4.11** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **4B** on p.139. Sts do the exercises individually or in pairs.

EXTRA SUPPORT You may want to focus on the rules for prepositions of time, and then do **a**, followed by the rules for prepositions of place and **b**.

Check answers, getting Sts to read the full sentences for **b**.

ANSWERS

a 1 in 2 on 3 in 4 at 5 at 6 on 7 at 8 in 9 in
b 1 at 2 to 3 in 4 at 5 to 6 in 7 in 8 at
9 in 10 at

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Grammar** photocopiable activity.

- d **4.12** Tell Sts they are going to hear some time phrases and they must repeat the time phrase with a preposition.
Focus on the example.
Play the audio, pausing after each time phrase for Sts to listen and repeat with the correct preposition.

4.12

- 1 the weekend (*ping*) at the weekend
- 2 the morning (*ping*) in the morning
- 3 seven o'clock (*ping*) at seven o'clock
- 4 Sunday (*ping*) on Sunday
- 5 night (*ping*) at night

- 6 the evening (*ping*) in the evening
 7 midnight (*ping*) at midnight
 8 the summer (*ping*) in the summer
 9 Tuesday morning (*ping*) on Tuesday morning
 10 Christmas (*ping*) at Christmas

Now repeat the activity, eliciting responses from individual Sts.

5 SPEAKING

- a** Tell Sts that they are going to talk about a typical weekday (Monday to Friday).

Focus on the questions and elicit that Sts need to add *do you* each time there is a /.

Demonstrate the activity by getting Sts to ask you two or three questions. Remind Sts of the typical rhythm of questions, and encourage them not to stress *do you*, e.g. *What time do you get up?*

- b** Put Sts in pairs and tell them they are going to interview their partner. Monitor and help, correcting especially any mistakes with the time and prepositions.

In their pairs, Sts decide what they have in common.

Get feedback from various pairs.

6 WRITING an article

Tell Sts to go to **Writing Bank 4** on p.118.

The aim here is to give Sts practice describing habitual actions. Sts learn to recognize and use common connectors and common sequencers.

Focus on the title and elicit the meaning and pronunciation of *favourite* (= liked more than others of the same kind).

Now focus on **a** and give Sts time to read the article and answer the question.

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

ANSWER

Javier feels tired, but happy, at the end of his favourite day.

EXTRA IDEA Ask a few Sts *Is Javier's Saturday like yours?*

Now do **b** and make sure Sts understand what they have to do.

Check answers.

ANSWERS

A 2 B 4 C 1 D 3

Now do **c** and give Sts time to look at the highlighted words in the article. You could tell them to check with a partner that they know the meaning of the highlighted words.

Then focus on the **Time words** box and go through it with the class. Highlight that:

- *after* and *before* are prepositions and opposites. They are used with a noun or a verb phrase: *I always have a cup of coffee after lunch.*
- *then* is used with a verb phrase. It can go at the beginning or in the middle of a sentence: *I have a bath. Then I go to bed. I have a bath and then I go to bed.*
- *after that* is an alternative to *then*. However, highlight that you can't use *after* to connect two clauses, e.g. NOT ~~*I get up, and after I have breakfast.*~~

Now give Sts time to choose the correct time words in sentences 1–6.

Check answers.

ANSWERS

1 before 2 Then 3 from, to 4 during 5 until 6 after

For **d**, tell Sts to complete the six sentences.

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

ANSWERS

1 after 2 then 3 then 4 after 5 after 6 then

Focus on the task in **e** and the instructions. Elicit /

Explain that the article has four paragraphs and each one describes one main idea. Give Sts a few minutes to make some notes for each paragraph.

In **f**, Sts write their article. They can do this in class if there is time or for homework. Monitor and help Sts, encouraging them to use the highlighted words from the article.

In **g**, Sts spend a few minutes checking their article and the use of the time words.

EXTRA IDEA Get Sts to exchange articles. They read each other's articles and try to find something in common. Elicit some feedback from various pairs.

- G** position of adverbs, expressions of frequency
V months, adverbs and expressions of frequency: *minute*, *hour*, etc.
P the letter *h*

Lesson plan

The topic of this lesson is lifestyle choices which may determine whether you have a longer or shorter life. Sts begin by learning the vocabulary for months and adverbs and expressions of frequency. A study carried out recently which investigates why teenagers around the world may not live as long as their parents provides the context for Sts to learn the word order for adverbs and expressions of frequency. Pronunciation focuses on the letter *h*. In the second half of the lesson, Sts read about the so-called 'Blue Zones', five places in the world which have a very high proportion of centenarians, and about the lifestyles in two of them, which they compare to their own country. The lesson ends with a documentary about a third one, Okinawa, in Japan.

Video material

Pronunciation – the letter *h*

Listening – *The island of Okinawa*

More materials

For teachers

Photocopiables

Grammar position of adverbs, expressions of frequency p.189

Communicative How often? board game p.235 (instructions p.217)

For students

Workbook 4C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *How can I live to be 100?* Invite suggestions from the class and write them on the board, e.g. *Don't smoke*, *Do exercise every day*, etc.

1 VOCABULARY months, adverbs and expressions of frequency

- a** **4.13** Books open. Focus on the months. In pairs, Sts complete the words.

Play the audio for Sts to listen and check.

Elicit the months onto the board.

4.13

January February March April May June July August
September October November December

- b** Play the audio again for Sts to listen and repeat. Give further practice of any months your Sts find difficult to pronounce. Now ask the class which five months are stressed on the second syllable.

ANSWERS

July, September, October, November, December

- c** Tell the class the month of your birthday and write on the board *My birthday is in...*

Now tell Sts in turn to say their birthday month in the same way, and find out which month has the most birthdays. Make sure they only say the month and not the date.

EXTRA IDEA Get Sts to do this as a mingle and ask each other *When's your birthday?* Find out if any Sts found someone born in the same month as them.

- d** Tell Sts to go to **Vocabulary Bank Time** on p.165 and get them to do **Parts 2 and 3**.

Vocabulary notes

Highlight that *once* and *twice* are irregular forms. For all other numbers, we use a number + *times*, e.g. *five times*, *ten times*.

Focus on **2 Expressions of frequency** and get Sts to do **a** individually or in pairs. Make sure Sts are clear about the meaning and pronunciation of *How often...?* (which is used when you want to ask someone about the frequency with which they do an activity) and *every*. Point out that the first one (*day*) has been done for them.

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

Check answers.

4.14

2 Expressions of frequency

- 1 every day 2 every week 3 every month 4 every year
5 once a week 6 twice a week 7 three times a week
8 four times a year

Now either use the audio to drill the pronunciation of the phrases, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the instructions for **Activation**. Get Sts to cover the left-hand column with a piece of paper, leaving the rest visible to see if they can remember the expressions.

Focus on **3 Adverbs of frequency** and get Sts to do **a** individually or in pairs.

Vocabulary notes

If Sts don't have an exact equivalent in their L1, you may want to point out that these words don't have an exact meaning in terms of frequency – the meaning depends on the activity, e.g. in *I often have fruit for breakfast*, *often* probably means three times a week, whereas in *I often travel abroad for work*, *often* may mean once a month.

4.15 Now do **b**. Point out that the first one (*b*) has been done for them. Play the audio for Sts to listen and check.

Check answers.

ANSWERS

2 a 3 c 4 f 5 e 6 d

4.15

See sentences in Student Book on p.165 and answer key

Then either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the meaning of the six highlighted adverbs. Focus on the **normally** box and go through it with the class.

4.16 Focus on **c** and play the audio for Sts to listen and repeat the adverbs. Give further practice of any adverbs your Sts find difficult to pronounce.

4.16

See highlighted adverbs of frequency in Student Book on p.165

Finally, focus on the instructions for **Activation**. Get Sts to cover sentences 1–6 with a piece of paper, leaving a–f visible to see if they can remember the sentences and especially the adverb of frequency.

Tell Sts to go back to the main lesson 4C.

2 GRAMMAR position of adverbs, expressions of frequency

a Focus on the photo. Ask Sts how old they think the girl is, and elicit the meaning of *teenagers* (= young people between the ages of 13 and 19).

Focus on the text. Read the title and introduction together, and make sure Sts understand the phrase *unhealthy lifestyles*. Elicit the opposite of *unhealthy*.

Set a time limit for Sts to read the rest of the text.

Ask the class if they think teenagers are similar in their country and elicit opinions.

b Get Sts to read the text again, focusing on the position of the highlighted words, which all express frequency. They then circle the correct word in rules 1 and 2.

Check answers.

ANSWERS

1 **before** a main verb, **after** the verb *be* 2 **end**

c Tell Sts to go to **Grammar Bank 4C** on p.138.

Grammar notes

The normal position for adverbs of frequency is before the main verb, but after *be*. However, *sometimes* and *usually* can be used at the beginning of a sentence or clause for emphasis, e.g. *Sometimes I wake up really early...*

Similarly, the normal position for expressions of frequency is at the end of a sentence or verb phrase, but they are sometimes placed at the beginning for emphasis, e.g. *Every day I check my emails first thing in the morning.*

Focus on the example sentences and play audio 4.17 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for 4C on p.139. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 I always walk to work.
2 Do you usually wear glasses?
3 I'm hardly ever bored.
4 She sometimes does housework.

- 5 We hardly ever go to the cinema.
6 Why are you always late?
7 My partner is never stressed.
8 Does it often rain in December?
b 1 I am never late for class.
2 We hardly ever eat fast food.
3 What time do you usually finish work?
4 My parents don't often have pizza for dinner.
5 My brother is always hungry at lunchtime.
6 We don't always do our homework.
7 Do you usually see friends at the weekend?
8 Our teacher is hardly ever angry.

Tell Sts to go back to the main lesson 4C.

EXTRA PRACTICE OPTION Use the 4C Grammar photocopiable activity.

d Tell Sts that they will now find out if they are going to live a short or long life, by answering a questionnaire. Tell them to go to **Communication Short life, long life?** on p.114.

Go through the instructions with Sts carefully. Put them in pairs. Give Sts **A** time to interview Sts **B** and to circle their partner's answers.

Now the pairs swap roles, and Sts **B** interview Sts **A** and circle their answers.

When they have finished, they should calculate their partner's score and tell them the result.

Get feedback from the class, finding out who is going to live the longest.

Tell Sts to go back to the main lesson 4C.

3 PRONUNCIATION the letter *h*

Pronunciation notes

How difficult this sound is will depend on your Sts' L1 and you should spend more or less time here accordingly.

The main problem with the letter *h* is that in many languages it is silent at the beginning of a word. Highlight that in English it is almost always pronounced like the /h/ in *hotel* and *How*. There are very few exceptions. The only one which is relevant at this level is *hour*, but don't focus on this until after Sts have done **b**.

a 4.17 Focus on the sound picture (*house*) and sound /h/. Play the video and get Sts to watch and repeat the sound and words.



See sound and words in Student Book on p.36

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

b 4.18 In pairs, Sts read the sentences aloud and try to find in which word the letter *h* is not pronounced. Play the audio for Sts to listen and check. Check the answer.

ANSWER

In the word *hour* the *h* is not pronounced.

4.18

See sentences in Student Book on p.36

Now, in their pairs, Sts practise saying the sentences.

- c Focus on the task and make sure Sts understand all the lexis in the verb phrases.
Demonstrate the activity first by making true sentences about yourself.
Sts should write true sentences about themselves, using the verb phrases and an adverb or expression of frequency.

EXTRA SUPPORT Elicit adverbs and expressions of frequency and write them on the board for Sts to refer to.

They then say their sentences to a partner.

Get feedback, asking two or three pairs if they were similar or different.

4 READING & SPEAKING inferring information

- a Focus on the photos and the title. Elicit / Explain the meaning of *secret* (= something you do not or must not tell other people).
Get Sts to read the text or read it aloud. Ask Sts to predict anything that they think the places might have in common. Elicit possible answers (e.g. their lifestyle, the weather, etc.). You might want to pre-teach *diet* (here meaning *daily food*).
Do the questions as a whole-class activity.

ANSWERS

The 'Blue Zones' are five places where many people live for a long time. Gregorius is 100 and María is 97.

If you think your Sts might be interested, you could tell them that 'Blue Zones' were first identified in 2004 by *National Geographic* and a team of longevity researchers.

EXTRA IDEA If you have a world map in the class, get Sts to find the five 'Blue Zones'.

- b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication, A Ikaria** on p.106, **B Nicoya** on p.111.
Go through the instructions carefully. Make sure Sts understand the word(s) in the **Glossary**. You may want to point out that *beans* can also refer to the green variety.
Sit **A** and **B** face-to-face if possible. When they have finished reading their articles and have answered the questions, Sts **B** starts by describing life in Nicoya to Sts **A**.
Tell them to try to use their own words.
When Sts **B** have finished, they swap roles.
Sts then decide what the two places have in common.
Check answers. You could ask Sts if they would like to live in either Ikaria or Nicoya.

ANSWERS

People in both places spend a lot of time outside. They are very active; they walk everywhere. They eat beans. They don't eat much meat.

Tell Sts to go back to the main lesson **4C**.

- c Tell Sts to work with a partner and write words or phrases they can remember from their articles related to the two categories. Point out the two examples.
Check answers.

ANSWERS

Food and drink: potatoes, green vegetables, fish, sugar, herbal tea, red wine, rice, sweet potatoes, egg, cheese, meat, fruit (*marañón*), water

Physical exercise: do exercise, work in their gardens, go to a gym, walk everywhere, ride horses

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

5 LISTENING using visual clues to understand lifestyle choices

- a  Now tell Sts they are going to watch a documentary about a third Blue Zone, the island of Okinawa in Japan.
Focus on the task and give Sts time to read all the verb phrases. Elicit / Explain any new vocabulary, e.g. *meditate*.
Play the video for Sts to watch and tick all the things they see people in Okinawa do.
Check answers.

ANSWERS

We don't see people ride horses or drink wine in the video (although people in Nicoya and Ikaria do these things).



Okinawa is an island about four hundred miles south of Japan. It's a beautiful island, with wonderful beaches and clear blue water. It also has more centenarians – people who are a hundred years old or more – than anywhere else in the world. What's more, they seem to age more slowly than other people. According to scientists, people there who are actually seventy often have the bodies of fifty-year-olds. Many of them are very healthy all through their lives. What's their secret? Most people think it's because of their healthy lifestyle. They don't have big meals – they have a cultural habit called *hara hachi bu*, which means they always stop eating before they're full. They usually just have fish and vegetables, especially sweet potatoes, and they eat a lot of seaweed, which is one of the healthiest foods that there is.

But diet isn't the only reason why they live so long. The Okinawans are very active, and they often work in their gardens until they're eighty or more. Many of them also do tai chi or martial arts, every day. They have a good social life. They visit friends or family, and a lot of them belong to community centres. Some play the traditional Okinawan guitar, an instrument similar to a banjo.

The old people of Okinawa are very positive and happy with their lives. They aren't stressed, because they're never in a hurry. Their spiritual lives are important to them, especially the women, and many of them meditate every day.

In Okinawa, people say you're a child until you are fifty-five. And when you reach ninety-seven, your local town holds a special ceremony called *kajimaya* to celebrate the fact that now it's time to be young again, to be free of all responsibilities and to simply enjoy life.

- b Now give Sts time to read sentences 1–6. Play the video again for Sts to choose the correct option.
Get Sts to compare answers with a partner, and then check answers.

ANSWERS

1 south 2 50 3 stop eating before you're full 4 80
5 never 6 97

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

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

- c In pairs or small groups, Sts discuss the questions.
Check the answer to the first question.

ANSWER

A healthy diet, a lot of exercise, a good social life

Elicit some answers to the other questions from the class.

EXTRA CHALLENGE Put Sts in pairs to answer the questions and then get feedback from various pairs.

For instructions on how to use these pages, see p.51.

Video material

Can you understand these people? 3&4

More materials

For teachers

Oxford English Hub

Quick Test 4

File 4 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 On 2 at 3 up 4 in 5 to
b 1 get 2 take 3 have 4 do 5 go 6 play 7 listen
8 see 9 read 10 wear
c 1 niece (the others are male relatives)
2 husband (the others are female relatives)
3 factory (the others are jobs)
4 early (the others are adverbs of frequency)
5 Monday (the others are months)
d 1 Where 2 What 3 Who 4 How many 5 Why

PRONUNCIATION

ANSWERS

c 1 brother /ʌ/ 2 nephew /f/ 3 teacher /ə/
4 which /w/ 5 work /ɜː/
d 1 because 2 dentist 3 unemployed 4 musician
5 grandmother

CAN YOU understand this text?

ANSWERS

a unusual, exciting
b 2 breakfast 3 tea 4 gym 5 studio 6 evening
7 dinner 8 finishes 9 sleep 10 life

▶ CAN YOU understand these people?

ANSWERS

1 37 2 13 3 7.30 4 yoga 5 people



1 Talitha

I = interviewer, T = Talitha

I What do you do?

T I work in Marketing.

I How many hours a week do you work?

T I work for thirty-seven hours a week.

2 Joelle

I = interviewer, J = Joelle

I Do you have a big family?

J No, I have a small family. One sister and parents.

I How old is your sister?

J My sister is thirteen.

3 Sophie

I = interviewer, S = Sophie

I What time do you get up in the morning?

S Usually around half past seven.

I What about at weekends?

S Much later. Probably half past nine, ten o'clock.

4 Brian

I = interviewer, B = Brian

I How often do you do sport or exercise?

B I tend to do sport three or four times a week.

I What do you do?

B Gym three times and then I normally do some yoga.

5 Tom

I = interviewer, T = Tom

I What do you like about New York?

T New York? The variety. The people. Change.

I What don't you like?

T What don't I like? No, not much.

G *can / can't***V** verb phrases: *buy a pizza*, etc.**P** sentence stress

Lesson plan

This lesson is based on TV talent shows like *The X Factor*, where amateur singers compete in the hope of winning and becoming famous. The lesson starts with the introduction of more verb phrases. Then a listening tells the story of Amy, a contestant waiting for her first audition (based on a real participant's blog). Sts then watch her audition, along with two other contestants, and find out what the judges think of them. Amy's experience introduces Sts to sentences with *can*. *Can* is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests. Sts will have met *can* for requests and permission in Practical English 1, and should already be familiar with the verb. The use of *can* for ability, presented here, along with the other uses, may be expressed by a different verb in your Sts' L1. In the second half of the lesson, special attention is given to the pronunciation of *can* and *can't* when stressed and unstressed. Sts then practise orally with a questionnaire.

Video material

Listening – *The auditions*Listening – *The judges*

More materials

For teachers

Photocopiables

*Grammar can / can't p.190**Vocabulary More verb phrases p.277 (instructions p.265)**Communicative What can you do? p.236 (instructions p.217)*

For students

Workbook 5A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise the uses of *can* that Sts have already met. Write on the board:

What do you say beginning with can if...?

1 *you want a photocopy*

2 *you're in a café and you want a Coke*

3 *you want another person to sign something*

4 *you want another person to open the window*

Give Sts a few minutes to discuss in pairs. Check answers.

ANSWERS

1 Can I have a photocopy, please?

2 Can I have a Coke, please?

3 Can you sign this, please?

4 Can you open the window, please?

Elicit / Explain that we often use *Can I have...?* to ask for something and *Can you...?* to ask another person to do something. Tell Sts that in this lesson they will learn other uses of *can*.

1 VOCABULARY verb phrases

a Books open. Ask Sts to match the verbs in red to the words / phrases in orange.

Check answers.

ANSWERS

play the guitar, do exercise, go to the cinema, watch TV, have a coffee, listen to music

b Tell Sts to go to **Vocabulary Bank More verb phrases** on p.166 and get them to do **a** individually or in pairs. Many of these verbs may already be familiar to them.

Vocabulary notes

Highlight that it is more useful to remember complete phrases, e.g. *meet a friend* (instead of just *meet*).

Sts sometimes confuse *forget* and *leave* when talking about something they didn't bring with them. You may want to explain that with *leave* we always say the place where we left something, but not with *forget*, e.g. *Don't forget your bag. Don't leave your bag in class.*

5.1 Now do **b**. Play the audio for Sts to listen and check. Check answers.

5.1

More verb phrases

13 buy a pizza

9 call a taxi

1 dance the tango

11 draw a picture

2 find a parking space

6 forget somebody's name

21 give somebody flowers

19 hear a noise

8 help somebody

3 leave your bag on a train

22 look for your keys

18 meet a friend

15 paint a picture

5 remember somebody's name

17 run a race

7 see a film

24 send a message

12 sing a song

25 swim in the sea

16 take a photo

10 talk to a friend

14 tell somebody a secret

20 try to open a door

23 use an app

4 wait for a bus

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

Focus on **Activation**. Get Sts to cover the verbs and use the photos to test themselves or their partner. Encourage them to say the complete phrase, i.e. verb + collocate.

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopiable activity.

2 LISTENING focusing on practical information

a Do this as a whole-class activity. You could also tell Sts if you watch this kind of programme and why (not).

b **5.2** Focus on the photo of Amy and go through the instructions with Sts. Elicit / Explain the meaning of *audition* (= a short performance by an actor, a singer, etc., so that somebody can decide if they are suitable to be in a play, a concert, etc.).

You might want to pre-teach some vocabulary, e.g. *nervous* and *It's your turn* (= the time when you can or should do something).

Now tell Sts to read questions 1–9.

Play the audio for Sts to listen and answer the questions. If necessary, play the audio again, pausing after each question has been answered, and elicit the answer from the class.

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

ANSWERS

- 1 She needs ID.
- 2 Her bag
- 3 She waits with Amy in the waiting area.
- 4 Three
- 5 Good luck, Amy! You can do it!
- 6 She leaves it with her friend.
- 7 *One Day*
- 8 It isn't on.
- 9 Oh no! I can't remember the first line.

5.2

(script in Student Book on p.128)

A = Amy, G = guard, 01 = organizer 1, 02 = organizer 2, F = friend, J = judge

- A Twelve thirty. In a long queue outside the Conference Centre in Manchester.
- G Can I see your ID, please?
- A Here's my passport.
- G Thanks. 'Amy Jones.' And I need to check your bag, please. OK, that's fine, come in. Next, please!
- A Twelve forty-five. In the waiting area with three hundred and fifty other singers!
- 01 OK Amy, sit here and wait until we call your name.
- A Thanks.
- 01 Are you here for the audition, too?
- F No, I'm not. I'm Amy's friend. Can I wait with her?
- 01 Yeah, sure.
- F Thanks.
- A Let's sit here. I'm so nervous...
- 01 Matteo Ricci, Jada Jackson, Tony Cash, come with me, please. This way.
- A Good luck!
- A Four o'clock. Three hours later! My turn at last!
- 02 Amy Jones, Naomi Williams, Dan Elliot? Can you come with me, please? It's your turn now.
- A Oh help! It's my turn.
- F Good luck, Amy! You can do it!
- A Excuse me. Can my friend come with me?
- 02 No, she can't. She can wait there. And you can't take your bag into the audition. Leave it with your friend.
- A OK.
- A Four fifteen. In the audition, with two judges. Really nervous!
- J Amy...Jones? What's your song?
- A *One Day*.
- J We can't hear you. Is the microphone on?
- A Sorry. Sorry. Can you hear me now?
- J Yes, that's fine.
- A My song's *One Day*.
- J Can you start, please?
- A Oh no! I can't remember the first line.
- J Take your time.
- A I'm OK now!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what

they understood / didn't understand. Translate / Explain any new words or phrases.

- c ▶ Tell Sts that they are going to watch the auditions and see Amy and the two other contestants sing. They will then vote for who they want to win a place in the show. Play the video *The auditions* and pause it after each singer has finished.
- Ask Sts in pairs to give each singer a score out of ten.



Amy *Extract of audition song 1*

Dan *Extract of audition song 2*

Naomi *Extract of audition song 3*

Now ask Sts to vote (with a show of hands) for their favourite. Write the scores on the board.

- d ▶ In this video Sts see the judges comment on each of the auditions.

Focus on the title of the video, *The judges*, and make sure Sts understand the meaning and know how to pronounce it.

Now focus on the questions and play the video.

Elicit what the judges said about each person and write it on the board.

Check answers, and see how many Sts agreed with the judges. Then elicit how the three contestants feel.

ANSWERS

The judges think Amy is very good, Dan is terrible – he can't sing – and Naomi has a good voice, but doesn't have feeling. Amy feels very happy. Naomi feels sad. Dan feels angry.



J1 = judge 1, J2 = judge 2, A = Amy

- J1 Dan, Amy, and Naomi, come and stand here. OK, Amy. Very nervous in the beginning! But in the end, very good!
- J2 Yes, a great performance. Well done.
- J1 Dan. In a word... 'terrible!'
- J2 Dan, I'm sorry. You're good-looking, you move well, but you can't sing!
- J1 Naomi. Quite good. You have a nice voice.
- J2 Naomi, you have a good voice, but I can't hear the feeling.
- J1 OK. Dan and Naomi, thank you very much, but no, thank you. Amy, congratulations! See you on the show next week.
- A Fantastic! That's great. Thank you! Thank you!

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

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

3 GRAMMAR *can / can't*

- a Tell Sts to look at four sentences taken from Amy's story. Get them to match each one to its meaning and then to compare answers in pairs.
- Check answers.

ANSWERS

1 c 2 d 3 a 4 b

- b Tell Sts to go to **Grammar Bank 5A** on p.140.

Grammar notes

Can is the first modal verb that Sts are introduced to.

Modal verbs, unlike normal verbs, do not add *s* in third person singular (*he / she can*, NOT ~~*he / she cans*~~).

Questions are made by inverting the verb and subject, not with *do / does*, e.g. *Can you come?* NOT ~~*Do you can come?*~~

Negatives are formed by adding *n't* (*not*), not with *don't / doesn't*, e.g. *I can't swim* NOT ~~*I don't can swim*~~.

The normal form of a second verb after a modal verb is the infinitive without *to*. This can be hard to remember for many Sts who are used to thinking of the infinitive as with *to* (*to be* or *not to be...*), and adding *to* after *can* is a common error.

Although other languages may have an equivalent verb to *can* (= be possible / permitted), they probably do not use this same verb to also talk about ability (*I can sing, I can play the piano*), and would express this with an equivalent of *know how to*.

Focus on the example sentences and play audio 5.3 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **5A** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 can speak 2 Can...help 3 can't see 4 Can...close
5 Can...repeat 6 can't park 7 can't swim 8 Can...use
b 1 She can meet me after work.
2 Can you open the door, please?
3 My boyfriend can't drive.
4 Can I use your scissors?
5 You can't take photos here.

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Grammar** photocopiable activity.

4 PRONUNCIATION sentence stress

Pronunciation notes

There are two main pronunciation problems related to *can / can't*:

Can is usually unstressed (/kən/) in positive sentences like *I can sing*. Your Sts may find this difficult to hear and to say. If they stress *can*, the listener may think they are saying a negative sentence.

The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can*, not *can't*). The pronunciation of this word varies among different groups of native English speakers.

The standard pronunciation is /kɑːnt/, but there are regional variations. The important thing for Sts is to make sure that they stress /kɑːnt/ quite strongly.

- a 5.4 Focus on the conversations, which give examples of positive, negative, and question forms of *can / can't*. Remind Sts that the **bold** words in the conversations are stressed, and the underlining shows stress within a word. Play the audio for Sts to listen to the three conversations.

5.4

See conversations in Student Book on p.41

Now play the audio again, pausing after each sentence for Sts to try to copy the rhythm.

- ! If your own pronunciation of *can / can't* is different from what is on the audio, you may want to model the conversations yourself.

Get Sts to practise the conversations in pairs. Encourage them to stress the bigger words more strongly and say the other words more quickly and lightly.

- b 5.5 This exercise gives Sts practice in distinguishing between positive and negative *can* statements.

Focus on the instructions. Play the audio for Sts to hear the sentences. Elicit that *can* is unstressed and has a short sound, but *can't* is stressed and has a long sound.

5.5

See sentences in Student Book on p.41

- c 5.6 Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again, stopping after each sentence, and asking Sts if it's positive or negative.

ANSWERS

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

5.6

- 1 I can't sing.
2 She can dance very well.
3 He can cook.
4 I can't come to the meeting.
5 You can't park here.
6 I can drive.

EXTRA CHALLENGE As a follow-up, get Sts, in pairs, to write four *can* sentences each (two positive and two negative, in jumbled order). They take turns to say their sentences to each other as clearly as possible and decide if their partner has said a positive or negative sentence, e.g.

A I can't cook. **B** Negative.

5 SPEAKING

- a Focus on the instructions and make sure Sts understand what they have to do. Point out what the numbers 1, 2, and 3 represent.

Focus on the title and elicit / explain the meaning of *talent* (= a natural ability to do something very well) and mention the collocation *talent show*.

Read the introduction together and explain any vocabulary Sts might not know.

Put Sts in pairs and get them to interview each other. Remind them to mark their partner's answers in the questionnaire, not their own.

- b Now tell Sts to look at the answers their partner gave them and say what their talent is. Sts tell each other of any competitions or TV shows they can enter.
c Put Sts in new pairs and tell them to look at their questionnaires and tell their new partner what they found out from their first partner.
Get some feedback from various pairs.

5B

What a noise!

G present continuous: *be* + verb + *-ing*

V noise: verbs and verb phrases: *make a noise*, etc.

P /ŋ/

Lesson plan

The first part of this lesson is based on a UK message board about noisy family members and neighbours. Sts begin by learning new verbs and verb phrases and talk about noise problems in their families or with their neighbours. Then the present continuous (used for what is happening now or for temporary actions / situations) is presented through conversations between family members and noisy neighbours. Pronunciation focuses on the /ŋ/ sound, used in all present continuous endings, and Sts then do a 'spot the differences' Speaking activity, where they practise the new grammar. The lesson ends with Sts listening to six conversations and guessing what the people are doing.

Video material

Grammar – present continuous

Pronunciation – /ŋ/

More materials

For teachers

Photocopiables

Grammar present continuous: *be* + verb + *-ing* p.191

Communicative Guess what I'm doing! p.237

(instructions p.217)

For students

Workbook 5B

OPTIONAL LEAD-IN (BOOKS CLOSED) Do something which makes a noise, e.g. put some music on very loudly, bang the desk, etc., and elicit / teach the word *noise*. Then elicit / teach the verb we use with *noise*, *make a noise*, and the adjective *noisy*.

Now elicit / teach the word *neighbours* (= people who live in the flats / houses near you). Model and drill pronunciation /'neɪbəz/. Then give Sts in pairs a few moments to think of three things noisy neighbours do.

Get feedback and write Sts' ideas on the board.

1 VOCABULARY & SPEAKING noise: verbs and verb phrases

a Books open. Focus on the instructions and, if you didn't do the **Optional lead-in**, focus on the lesson title, *What a noise!*, and elicit / teach the meaning, and also the words *noisy* and *neighbours*. Model and drill pronunciation.

Now focus on the message board, and give Sts a few minutes to read the kinds of noises that family members and noisy neighbours make.

Get them to try to guess the meaning of the new verbs and verb phrases.

b **5.7** Tell Sts they will hear nine sounds, each representing one of the problems, and they must write

1–9 as they hear them. Play the audio once the whole way through.

5.7

(sound effects of noisy neighbours / family)

Then play the audio again, pausing after each sound effect to elicit the answer. Make sure Sts understand the meaning of the new verbs and verb phrases. Model and drill pronunciation.

ANSWERS

- 3 The baby in the flat upstairs cries all the time.
- 8 My sister practises the piano for hours.
- 2 The neighbours' dog barks all day – and all night!
- 4 The people next door often have noisy parties until 3.00 a.m.
- 1 The couple next door argue a lot.
- 9 The people in the flat next door have the TV on very loud – and their living room is next to my bedroom!
- 5 The people next door have builders who make a lot of noise.
- 6 My son plays loud music in his room – awful music, too.
- 7 My husband's phone pings every time he gets a message. It's a really annoying noise.

When you check *My sister practises the piano for hours*, elicit the names of some instruments that can be particularly irritating e.g. *violin*, *drums* (these will then be used later in the lesson). When you check *My son plays loud music*, elicit / explain that *play* here means putting on music on a device, e.g. a music system or tablet – he is not actually making the music himself.

- c** Focus on the seven questions and go through them. Get Sts to interview you first. Give as much (simple) information as you can to model the way you want Sts to answer the questions. Tell Sts if they live with friends rather than family, they should talk about them instead. Sts interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need. Get some feedback about their family members and neighbours.

2 GRAMMAR present continuous

a **5.8** Ask Sts to look at the picture of the houses and elicit ideas why Max and his father are unhappy.

Tell Sts to cover the conversations in **b** with a piece of paper and listen to the audio.

Play the audio once and check answers.

ANSWERS

Max is unhappy because he can't study. His family are making a lot of noise.
His father is unhappy because of the noise from the neighbours, and their dog. He can't hear the radio.

5.8

See conversations in Student Book on p.43 and answer key **b**

EXTRA SUPPORT Pause the audio after each conversation and elicit the problem.

- b Now get Sts to uncover the conversations and focus on the verbs in the list. Give Sts a few minutes to read the conversations and the list.

EXTRA CHALLENGE Get Sts to complete the gaps first and then listen and check their answers.

Then play the audio once or twice more for Sts to complete the gaps.

Check answers.

ANSWERS

1 trying 2 making 3 practising 4 playing 5 cooking
6 listening 7 happening 8 barking 9 having

EXTRA IDEA Get Sts, in pairs, to read the conversations out loud.

- c 5.9 Focus on the question and elicit a few ideas. Don't tell Sts if they are right or not.

Play the audio for Sts to listen and find out what happens.

Check the answer.

ANSWER

The neighbour invites her to the party and offers her a drink. She starts dancing.

5.9

(script in Student Book on p.128)

N = neighbour, I = Isabel

N Oh, hello Isabel. Come in! We're having a party. It's my birthday!

I Oh! Er, Happy Birthday!

N Thanks. Would you like a drink?

I Actually, I want to talk to you about the noise.

N Sorry?

I The NOISE. It's very noisy.

N Yes. We're having a great time! Come in and have a drink. Glass of wine?

I Oh, well, yes, OK.

N Here you are. Come and meet my friends. Hey, everyone, say hello to Isabel. She lives next door!

All Hello, Isabel.

I Hello.

N I love this song! Come and dance, Isabel...

I I really can't dance.

N Come on...

I Oh, OK then.

- d Ask Sts to read the two sentences and question, and complete them.

Check answers.

ANSWERS

☒ They're / are having a party next door.

☒ Are they playing music?

☒ No, they aren't playing music. They're talking.

- e Ask Sts to read the rule and circle the correct option.

Check the answer. Elicit / Teach that we use this form of the verb (present continuous) for something that's happening now, at the moment of speaking. Give a few more examples, e.g. *We're having a class. I'm talking to you and you're listening.*

ANSWER

now

- f Tell Sts to go to **Grammar Bank 5B** on p.140.

Grammar notes

Sts don't usually find the form of the present continuous difficult (*be* + *-ing* form of the verb), but they may have problems using it correctly, especially if they do not have an equivalent form in their L1. A common mistake is to use the present simple, not continuous, for things which are happening now / around now, or for temporary situations, e.g. *Hello. What do you do here? I work at home this week.*

The present continuous is contrasted with the present simple in the next lesson (5C).

The use of the present continuous to express future arrangements is presented in *English File* Pre-intermediate.

Spelling rules for the *-ing* form

In the *-ing* form, remind Sts that verbs ending in *y* don't change the *y* for an *i* as they do in third person singular (e.g. *study* – *studying* NOT *studiing*). 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*.

Focus on the example sentences and play audio 5.10 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **5B** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 What's he doing? He's cooking.
2 What are they doing? They're watching TV.
3 What's she doing? She's playing basketball.
4 What are they doing? They're singing.
5 What's it doing? It's eating.
b 1 'm staying 2 are...doing 3 'm looking for 4 'm looking
5 Are...living 6 's...doing 7 Is...studying 8 's working
9 isn't enjoying 10 's looking for

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Grammar** photocopiable activity.

- g Tell Sts they are going to watch 12 video clips and for each one they must write what the people are doing, i.e. a sentence in the present continuous.

Play the video once the whole way through for Sts to see what the people are doing. Then play it again, pausing after each action to give Sts time to write what they saw.

Elicit answers, accepting all appropriate sentences. You could get Sts to write their sentences on the board or to spell the verbs.

ANSWERS

- 1 He's paying for / buying a pizza. He's paying by card.
2 He's calling / booking a taxi / an Uber.
3 They're dancing the tango.
4 He's drawing a picture.
5 She's looking for something / her car keys.
6 He's meeting a friend.
7 They're running a race.
8 He's sending a message.
9 She's singing a song.
10 He's taking a photo.
11 He's trying to close / lock / open a door.
12 They're waiting for a bus.

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

3 PRONUNCIATION & SPEAKING /ɪ/

Pronunciation notes

The letters *ng* after a vowel usually make the /ɪ/ sound as in *sing*, *wrong* unless the *ng* is followed by an *e*, when the sound is /ɪdʒ/, as in *strange*. Here the focus is on the *-ing* ending, but you could also tell Sts that it is also in words like *young* and *wrong*, and in words with *-nk*, e.g. *pink*, *thanks*, *bank*, etc. where the sound is /ɪŋk/.

- a  Focus on the sound picture and elicit the word and sound (*singer* /ɪ/).
Play the video and get Sts to watch and repeat the sound and words.



See sound and words in Student Book on p.43

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

- b Focus on the instructions and the example.
Put Sts in pairs and tell them to look at the houses on p.42–3 and ask and answer questions about the people.
- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Spot the differences**, **A** on p.106, **B** on p.111.
Go through the instructions with them carefully. Highlight that when we describe a picture, we use the present continuous for actions which are happening in the picture.
Sit **A** and **B** face-to-face if possible. **A** describes what is happening in flats 1–4 and the garden in the middle.
B must say if there are any differences.
B now describes what is happening in flats 5–8 and the garden in the middle. **A** tells their partner if there are any differences.
When they have found all seven differences, tell them to compare pictures to see if they have correctly identified the differences.
Check by getting pairs to explain the differences, e.g.
A *In my picture the woman in flat 2 is painting the walls.*
B *In my picture she's reading.*

ANSWERS

The garden: In A two dogs are barking; in B two children are playing football.

Flat 2: In A the woman is painting the wall; in B she is reading.

Flat 3: In A the boy is playing the violin; in B he is playing the piano.

Flat 4: In A the couple are watching TV; in B they are listening to the radio.

Flat 6: In A the man is cooking; in B he is doing housework.

Flat 7: In A the boy is listening to music; in B he is studying / doing his homework.

Flat 8: In A the baby is crying; in B the baby is sleeping.

Tell Sts to go back to the main lesson **5B**.

EXTRA IDEA For some personalization with the present continuous, write the names of five friends or family members on the board, e.g. *my mother*, *David*, *my brother*,

and explain who they are if necessary. Elicit the question *What's (your mother) doing at the moment?* and answer, e.g. *I think she's (probably) having lunch.* When Sts have asked about the other people, they do the same in pairs.

4 LISTENING identifying situations from context

- a  **5.11** Write *What's the woman doing?* on the board and tell Sts that they need to listen to a conversation and answer this question.

Play the audio once the whole way through.

Check the answer.

ANSWER

She's checking in at a hotel.

5.11

(script in Student Book on p.128)

A Good afternoon. How can I help you?

B Hello. I have a reservation for two nights.

A Your name?

B Carter.

A Carter. Here we are. Can you sign here, please? Here's your key card. You're in room two twelve, on the second floor.

- b Tell Sts they will listen again and this time they must write down the words which helped them guess the answer.
Get Sts to compare with a partner, and then check answers.

ANSWERS

reservation, two nights, sign here, key card, room 212, second floor

- c  **5.12** Tell Sts that they need to listen to five more conversations and say what the people are doing.
Play the audio once the whole way through. If necessary, play the audio again, pausing after each conversation to elicit the answer. You could get Sts to write down two words or phrases which helped them guess each answer.
Check answers.

ANSWERS

1 He's buying a coffee.

2 He's looking for his car keys.

3 They're waiting for a train.

4 She's taking a photo.

5 He's having a job interview. / She's interviewing a man for a job.

5.12

(script in Student Book on p.128)

1 **A** Can I help you?

B Yes, I'd like a latte, please.

A Regular or large?

B Large, please.

A To have here or take away?

B To have here.

A That's three pounds forty, please.

2 **A** Where are my car keys? I can't find them anywhere.

B I don't know. In your jacket pocket?

A No, they aren't there.

B How about on the hall table?

A No.

B Are you sure you don't have them?

A Absolutely sure.

B Look in the living room.

3 **A** Oh no, it's twenty minutes late.

B Is there a waiting room somewhere? It's really cold here on the platform.

A No, I don't think so.

B What's the time now?

- A Six fifteen. We can take the six twenty, but it's a slow train.
B No, let's wait, then.
- 4 OK, come on everyone, out here. Right, stand together under the tree. OK! Are you ready? Carole, I can't see you. Can you stand next to Jim? OK, ready? Say cheese!
- 5 A ...So, Mr Bartlett. Do you have any questions you'd like to ask?
B Er, yes. On the website it says the hours are from ten to six. What about the weekends?
A The hours are ten to six at the weekends too, but you get paid overtime on Sundays. Saturday counts as a normal day. But if you work on a Saturday, you have a weekday free. The contract says clearly five days a week, with possibilities of overtime.
B Oh, right.
-

- d Put Sts in pairs and tell them to choose one of the conversations they heard in **a** or **c**.
Get Sts to role-play one of the situations.
Get a few pairs to present their role-play to the class and ask the class to guess which situation it is.

EXTRA SUPPORT

- To help Sts, you could model one of the conversations with a strong student. Monitor and help Sts role-play a conversation.
- If there's time, you could get Sts to listen again with the script on *p. 128*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- G** present simple or present continuous?
V the weather and seasons
P places in London

Lesson plan

The main context of this lesson is London – first its weather, and then some unusual tourist attractions. Many Sts who have not visited the UK have the idea that in London it rains a lot, and some even think that it's still a foggy city. Here they learn the real facts about its climate. Sts begin by learning basic vocabulary to talk about the weather, and watch a documentary about typical London weather. The grammar (present simple or present continuous) is then presented through some messages between two friends in different countries. Sts then read an online travel guide which recommends what to do in London in different seasons. Pronunciation helps Sts pronounce and understand famous place names in London, and the lesson finishes with writing, which deals with how to write posts about your holiday on social media.

Video material

Listening – *The weather in London*
 Pronunciation – places in London

More materials

For teachers

Photocopiables

Grammar present simple or present continuous? p.192
Vocabulary The weather p.278 (instructions p.265)
Communicative It's Friday evening p.238 (instructions p.217)

For students

Workbook 5C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *London* on the board and teach / elicit the correct pronunciation (/ˈlʌndən/).

Tell Sts, in pairs, to write down three things they associate with London. Even if Sts haven't been to London, they may remember things they have seen in the **Practical English** video.

POSSIBLE ANSWERS

red buses, Trafalgar Square, the River Thames, Big Ben, Oxford Street, Camden Market, etc.

Write their suggestions on the board.

Ask Sts *Have any of you visited London? Which of these did you see?* and get feedback.

1 VOCABULARY & LISTENING the weather and seasons, using visual clues to understand the weather

- a** Books open. Focus on the task and elicit / explain the meaning of *weather forecast*. Model and drill pronunciation. Check the meaning of *temperature* and model and drill pronunciation.

Give Sts time to answer the questions.
 Check answers.

ANSWERS

- 1 21°C (degrees), 10°C
- 2 It's probably summer – it could be any month from May to September.

- b** Tell Sts to go to **Vocabulary Bank** The weather and dates on p.167 and get them to do **Part 1**.

Vocabulary notes

Sts may find the question *What's the weather like?* confusing. Emphasize that the question means *How is the weather?* In this question *like* is a preposition, not a verb. The weather in English is usually expressed by *It's* + adjective, e.g. *It's windy*. However, with *rain* and *snow*, although the adjectives *rainy* and *snowy* exist, we use the verbs in the present continuous e.g. *It's raining*.

Focus on **1 The weather and seasons** and the chart in **a**.
 Get Sts to complete the chart individually or in pairs.

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

Check answers.

5.13

The weather and dates, 1 The weather and seasons

- | | |
|-----------------|-----------------|
| 1 It's sunny. | 5 It's windy. |
| 2 It's hot. | 6 It's foggy. |
| 3 It's cloudy. | 7 It's cold. |
| 4 It's raining. | 8 It's snowing. |

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

Focus on the **Other adjectives** and **Nouns and adjectives** box and go through it with the class.

Now focus on **c** and get Sts, in pairs, to practise asking about the weather, using the pictures in the chart.

Focus on the pictures and words for the seasons in **d** and get Sts to match them.

5.14 Play the audio to check answers and drill pronunciation.

5.14

1 The weather and seasons

- | | |
|----------|----------|
| 3 spring | 2 autumn |
| 1 summer | 4 winter |

Finally, focus on **Activation** and elicit answers from the class.

Tell Sts to go back to the main lesson **5C**.

EXTRA PRACTICE OPTION Use the **5C Vocabulary** photocopiable activity.

- c** **5.14** Tell Sts they are going to watch a video about the weather in London. Focus on the instructions and icons. Play the video and get Sts to tick the weather they see.

Check answers. Ask Sts if they were surprised by any of the information.

ANSWERS

Sts should tick all except 'snowing'.



The best thing about the weather in London is that it's hardly ever extreme. It isn't usually very hot or very cold.

In summer, it's sometimes sunny and sometimes cloudy, with temperatures of about twenty-two degrees. And of course, it sometimes rains.

In winter, the temperature is usually between zero and ten degrees. It can be windy and cold, but it hardly ever snows.

In spring and in autumn the weather is very changeable – you can have all four seasons in one day! It can be sunny in the morning, cloudy at lunchtime, raining in the afternoon, and then cold and windy in the evening. It's a good idea for tourists to take their sunglasses and their umbrellas when they go out.

One thing you don't often see these days in London is fog. A lot of tourists come to London and say, 'Where's the fog? London is always foggy in films!' Well, it's true that in the past – that is, until the nineteen fifties – London was a very foggy city because the air was really dirty. But today, the air is quite clean and it's hardly ever foggy.

- d Focus on the instructions and give Sts time to read sentences 1–5. Get them to discuss in pairs whether they think the sentences are true or false.

Now play the video again for them to check and to correct the false ones.

Check answers.

ANSWERS

1 F (It isn't usually very hot or very cold.)

2 T

3 F (It hardly ever snows.)

4 T

5 F (Today the air is quite clean and it's hardly ever foggy.)

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

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

- e Get Sts, in pairs, to discuss the question, or do it as a whole-class activity.

If Sts worked in pairs, elicit some answers from the class.

2 GRAMMAR

present simple or present continuous?

- a Focus on the photo and messages. Tell Sts to read the messages and answer the questions.
Check answers.

ANSWERS

Mike is happy because it's snowing. Tim is sad because he loves snow, but he lives in Valencia and it never snows there.

- b Tell Sts to focus on the highlighted verbs in the messages. In pairs, they should answer the two questions.
Check answers.

ANSWERS

We use the present simple to talk about things that are normally true / usually happen.

We use the present continuous to talk about things that are happening now / at the moment.

- c Tell Sts to go to **Grammar Bank 5C** on p.140.

Grammar notes

There is a clear difference in use between the present simple and present continuous:

The present simple is used for habitual actions (things which are always true or which happen every day).

The present continuous is used for temporary actions, things happening now / at this moment, or around now.

The use of these two forms can cause problems either because Sts don't have the present continuous in their L1, or because English is 'stricter' about using it when talking about now.

If you know your Sts' L1, contrast it with English to anticipate or correct errors.

Stative verbs, e.g. *want, like, need, have* (= possess), and *know*, are not normally used in the present continuous.

Focus on the example sentences and play audio ⑤ 5.15 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **What do you do? or What are you doing?** box and go through it with the class.

Now focus on the exercises for **5C** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 He's playing 2 Do your parents live, have 3 do you go, needs 4 is sleeping, doesn't usually sleep

b 1 are...doing, 'm waiting 2 Do...like, don't eat 3 are having, have 4 does...do, works

Tell Sts to go back to the main lesson **5C**.

EXTRA PRACTICE OPTION Use the **5C Grammar** photocopiable activity.

- d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What do you do? What are you doing now?**, **A** on p.107, **B** on p.112.

Sit **A** and **B** face-to-face if possible. **A** asks **B** his / her questions and **B** answers. Stress that **B** needs to listen carefully as to which form **A** uses in the question, and to use this form in his / her answer.

When **A** has asked all his / her questions, they swap roles. Get some feedback from the class.

Tell Sts to go back to the main lesson **5C**.

3 READING & SPEAKING

finding specific information

- a Focus on the travel guide and the photos, and if some of your Sts have been to London, ask them if they recognize any of the places.

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

Now go through the *Where can you...?* questions. Elicit / Teach any lexis you think Sts might not know.

Set a time limit, e.g. five minutes, for Sts to read the guide to find the answers.

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

ANSWERS

1 TW 2 NHC 3 SL 4 WW 5 TW 6 SL 7 WW 8 NHC

- b** Tell Sts to read the guide again and complete the nouns or noun phrases used with adjectives 1–7.
Check answers.

ANSWERS

- 1 streets (text 1), times (text 4) 2 street names (text 1)
3 weather (text 1) 4 street party (text 2) 5 buildings (text 3)
6 London parks (text 4) 7 food (text 4)

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

- c** In pairs, Sts discuss the questions. If you are from a different town from your Sts, you might want to tell them about your town first.
Get some feedback from various pairs.

4 PRONUNCIATION places in London

- a**  Tell Sts they are going to watch a video showing the top ten landmarks in London. Tell them that it can be very useful to be able to pronounce them correctly, for example, if they want to ask for directions, get a taxi, or buy a bus or underground ticket.
Focus on the instructions and the place names. Tell Sts they will hear each place name twice.
Play the video for Sts to watch and underline the stress.



See place names in Student Book on p.45

Check answers, getting Sts to say the words out loud.
Highlight the pronunciation of *Leicester* /'lestə/ and *Parliament* /'pɑ:ləmənt/.

ANSWERS

Buckingham Palace	the Houses of Parliament
Wembley Stadium	Trafalgar Square
the Tower of London	St Paul's Cathedral
Leicester Square	Westminster Abbey
Piccadilly Circus	Covent Garden

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

- b** Now get Sts to repeat the places. You could play the video again.
Ask Sts what they know about the places, and what you can see and do there.

SUGGESTED ANSWERS

Buckingham Palace: It is where the monarch stays when in London. You can visit 19 rooms.

Wembley Stadium: The new stadium opened in 2007. You can see concerts and various sports events, such as football, rugby, etc.
the Tower of London: It's a UNESCO World Heritage Site. You can see the monarch's crown jewels.

Leicester Square: It's a public square for pedestrians. There are a lot of cinemas and restaurants around the square.

Piccadilly Circus: It's particularly known for its video display and neon signs, as well as a statue in the centre, mistakenly believed to be of Eros.

the Houses of Parliament: Big Ben is the nickname of the clock. You can see debates or take a tour.

Trafalgar Square: It's a public square. Nelson's Column is at its centre, and the National Gallery is on one side.

St Paul's Cathedral: Building started in 1675 and finished in 1710. You can visit the cathedral and enjoy the wonderful architecture.

Westminster Abbey: It's a very large church used for royal weddings and funerals. Many famous people are buried there.

Covent Garden: It was London's old fruit and vegetable market. Now it is full of shops, restaurants, bars, and street entertainers.

- c** Focus on the instructions and point out the questions each person asks. Make sure Sts understand them, e.g. *Is it far?*
Put Sts in pairs and get them to role-play a short conversation with a partner.
Make sure they swap roles.
Get a few pairs to perform in front of the class.

5 WRITING posting on social media

- a** Focus on the questions and elicit the meaning of *social media* (= communication with people who share your interests, using a website or other service on the internet).
Then elicit answers from the class or get Sts to answer the question in pairs and then get feedback from the class.
Elicit the names of websites which are popular in your Sts' country.
b Tell Sts to go to **Writing Bank 5** on p.119.
Focus on the instructions in **a**. Give Sts a few minutes to read posts 1–5 and match them to photos A–E.
Check answers.

ANSWERS

- 1 E 2 C 3 A 4 B 5 D

Now focus on **b** and get Sts to read the posts again and mark 1–5 *T* (true) or *F* (false).
Check answers.

ANSWERS

- 1 F 2 F 3 T 4 T 5 F

For **c**, focus on the **Synonyms: good and bad** box and go through it with the class.
Now give Sts time to find four synonyms for *good* and two for *bad* in posts 1–5.
Check answers.

ANSWERS

good: fantastic, great, amazing, incredible
bad: terrible, awful

Focus on **d** and make sure Sts understand what they have to do.
Give them time to rewrite sentences 1–6.
Check answers.

ANSWERS

- I'm having a fantastic / great / amazing / incredible time in Dublin today.
- I'm listening to some fantastic / great / amazing / incredible live music at Temple Bar.
- This is my lunch! The view from the restaurant is fantastic / great / amazing / incredible.
- I'm travelling to the airport, and the traffic is terrible / awful / horrible.
- The food in the airport is terrible / awful / horrible.

If your Sts are interested in Dublin, you could tell them to search for 'things to do in Dublin' online.

Now focus on **e** and tell Sts to imagine that they are either in their country or in a different country. Point out that they must write four posts of about 30 words each.

Sts could do **f** in class or for homework. Remind them of the word count.

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



The real London

Practical English buying clothes
Vocabulary clothes

Lesson plan

In this third Practical English lesson, Sts learn some basic clothes vocabulary and some key phrases for buying clothes in English. The *Pictures of you* storyline continues to develop. Izzy and Ben have their first date, a cycle ride around 'the real London' and a visit to a vintage clothes shop, where Ben buys a shirt. Later they have fish and chips on a park bench and talk. While they are chatting, Ben takes a phone call from the US from his aunt Jenny. He invites Izzy to a photography show he is putting on and Izzy at first declines, but then accepts the invitation.

Video material

Pictures of you Episode 3

More materials

For teachers

Oxford English Hub

Quick Test 5

File 5 Test

For students

Workbook Practical English 3
Can you remember...? 1–5

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 2 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you*. Ask Sts some simple questions about the last episode. You could elicit some of the language they learned for buying a drink.

1 FIRST DATE

a ▶ Books open. In this part of the video, *First date*, Sts will see Ben and Izzy trying on various outfits for their date and then cycling around London on their date.

You could focus on the lesson title, *The real London*, and elicit / explain (in L1 if necessary) the meaning of *real* (= authentic). Then focus on the heading, *First date*, and elicit what a *date* is (= an arrangement to meet somebody at a particular time).

Focus on the photo and ask who the people are and where they are (*Ben and Izzy. In the park*).

Now play the video for Sts to watch and answer the questions.

Check answers.

ANSWERS

Suggested answer: Yes, they do. / Yes, they have a good time. They cycle around London. They take photos. They go into a clothes shop.



I = Izzy, B = Ben

I Hi, Ben!

B Wow. You look great. I love your jacket.

I Thanks. You too. Nice T-shirt. Sorry, but you need to wear this helmet. You can ride a bike, right?

B Of course I can ride a bike!

I So, where do you want to go?

B It's your city. I'm a tourist. I'm in your hands.

I That's dangerous. Well, what do you want to see?

B I want to see the real London.

I The real London? OK. Let's go.

B Where are we going?

I Follow me.

I This is a great shop. They always have interesting clothes. Do you want to go in?

B Sure.

b Give Sts time to read sentences 1–5, making sure they understand all the lexis, e.g. *helmet*, *ride*, etc.

Play the video again.

Now give Sts time to circle the correct options.

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

ANSWERS

1 jacket 2 needs 3 can 4 the real London 5 clothes shop

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

2 BUYING CLOTHES

a ▶ 5.16 Focus on the task and get Sts to match the words and photos.

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

▶ 5.16

7 a jacket

6 a skirt

1 jeans

3 shoes

5 a shirt

4 a sweater

2 a T-shirt

8 trousers

Focus on the phonetics next to each word.

Now play the audio again, pausing after each word for Sts to repeat.

Ask Sts why they think we say *a jacket*, *a shirt*, *a T-shirt*, *a skirt*, *a sweater* (with the indefinite article), but *jeans*, *shoes*, *trousers* (no article), and elicit that it's because the latter are plural. *Trousers* and *jeans* cannot be used in the singular (e.g. *a trouser*) in English as in some languages.

b Tell Sts to cover the words, look at the photos, and test each other in pairs.

- c  In this part of the video, *Buying clothes*, Sts will see Ben interacting with a shop assistant and trying on clothes in a shop.

Focus on the photos and elicit what is happening (*Ben is looking at clothes*). Do the first question as a whole-class activity. You could get a show of hands for each shirt.

Then ask Sts to decide which shirt they think he buys.

Now play the video for Sts to watch and check if their prediction is correct.

Check the answer.

ANSWER

The green shirt in photo 1



A = shop assistant, B = Ben

A Can I help you?

B Yes, what size is this shirt?

A Let's see. It's a small. What size do you need?

B A medium.

A Just a moment. This is a medium.

B Thank you. Can I try it on?

A Of course. The changing rooms are over there.

B Thank you.

A How is it?

B It's great.

A It's a very nice shirt.

B How much is it?

A It's forty-four ninety-nine.

B Great. Thank you.

A Thank you.

B Bye.

- d Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the shop assistant) and who says the **You say** phrases (the customer, or here Ben). These phrases will be useful for Sts if they want to buy clothes and need to speak English.

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

Play again if necessary.

ANSWERS

1 help 2 size 3 medium 4 rooms 5 How 6 44

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Focus on the meaning of *try on* (= to put on, e.g. a shirt, to see if it's the right size and looks good).

- e  Focus on the **Saying prices** and **Sizes** box and go through it with the class. Model and drill pronunciation. Write some prices on the board for Sts to practise saying them.

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

Play the video.



Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. **A** is the shop assistant. Get Sts to read the conversation aloud, and then swap roles.

- f Focus on the **this / these** box and go through it with the class (Sts saw *this / that* in **1C**). We use *this* (with singular nouns) and *these* (with plural nouns) to refer to things within our reach. You could demonstrate quickly drawing items of clothing on the board and pretending to be a customer, e.g. *How much is this shirt? How much are these trousers?* Model and drill pronunciation of *this* /ðɪs/ and *these* /ðiːz/, to help Sts differentiate their pronunciation. You may want to remind Sts that they would use *that* for something out of reach, and that the plural of *that* is *those* /ðəʊz/.

Focus on the photos of the clothes. Elicit what they are and how much they are.

Tell Sts they are now going to do a role-play. In role-play 1, **A** is the shop assistant and **B** the customer and asks to buy a T-shirt.

Point out that the first sentence for both Sts **A** and **B** is on the page.

Sts now role-play the conversation. Monitor and help.

EXTRA CHALLENGE Ask Sts **B** to close their books, and write the information they need on the board.

Now focus on role-play 2. Sts should swap roles in their pairs and **A** asks about trousers.

EXTRA CHALLENGE Ask Sts **A** to close their books, and write the information they need on the board.

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

- g Sts repeat the role-plays with different items of clothing. Make sure they use *this / these* correctly.

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

3 TALKING IN THE PARK

- a  In this part of the video, *Talking in the park*, Sts will see Ben and Izzy eating fish and chips on a park bench, and Izzy asking Ben about his home town and family. Then Ben asks Izzy to come to his photography show. During the conversation Ben's aunt Jenny calls him from the US. We learn that Jenny is married to Rob, who is British. (Teachers who used earlier editions of *English File* may recognize Jenny and Rob as the main characters in the previous video drama).

Focus on the photo and elicit what is happening and who Sts think the blonde woman is.

Give Sts time to read the topics, making sure they understand all of them.

Play the video.

Give Sts time to tick the things Izzy and Ben talk about.

Check answers. You could also try to elicit any information Sts can remember about Ben's home town (*It's a small town and very quiet*), the weather there (*It's nice in the summer and very cold in the winter, with a lot of snow. Autumn is really beautiful*), and about his family (*His parents have a farm*).

ANSWERS

Sts should tick: Ben's home town, the weather in California, Ben's family, Izzy's family, Ben's show



I = Izzy, B = Ben, J = Jenny

- I Tell me about your home town.
 B Well...it's a small town in California. My parents have a farm there.
 I Is it nice?
 B It's very quiet, but I like it.
 I What's the weather like?
 B It's nice in the summer, but it's really cold in the winter.
 I Does it snow?
 B Yeah, it does. We get a lot of snow.
 I I love snow.
 B Me too. But my favourite time of the year is the fall. You say 'autumn', right? The fall is really beautiful.
 I Do you have any brothers or sisters?
 B I have a sister. A twin sister, actually.
 I A twin sister...that's cool. What's her name?
 B Emma. She's great.
 I What does she do?
 B She works on my parents' farm. What about you? Do you have any brothers or sisters?
 I No. I don't have any brothers or sisters. It's only me.
 B Oh. It's Jenny. She's my aunt. She's calling from the US.
 I Really? Answer it!
 J Hi, Ben.
 B Hey, Jenny.
 J How's London?
 B Oh, it's great.
 J What are you doing now?
 B I'm sightseeing...and shopping.
 J Fantastic. Where are you?
 B I'm...not sure exactly. I'm with a friend.
 I Hi, Jenny! We're in Hackney. I'm Izzy. I'm Ben's friend.
 J Oh, hi!
 I Don't worry. Ben is fine. He's with me. I'm showing him the city.
 J I'm happy to hear it! Have a great time, Ben.
 B OK, thanks. Say 'hi' to Rob and the kids.
 J Bye!
 B Bye.
 I She's nice. Is she your mother's sister?
 B Yeah, she is. She knows London really well. Her husband, Rob, is from here.
 I Oh, really?
 B Yeah. Rob's great. He's the love of her life.
 B Listen, Izzy. My photography class has a little show next week. Do you want to come?
 I Um...I don't know.
 B Oh, it's OK. No problem.
 I No...I'd love to come. Thanks.

Then focus on the **British and American English** box and go through it with the class.

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

Then play the video again, pausing if necessary for Sts to answer the questions.

Get them to compare with a partner. Play the video again if necessary.

Check answers. Then elicit / explain what a *twin* is, and elicit any more information about the three people.

ANSWERS

Emma is Ben's (twin) sister, Jenny is Ben's aunt, and Rob is Jenny's husband and Ben's uncle.
 Emma works on her parents' farm. Jenny is Rob's mother's sister, and she knows London well. Rob is British. They have children.

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

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.
 Now give Sts time to match a phrase in **A** with a response in **B**. They can do this individually or in pairs.
- b** Play the video for Sts to watch and check.
 Check answers. Demonstrate the meaning of *hands*, then explain that when Ben says *I'm in your hands*, he means he will do whatever Izzy suggests. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 Thanks. You too. 2 It's your city. I'm a tourist. I'm in your hands.
 3 Follow me. 4 Sure. 5 OK, thanks. Say 'hi' to Rob and the kids.

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

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.
 Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the two questions.

Elicit some feedback from the class.

G object pronouns: *me, you, him*, etc.

V learning words from a story

P /aɪ/, /ɪ/, and /iː/

Lesson plan

The aim of this lesson, apart from its grammar and lexical objectives, is to encourage Sts to begin reading, as this is a great way to consolidate and expand their knowledge of English. Sts are advised to read 'Graded Readers' (easy to read books which have been simplified according to level). Sts first look at people's different reading habits and then they talk about their own general reading habits. Then object pronouns (*me, you, him*, etc.) are presented through Part 1 of a traditional North African story. In the second part of the lesson Sts read and listen to Part 2 of the story, and then listen to the last part, getting more practice with pronouns and possessive adjectives. This is followed by Vocabulary, where the focus is on learning words through reading. Sts then look at three sounds (/aɪ/, /ɪ/, and /iː/) in Pronunciation, which will enable them to do the speaking better. Finally, Sts retell the story, each in the role of one of the two main characters.

Video material

Listening – *Reading habits*

More materials

For teachers

Photocopiables

Grammar object pronouns: *me, you, him*, etc. p.193

Communicative The pronoun game p.239

(instructions p.218)

For students

Workbook 6A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *reading, writing, listening, speaking*.

Then ask Sts to talk to a partner and decide which they find most difficult to do in English, and which they find the easiest, and why.

Get some feedback by getting Sts to raise hands for the ones they find most difficult / easiest and get some class statistics. If Reading is what a majority of the class finds easiest, tell Sts that that they are really going to enjoy the lesson as it focuses on reading skills! If they find it difficult, tell them that the lesson is going to help them to improve!

1 LISTENING & SPEAKING

using visual information to understand reading habits

- a** Books open. Tell Sts they are going to watch a documentary called *Reading habits*. Make sure they understand the title.

Play the video for Sts to watch. Make sure they don't write anything down.

Individually or in pairs, Sts answer the two questions.

Check answers. You could tell Sts that reading Graded Readers, like the *Oxford Bookworms* series, could help them to learn and remember vocabulary and grammar. Point out that many graded readers come with audio and some are available as e-books, so that they can listen and read at the same time to help them with understanding and pronunciation. Elementary is Starter (A1) level.

POSSIBLE ANSWERS

things that people read: books, newspapers, magazines, subtitles, documents, websites, textbooks or manuals, Graded Readers, song lyrics

places where people read: at work, on the bus, on the train, in bed, on holiday



How do people read today? Where do they read, and what kinds of things?

People read many different things in their free time: books, newspapers, magazines, maybe subtitles.

They read things when they're studying, or at work: documents, websites, textbooks, or manuals.

People read in different places and at different times: on the bus or train, in bed, or on holiday.

Sometimes people read in another language: graded readers, or song lyrics.

People read in different ways today. They read on paper or on screen. People read all kinds of things in all kinds of places! What about you?

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

- b** Focus on the questions and make sure Sts can remember *on screen* (= on a computer, laptop, tablet, etc.).

First, answer the questions yourself, and then elicit answers from the class.

Put Sts in pairs and get them to answer the questions.

Elicit some feedback.

2 GRAMMAR

object pronouns

- a** **6.1** Sts are going to read and listen to a traditional story called *The Glass Bottle*.

Focus on questions 1–5 and highlight the pronunciation of the names (*Hassan* /hæˈsæn/ and *Walid* /wæˈliːd/), and the meaning of *valuable* (= worth a lot of money).

Point out the **Glossary**. Model and drill the pronunciation of the four words.

Now focus on **Part 1** and play the audio once the whole way through for Sts to read and listen to the story.

Then put Sts in pairs and give them some time to answer the questions.

Check answers.

ANSWERS

- 1 Hassan and Walid are brothers. They live in a small house in the desert.
- 2 They're very poor, and they don't have anything. Every day is the same.
- 3 Hassan works, but Walid doesn't.
- 4 She has a ring. She doesn't want to sell it because it was her husband's ring.
- 5 Because he wants to help his mother.

6.1

See Part 1 of *The Glass Bottle* in Student Book on p.48

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

- b** Focus on the highlighted words in **Part 1** and the example. Explain that the highlighted words are object pronouns, and we use them (like subject pronouns *he, she, etc.*) because we don't want to repeat a name or a noun.

Then give Sts a few minutes in pairs to write the relevant name or noun.

Check answers.

ANSWERS

it = the ring

him = Hassan and Walid's father

her = Hassan and Walid's mother

- c** Tell Sts to go to **Grammar Bank 6A** on p.142.

Grammar notes

Sts will be familiar with some examples of object pronouns in phrases like *I love you* or *Excuse me*.

The main problems they may have will be with word order and mixing up subject and object pronouns, e.g. *I spoke to she*.

You could point out that the object pronoun *me* is used instead of the subject pronoun *I* to answer the question *Who?*, e.g. **A** *Who wants a cup of coffee?* **B** *Me!* (NOT *I*).

Focus on the example sentences and play audio 6.2 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **Object pronouns after prepositions** box and go through it with the class.

Now focus on the exercises for **6A** on p.143. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 it 2 him 3 them 4 us 5 her 6 them

b 1 She, it, her, us 2 They, me, them, I 3 him, they, her, she, them 4 He, them, them, they, me 5 he, them, it

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar photocopiable activity**.

- d** 6.3 Focus on the example and tell Sts they are going to hear ten sentences and each time they must repeat the sentence changing the object (name, person, or thing) to a pronoun.

Play the audio, pausing after each sentence, and elicit a response from the whole class.

6.3

- 1 I like Anna. (ping) I like her.
- 2 I know your husband. (ping) I know him.
- 3 Can you help Jane and me? (ping) Can you help us?
- 4 I want to speak to David and Sally. (ping) I want to speak to them.
- 5 I love this song. (ping) I love it.
- 6 I live near Catherine and Richard. (ping) I live near them.
- 7 Wait for my brother and me! (ping) Wait for us!
- 8 I don't like these shoes. (ping) I don't like them.
- 9 Do you work with Suzanna? (ping) Do you work with her?
- 10 I see Jack every day. (ping) I see him every day.

Now repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT When you play the audio the first time, stop it after each pause. Elicit the object, e.g. in 1 *Anna*, then elicit the object pronoun, e.g. *her*, and finally elicit the whole sentence, e.g. *I like her*. Repeat with the other sentences. Then play the audio again for Sts to produce the sentences with object pronouns more quickly.

3 READING & LISTENING

understanding a traditional story, using prediction to tune in to the end of a story

- a** 6.4 Before Sts read and listen to **Part 2**, elicit the main details of **Part 1** by asking them questions, e.g. *What are the brothers' names? Where do they live? Are they rich?*, etc.

Now ask Sts what they think happens next and elicit ideas.

Give Sts time to read questions 1–8, making sure they understand *palace* (Sts saw Buckingham Palace in **5C**) and *plan* (= something you have decided to do and how you are going to do it).

Now focus on **Part 2** and play the audio once the whole way through for Sts to read and listen to the story.

Then put Sts in pairs and give them some time to answer the questions.

Check answers.

ANSWERS

- 1 He walks through the mountains to a beautiful palace.
- 2 The prince welcomes him and gives him food, drink, and a bed.
- 3 The windows have no glass.
- 4 His empty water bottle
- 5 Because he doesn't know what glass is.
- 6 A box (with 100 gold coins)
- 7 Because now they can buy food and clothes.
- 8 Walid wants to give the prince his mother's ring, and get 1,000 gold coins.

6.4

See Part 2 of *The Glass Bottle* in Student Book on p.49

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

- b** Before Sts read **Part 2** again, focus on the **Pronouns and possessive adjectives** box and go through it with the class.

Now tell Sts to re-read **Part 2** and, in pairs, decide what or who the highlighted pronouns and possessive adjectives refer to. Point out that the first one has been done for them. Check answers.

ANSWERS

- 2 Hassan 3 Hassan's 4 the glass bottle
- 5 the prince 6 the prince 7 the box 8 Hassan and Walid's
- 9 Hassan 10 Hassan, Walid, and their mother 11 Walid
- 12 his / their mother's

- c** 6.5 Do this as a whole-class activity and elicit ideas.

Play the audio for Sts to listen to **Part 3** to find out what happens.

Check the answer.

ANSWER

Walid goes to the palace. He gives the prince the silver ring. The prince gives him a box, but when he gets home and opens it, inside is the glass bottle.

6.5

(script in Student Book on p.128)

Part 3

Walid walks for five days through the mountains. The sun shines, and at night it's very cold. Then, one evening, he finds the palace. The prince welcomes him and gives him food and drink, and a comfortable bed. But Walid can't sleep. He's thinking about the one thousand gold coins.

The next morning, he says to the prince, 'I want to say thank you to you. Please have this silver ring. It's my mother's.'

The prince is very happy. 'This is a beautiful ring,' he says. 'Thank you. Let me give you something in return.'

He gives Walid a box. 'Don't open this until you get home,' he says. 'Be careful with it. It's very, very valuable.'

Walid runs through the mountains, and after three days he arrives home.

'Where's my silver ring?' shouts his mother.

'Don't worry about your ring!' says Walid. 'Look at this!'

Hassan and their mother watch as he opens the box. Inside he finds the glass bottle.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Focus on the three options and elicit / explain the meaning of *greedy* (= wanting more money, power, food, etc. than you really need).

Do this as a whole-class activity or put Sts in pairs.

If Sts worked in pairs, check the answer.

ANSWER

C

4 VOCABULARY

 learning words from a story

- a Focus on the task and make sure Sts understand the four column headings. Point out the two examples.

Give Sts time to put the words in the correct columns.

- b 6.6 Play the audio for Sts to listen and check.

Check answers.

6.6

Adjectives comfortable, strange, surprised, valuable

Verbs arrive, decide, leave, sell

Nouns desert, mountain, palace, village

Prepositions inside, into, through, towards

Either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Remind Sts that when they are reading and recording new words it's helpful to also note whether they are nouns, verbs, etc.

5 PRONUNCIATION

 /aɪ/, /ɪ/, and /i:/

Pronunciation notes

This pronunciation exercise focuses on a small but significant difference between two similar but very common sounds /ɪ/ and /i:/ as well as /aɪ/, all of which occur in subject and object pronouns. Depending on their L1, Sts may find the difference between /ɪ/ and /i:/ very difficult to hear and to produce. It is important to encourage elementary Sts when they do these kinds of pronunciation exercises. Reassure them that this difference is small and that with time and practice they will be able to differentiate and make these sounds.

- a 6.7 Focus on the sound pictures and the words (*bike*, *fish*, and *tree*). Tell Sts that these sounds can seem quite similar, but one difference is that *fish* is a short sound and *tree* is a long sound, and *bike* is a diphthong (= has two vowel sounds). Remind / Elicit from Sts that the symbols which have two dots are always long sounds.

Tell Sts to match each group of words to one of the sound pictures. Remind them that it is easier if they say the words aloud.

Play the audio for Sts to listen and check. Encourage Sts to see the sound-spelling relationship, i.e. that the *fish* sound here is always the letter *i*, usually between consonants; the *tree* sound here is always *e*, *ee*, or *ea*.

Check answers.

ANSWERS

1 fish /ɪ/ 2 tree /i:/ 3 bike /aɪ/

6.7

See words in Student Book on p.49 and answer key

- b 6.8 This exercise gives Sts practice in distinguishing between the sounds.

Play the audio for Sts just to listen.

6.8

See list of words in Student Book on p.49

- c 6.9 Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again and stopping after each pair of words.

ANSWERS

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

6.9

1 his 2 my 3 it 4 leave 5 keys 6 we

- d Put Sts in pairs to practise saying sentences 1–5.

EXTRA SUPPORT Read each sentence and get Sts to listen and repeat. Then put Sts in pairs and get them to practise saying the sentences.

6 SPEAKING

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

Tell Sts to close their books and put them in pairs, **A** and **B**. Sts **B** role is harder, as Sts have only listened to this part of the story, rather than reading it. For this reason, it's a good idea for stronger Sts to take the **B** role.

Give Sts time to prepare their stories.

Sts **A** start. Monitor and help.

When Sts **A** have finished, Sts **B** should start telling their story.

- G** like + verb + -ing
V ordinal numbers, the date
P /ð/ and /θ/, saying the date

Lesson plan

The main vocabulary focus in this lesson is how to say the date, and the lesson starts with Sts revising the months, and then learning ordinal numbers. This is followed by a Listening on identifying ordinal numbers. Sts then read an article where readers answer questions about their favourite month, day of the week, and time of the day. Sts then focus on the grammar, *like*, *love*, etc. + the -ing form, and talk about what free-time activities they like and dislike. The lesson ends with Sts interviewing each other about their favourite or least favourite month / day / week, and then writing about their own favourite times.

Video material

Pronunciation – /ð/ and /θ/

Grammar – *like* + verb + -ing

More materials

For teachers

Photocopiables

Grammar *like* + verb + -ing p.194

Vocabulary Dates p.279 (instructions p.265)

Communicative Likes and dislikes p.240 (instructions p.218)

For students

Workbook 6B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the question *What's the date today?* on the board. Elicit / Teach the answer and write it on the board like this, e.g. *6th April 2025*. Elicit / Teach that *th* indicates an ordinal number (here *sixth*). Sts will practise this in more detail in Vocabulary. You may want to explain that the date can also be written *6 April 2025* (without *th*).

Draw a face and a speech bubble on the board and write in the bubble: *the sixth of April twenty twenty-five*. Explain that this is the way the date is said in English.

Highlight the use of *the* /ðə/ and *of* /əv/, and model and drill pronunciation.

1 VOCABULARY & PRONUNCIATION

ordinal numbers, the date, /ð/ and /θ/

- a** **6.10** Books open. This activity revises months, which Sts saw in **4C**. You might want to give them a few minutes to look at p.36 to review the months.

EXTRA IDEA Before playing the audio, write the first letter of each month on the board and elicit them from the whole class.

Tell Sts they are going to hear eight quiz questions and they have to answer with the month of the year.

Play the audio, pausing after each question for Sts to answer.

Check answers.

ANSWERS

- 1 February 2 January 3 October 4 December 5 July
 6 March 7 May 8 April

6.10

In which month is...?

- 1 St Valentine's Day
- 2 New Year's Day
- 3 Halloween
- 4 Christmas Day
- 5 American Independence Day
- 6 International Women's Day
- 7 International Workers' Day
- 8 Earth Day

- b** Tell Sts to go to **Vocabulary Bank** The weather and dates on p.167 and get them to do **Part 2**.

Vocabulary notes

Although the date can be said in two ways, e.g. *the sixth of April* or *April the sixth*, we have focused on the former, which is more common, as it is easier for Sts just to learn one form.

You may want to tell Sts that throughout the lesson the dates are written according to the UK system (first the day and then the month) and that the US system is different (first the month and then the day), which Sts may have come across and which may confuse them.

Focus on **2 Ordinal numbers and the date** and look at **a** which introduces ordinal numbers. Focus on the first four, and show Sts how the last two letters of the word (*st*, *nd*, *rd*, and *th*) are written after the numeral to make it an ordinal number.

Get Sts to complete the missing numbers and words, and then compare with a partner.

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

Check answers.

ANSWERS

sixth	fourteenth
seventh	20th
8th	twenty-first
9th	22nd
tenth	twenty-third
eleventh	24th
12th	thirtieth
thirteenth	31st

6.11

2 Ordinal numbers and the date

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, thirtieth, thirty-first

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Give further practice of any numbers your Sts find difficult to pronounce. When Sts go back to the main lesson, there will be further practice of the more tricky ordinal numbers. In **c**, Sts focus on the way dates are written and spoken.

Focus on the **Writing and saying the date** box and go through the **We write** and **We say** section. Highlight that the words *the* and *of* are said, but not written.

Then go through the **Prepositions with months and dates** section and stress that we use *in* followed by a month and *on* followed by a day of the week or a date.

Finally, go through the **Saying years** section.

Vocabulary notes

Highlight to Sts that the years between 2000 and 2009 have to be said *two thousand and (three)*...and from 2010 onwards, it's more common to say *twenty (twenty-five)*.

Now focus on **Activation** and get Sts to tell you what the date is today and tomorrow.

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Vocabulary** photocopiable activity.

Pronunciation notes

/ð/ and /θ/

Sts should be aware by now of the small difference between these two sounds as they occur in so many common words. Here they get some extra practice to help them to hear the difference and produce the two sounds. Seeing the change in the mouth position on the video will also help.

- c**  Focus on the two sound pictures, *mother* /ð/ and *thumb* /θ/.

Play the video and get Sts to watch and repeat the sounds and words. Highlight that with the /θ/ sound the tongue is between the upper and lower teeth, whereas with the /ð/ sound it is behind the upper teeth.



See sounds and words in Student Book on p.50

Encourage Sts to try to approximate the *th* sound as far as possible and to hear the difference between the voiced sound /ð/ and the unvoiced sound /θ/, although they may find this quite difficult.

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

- d**  **6.12** Before playing the audio, focus on the **Ordinal numbers** box and go through it with the class.

Now play the audio, pausing after each ordinal number for Sts to listen and repeat.

6.12

See ordinal numbers in Student Book on p.50

Then give Sts a few minutes to practise saying the ordinal numbers on their own.

- e**  **6.13** Give Sts a few minutes in pairs to try saying the dates.

Play the audio for Sts to listen and check.

6.13

the first of March
the second of November
the third of May
the fourth of June
the fifth of January
the sixth of July

the twelfth of September
the seventeenth of October
the twentieth of August
the twenty-third of February
the twenty-eighth of April
the thirty-first of December

EXTRA CHALLENGE First, elicit the answers from the class and then play the audio for Sts to listen and check.

- f** Now play the audio again for Sts to listen and repeat each date. Make sure they copy the rhythm and stress the ordinal number and month.

EXTRA IDEA Get Sts to mingle and ask *When's your birthday?* They did this in **4C** with months, but not saying the actual date. Get feedback by asking if anyone found someone with exactly or nearly the same birthday.

- g** Elicit / Teach the meaning of a *public holiday* (= a day which is a holiday for everybody, e.g. 25th December). Do these questions as a whole-class activity if Sts are from the same place. If they are from different countries, do it in pairs and get feedback.

2 LISTENING understanding ordinal numbers in context

- a**  **6.14** Tell Sts that they are going to listen to five conversations and they need to circle the ordinal number they hear.

EXTRA SUPPORT Elicit all the ordinal numbers in the chart before Sts listen.

Play the audio, pausing after each conversation to give Sts time to circle their answer.

Check answers.

ANSWERS

1 21st 2 30th 3 5th 4 53rd 5 6th

6.14

(script in Student Book on p.129)

- 1 **A** Hi, Kim. Listen, do you want come to the theatre in London this Saturday?
B Saturday? I can't – it's my brother's twenty-first birthday! We're having a big party at my parents' house.
A Oh, that sounds great! Have a wonderful time – and say 'Happy Birthday' from me!
- 2 **A** Are you in the office next week?
B No, I'm on holiday.
A Where are you going?
B Australia!
A Lucky you! When do you get back?
B On the thirtieth.
A Wow! That's a long holiday.
B Yeah, three weeks! I can't wait.
- 3 **A** You drink a lot of coffee!
B Yes, this is my fifth this morning.
A It's not good for you, you know.
B I know, but I can't wake up without it.
- 4 **A** Where's the restaurant?
B It's not far. It's on the corner of Park Avenue and fifty-third.
A Great. See you there at seven thirty.
- 5 **A** Good morning. I'm here to see Lynn Mody. My name's Graham Davies.
B Just a moment, sir, I'll give her a ring...Is that Lynn? There's a Mr Davies here to see you...That's fine, sir. Could you sign in here? Great. You can go straight up. She's on the sixth floor. The lifts are just over there.
A Many thanks.

- b** Now tell Sts they are going to listen to each conversation again and this time they need to match the ordinal number they hear to one of the things in the list.
Play the audio again, pausing after each conversation.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 21st: a birthday 2 30th: a date 3 5th: a drink
4 53rd: a street 5 6th: a floor

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 READING understanding feelings and opinions

- a** Focus on the first part of the text – the introduction on p.50.
Set a time limit for Sts to read the introduction and answer the three questions.
Get Sts to compare with a partner, and then get feedback.
You could also tell the class how you feel.
- b** Now focus on the three answers. Elicit / Explain that the thumbs up emojis go with people's favourite months, days, and times, and the thumbs down with people's least favourite.
Focus on the three photos, and give Sts time to label the answers with them. Tell them not to worry about the gaps.
Get Sts to compare with a partner, and then check answers.

ANSWERS

Months – Isabel
Days of the week – Zak
Times of day – Chris

- c** Tell Sts to read the answers again and complete the gaps with the months, days, and times in the list. Tell them that there are six extra items in the list that they don't need.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 August 2 February 3 Saturday 4 Tuesday
5 7.30 a.m. 6 11.00 p.m.

- d** Tell Sts to look at the highlighted words and phrases, and in pairs use the context to work out what they mean. They should then match them to the adjectives in 1–5.
Check answers. Model and drill pronunciation of any tricky words, e.g. *miserable* /'mɪzrəbl/.

ANSWERS

- 1 hard 2 really nice 3 in a good mood 4 miserable
5 quite hot

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

4 GRAMMAR like + verb + -ing

- a** Focus on the emojis and the five verb phrases. Give Sts a minute to complete the chart in pairs.
Check answers by quickly drawing each emoji on the board and eliciting the phrases. Explain that *don't mind* is a 'neutral' answer, e.g. *I don't mind cooking* = I don't especially like cooking, but it isn't a problem for me.

ANSWERS

	I love
	I like
	I don't mind
	I don't like
	I hate

- b** Tell Sts to complete sentences 1–5 from the answers in the article.
Check answers.

ANSWERS

- 1 going 2 playing 3 getting 4 being 5 waking

Now read the question together and elicit the answer.

ANSWER

The form of a verb after *love*, *like*, etc. is the *-ing* form, the same form that is used after *be* in the present continuous.

- c** Tell Sts to go to **Grammar Bank 6B** on p.142.

Grammar notes

like + verb + -ing

When another verb follows *love*, *like*, *don't mind*, *don't like*, and *hate*, the *-ing* form is normally used, e.g. *buying*, *going*, not the infinitive, e.g. *I love buying clothes* NOT ~~*I love buy clothes*~~.

The infinitive with *to* is also possible after *like*, *love*, and *hate* in certain circumstances, and is common in American English, but it may be confusing for Sts and it's probably best to avoid it at this stage.

Sts may find it strange that in English we use the same verb to say *I love you* and *I love shopping* (or *I hate him* and *I hate getting up early*). Highlight that *love* and *hate* are used for strong likes and dislikes, not just for emotional feelings for people.

Spelling rules

Sts focused on these when they learned the present continuous in **5B** and **5C**, but it is worth reminding them, e.g. that verbs ending in *y* don't change the *y* for an *i* as they do in the third person singular (e.g. *study* – *studying* NOT ~~*studing*~~), and about the double consonant in, e.g. *swimming*.

Focus on the example sentences and play audio ④ 6.15 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **6B** on p.143. Sts do **a** individually or in pairs.

Check answers. When you check the *-ing* forms, also check that Sts remember the meaning of the verbs.

ANSWERS

- 1 **verb + -ing** eating, painting, sleeping, studying
2 **verb ending in e** driving, having, writing
3 **double consonant** forgetting, putting, running, stopping

Sts now do **b**. Remind them that they have to add *-ing* to the verbs, e.g. *working*, to make the sentences.

Check answers, getting Sts to read the full sentences.

ANSWERS

- 1 He loves going to the cinema.
- 2 He likes taking the dog for a walk.
- 3 He likes listening to music.
- 4 He doesn't mind doing housework.
- 5 He doesn't mind working in an office.
- 6 He doesn't like watching football on TV.
- 7 He doesn't like reading novels.
- 8 He hates having lunch with his parents.
- 9 He hates wearing a tie.

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar**

photocopiable activity.

- d**  Tell Sts they are going to watch nine short, numbered video clips, each with an emoji as a prompt. Sts must watch the clip and make a sentence about how the people feel about what they are doing.

Play the video for Sts to see what the people are doing. Pause it after the first one and point out the example. (*She hates driving*). Make sure Sts understand what they have to do. Then pause it after each action to give Sts time to write or say what they saw.

Elicit answers, accepting all appropriate sentences. You could get Sts to write their sentences on the board or to spell the verbs.

POSSIBLE ANSWERS

- 2 He likes taking photos.
- 3 She doesn't like reading books.
- 4 He doesn't mind doing homework.
- 5 She doesn't like taking the dog for a walk in the rain. / She doesn't like walking (the dog) in the rain.
- 6 He loves playing the piano.
- 7 He doesn't mind doing housework.
- 8 He likes playing tennis.
- 9 They love singing karaoke.

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

- e** Focus on the task and make sure Sts understand all the verb phrases.
Put Sts in pairs and get them to tell each other what they love, like, etc.

EXTRA SUPPORT Draw the emojis from **a** on the board and elicit the verbs *love, like*, etc. Give Sts time to write a few sentences before putting them in pairs to tell their partner about themselves.

Find out if any pairs felt the same about some of the verb phrases.

5 SPEAKING & WRITING contributing a personal comment

- a** Focus on the questions and point out the example.
Now give Sts time to think about their answers.
Put Sts in pairs and get them to interview each other. Monitor and help while Sts are interviewing each other. Make sure they swap roles.
Then get Sts to discuss in their pairs if they are similar or different.
Finally, get some feedback from various pairs.
- b** Using their answers in **a**, Sts now write their own positive comments (beginning 'My favourite...') and negative

comments (beginning 'My least favourite...') for each of the three sections of the article.

If you want Sts to add photos and drawings, you might like to set the task as homework.

- G** revision: *be* or *do*?
V music
P /j/, giving opinions

Lesson plan

This lesson, the last of the first half of the book, uses the topic of music to revise the uses of *be* and *do*. First, Sts focus on the vocabulary of musical instruments and musicians. Sts then interview each other with a music questionnaire to find out about their partner's musical tastes and habits. After revising the grammar, there is a pronunciation focus on the /j/ sound, including the 'hidden' /j/, e.g. in *music*, and Sts also look at the stress on words when giving opinions. Sts then watch a documentary about busking in London. The lesson finishes with a visit to the **Writing Bank** to learn how to write an informal email.

Video material

Pronunciation – /j/

Listening – *A London busker* (lead-in)

Listening – *A London busker* (full video)

More materials

For teachers

Photocopiables

Grammar revision: *be* or *do*? p.195

Communicative Tell me about you p.241 (instructions p.218)

For students

Workbook 6C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board the names of some musicians who are popular in your Sts' country. Then elicit the musical instrument they play and write it next to each name.

1 VOCABULARY music

- a** Books open. Focus on the list of musical instruments. Tell Sts to first match the word to the photo and then write the word next to the correct number in the **Instruments** column. Point out that the first one (*accordion*) has been done for them.

! Don't ask Sts if they play a musical instrument yet as they will be doing this later in the lesson.

- b** **6.16** Play the audio for Sts to listen and check.

Check answers. Give further practice of words your Sts find difficult to pronounce.

6.16

- 1 accordion 2 keyboard 3 violin 4 piano
 5 saxophone 6 drums 7 guitar 8 trumpet
 9 bass guitar

EXTRA SUPPORT Write the words on the board for the next activity.

- c** **6.17** Play the audio for Sts to listen and complete the **Musicians** column.

EXTRA CHALLENGE Get Sts to guess the words for musicians before they listen. Then play the audio for them to listen and check.

Check answers, eliciting the words onto the board. Elicit from Sts how the words for musicians are formed (we usually add *-ist* to a musical instrument to make the musician, e.g. *violin* → *violinist*; we sometimes add *-er*, e.g. *drum* → *drummer*; with a few instruments we say *instrument* + *player*, e.g. *keyboard* → *keyboard player*). You could mention that we can also say *accordion player* and *bassist*.

6.17

- 1 accordion – accordionist
 2 keyboard – keyboard player
 3 violin – violinist
 4 piano – pianist
 5 saxophone – saxophonist
 6 drums – drummer
 7 guitar – guitarist
 8 trumpet – trumpeter
 9 bass guitar – bass player

EXTRA SUPPORT Leave the words on the board for the next activity.

- d** Play the audio again and tell Sts to underline the stressed syllables in the words for musicians.

Check answers, by underlining the stress in the words on the board. Give further practice of words your Sts find difficult to pronounce.

ANSWERS

See underlining in Student Book on p.52 ex a and in script 6.17

Now get Sts to compare the words in both columns and ask them when the stress is different.

ANSWER

piano / *pian*ist and *saxophone* / *sax*ophonist have different stress.

- e** **6.18** Tell Sts they are going to hear nine short pieces of instrumental music and they must say the name of the instrument being played and the musician. Get them to cover the chart or close their books.

Play the audio, pausing after each extract to elicit the words.

ANSWERS

- 1 piano – pianist
 2 saxophone – saxophonist
 3 accordion – accordionist
 4 drums – drummer
 5 keyboard – keyboard player
 6 bass – bass player
 7 violin – violinist
 8 trumpet – trumpeter
 9 guitar – guitarist

6.18

(sound effects of musical instruments)

- f Do this as a whole-class activity. You could demonstrate the activity by telling the class if you play an instrument and how well you play it.

2 GRAMMAR revision: *be* or *do*?

- a Get Sts to read the five sentences and circle the correct options.

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

ANSWERS

1 do you 2 I don't 3 isn't 4 Do you 5 is

- b Tell Sts to go to **Grammar Bank 6C** on p.142.

Grammar notes

In this first half of the book Sts have learned to use the verb *be*, the present simple, and the present continuous. For many Sts the use of *do* and *does* in questions and negatives in the present simple takes some getting used to, and as a result there is sometimes a tendency to overuse them. Sts sometimes forget that *be*, both as a main verb and as an auxiliary, does not form questions and negatives in the same way, but simply by inverting the subject and verb or adding *not*.

Focus on the example sentences and play audio 6.19 and 6.20 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **6C** on p.143. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a	
Are you...?	Do you...?
hungry	have a car
listening to me	know those people
stressed	like classical music
tired	live in the city centre
waiting for a friend	speak Italian
b 1 's, 's 2 Do, don't 3 Does, doesn't 4 are, 'm 5 Does, 's 6 Are, 're 7 is, doesn't 8 Are, 'm	

Tell Sts to go back to the main lesson **6C**.

EXTRA PRACTICE OPTION Use the **6C Grammar** photocopiable activity.

- c 6.21 Focus on the instructions and the examples. Explain to Sts that they are going to hear a sentence and they must turn it into a question. Play the audio, pausing after each sentence, and elicit a response from the whole class.

6.21

- 1 She's British. (*ping*) Is she British?
- 2 He plays the piano. (*ping*) Does he play the piano?
- 3 You like music. (*ping*) Do you like music?
- 4 Anna's having a shower. (*ping*) Is Anna having a shower?
- 5 You're tired. (*ping*) Are you tired?
- 6 She lives near here. (*ping*) Does she live near here?
- 7 I'm late. (*ping*) Am I late?
- 8 The train arrives at six o'clock. (*ping*) Does the train arrive at six o'clock?

Now repeat the activity, eliciting responses from individual Sts.

3 SPEAKING

Focus on the *My music* questionnaire and go through it with Sts, making sure they know the different types of music in **1**. You might want to elicit / explain the difference between a *concert* (= a public performance of music) and a *gig* (= a public performance of music by musicians playing popular music or jazz). Model and drill their pronunciation, /'kɒnsət/ and /gɪg/. Make sure Sts understand and can pronounce *download* /,daʊn'ləʊd/ and *lyrics* /'lɪrɪks/.

Monitor and help with vocabulary whilst Sts think about their answers.

Now put Sts in pairs and get them to interview each other.

Encourage them to ask for and give more information where possible. You could demonstrate by asking individual Sts some of the questions.

Monitor and correct.

When time is up, focus on the question *Do you have similar musical tastes and habits?* and elicit some answers.

4 PRONUNCIATION /j/, giving opinions

Pronunciation notes

/j/

y at the beginning of a word is always pronounced /j/, e.g. *yes*.

Some words containing *u* or *ew* also have a 'hidden' /j/ sound, e.g. *music*, *student*, *new*, etc.

Sts must be careful with this phonetic symbol because it is not the same as the letter *j*.

Giving opinions

When we give our opinion, we give extra stress to the 'opinion' word, e.g. *He's **fantastic***.

- a 6.20 Focus on the two sounds, /j/ and /ju:/. Play the video and get Sts to watch and repeat the sounds and words.



See sounds and words in Student Book on p.53

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

Focus on the **Hidden /j/ sound** box and go through it with the class.

- b 6.22 Focus on the task. Point out that Sts will hear phrases and not sentences. Play the audio, pausing after each phrase to give Sts time to write it down. Check answers.

6.22

- 1 a beautiful tune
- 2 a young musician
- 3 music students
- 4 your yoga teacher
- 5 the New Year

In pairs, get Sts to practise saying the phrases.

- c 6.23 Focus on the sentences and remind Sts that the words in **bold** are stressed and the underlining shows the

extra stress. Point out that the words in blue here are the 'opinion' words and that we give them extra stress.

Play the audio once for Sts just to listen to the sentences and rhythm.

6.23

See sentences in Student Book on p.53

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

In pairs, get Sts to practise saying the sentences.

- d Focus on the instructions and give Sts time to write the names.

Tell Sts they are going to ask their partner's opinion of the musicians and bands they have written down. Model and drill the question *What do you think of...?*

Demonstrate the activity by asking Sts their opinion of a male musician, a female musician, and a band that you either love or hate, and elicit responses. Remind Sts that they will need to use an object pronoun in their answer after the verb (e.g. *I like him / her / them.*) or a subject pronoun after *I think* (e.g. *I think he's / she's / they're great.*).

Put Sts in pairs and get them to ask and answer the questions. Encourage them to add sentences like those in c to give their opinions, and to ask for and give more information where possible. Monitor, checking Sts are using the right pronouns and adding extra stress correctly. Find out from various pairs if they have the same taste in music.

5 LISTENING

using visual clues to understand specific information

- a This video follows the life of a busker, Charlotte Campbell. First, Sts watch a short extract, then they watch the whole video.

Focus on the questions and then play the video for Sts to answer them.

Check the answer to the first question.

ANSWER

A busker plays music in a public place and asks for money.

Now elicit opinions about Charlotte and whether Sts would give her money.

- b Now tell Sts they are going to watch the whole documentary.

Give Sts time to read questions 1–5. You may want to check that Sts know what *Waterloo* (= a major London train station) and the *London Eye* are (= a popular tourist attraction on the South Bank).

Play the video for Sts to watch.

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

ANSWERS

- 1 In London, near the London Eye. She gets the train and then she walks.
- 2 She busks from 11.00 until 1.00, then in the afternoon until 6.00 or 7.00 p.m. In the winter she goes home early.
- 3 Everywhere, e.g. in the streets, in shopping centres, outside bars and restaurants, in parks, on the Underground. All kinds of different music, e.g. opera, jazz, pop, folk.
- 4 Music that's on the radio, e.g. Ed Sheeran, music from the 60s, e.g. the Beatles. When she busks, she plays her own songs.
- 5 Good things: meeting new people, sharing her music with a new audience. Bad things: when it gets cold.



This is Charlotte Campbell. She's twenty-five and she's a busker. Charlotte plays the guitar and sings on the South Bank in London. Today, she's busking near the London Eye.

'On a typical day when I'm going busking, I get the train to Waterloo and I walk to the London Eye. I start at about eleven o'clock and I play until one. Then I take a lunch break. And sometimes I stay until six or seven p.m. but in the winter when it gets dark I go home a little earlier.'

You can find buskers everywhere – in the streets, in shopping centres, outside bars and restaurants, and in the parks of most British cities. In London, you can also listen to music while you're on the London Underground. Buskers play or sing all kinds of different music – opera, jazz, pop, and folk.

'I like music that's on the radio, Ed Sheeran and things like that, and some older music from the sixties, like the Beatles.'

But busking isn't always easy. London is a busy city and there are lots of buskers, which means you can't just play music wherever you like.

'You need to get a permit to busk in London, and pass an audition, but when you do, there's a really nice community and busking in London becomes easy.'

So buskers like Charlotte have to choose an area of London to sing and play in. They share this area with other buskers and sometimes they have to wait for the other buskers to finish.

Charlotte lives in Brixton, in South London. In her flat, she writes her own songs and practises.

'I love writing songs. I love writing my own music.'

For Charlotte, there are good and bad things about life as a busker.

'I like meeting new people and sharing my music with a new audience. I don't like it when it gets cold.'

EXTRA IDEA Ask Sts what musicians apart from Charlotte they saw busking.

ANSWER

Two saxophonists, a drummer, and an opera singer

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

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

- c Finally, focus on the questions and do them as a whole-class activity.

EXTRA IDEA When Charlotte sings her song *Streets of London* at the end of the video, you could get Sts to write down some of the lyrics as they listen:

Ba-baa, ba-baa, there's music in my heart

Ba-baa, ba-baa, there's music on the streets of London

That's where we are, that's where we are.

Ah-hoo, yeah I get lonely

Ah-hoo, yeah I get cold

Ah-hoo, I get tired, oh so tired

But I'll never sell my soul.

Ah-hoo, from Piccadilly

Ah-hoo, to Leicester Square

Oh I gave my heart to London

And you'll always find me there.

Ba-baa, ba-baa, there's music on the streets of London

Ba-baa, ba-baa, there's music in my heart

Ba-baa, ba-baa, there's music on the streets of London

That's where we are, that's where we are.

6 WRITING an informal email

Here Sts consolidate the language they have learned so far through writing about themselves, and learn the conventions for writing an informal email. Sts will learn how to write a more formal email in **10B**.

Tell Sts to go to **Writing Bank 6** on p.120.

- a** Focus on the title and elicit / explain the meaning of *informal* (= friendly). Elicit / Teach the opposite *formal* and explain that this is more serious, e.g. a business letter / email.

Focus on the beginning of the email. Elicit / Teach the meaning of the headings *Subject*, *From*, and *To*.

Tell Sts that Mateo wants to practise his English, so he is writing to a *penfriend* (= a person that you make friends with by writing letters or emails, often somebody you have never met). You could tell Sts that you can find 'penfriend' websites on the internet.

Give Sts time to read the email and choose which photo shows Mateo.

Check the answer.

ANSWER

C

- b** Tell Sts to read the email again and find the answers to the questions.

Check answers.

ANSWERS

What do you do? 1

What's your name? 1

What do you like doing in your free time? 3

Who do you live with? 2

What do your parents do? 2

How old are you? 1

Why are you studying English? 1

Where are you from? 1

- c** Focus on the instructions and go through the **Informal emails** box with the class. Tell Sts that you can also begin an email with *Dear*, but *Hi* is more informal. Contractions are common in informal language. Finally, focus on the end of the email. Elicit / Teach the meaning of *Please write soon* and *Best wishes*, and tell Sts they are useful expressions to put at the end of an email to a friend.

Sts now make notes for their own email.

Give Sts time to find all the contractions in Mateo's email.

ANSWERS

My **name's** Mateo. **I'm** 21, and **I'm** from Izamal, in Mexico. **I'm** a tour guide for a travel company. **It's** an international company, and I work with tourists from different countries. **I'm** studying English because I need it for my job.

I live with my parents and my brother and sister. My **father's** an architect, but he **doesn't** go to his office every day. He often works from home. My **mother's** an engineer. She **isn't** at home a lot during the week. My brother and sister are 14 and 16, and **they're** at school. **What's** your family like?

I **don't** have much free time because I work six days a week.

- d** Give Sts time to rewrite sentences 1–6 using contractions. Get Sts to compare with a partner, and then check answers by getting Sts to write the new sentences on the board.

ANSWERS

1 They're at university.

2 I'm studying economics.

3 He doesn't have a job.

4 We aren't working today.

5 She's a doctor.

6 I don't like dancing.

- e** Do this as a whole-class activity.

ANSWERS

What's your family like?

What kind of music do you like?

- f** Focus on the instructions. Tell Sts to make notes for their plan by answering the questions in **b**. Monitor and help, making sure they don't write full sentences.
- g** Using their notes from **f**, Sts now write their email. Remind them to add two questions for their new penfriend. Either give Sts at least 15 minutes to write the email in class, or set it for homework.

- i** Tell Sts to set their email out in paragraphs like in the model email.

- h** If Sts do the writing in class, give them time to check their emails for mistakes. They could then swap them with a partner and read each other's emails, before you collect them in.

EXTRA IDEA If you know any good websites for Sts to find their own penfriends, now would be an ideal moment to tell Sts about them.

For instructions on how to use these pages see p.51.

Video material

Can you understand these people? 5&6

More materials

For teachers

Oxford English Hub

Quick Test 6

File 6 Test

Progress Test Files 1–6

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

- a 1 hear 2 practise 3 forget 4 buy 5 tell 6 sing
7 take 8 run 9 call 10 dance
b 1 at 2 on 3 for 4 to 5 for 6 in 7 on
c 1 fog (the others are weather adjectives)
2 snow (the others describe temperature)
3 season (the others are seasons)
4 seven (the others are ordinal numbers)
5 twenty-second (the others are numbers)
6 ring (the others are parts of a country)
7 violinist (the others are musical instruments)
8 keyboard (the others are musicians)

PRONUNCIATION

ANSWERS

- c 1 cook /ʊ/ 2 sitting /ɪ/ 3 tenth /θ/ 4 there /ð/
5 violin /aɪ/
d 1 neighbour 2 remember 3 fiftieth 4 saxophone
5 pianist

CAN YOU understand this text?

ANSWERS

b 1 a 2 c 3 b 4 c

▶ CAN YOU understand these people?

ANSWERS

1 a 2 c 3 c 4 b 5 b



1 Duncan

I = interviewer, D = Duncan

- I Can you play a musical instrument?
D I can. I can play the violin.
I How well do you play it?
D Not very.

2 Myles

I = interviewer, M = Myles

- I Do you have noisy neighbours?
M Um, I'm lucky, um, I don't. But I think I'm the noisy neighbour.
I What do you do?
M I play the guitar.

3 Tiffany

I = interviewer, T = Tiffany

- I What's your favourite month of the year? Why?
T My favourite month is December because it gets colder, and I like snow and cold weather. And I like Christmas time.

4 Stephen

I = interviewer, S = Stephen

- I What kind of music do you like?
S A lot of kinds of music. Um, I typically listen to electronic dance, and um, indie rock. I listen to the new folk, they call it. But I like opera and a lot of jazz. The list could go on.
I What kind of music don't you like?
S I don't like country music.
I Do you have a favourite band or singer?
S Sure. Right now, my favourite band is Wye Oak from Brooklyn.

5 Dasha

I = interviewer, D = Dasha

- I What kind of books do you like?
D Um, I read like all sorts of books, from history books to like, novels, and all sorts of books really.
I What are you reading at the moment?
D Um, at the moment I'm reading *A History of Modern France*.

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

Lesson plan

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

Video material

Listening – *The master of self-portraits*

Vocabulary – word formation

More materials

For teachers

Photocopiables

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

Communicative Where were you? p.242

(instructions p.218)

For students

Workbook 7A

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

1 LISTENING using visual clues to understand a biographical documentary

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

ANSWERS

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



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

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

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

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

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

- c** Focus on questions 1–9. Give Sts time to read all the questions and options and make sure they understand all the lexis, e.g. *poor*, *complicated*, *died*, *unpopular*.
 Play the video again for Sts to watch and complete the task.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

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

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

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

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

2 GRAMMAR & PRONUNCIATION past simple of be, sentence stress

- a Give Sts time to complete the chart with the verbs.
Check answers, and model and drill pronunciation, /wəz/, /wə/, /'wɒznt/, /wɜːnt/.

ANSWERS

was were wasn't weren't

- b Tell Sts to go to **Grammar Bank 7A** on p.144.

Grammar notes

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

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

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

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

Now focus on the exercises for **7A** on p.145. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

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

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

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

Pronunciation notes

was and *were* have two different pronunciations depending on whether they are stressed or not (i.e. they can have either a strong or weak pronunciation).
was and *were* tend to have a weak pronunciation in positive sentences and questions: *I was /wəz/ born in 1990. They were /wə/ famous. Was /wəz/ it expensive?* The vowel sound in both words, as in most weak forms, is the schwa.
was / *wasn't* and *were* / *weren't* have a strong pronunciation in short answers and negative sentences: *Yes, I was /wɒz/, No, I wasn't /'wɒznt/, Yes, we were /wɜː/, No, we weren't /wɜːnt/.*

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

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

7.2

See sentences in Student Book on p.56

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

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

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

7.3

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

Now repeat the activity, eliciting responses from individual Sts.

3 READING understanding a life story

- a Focus on the self-portrait and photo on p.57 and find out whether Sts have heard of Basquiat, and if they know anything about him. Tell them they are going to find out more about him when they read his biography.
Now ask the questions to the class to elicit some opinions.
- b Focus on the four photos on p.56 and the biography on p.57. Point out the **Glossary**.

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

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

ANSWERS

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

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

- c Give Sts time to read the biography again and complete the gaps with phrases A–F. Point out that the first one (C) has been done for them.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 2 A 3 E 4 F 5 B 6 D

- d Do this as a whole-class activity.

POSSIBLE ANSWERS

Similar: both artists; both died young; their art now sells for huge amounts; both had mental health issues; both were friends with other artists

Different: born in different times and places; Van Gogh wasn't successful while he was alive, but Basquiat was

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

4 VOCABULARY word formation

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

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

ANSWERS

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

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

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

Get Sts to compare answers with a partner.

ANSWERS

- 1 verbs 2 nouns

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

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

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

7.4

- | | |
|------------------------------------|-------------------------------------|
| 1 <u>c</u> ompose <u>c</u> omposer | 2 <u>n</u> ovel <u>n</u> ovelist |
| <u>d</u> ance <u>d</u> ancer | <u>p</u> olitics <u>p</u> olitician |
| <u>d</u> irect <u>d</u> irector | <u>s</u> cience <u>s</u> cientist |
| <u>i</u> nvent <u>i</u> nventor | <u>h</u> istory <u>h</u> istorian |

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

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

T art

Sts artist.

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

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

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

Check answers.

ANSWERS

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

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

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

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

5 SPEAKING

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

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

Lesson plan

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

Video material

Pronunciation – -ed endings

Grammar – past simple: regular verbs

More materials

For teachers

Photocopiables

Grammar past simple: regular verbs p.197

Communicative Are we in Australia? p.243 (instructions p.219)

For students

Workbook 7B

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

1 READING using context to complete information in a blog

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

ANSWER

Yes, because she finally arrived at her destination.

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

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

ANSWERS

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

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

7.5

See text in Student Book on p.58 and answer key

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

ANSWERS

1 smile 2 point 3 hand 4 hug

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

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

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

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

ANSWERS

hand – handed
smile – smiled
hug – hugged
try – tried
don't smile – didn't smile
Do you (check in)...? – Did you (check in)...?

- b** Tell Sts to go to **Grammar Bank 7B** on p.144.

Grammar notes

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

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

Now focus on the exercises for **7B** on p.145. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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

ANSWERS

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

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

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

Pronunciation notes

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

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

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

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

*Voiced and unvoiced consonants

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

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



See sounds and sentences in Student Book on p.59

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

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

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

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

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

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

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

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

ended, painted, started



See list of verbs in Student Book on p.59

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

ANSWERS

/d/ lived, played, travelled

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

/ɪd/ ended, painted, started

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

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

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

ANSWERS

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

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

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

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

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

3 LISTENING understanding a sequence of events

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

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

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

ANSWERS

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

7.8

(script in Student Book on p. 129)

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

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

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

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

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

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

ANSWERS

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

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

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p. 129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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

4 VOCABULARY & SPEAKING past time expressions

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

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

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

Play the audio for Sts to listen and check.

Check answers.

7.9

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

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

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

G past simple: irregular verbs

V go, have, get

P sentence stress

Lesson plan

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

More materials

For teachers

Photocopiables

Grammar past simple: irregular verbs p.198

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

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

For students

Workbook 7C

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

1 READING understanding detail in short anecdotes

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

ANSWER

Jenny had a great evening.

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

ANSWERS

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

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

- d** If your Sts come from the same country, do this as a whole-class activity. If your Sts come from different countries, put them in pairs or small groups to discuss the questions. Get some feedback from various pairs / groups. If you don't come from the same country as your Sts, tell them how people celebrate New Year's Eve in your country.

2 GRAMMAR past simple: irregular verbs

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

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

Encourage Sts to use the phonetics to help them.

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

7.10

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

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

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

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

- c** Tell Sts to go to **Grammar Bank 7C** on p.144.

Grammar notes

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

There is a list of the most common irregular verbs on p.173 of the Student Book.

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

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

Now focus on the exercises for **7C** on p.145. Sts do the exercises individually or in pairs.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

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

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

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

3 VOCABULARY *go, have, get*

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

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

Check answers.

ANSWERS

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

- b** Tell Sts to go to **Vocabulary Bank go, have, get** on p.168 and get them to do **a** individually or in pairs.

Vocabulary notes

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

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

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

Check answers.

7.12

go

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

have

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

get

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

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

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

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

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

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

4 LISTENING understanding an anecdote

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

ANSWER

She was at the hospital.

7.13

(script in Student Book on p.129)

F = friend, A = Anna

- F** Is there a New Year's Eve that you always remember?
A Yes, it was when I was seventeen years old, so quite a long time ago. But it's definitely my most memorable one.
F Where were you?
A Well, a friend invited me to Edinburgh for New Year's Eve. I was still at school, but my friend, she was older than me, she was nineteen, and she was at university in Edinburgh. My parents didn't want me to go, but in the end, they said OK. I was incredibly excited because 'Hogmanay', that's what they call New Year's Eve in Scotland, is the biggest celebration in, in Europe, I think, with thousands of people in the streets.
F So what happened?
A We decided to go and watch the fireworks from the top of Calton Hill, that's a high point in the city where there's a good view. My friend had a Norwegian flatmate, and she also had some friends staying, some Norwegian girls from Oslo. We all had a dinner first in their flat and then started walking to Calton Hill. It was cold, but not snowing or raining, which was good. The Norwegian girls bought some small fireworks, and started lighting them in the street, they said that's typical in Norway, that people set off fireworks in the street, and suddenly one firework hit me in the face.
F How awful!
A Yes, it was horrible, incredibly painful and for a few minutes, I couldn't see at all.
F What did you do?
A Well, luckily there were ambulances driving round the city because actually quite a lot of people get injured in Edinburgh on New Year's Eve, and my friends quickly found one and they went with me to hospital. The doctors looked at me, and it wasn't too serious, but they put a big bandage on my face, and over one eye.

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

- b Give Sts time to read questions 1–9.

Play the audio again.

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

ANSWERS

- 1 17 years old
- 2 She went to Edinburgh and stayed with a friend.
- 3 It means 'New Year's Eve'.
- 4 They planned to go and watch the fireworks from the top of Calton Hill.
- 5 They had dinner at the flat.
- 6 They bought some small fireworks.
- 7 A firework hit her in the face.
- 8 They were shocked and angry.
- 9 They came down to London and had a party.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Do the questions as a whole-class activity. You could also tell Sts where you would like to spend New Year's Eve, and why.

5 PRONUNCIATION sentence stress

- a Go through the instructions and focus on the questions.

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

Check answers.

ANSWERS

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

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

7.14

See questions in Student Book on p.61 and answer key

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

6 SPEAKING & WRITING a diary entry

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

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

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

EXTRA IDEA Get Sts to interview you about a memorable New Year's Eve before they interview each other.

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

- c Tell Sts to go to **Writing Bank 7** on p.121.

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

Check the answer.

ANSWER

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

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

Check answers.

ANSWERS

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

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

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

Check answers.

ANSWERS

Then, Next, After that, Finally

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

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

Check answers.

ANSWERS

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

Now get Sts to rewrite the events with time sequencers.

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

SUGGESTED ANSWER

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

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

Sts could do **f** in class or for homework.

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

Ben's show

Practical English asking the way
Vocabulary directions

Lesson plan

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

Video material

Pictures of you Episode 4

More materials

For teachers

Oxford English Hub

Quick Test 7

File 7 Test

For students

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

THE STORY SO FAR (books closed)

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

1 IZZY'S DILEMMA

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

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

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

Play the video for Sts to watch.

Then give Sts time to answer the questions.

Check answers.

ANSWERS

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



I = Izzy, P = Pamela, B = Ben

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

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

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

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

ANSWERS

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

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

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

2 ASKING THE WAY

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

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

7.15

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

Focus on the phonetics next to each phrase.

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

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

b Tell Sts to cover the phrases and use the pictures to test themselves or a partner.

c In this part of the video, *Asking the way*, Sts will see Izzy having trouble with her map app and asking various passers-by for directions to the Click Gallery, where Ben is having his exhibition.

Focus on the questions and the map.

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

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

ANSWERS

She asks three people.

The Click Gallery is building 2.



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

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

P1 Sorry, I don't live here.

I Excuse me. Is the Click Gallery near here?

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

I Thank you.

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

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

I Sorry, can you say that again, please?

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

I Got it. Thanks.

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

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

Play again if necessary.

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

ANSWERS

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

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

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

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

Play the video.



Same as previous video with repeat pauses

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

f In pairs, Sts are going to role-play asking for and giving simple directions using the map on p.62. Go through the instructions with Sts, making sure they start where their instructions say.

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

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

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

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

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

3 AT THE GALLERY

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

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

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

Now play the video for Sts to check their answers.

Check answers.

ANSWERS

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



I = Izzy, B = Ben, A = Andre

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

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

Then play the video again.

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

Check answers.

ANSWERS

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

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

4 SOCIAL ENGLISH

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

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

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

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

ANSWERS

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

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

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

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

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions.

Elicit some feedback from the class.

- G** past simple: regular and irregular
V irregular verbs
P past simple verbs

Lesson plan

The aim of this lesson is to revise all forms of the past simple, regular and irregular, through the context of a murder mystery book which has been adapted for TV. The lesson begins with an extract from a TV schedule about the programme, which introduces the characters. Sts then read an extract from the book, where many past tense forms are revised and some new irregular verbs are presented. A pronunciation focus then revises the pronunciation of irregular and regular past forms. Sts then watch part of the TV adaptation, when the inspector interviews the suspects. Sts decide who they think the murderer was before watching the scene which reveals what actually happened. This lesson will work best if you can generate and maintain suspense, so that Sts want to find out who the murderer was. After the murder story, there is a grammar and vocabulary focus pulling together and revising the past simple. The lesson finishes with an extended Speaking activity where Sts role-play trying to break down the alibi of a robbery suspect.

Video material

Listening – *Inspector Granger questions the suspects* (Episode 2)

Listening – *Who killed Jeremy Travers?* (Episode 3)

More materials

For teachers

Photocopiables

Grammar past simple: regular and irregular p.199
Communicative Past simple question time p.246 (instructions p.219)

For students

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *detective novels* and *TV series* on the board and elicit names from Sts. Now ask Sts *What usually happens in these books or series?* (A murder), *How do the police or detectives find out who the murderer is?* (They question everyone and look for evidence.), etc.

Then get Sts, in pairs, to ask each other which of the novels or TV series they like.

Finally, tell Sts that they are going to read and listen to a murder mystery.

1 READING understanding what happened when

- a** Books open. Focus on the task, explaining the meaning and pronunciation of *kill* /kɪl/, *a victim* /'vɪktɪm/, and *a suspect* /'sʌspekt/.

Focus on the photos of the victim and suspects, and give Sts a few minutes to read the information about the murder.

Focus on the speech bubbles and get Sts to cover the text and practise saying, in pairs, who everybody is in relation to Jeremy, e.g. *Who's Gordon?* (He's Jeremy's business partner). This will help Sts to remember who's who as they read and watch the story, and also revises the use of the possessive 's.

EXTRA SUPPORT In their pairs, **A** covers the text and **B** looks at the text to help **A**. They then swap roles.

Ask a few comprehension questions, e.g. *On what day did the murder take place?* (On 22nd June), *Who is the main character and murder victim?* (Jeremy Travers), *Why was 22nd June an important day for him?* (It was his birthday), *What did he do that night?* (He had dinner with his wife, his daughter, and two guests).

Ask Sts *Who do you think the murderer is?* and elicit ideas / suggestions.

- b** **8.1** Now focus on the story, and tell Sts that they are going to read the story and listen to it at the same time. Play the audio for Sts to read and listen. Then set a time limit and get Sts, in pairs, to re-read the story and mark sentences 1–7 *T* (true) or *F* (false). They must also correct the false ones.

Check answers, getting Sts to say why the *F* sentences are false.

ANSWERS

- 1 F (Somebody killed Jeremy between midnight and 7.00 a.m.)
- 2 F (The inspector questioned Amanda in the study.)
- 3 T
- 4 F (Amanda and Jeremy slept in different rooms.)
- 5 F (Somebody opened and closed Jeremy's door.)
- 6 F (Amanda got up at about 7.15.)
- 7 T

8.1

See story in Student Book on p.64

Deal with any other new vocabulary, e.g. *pale*, *living room*, and *asleep*, but leave the new irregular verbs as Sts are about to focus on them.

Model and drill the pronunciation of any tricky words.

2 PRONUNCIATION past simple verbs

- a** Focus on the instructions and on the highlighted irregular verbs in the book extract. Point out that the first three have been done for them.

In pairs, Sts write the infinitives – tell them that the context will help them to guess the ones they don't know.

- b** **8.2** Play the audio for Sts to listen and check.

Check answers. Model and drill the pronunciation. Pay particular attention to *said* /sed/, which has an unexpected pronunciation, and *read* /red/, which is spelled but not pronounced like the infinitive.

8.2

1 be	was	9 see	saw
2 be	were	10 hear	heard
3 come	came	11 think	thought
4 say	said	12 read	read
5 speak	spoke	13 get up	got up
6 sit	sat	14 have	had
7 go	went	15 take	took
8 sleep	slept	16 find	found

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

- c 8.3 Remind Sts how regular past simple verbs end (-ed) – see **Pronunciation notes** in 7B on p.106. Get them to underline the nine regular past simple verbs in the story.

Play the audio for Sts to listen and check.

Check answers, getting Sts to say how they think the endings are pronounced.

ANSWERS

/d/ arrived, died, killed, followed, opened, closed

/t/ looked, finished

/ɪd/ hated

8.3

arrived	Inspector Granger arrived.
died	Mr Travers died.
killed	Somebody killed him.
looked	He looked at them.
followed	She followed him.
finished	We finished dinner.
opened	The door opened.
closed	The door closed.
hated	I hated him.

Tell Sts that the phrases they hear aren't exactly the same as the phrases in the story, so they must listen and repeat the phrases carefully. Now play the audio again for Sts to listen and repeat. Give Sts more practice if necessary.

EXTRA CHALLENGE Get Sts to predict how the -ed is pronounced for each verb, /d/, /t/, or /ɪd/. Then play the audio for them to check.

3 LISTENING

using body language to infer motive, note-taking

- a In this video, *Inspector Granger questions the suspects*, Sts will watch part of the TV adaptation where Inspector Granger interviews the other suspects.

Focus on the instructions and make sure Sts understand the meaning of *body language* (= the process of communicating what you are feeling or thinking by the way you place and move your body), *to tell the truth* (= to admit to sth), and *to be suspicious of somebody* (= to feel that somebody has done something wrong, illegal, or dishonest, without having any proof). Explain that Sts are now going to watch the inspector interview the other three suspects, Barbara, Gordon, and Claudia.

Play the video for Sts to watch and answer the questions. Elicit some opinions from the class.



I = Inspector Granger, B = Barbara, G = Gordon, C = Claudia

- I Ah, come in.
B Thank you.
I Can you confirm your name, please?
B Yes, I'm Barbara Travers.
I OK, Miss Travers. What did you do after dinner yesterday evening?
B After dinner? I played cards with Gordon, and then I went to bed.
I What time was that?
B It was about half past eleven. I remember, I looked at my watch.
I Did you hear anything in your father's room?
B No. I didn't hear anything.
I Miss Travers, did you have any problems with your father?
B No, I didn't have any problems with him at all. Daddy was a wonderful man, a wonderful father. Sorry, Inspector.
I OK, Miss Travers. No more questions. Could you ask Mr Summers to come in, please?
B Of course.
I Mr Summers.
G Call me Gordon.
I Thank you, er...Gordon. What did you do after dinner?
G I played cards with Barbara. Then she went to bed.
I Did you go to bed then?
G No, I stayed in the living room and I had a glass of whisky. Then I went to bed.
I What time was that?
G I don't remember exactly. I didn't look at the time.
I Did you hear anything during the night?
G No, I didn't. I was very tired. I slept very well.
I You and Mr Travers were business partners, weren't you?
G Yes, that's right.
I And it's a very good business, I understand.
G Yes, Inspector, it is.
I And now it's your business.
G Listen, Inspector, I did not kill Jeremy. He was my partner and he was my friend.
I Very well, Gordon. Could you ask Miss Pasquale to come in, please?
G Certainly.
I Ah, good morning, Miss...
C Pasquale. Claudia Pasquale.
I Take a seat, Miss Pasquale.
C Thank you.
I So, Miss Pasquale, what did you do after dinner yesterday evening?
C I went to my room and I had a bath and I went to bed.
I What time was that?
C About eleven o'clock.
I Did you hear anything?
C Yes. I heard somebody go into Jeremy's room. It was about twelve o'clock.
I Who was it?
C It was Amanda, his wife.
I Are you sure? Did you see her?
C Well no, I didn't see her. But I'm sure it was Amanda.
I You were Mr Travers' secretary, weren't you, Claudia?
C Yes, I was.
I Were you just his secretary?
C What do you mean?
I Were you in love with Mr Travers, Claudia?
C No, I wasn't.
I The truth please, Claudia.
C Very well, Inspector. Yes, I was in love with him and he said that he was in love with me. He said he wanted to leave his wife – Amanda – and marry me. I was stupid. I believed him. But he didn't leave her. He used me, Inspector! I was very angry with him.
I Did you kill him?
C No, Inspector. I loved Jeremy.

- b** Focus on the chart and elicit / explain the meaning of *motive*. Highlight that the names at the top are the four suspects in the murder mystery. Remind Sts that Amanda is Jeremy's wife, and point out that her answers to the inspector's questions have been written in the chart. Explain that Sts are now going to watch the video again and they have to complete the chart for the other three. Play the first interview again, pausing the video when Barbara leaves the room. Give Sts time to complete the chart for Barbara. Play the interview again if necessary. Repeat for the other two interviews with Gordon and Claudia.
- c** Now get Sts to compare charts in pairs. Check answers. You could copy these onto the board.

ANSWERS

Barbara

She played cards with Gordon.

11.30

No

No motive – she loved him.

Gordon

He played cards with Barbara. Then he stayed in the living room and had a glass of whisky.

He doesn't remember.

No

He wanted the business for himself.

Claudia

She went to her room and had a bath.

About 11.00

She heard somebody go into Jeremy's room at about 12.00. She thinks it was Amanda, but she didn't see her.

She was in love with Jeremy, but Jeremy didn't leave his wife, Amanda.

Tell Sts to look at their completed charts again and, in pairs, decide who they think the murderer is (they don't have to agree).

Write the names of the four suspects on the board, and get a show of hands for each suspect. Elicit a few reasons for each suspect.

- d**  Tell Sts they are now going to find out who the murderer is. Play the video, *Who killed Jeremy Travers?*, for Sts to see if they were right.

EXTRA SUPPORT Pause the video after the cook says *Dinner everybody*, and ask comprehension questions, e.g. *What happened before dinner? What did Gordon tell Jeremy?*, etc., to make sure Sts are following the story. Now play the last part. Repeat it from the beginning if Sts want to hear it again.

Elicit who the murderer is and why he / she killed Mr Travers.

Find out who guessed correctly.

ANSWER

The murderer was Gordon. He killed Jeremy because he wanted to marry Barbara. He says he was in love with her, but he probably wanted to marry her because her father was rich. Jeremy said that he couldn't. He said, 'If you marry Barbara, when I die all my money goes to Claudia.'



N = narrator, **G** = Gordon, **J** = Jeremy, **C** = cook

N Before dinner, Gordon had a drink with Jeremy in the library.

G Cheers, Jeremy. Happy Birthday.

J Ah, thanks, Gordon.

- G** Listen, Jeremy, I want to talk to you about Barbara.
J Barbara? What's the problem?
G It's not exactly a problem. I'm in love with her, and I want to marry her.
J Marry Barbara? Marry my daughter? Are you crazy? Never! You don't love Barbara. You only want her money!
G That's not true, Jeremy. I love her.
J Listen to me. If you marry Barbara, when I die all my money goes to Claudia.
G To Claudia? To your secretary?
J Yes.
G Is that your last word, Jeremy?
J Yes, it is.
C Dinner, everybody!
N At midnight Gordon was in the living room. He finished his whisky and went upstairs.
J Who is it? Gordon? What are you...

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

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

4 GRAMMAR & VOCABULARY past simple: regular and irregular

- a** Tell Sts to cover the story and look at the eight verbs in the list. They must first mark the verbs *regular* or *irregular* in the past simple, and then write the positive and negative form. Point out that the first one (*arrived, didn't arrive*) has been done for them.

ANSWERS

regular arrive, close, hate, kill

irregular come, sit, sleep, speak

- b**  **8.4** Play the audio for Sts to listen and check. Check answers.

8.4

arrive	arrived	didn't arrive
close	closed	didn't close
come	came	didn't come
hate	hated	didn't hate
kill	killed	didn't kill
sit	sat	didn't sit
sleep	slept	didn't sleep
speak	spoke	didn't speak

- c** Tell Sts to go to **Grammar Bank 8A** on p.146.

Grammar notes

This **Grammar Bank** reference section is purely revision, and reminds Sts how to form the past tense with regular and irregular verbs using the auxiliaries *did* / *didn't*.

It also reminds Sts that *was* / *were* is the past of *be*, that questions are formed by inverting the subject and verb, and negatives are made by adding *not* / *n't*, e.g. *wasn't*.

Focus on the example sentences and play audio  **8.5** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **8A** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 was 2 were 3 did...do 4 watched 5 had 6 weren't
7 went 8 did...go 9 Did...hear 10 didn't hear
b 1 slept 2 heard 3 couldn't 4 read 5 arrived
6 saw 7 sat 8 didn't want

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Grammar** photocopiable activity.

- d Now tell Sts to go to **Irregular verbs** on p.173. Tell Sts that this is their reference list of irregular verbs. Explain that there are three columns, because irregular verbs also have irregular past participles, but that for the moment, they should just concentrate on the first two columns.

You could go through them one by one, eliciting / teaching the meaning of any new ones, and getting Sts to tick the ones they already know. Tell them to choose three new verbs to learn, and tell them they should try to learn at least three more new ones every week.

Tell Sts to go back to the main lesson **8A**.

5 SPEAKING

! This activity will take at least 15–20 minutes. If you don't have time this lesson, do it next lesson.

Put Sts into groups of four, and then into pairs. Assign two the role of **A** (police officers) and two the role of **B** (friends / suspects). If you have odd numbers, have extra **As** (i.e. three police officers and two suspects).

Tell Sts to go to **Communication Police interview, A** on p.107, **B** on p.112.

Go through the instructions with Sts carefully. Then give at least five minutes for Sts **A** to look at the police interview form and prepare their questions. Tell them to think of more questions. At the same time, Sts **B** prepare their alibis by working out where they were the previous night.

When they are ready, re-divide the groups of four so that each **A** is with a different **B**. If possible, tell Sts **A** to take their suspects to different ends of the classroom to be interviewed. (It doesn't matter if they are near other police officers / suspects, they should just not be near their own 'partner'.)

Allow at least five minutes for the interviews, making sure the police officers (Sts **A**) take notes.

When the interviews are over, get the police officers (Sts **A**) to compare the two friends' (Sts **B**) alibis. If they are identical, Sts **B** are innocent. If there are any differences, they are guilty.

Find out, with a show of hands, how many 'suspects' were found guilty.

8B

A house with a history

G *there is / there are, some / any + plural nouns*

V the house: *living room, sofa, etc.*

P /eə/ and /ɪə/

Lesson plan

This lesson links back to the murder story in **8A**. Many years later, an American couple who are looking for a house to rent are shown around Jeremy Travers, house by Barbara, his daughter, who is now quite elderly. It is only after they have decided to rent it that they discover the house has a dark secret: someone was murdered there. The lesson begins with a vocabulary focus on house and furniture lexis. Sts then listen to a conversation between Barbara and the young American couple as she shows them around the Travers family's old house, now for rent. Sts then hear how Kim is reluctant to rent the house, but she is talked into it by her husband, and finally how when they go to celebrate at the local pub, they hear the true story of the house. Sts then focus on the grammar in the conversations, and the use of *there is* and *there are*. The pronunciation focus is on /eə/ and /ɪə/, which prepares Sts for a Speaking activity in which Sts describe where they live. Finally, they go to the **Writing Bank** and write a description of their house or flat.

Video material

Vocabulary – *The house*

Pronunciation – /eə/ and /ɪə/

More materials

For teachers

Photocopiables

Grammar *there is / there are, some / any + plural nouns* p.200

Vocabulary Race around the house p.281 (instructions p.265)

Communicative A place to rent p.247 (instructions p.219)

For students

Workbook 8B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:

Imagine that you want to rent a flat in (Sts' city).

What things are important to you? (e.g. location, rent, etc.)

How would you look for the flat?

Put Sts in pairs to discuss the questions.

1 VOCABULARY the house

a Books open. Focus on the advertisement and elicit the meaning of *advertisement, to rent, and low price*. Model and drill the pronunciation of *advertisement* /əd'vɜ:tɪsmənt/.

! You could elicit / tell Sts that the house is the same house as in **8A** (but more than 50 years later). Alternatively, you could say nothing, and wait for Sts to realize as the lesson develops.

Then focus on the questions and elicit responses.

Get ideas / feedback from a few Sts.

b Get Sts to cover the advertisement, and elicit what they can remember about the house.

POSSIBLE ANSWER

It's in the country. It's very quiet. It has six bedrooms, four bathrooms, and a large garden. It's five miles from Oxford. It isn't expensive.

c Tell Sts to go to **Vocabulary Bank** The house on p.169, and get them to do **a (1 Rooms)**, **b (2 Parts of a room)**, and **c (3 Things in a room)** individually or in pairs. You might want to point out to Sts that the parts of the house (i.e. *Rooms, Parts of a room, Things in a room*) and the numbered items are colour-coordinated.

Vocabulary notes

Highlight that:

- *a wardrobe* is in a bedroom and for keeping clothes, but *a cupboard* can be anywhere, e.g. in a kitchen or a living room, and you can keep anything in it.
- we use *a light* to refer to a ceiling light, and *a lamp* for all other types, e.g. *a floor lamp, a table lamp*.
- *garage* can be pronounced in two ways: /'gærɪdʒ/ and /'gæɪrɑ:ʒ/. Sts do not need to remember both ways to pronounce it, but may hear the different pronunciations, so it is helpful for them to be able to recognize them.

8.6 Now do **d**. Play the audio for Sts to listen to **a–c** and check. Check answers.

8.6

The house

1 Rooms

- | | |
|-----------------|-----------------|
| 4 a bathroom | 8 a hall |
| 5 a bedroom | 9 a kitchen |
| 7 a dining room | 3 a living room |
| 10 a garage | 2 a study |
| 6 a garden | 1 a toilet |

2 Parts of a room

- | | |
|--------------|-----------|
| 12 a balcony | 14 stairs |
| 11 a ceiling | 13 a wall |
| 15 a floor | |

3 Things in a room

- | | |
|-----------------|----------------------|
| 22 an armchair | 30 a microwave |
| 23 a bath | 16 a mirror |
| 26 a bed | 19 a plant |
| 27 a carpet | 17 a shelf |
| 34 a cooker | 24 a shower |
| 29 a cupboard | 33 a sink |
| 32 a dishwasher | 20 a sofa |
| 21 a fireplace | 25 a wardrobe |
| 28 a fridge | 31 a washing machine |
| 18 a light | |

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

Now focus on the **Central heating and air conditioning / Cooker and hob / oven** box and go through it with the class.

In **Activation**, get Sts to cover the words and use the picture to test themselves or a partner. Finally, elicit things

you usually find in a bedroom, bathroom, and living room. Write any new words on the boards. Model and drill pronunciation.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Vocabulary photocopiable activity**.

d  In this video Sts will see Paula, an Argentinian woman, showing them around her house. Tell Sts the first time they watch they just need to name the rooms.

Play the video for Sts to watch and make a note of the rooms Paula goes into.

Check answers.

ANSWERS

the living room, the dining room, the study, the bathroom, the bedroom, the kitchen

Elicit / Teach the meaning and pronunciation of *furniture* /'fɜːnɪtʃə/, and point out that it is singular, but has a plural meaning.

Now play the video again for Sts to make a note of furniture that they see.

Elicit answers.

POSSIBLE ANSWERS

Living room: a sofa, a coffee table

Dining room: a table, chairs, shelves

Study: a chair, a desk, shelves

Bedroom: bed

Kitchen: oven, microwave, sink



Hey, whassup everyone. I'm Paula, and this is my house.
Hey, this is the living room where I relax and watch TV.
What? This is the dining room where I have lunch and dinner with my family.
Hey, this is my study where I work all day.
Hey! This is the bathroom where I take showers. Get out.
And this is my bedroom where I sleep.
And this is the kitchen where I cook delicious recipes. See you.

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

2 LISTENING tuning in to help predict outcome

a  **8.7** Focus on the photo and instructions.

Now tell Sts to close their books or to cover the conversation and listen for the answer to *Which three rooms in the house do they go into?* Stress that Sts should listen to find out which rooms they actually go into, not which ones they mention.

Play the audio once, and check answers.

ANSWERS

They go into the living room, the library, and the kitchen.

8.7

See conversation in Student Book on p.66 and answer key **b**

Highlight that Leo pronounces *garage* in the American way /gə'reɪʒ/, whereas Barbara uses British pronunciation /'gærɑːʒ/.

b Tell Sts to open their books or uncover the conversation, and focus on the gapped conversation. Point out that the

first one (*garage*) has been done for them. Play the audio again for Sts to complete the gaps. Play again if necessary.

EXTRA SUPPORT You could give Sts time to read through the conversation and think about what the missing words could be before you play the audio.

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

ANSWERS

2 living room 3 fireplace 4 kitchen 5 bathroom
6 downstairs 7 neighbours 8 upstairs

Go through the conversation, making sure Sts understand it. They should be able to understand the examples of *there is / are* from the context. Tell Sts that this structure will be focused on in **Grammar**.

c  **8.8** Tell Sts that Barbara and the Americans now go upstairs. Focus on the questions. Then play the audio twice.

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

ANSWERS

She says the bedroom is cold.

It was Barbara's father's bedroom (Jeremy Travers).

Yes, they do.

8.8

(script in Student Book on p.129)

B = Barbara, L = Leo, K = Kim

B Now, let's go upstairs. Follow me. Be careful. The ceiling is very low here.

L It's a very old house.

B Yes, the house is three hundred years old. My family lived here for nearly eighty years. There are six bedrooms. This was my father's bedroom.

K Is there central heating in the house?

B Yes, there is. Why do you ask? Are you cold?

K Yes, it's very cold in here.

L That's because we're from California.

B Let's go and see the other bedrooms.

L Yes, of course.

L Well, what do you think, Kim? I love it! Don't you?

K I'm not sure. There's something about the house I don't like.

L Kim, it's perfect for the kids. Think of the garden. And it's a real authentic English country house. What do you say?

K I suppose so. If you're sure.

L I am sure! Miss...er, Barbara. We want it. We want to rent the house.

B Excellent.

L When can we move in?

B As soon as you like.

Ask a few more comprehension questions, e.g. *How old is the house?* (300 years old), *What kind of heating is there?* (central heating), etc.

d  **8.9** Focus on the photo and ask *Where are Kim and Leo?* (In a pub).

Go through the instructions and make sure Sts understand this is not a conversation, but extracts from a conversation.

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

Get Sts to compare with a partner, and then check answers. Play the audio again if necessary. You could tell Sts that *cheers* is a word people say to each other as they lift up their glasses to drink.

ANSWERS

1 house 2 wrong 3 thought 4 tell 5 what 6 horrible

8.9

See extracts in Student Book on p.67 and answer key

Focus on the question *What do you think they find out?*
And elicit ideas from Sts, but don't tell them if they're right or not.

8.10 Focus on the task and make sure Sts understand the question.

Play the audio at least twice for Sts to listen and answer the questions.

Get Sts to compare with a partner, and then check answers. Play the audio again if necessary.

ANSWERS

They decide not to rent the house. They don't want to live in a house where somebody was murdered.

8.10

(script in Student Book on p.129)

L = Leo, B = barman, K = Kim

- L** Hello.
B Good evening, sir, madam. What would you like to drink?
L Do you have champagne?
B Yes, sir.
L Two glasses of champagne, please.
B Here you are!
L Cheers, Kim.
K Cheers. To our new house.
B You're Americans, aren't you?
L Yes, that's right. We're from California.
K But this afternoon we rented the big house near here.
B Which house? The Travers family's house?
L Yes.
B Oh.
L Is something wrong?
B Who showed you the house?
K Barbara. The old lady who lived there before.
B Ahh. Barbara. Old Mr Travers' daughter. Some people thought that she was the one that did it.
K The one that did what? What happened?
B Didn't she tell you?
K Tell us what?
B About the murder.
L & K Murder?
B Yes, Mr Travers was murdered in that house in 1965...in his bed.
K Oh, how horrible!
B The man who killed Mr Travers was Barbara's lover. The family never lived there again. They tried to sell the house, but nobody wanted to buy it. Not after a murder. That's why that house is always rented. Barbara never married, of course.
L Kim?
K Yes?
L Are you thinking what I'm thinking?
K Yes – I don't want to live in a house where somebody was murdered. Come on. Let's go.
B Hey, hey, your champagne! You didn't drink your champagne... Ah, well.

Ask a few more comprehension questions, e.g. *Where are Kim and Leo from?* (California), *Why does the Travers family always rent out the house?* (Because nobody wants to buy it), *Does Kim finish her champagne?* (No).

Finally, ask Sts if they would rent a house where somebody was murdered.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 GRAMMAR *there is / there are, some / any + plural nouns*

a Put Sts into groups of three and get them to practise the conversation in **2b**.

When they have finished, tell them to focus on the chart and complete it.

Check answers.

ANSWERS

Singular	Plural
☒ There's a library.	There are some families...
☒ There isn't a dishwasher.	There aren't any neighbours.
☒ Is there a garage?	Are there any neighbours?

b Give Sts a moment to look at the question and discuss it in pairs.

Check answers.

ANSWERS

Three is a specific number. *Some* means 'more than one', but isn't a specific number.

c Tell Sts to go to **Grammar Bank 8B** on p.146.

Grammar notes

there is / there are

Some Sts tend to always use *there is* for both singular and plural nouns because in their language there is only one form. They may also confuse *There is / are* and *It is / They are*.

some and any

Some and *any* are indefinite articles used here with plural countable nouns. For simplicity's sake, *some* is taught here as only being used in positive sentences; however (as will later be pointed out in **Grammar Bank 9A**), it can also be used in questions, and especially in requests, e.g. *Do you want some biscuits? Can we have some more chairs?*

Some and *any* with uncountable nouns is presented in **9A**.

Focus on the example sentences and play audio **8.11** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **There is / There are or It is / They are?** box and go through it with the class.

Now focus on the exercises for **8B** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 Are there 2 Is there 3 There are 4 There's 5 There are
6 Is there 7 There are 8 Is there 9 There's 10 Are there
b 1 There's a table in the kitchen.
2 Is there a fireplace in the living room?
3 There aren't any plants in my flat.
4 Are there any people in the garden?
5 There are some pictures in my bedroom.
6 There isn't a TV in the kitchen.
7 There's a computer in the study.
8 There aren't any cupboards in the dining room.
9 Is there a bath in the bathroom?
10 There isn't a light in the garage.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Grammar** photocopiable activity.

- d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** *Is there...? Are there...?*, **A** on p.107, **B** on p.112.

Go through the instructions with them carefully, and focus on the two questions (*Is there a...?* and *Are there any...?*).

Tell Sts they have to ask these questions for items 1–6.

Point out the four possible answers, and tell Sts to give as much information as they can when answering.

Sit **A** and **B** face-to-face if possible. **A** asks his / her questions to **B**. Then they swap roles.

Get feedback from various pairs.

Tell Sts to go back to the main lesson **8B**.

4 PRONUNCIATION /eə/ and /ɪə/

- a  Focus on the two sound pictures *chair* /eə/ and *ear* /ɪə/.

Play the video for Sts to watch and repeat the picture words, the sounds, and watch the mouth position.



See words and sounds in Student Book on p.67

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

- b Get Sts to look at the words in the list and to decide which sound they go with in the chart in **a**. Remind Sts to say the words aloud to themselves and then write them in the correct row.
- c  **8.12** Play the audio for Sts to listen and check. Check answers.

8.12

chair /eə/ *there, careful, wear, they're, stairs, where*
ear /ɪə/ *here, beer, dear, near, we're, hear*

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

Ask Sts which three pairs of words are pronounced exactly the same.

ANSWERS

there – they're
here – hear
wear – where

- d  **8.13** Tell Sts they are going to hear six sentences or questions and they need to write them.
- Play the audio, pausing after each one to give Sts time to write it down.
- Check answers.

8.13

- | | |
|------------------------|-------------------------------|
| 1 Here you are. | 4 She always wears trousers. |
| 2 I can't hear you. | 5 Is there a washing machine? |
| 3 Where's the kitchen? | 6 They're from America. |

5 SPEAKING

- a Tell Sts that they are going to do a role-play between someone who wants to rent a house or flat and the person who owns it.

Put Sts into pairs, **A** and **B**. Tell Sts **A** they want to rent a place and must ask Sts **B** the questions in the book. Tell Sts **B** to imagine they want to rent out the house or flat that they live in to Sts **A**, and must answer **A**'s questions.

Now get Sts to interview each other. Monitor and help. Make sure they swap roles.

- b Focus on the instructions. To demonstrate, quickly sketch a basic plan of your living room on the board, and describe it to the class (you don't need to draw everything, just the main pieces of furniture).

Sts do the same in pairs. Monitor and help Sts with any other vocabulary they need.

6 WRITING describing your home

Tell Sts to go to **Writing Bank 8** on p.122.

- a Focus on the task. Give Sts a few minutes to read the website.
- Ask the class *Would you like to stay in the flat? Why (not)?* and elicit some answers.
- b Now tell Sts to read the description of the flat again and number the questions in the correct order.
- Check answers, making sure Sts understand all the lexis.

ANSWERS

- 4 What are some of the rooms like?
1 Where's the flat?
7 How far is the flat from the city centre?
2 What floor is the flat on?
3 What rooms are there?
6 What interesting places are nearby?
5 What you can see from the flat?

- c Focus on the **because and so** box and go through it with the class.
- Give Sts time to complete sentences 1–6 with *because* or *so*.
- Check answers. You might want to point out that *so* is preceded by a comma.

ANSWERS

- 1 so 2 because 3 because 4 so 5 so 6 because

- d Tell Sts to look for the adjectives the writer used to describe the four places in the list.
- Check answers.

ANSWERS

the city: wonderful, historic
the kitchen: modern
the view: great
the parks: beautiful

- e Tell Sts they are now going to advertise their house or flat on the website. First, they should make notes about their house / flat using the seven questions in **b**. Get them to think of adjectives to make the description more interesting.
- f When Sts have finished their notes, get them to write the full description. They should use their notes from **e**, *so* and *because*, and at least three adjectives.
- g Sts read their descriptions, looking for mistakes.

EXTRA IDEA Get Sts to exchange descriptions with another student. *Would they like to rent their friend's flat?*

G *there was / there were*

V prepositions: movement and place

P silent letters

Lesson plan

This lesson is based on real information about a hotel in London that is said to be haunted. A BBC journalist stayed there and reported on what happened during the night, as did members of the England cricket team. An article about the hotel provides a context for Sts to practise *there was / there were* and prepositions of movement and place. The lesson begins with Sts reading the article and listening to two guests describing their experiences of staying in room 333, where the ghosts are said to appear – this provides the context for the grammar presentation of *there was / there were*. It then leads into a vocabulary focus on more prepositions of movement and place (Sts have already focused on simple ones, e.g. *in, on, under, and to*). Pronunciation focuses on silent letters in words like *ghost* and *guest*. Then Sts do a Speaking activity in which the grammar and vocabulary are practised. The lesson finishes with a documentary about Portchester Castle.

Video material

Vocabulary – prepositions: movement and place

Listening – *A haunted castle*

More materials

For teachers

Photocopiables

Grammar there was / there were p.201

Vocabulary Prepositions of place p.282 (instructions p.266)

Communicative What's different? p.249 (instructions p.220)

For students

Workbook 8C

OPTIONAL LEAD-IN (BOOKS CLOSED) Play the *Long sentence* game to revise *there is* and furniture. You begin the game. Say *In my living room there's a sofa*. Then choose a student to continue. They must repeat your sentence, and add one more piece of furniture, e.g. *In my living room there's a sofa and two armchairs*.

Now point to another student, who must continue, repeating the sentence and adding to it, e.g. *In my living room there's a sofa, two armchairs, and a table*.

After all the Sts have added their words, see if the whole class can repeat the list from memory.

1 READING & LISTENING reading for specific factual information, identifying the details in two similar stories

- a** Books open. Focus on the task, making sure Sts know the meaning of *ghost* (= the form of a dead person that a living person thinks he / she sees) and *haunted* (= if a place is haunted, people think there are ghosts there).

Elicit answers. You could start the activity by telling Sts whether or not you believe in ghosts.

- b** Focus on the photos and tell Sts that this is a real hotel in London.

Now focus on the instructions and point out the

Glossary, making sure Sts understand the words. Model and drill the pronunciation of *weird* /wɪəd/.

Give Sts time to read the article.

EXTRA CHALLENGE Put Sts in pairs and get them to discuss what each of the three paragraphs is about. Elicit answers.

ANSWERS

Paragraph 1 is about the history of the hotel and famous people who stayed there.

Paragraph 2 is about the hotel's ghosts, and a journalist who saw them.

Paragraph 3 is about the experiences of the English cricket team when they stayed at the hotel.

Put Sts in pairs and get them to find the information for 1–7.

Check answers.

ANSWERS

1 1865

2 The Duke of Windsor, Napoleon III, Oscar Wilde, Arthur Conan Doyle

3 The Sherlock Holmes stories, *GoldenEye*

4 The ghost of a Victorian doctor who murdered his wife

5 A German prince

6 A ghost moves the bed.

7 He was in the hotel and couldn't sleep because the bathroom taps turned on and off.

- c** **8.14** Focus on the questions and make sure Sts know the meaning of *guest*. Model and drill pronunciation.

Before you play the audio, you might want to tell Sts that the hotel stories that they are going to hear are based on real TripAdvisor reports.

Play the audio for Sts to listen and answer the first question.

Check the answer.

ANSWER

No, but they both heard strange noises.

8.14

(script in Student Book on p.129)

1 We stayed at The Langham for two nights. It's a wonderful place – a very elegant, very English hotel. The service, atmosphere, and room were excellent and we really enjoyed our stay. But we had a very strange experience. On the first night we woke up at about five thirty. There was a strange noise outside our door. It was like somebody was scratching the door with their fingers. To tell you the truth, we were a little bit frightened. Then we thought that probably it was other guests coming back late from a party, maybe they were drunk or something, and we went back to sleep. But the second night exactly the same thing happened. So, we just thought, strange, maybe it's because it's an old hotel. But when we got home, we told the story to a friend, and he told us that The Langham is haunted. We looked on the internet, and we read that people say that room three three three has a ghost! And our room was three three two, the next room! We sent an email to The Langham and told them about it and they sent us some really interesting information about the ghost stories. We'd really like to stay in this fantastic hotel again, but maybe not in room three three three!

2 I stayed at The Langham in November last year with my husband. It's a beautiful hotel, with a wonderful location. It's between Hyde Park and Regent's Park. We were in a room on the second floor. We knew that people said there were ghosts, and we knew about room three three three, but we weren't worried at all. We had a nice meal in the hotel restaurant and then we went to bed. But in the middle of the night – about three in the morning – we suddenly woke up and we could hear loud noises from the room above us. They were really loud noises – like people were moving the bed or moving a heavy chair. Anyway, after two or three minutes, the noises stopped and we went back to sleep. There weren't any more strange noises, and we slept for the rest of the night. The next morning, we went to Reception and said, 'We slept really badly last night – the people in the room above us made a terrible noise.' The man at reception asked for our room number and said, 'Let me check.' He looked on the computer and he said, 'The room above you is empty, madam.' So I said, 'Are you sure?' And he said, 'Yes, madam. The room above yours is room three three three. There wasn't anybody in that room last night.' We checked out of the hotel the same morning. Never again!

Elicit from the class who they think had the more frightening experience.

- d Focus on the task. Give Sts time to read 1–8, and make sure they understand all the vocabulary. Point out that both answers (the man and the woman) are possible in some cases.

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

Check answers (M = The man, W = The woman).

ANSWERS

1 W 2 M/W 3 M/W 4 M 5 W 6 M 7 W 8 W

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Focus on the task and give Sts time to complete the verb phrases.

Check answers, getting Sts to explain each verb phrase.

ANSWERS

1 got up	got out of bed
2 came on	opened
3 woke up	opened your eyes after sleeping
4 went back	returned, did sth again
5 checked out	paid your bill and left

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

- f Do this as a whole-class activity. You could tell the class whether you would like to stay there.

2 GRAMMAR *there was / there were*

- a **8.15** Focus on the four sentences and get Sts to complete them.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 was 2 weren't 3 were 4 wasn't

8.15

See sentences in Student Book on p.69 and answer key

- b Tell Sts to go to **Grammar Bank 8C** on p.146.

Grammar notes

There is / are can be used in any simple tense (i.e. not continuous) simply by changing the form of *be*, thus the past is *there was / were*.

Although it works in exactly the same way as *there is / are*, Sts have a tendency to forget the plural form *there were*.

Focus on the example sentences and play audio **8.16** for Sts to listen and repeat. Then go through the rules.

Now focus on the exercises for **8C** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 There were 2 There was 3 there were 4 Was there
5 there wasn't 6 there was 7 Was there 8 there was
9 there weren't 10 were there
b 1 There was a 2 there wasn't a 3 there were some
4 there weren't any 5 there weren't any 6 there was a
7 there wasn't a

Tell Sts to go back to the main lesson **8C**.

EXTRA PRACTICE OPTION Use the **8C Grammar** photocopiable activity.

3 VOCABULARY prepositions: movement and place

- a **8.16** In this video Sts will watch a ghost move around a house, and learn prepositions of movement.

Give Sts time to read the six sentences about the ghost. Point out that the first one (*into the wardrobe*) has been done for them.

Play Part 1 of the video for Sts to watch the ghost.

Pause the video when all six clips appear on the screen at the same time (00:47).

Give Sts time to number the sentences.

Play the rest of the video for Sts to check answers.

Check answers.

ANSWERS

2 from the bedroom to the bathroom.
1 into the wardrobe.
5 out of the wardrobe.
6 through the window.
3 up the stairs.
4 down the stairs.

EXTRA SUPPORT Demonstrate the meaning of the prepositions using, e.g. a chair in the classroom.

- b Tell Sts to go to **Vocabulary Bank Prepositions** on p.170.

Focus on **1 Movement** and get Sts to do **a** individually.

Vocabulary notes

Highlight that with *into* and *out of* if we use them without a place, we just use *in* and *out*, e.g. *Come in. Come into the garden. Go out. Go out of the room.*

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

Check answers.

8.17

Prepositions, 1 Movement

- | | |
|-------------|-----------|
| 1 into | 4 down |
| 2 from...to | 5 out of |
| 3 up | 6 through |

Highlight the pronunciation of *through* /θruː/ and drill it for Sts to repeat.

Now focus on the example in **Activation**. Sts cover the prepositions and test each other in pairs by pointing to pictures and asking *Where's the ghost going?*

Vocabulary notes

Highlight the difference between *in* (= inside an enclosed space, e.g. *in a drawer*) and *on* (= touching an external surface, e.g. *on the wall*), and between *opposite* (= face-to-face) and *in front of*, demonstrating with objects / people in the classroom.

Focus on **2 Place** and get Sts to do **a** individually or in pairs.

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

Check answers.

8.18

Prepositions, 2 Place

- | | |
|----------------|-------------|
| 8 in | 13 between |
| 11 in front of | 14 opposite |
| 15 on | 12 next to |
| 9 under | 10 over |
| 7 behind | |

Highlight the pronunciation of *behind* /bɪ'haɪnd/, *between* /bɪ'twiːn/, and *opposite* /'ɒpəzɪt/ and drill them for Sts to repeat.

EXTRA IDEA Give more practice with the prepositions by asking questions about things / people in the classroom.

Now focus on the example in **Activation**. Sts cover the prepositions and test each other in pairs by pointing to pictures and asking *Where's the ghost?*

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

Tell Sts to go back to the main lesson **8C**.

EXTRA PRACTICE OPTION Use the **8C Vocabulary** photocopiable activity.

4 PRONUNCIATION

silent letters

Pronunciation notes

Encourage and help Sts to cross out silent letters when they learn new words, like this: *listen*.

Emphasize that if Sts can recognize the phonetic transcriptions next to words in the dictionary, this will help them to identify silent letters.

- a** 8.19 Focus on the **Silent letters** box and go through it with the class. Elicit the pronunciation of *ghost*, so Sts can hear the *h* isn't pronounced. Point out the phonetics also make this clear.
- Get Sts to say the words aloud to themselves to help them decide which they think is the silent letter in each word,

and then cross it out. Meanwhile write the words on the board to help check answers.

Play the audio for Sts to listen and check.

Check answers by eliciting which letter is silent and crossing it out (the silent letters are in red below).

8.19

could cupboard friend guest half hour island know
listen talk what write

Highlight that in words that begin with *kn-* (e.g. *knee*) or *wr-* (e.g. *wrong*), the *k* and the *w* are always silent.

EXTRA IDEA If Sts have dictionaries, you could get them to check their answers with the phonetics in their dictionary. This will help build their confidence in dictionary use.

- b** Get Sts to practise saying the words.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Room 333**, **A** on p.107, **B** on p.112.

Give Sts one minute to look at the photo. Then focus on the questions, and elicit that they start with *Was there...?* for singular nouns and *Were there...?* for plural nouns.

EXTRA SUPPORT You could get Sts to write the questions.

Get Sts to sit face-to-face if possible. **A** (book open) asks his / her questions to **B** (book closed), who has to answer. Then they swap roles.

Get feedback. Who had the most correct answers, **A** or **B**? Tell Sts to go back to the main lesson **8C**.

6 LISTENING

focusing on detail

- a** Tell Sts they are going to watch a documentary about Portchester Castle and its ghosts. Portchester Castle is on the south coast of England, near Portsmouth.

Focus on the questions and the photo, and point out the ghost of the monk.

Play the video for Sts to watch.

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

ANSWERS

Three times: at 01:18, 03:17, 03:53

There is interference before the presenter goes into the castle.



Hi, I'm Ned. Welcome to Portchester Castle. Portchester Castle is over one thousand seven hundred years old. It's near Portsmouth, a city on the south coast of England. The castle is part of English Heritage. English Heritage is a charity which manages over four hundred old buildings and monuments in England.

With so many old buildings, there are also lots of reports of ghosts. And ghosts are sometimes a problem for staff and visitors at English Heritage. In fact, some staff decided to leave their jobs because of the ghosts. I've come here to Portchester to find out more about reports of not one, but four ghosts! And many of the ghosts come from different times in Portchester's long history.

Portchester Castle dates back to Roman Britain; the Romans built the original castle here in the year two hundred and ninety. The first ghost report also comes from Roman times. Visitors report that they see the ghost of a Roman soldier guarding the walls, but they say they don't feel frightened.

In the Middle Ages, Portchester became a favourite castle for the kings and queens of England. During this time, a small monastery was built. There's a church here now in place of the monastery.

People say that they see a man dressed in black here and they think he is the ghost of a monk from the monastery. Surprisingly, people don't feel frightened when they see him. They say that he disappears when they look at him.

Our first two ghosts are not very frightening, but the next ghost really frightens people – the White Lady. Some people believe that this is the ghost of Charlotte White. She was a woman who visited the castle in the nineteenth century. Charlotte's baby fell into the water and poor Charlotte also died when she tried to save her child. The most frightening ghost of all is a man on a black horse. Both castle visitors and staff say that they see him. One of the staff who saw the ghost said, 'It got bigger and bigger. It started to come towards me and I screamed and ran away'. People also say they hear the sound of horses; one visitor even heard the sound of horses on a video he filmed. One of the strange things about the man on the horse is that we don't know who he is or which part of Portchester's long history he is from.

I was quite sure I didn't believe in ghosts before I came here, but, after a day at Portchester, I'm not so sure.

- b** Focus on the task. Go through 1–7 with Sts, making sure they understand all the lexis, e.g. *charity*, etc.

Now play the video again.

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

ANSWERS

1 1,700 2 English 3 left 4 aren't 5 child
6 horses running 7 don't know

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

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

- c** Finally, focus on the question and ask the whole class.

For instructions on how to use these pages, see p.51.

Video material

Can you understand these people? 7&8

More materials

For teachers

Oxford English Hub

Quick Test 8

File 8 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 actor 2 artist 3 singer 4 musician 5 scientist
b 1 have 2 get 3 have 4 get 5 go
c 1 out 2 by 3 to 4 in 5 back
d 1 an armchair 2 a carpet 3 a washing machine
4 a cooker 5 a sofa
e 1 behind 2 next to 3 up 4 down 5 on

PRONUNCIATION

ANSWERS

c 1 hall /ɔː/ 2 here /ɪə/ 3 lived /d/ 4 looked /t/
5 there /eə/
d 1 scientist 2 ago 3 yesterday 4 between 5 fireplace

CAN YOU understand this text?

ANSWERS

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

▶ CAN YOU understand these people?

ANSWERS

1 a 2 a 3 b 4 a 5 b



1 Rebecca

I = interviewer, R = Rebecca

I Where were you born?

R I was born in Italy.

I Do you have family there?

R Yes, all my family lives there.

I Where do you live now?

R I live in the UK.

I Where in the UK?

R I live in Newcastle.

2 James

I = interviewer, J = James

I Did you go out last weekend?

J Um, yes, I did.

I What did you do?

J Um, I went with some friends to a pub, um, in Banbury, a town near here, and we watched a band. It was really good.

3 Maura

I = interviewer, M = Maura

I What's your favourite room in your house?

M Probably my bedroom. I love sleeping.

I Can you describe it?

M Um, yes, it's got a bed and two bedside tables, a wardrobe, and a chest of drawers.

4 Asya

I = interviewer, A = Asya

I What did you do yesterday evening?

A Last night I had dinner with my brother in Brooklyn.

I What time did you go to bed?

A I went to bed around 1.00 a.m.

5 David

I = interviewer, D = David

I What did you do on New Year's Eve last year?

D So, last, last New Year's Eve, my wife and I, we met some friends in downtown New York, in Manhattan. We went to a very nice steakhouse, and then went for some cocktails, and er, sang in the New Year in, er, in New York.

I Did you have a good time?

D We had a very, very good time.

- G** countable / uncountable nouns, *a / an, some / any*
V food and drink
P the letters *ea*

Lesson plan

Food and drink provide the context for looking at the grammar of countable and uncountable nouns and the related use of *a, an, some, and any*. The lesson begins with a quiz which revises food and drink words that have come up so far in Elementary, and Sts then go to the **Vocabulary Bank** to learn more words. Sts then read part of an article where a woman describes why she eats the same thing every time she eats out. This leads into the grammar focus, and Sts go on to practise the new grammar. Sts then listen to four people describing their dinner the previous night. The pronunciation focus looks at the vowel combination *ea*, which can be pronounced in several different ways, and which occurs in many common food words, e.g. *bread, meat, and steak*. In Speaking, Sts tell each other what they ate and drank yesterday, and discuss their eating habits to find out if they are similar or not. Finally, in Writing, Sts describe a memorable meal.

Video material

Grammar – countable / uncountable nouns; *a / an, some / any*

More materials

For teachers

Photocopiables

Grammar countable / uncountable nouns; *a / an, some / any* p.202
 Vocabulary Food p.283 (instructions p.266)
 Communicative Shopping list p.251 (instructions p.220)

For students

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Play *Ten Chances* (see p.34) with the word **RESTAURANT**.
 Then ask Sts *When did you last eat in a restaurant? Who were you with? Did you enjoy it?*

1 VOCABULARY food and drink

- a** Books open. Focus on the instructions and point out that the first answer (*milk*) has been done. Go through the clues, eliciting / explaining any words Sts don't know. Give Sts two minutes, individually or in pairs, to try to write down all words in the quiz. Check answers by getting Sts to spell the words, and write them on the board. Model and drill the pronunciation. Find out with a show of hands how many pairs got all the answers correct.

ANSWERS

- 1 sugar 2 tomatoes, cheese 3 meat, fish 4 mineral water
 5 ice cream 6 potato 7 eggs 8 chocolate 9 sandwich
 10 breakfast, lunch, dinner

- b** Tell Sts to go to **Vocabulary Bank Food and drink** on p.171 and get them to do **a** individually or in pairs. There are more words than usual, but Sts will probably already know some of them.

Vocabulary notes

This is a limited list of food and drink words in order to not overload Sts. If there are any food or drink items which are very common in your Sts' country, you may want to get Sts to add them to the lists.

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

Check answers.

9.1

Food and drink

Breakfast

- 9 bread
 12 butter
 7 cereal
 1 cheese
 6 coffee
 11 eggs
 3 jam
 4 juice
 8 milk
 10 sugar
 2 tea
 5 toast

Lunch or dinner

- 18 fish, for example salmon, tuna
 17 herbs
 15 meat, for example chicken, sausages, steak, ham
 14 oil
 21 pasta
 27 rice
 26 salad
 23 seafood
 28 spices

Vegetables

- 29 carrots
 16 chips
 13 a lettuce
 30 mushrooms
 20 onions
 24 peas
 19 peppers
 22 potatoes
 25 tomatoes

Fruit

- 41 apples
 39 bananas
 35 oranges
 32 a pineapple
 36 strawberries

Desserts

- 43 cake
 38 fruit salad
 33 ice cream

Snacks

- 37 biscuits
 42 chocolate
 34 crisps
 40 nuts
 31 a sandwich
 44 sweets

Then either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on **Activation**. Get Sts to cover the words and use the photos to test themselves or their partner. Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary photocopiable activity**.

- c** Focus on the questions and give Sts time to think about their answers. Elicit / Teach words for any food which is very common in your Sts' country, but is not in the **Vocabulary Bank**.

Put Sts in pairs or small groups to discuss the questions. You could demonstrate by telling Sts what your favourite breakfast is and if there is any food or drink you don't like. Get some feedback from various pairs or groups.

2 GRAMMAR

countable / uncountable nouns,
a / an, some / any

- a** Focus on the instructions. Then focus on the photo and elicit opinions from Sts, but don't tell them if they are right or not.

Then set a time limit for them to read the article and check their answers.

Check answers.

ANSWER

It's unhealthy. She orders it because she likes it.

- b** Focus on the instructions and give Sts time to read the article again and answer the question for each paragraph. Get them to compare with a partner, and then check answers. You may want to explain that a Caesar salad usually consists of lettuce, fried bread, parmesan cheese, and often chicken with a dressing made with anchovies, mustard, and cream or mayonnaise.

ANSWERS

- 1 A Caesar salad and a seafood salad
- 2 Cream and fried bread
- 3 When Spanish restaurants arrived in Britain
- 4 Lettuce, cheese, chicken, and chips

- c** Do this as a whole-class activity and elicit answers from Sts. Tell them if there's anything you always or often order.
- d** Give Sts time to complete the gaps in sentences 1–3. Check answers.

ANSWERS

- 1 a, some 2 a 3 some

- e** Tell Sts to go to **Grammar Bank 9A** on p.148.

Grammar notes

Countable / uncountable nouns

The concept of countable and uncountable nouns shouldn't cause too many problems (unless they do not exist in the Sts' own language), but what may cause confusion is that some words are countable in English, but uncountable in other languages or vice versa.

You may need to give more examples of when a noun can be countable or uncountable. This occurs when we can think of e.g. *a chicken* (a whole chicken) and *chicken* (e.g. chicken pieces).

Other examples: *a beer* (= a can or glass of beer), *beer* (= the liquid in general); *a coffee* (= a cup of coffee), *coffee* (= the drink in general).

a / an, some / any

Sts have already learned the rules for *a / an, some, and any* plus singular and plural countable nouns in **8B**.

Here they learn that *some* can also be used with uncountable nouns to mean 'a quantity of', 'not an exact amount', e.g. *some butter, some milk*.

Sts may find it strange using *some* and *any* with 'singular' words, e.g. *butter*, since they previously used *some* and *any* with plural nouns, and may have translated them in their heads as plural words.

Make sure you point out the exception of using *some* for requests and offers. Sts usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

Focus on the example sentences and play audio 9.2 for Sts to listen and repeat. Then go through the rules with the class. You could point out that a good dictionary will tell Sts if a noun is countable or uncountable.

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

Now focus on the exercises for **9A** on p.149. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences in **b**.

ANSWERS

- a** 1 some milk 2 a sandwich 3 some chips
4 a lettuce 5 an egg 6 some carrots 7 some chocolate
8 a cake
- b** 1 any 2 some 3 any 4 some 5 any 6 any 7 some
8 an 9 some 10 a

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar** photocopiable activity.

- f** In this video Sts will see a woman unpacking her shopping. When they have finished watching, they must circle the items they saw.

Play the video once for Sts to watch the woman unpacking her shopping.

Now tell them, individually or in pairs, to circle the items in the list that the woman bought.

Play the video again for them to check. Don't check answers yet.

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

- g** Focus on the instructions and example. Now check answers to **f** by eliciting a sentence using *a, some, or any* for each item on the list.

ANSWERS

She bought a cake. She bought some carrots. She bought some cheese. She bought a chicken. She bought some eggs. She didn't buy any fish. She bought a lettuce. She didn't buy any onions. She bought some orange juice. She bought some pasta. She didn't buy a pineapple. She bought some potatoes. She bought a red pepper. She didn't buy any rice. She bought some sausages. She didn't buy any strawberries.

3 LISTENING

hypothesizing from photos to tune in to listening

- a** Focus on the photos and the instructions and explain what a *hashtag* is (= a word or phrase with the symbol # in front of it, included in some messages on social media). You might want to pre-teach *takeaway* (= food that you buy at a restaurant that sells hot food you can take and eat somewhere else) and *foodie* (= a person who is very interested in cooking and eating different kinds of food, who often posts photos of food on social media).

Put Sts in pairs and get them to match the photos to 1–4.

- b** 9.3 Point out the **Glossary**. Now play the audio for Sts to listen and check.

Check answers, and get Sts to say what they can see in the photos. You may want to explain / translate *turkey* and the difference between *mashed potatoes* and *roast potatoes*.

ANSWERS

1 B 2 C 3 D 4 A

9.3

(script in Student Book on p.130)

- 1 This is for my foodie friends. In case you thought lettuce was only for salads, here I'm cooking it in some butter with an onion. Then I add some mushrooms, chicken, fresh tomatoes, and some other things – not sure yet. Lettuce is also great in soups, or you can grill it and serve it with blue cheese.
- 2 We didn't feel like cooking last night, and anyway we didn't have any food in the house, so we decided to order some takeaway salads from our wonderful local pizzeria. They were all very good, but my favourite was a chicken salad, a bit like a Caesar salad, with carrots, tomatoes, peppers, lettuce, and some pieces of fried bread.
- 3 Dinner last night at a restaurant in Piccadilly, called NOPI. We had lots of different sharing plates. I loved everything, especially this dish called *shakshuka*, which is North African, and it's basically eggs in a tomato sauce, but the mixture of herbs and spices makes it just fantastic. And the bread we had to dip in the sauce was wonderful, too. Go there. Soon.
- 4 OK, this is it! Our Thanksgiving dinner. All the usual things, turkey with cranberry sauce, roast potatoes, mashed potatoes, lots of vegetables, and more...and more... We thought about going to a restaurant this year, maybe having seafood, but then we decided, no, we like home-made and traditional, so we stayed at home and cooked together. So how was yours?

- c Focus on the task. Tell Sts they are going to listen to the audio again, and this time they need to decide which speaker talks about what. Make sure Sts understand all the lexis, e.g. *ingredients*.
Play the audio for Sts to listen and complete the task.
Check answers.

ANSWERS

Speaker 2 a good restaurant near their house

Speaker 4 cooking with other people

Speaker 1 ways of preparing something

Speaker 3 a dish with two main ingredients

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Focus on the questions and put Sts in small groups or pairs to discuss the questions.
Get some feedback. You could tell Sts your answers, too.

4 PRONUNCIATION the letters *ea*

Pronunciation notes

The combination of vowels *e* + *a* has different possible pronunciations, several of which seem quite irregular to Sts, e.g. *great* /*ɡreɪt*/. In this exercise, we focus on common examples of this spelling occurring in food words.

- a Focus on the words in the list and elicit that they all have the vowels *ea*, but that the pronunciation is not the same. Now focus on the sound pictures and elicit the three words and sounds (*tree* /i:/, *egg* /e/, *train* /eɪ/).
Get Sts, in pairs, to put the words in the correct columns. Encourage them to say the words aloud to help them.

- b **9.4** Play the audio once for Sts to listen and check.
Check answers.

9.4

tree /i:/ eat, ice cream, meat, peas, tea

egg /e/ bread, breakfast

train /eɪ/ steak

EXTRA SUPPORT Play the audio again, pausing after each word (or group of words) for Sts to repeat.

Sts now practise saying the words.

Elicit that the most common pronunciation is /i:/, but they will need to learn unusual ones, e.g. *steak*, by heart.

EXTRA CHALLENGE On the board, write some more words with *ea* that Sts know, and that have one of these three pronunciations for Sts to put in the columns, e.g. *repeat*, *easy*, *headphones*, *read* (/e/ and /i:/), *great*, *mean*, *please*, *speak*. You may want to point out that the letters *ear* have a different pronunciation from *ea* + other consonants, and is either /ɪə/, e.g. *hear*, or /eə/, e.g. *wear*. Sts saw this in **8B**.

- c **9.5** Focus on the instructions and make sure Sts understand what they have to do.
Play the audio, pausing after each definition to give Sts time to write the word.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 healthy 2 weather 3 meal 4 sea 5 easy 6 cheap
7 break 8 great

9.5

- 1 An adjective you can use to describe food. It means that it's good for you.
- 2 For example, sun, rain, wind, and fog. This is very important for farmers when they are growing food.
- 3 For example, breakfast, lunch, or dinner.
- 4 Some fish live in rivers, but most fish live here.
- 5 The opposite of difficult.
- 6 The opposite of expensive.
- 7 A short pause when you stop and rest, and maybe have a coffee or something to eat.
- 8 Another word for *very good*.

5 SPEAKING

- a Tell Sts to make a food diary for yesterday, i.e. write down what they had to eat and drink. They can use the **Vocabulary Bank Food and drink** on p.171 to help them. Monitor and help with any new words they need, but try not to overdo new vocabulary. Encourage Sts to use more general food words, e.g. *meat*, *fish*, *vegetables*, rather than words (e.g. *lamb*, *hake*, *aubergines*, etc.) which they probably won't know. Tell them to write *a* / *an* or *some* with each word, and to group them under meals.
If they have used the **Vocabulary Bank**, tell Sts to go back to the main lesson **9A**.
- b You could demonstrate the activity by telling Sts what you had yesterday, where you had it, and who made it. In pairs, Sts tell each other their answers. Monitor and help with pronunciation, and correct mistakes with *a* / *an* or *some*.
Get some feedback. Did anyone have a very similar meal to their partner?

- c Focus on the questions and make sure Sts understand all the lexis.
Put Sts in pairs to ask and answer the questions.
Monitor and help.
Get feedback from some pairs.

6 WRITING describing a memorable meal

Tell Sts to go to **Writing Bank 9** on p.123.

- a Give Sts time to read the text and answer the question.
Ask some students to share their answers.
Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.
- b Get Sts to read the description again and answer questions 1–8.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 It was about five years ago in Florence.
- 2 The writer was with their husband.
- 3 It was a small, traditional Italian restaurant.
- 4 It was very busy, and there was no menu.
- 5 They ordered mixed salad and Florentine steak.
- 6 The mixed salad was amazing, and the steak was delicious.
- 7 It was €25 for two people.
- 8 It was memorable because the restaurant was small, but the food was fantastic and very cheap.

- c Focus on the **Writing in paragraphs** box and go through it with the class.
Give Sts time to find 1–4 in the paragraphs in the text.
Check answers.

ANSWERS

1 C 2 D 3 B 4 A

- d Individually or in pairs, Sts complete the table with adjectives from the description.
Check answers.

ANSWERS

The restaurant: small, traditional, Italian, busy

The salad: large, amazing

The steak: delicious, big

- e Go through the instructions and make sure Sts understand what they have to do.
Make sure Sts are making notes and not writing full sentences.
- f Get Sts to do the writing in class or set it for homework.
- g Remind Sts to check their texts for mistakes, e.g. with capital letters or spelling, and the use of paragraphs.

G quantifiers: *how much / how many, a lot of*, etc.

V food containers

P /ʃ/ and /s/

Lesson plan

This lesson continues the theme of food and focuses on sugar and salt, which were both known at different times in history as 'white gold'. The lesson begins with a vocabulary focus on containers, e.g. *packet* and *tin*. The context for the grammar presentation is the amount of sugar and salt that there is in some common food items. Sts learn about quantifiers, e.g. *much* and *a lot of*, and asking about quantity, e.g. *How much sugar is there in dark chocolate?* Pronunciation looks at two sounds, /ʃ/ and /s/. The reading text *Fascinating facts about sugar and salt* is based on several recent articles and studies. The lesson ends with Sts interviewing each other, using a questionnaire to find out how much salt and sugar they eat every day.

Video material

Grammar – quantifiers

Pronunciation – /ʃ/ and /s/

More materials

For teachers

Photocopiables

Grammar quantifiers: *how much / how many, a lot of*, etc. p.203

Communicative *How much / many* board game p.252 (instructions p.220)

For students

Workbook 9B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise food and countability by playing the *Long sentence* game (see **Optional lead-in for 8C** on p.122). You begin by saying *In my fridge there's* (e.g. *some milk*). Sts continue, remembering what the previous people have said, then adding an item of their own. Make sure they use *a, an, or some* before the food word.

1 VOCABULARY food containers

- a** 9.6 Books open. Focus on the pictures and explain that they are all containers which are often used for food. Then tell Sts to match the words and pictures. Play the audio for Sts to listen and check. Check answers.

9.6

- 4 a bottle
5 a box
7 a can
3 a carton

- 6 a jar
1 a packet
2 a tin

Play the audio again, pausing for Sts to listen and repeat.

- b** Sts have to make their own phrases using a container from **a** and a word from the list. Point out that the first one (*a packet of biscuits*) has been done for them. Tell Sts to think about how they buy these things in their country. Get Sts to compare their ideas with a partner, and then check answers.

POSSIBLE ANSWERS

a box of biscuits / a tin of biscuits
a carton of cereal / a packet of cereal / a box of cereal
a bottle of Coke / a can of Coke
a packet of crisps
a jar of jam
a bottle of milk / a carton of milk
a packet of salt / a box of salt
a packet of sugar
a tin of tuna

EXTRA IDEA You could take this opportunity to remind Sts of linking. Elicit / Explain that when one word ends in a consonant sound and the next word begins with a vowel sound, the two words are pronounced as one. All the containers in **a** end with a consonant sound and *of* begins with a vowel sound, so the two words get run together, e.g. *a box of* = /ə bɒksəv/.

2 GRAMMAR quantifiers

- a** Focus on the pictures of food items, and give Sts time to think about how much sugar and salt is in each item and number them 0 (no sugar / salt) to 3 (a lot of sugar / salt).
- b** In this video Sts will find out some information about the amount of sugar and salt in some food items. Before playing the video, you might want to check that Sts know what a *teaspoon* is (= a small spoon for putting sugar into tea and other drinks) – a level teaspoon of sugar weighs about 4.2 g. You could also tell Sts that a small bar of chocolate is approximately 42 g and a small packet of crisps is approximately 25 g. Play the video for Sts to watch and check their answers to **a**.

Check answers. Find out with a show of hands how many Sts guessed all the answers correctly.

ANSWERS

Sugar

an apple: 2
an egg: 0
a small bar of dark chocolate: 1
a can of Coke: 3

Salt

a slice of white bread: 3
a bottle of olive oil: 0
a packet of crisps: 2
a bottle of mineral water: 1

Now ask the question to the class.

ANSWER

The healthy amounts of sugar and salt for men and women are:
Sugar: women 24 g (6 tsp), men 36 g (9 tsp)
Salt: men and women 6 g



We all know that too much sugar and salt isn't good for us. But do we really know how much sugar and salt are in some of the things we eat and drink every day?

Let's start with sugar. According to the American Heart Association, the maximum healthy limit for a woman is twenty-four grams of sugar a day. That's just six teaspoons. For a man it is no more than thirty-six grams, which is nine teaspoons.

Here we have an egg, a can of Coke, a small bar of dark chocolate, and an apple. How much sugar do you think they contain?

One of them has thirty-five grams of sugar. That's eleven grams more than the healthy limit for a woman in a day. Which one do you think it is? Yes, it's the can of Coke. A can of Coke has approximately thirty-five grams of sugar. That is a lot.

And which has no sugar at all? Of course, it's the egg.

So what about the other two? Which do you think has more sugar, the chocolate or the apple? Surprisingly, it's the apple. The apple has approximately twenty-three grams of sugar. That's quite a lot. But it's fructose, a natural sugar. And remember that fruit is also good for you, as it contains vitamin C.

The chocolate bar only has a little sugar, just ten grams. But remember, it's dark chocolate, and it's only a small bar.

What about salt? How much salt can we eat in a day? This time it's the same for men and women. The answer is no more than six grams.

Here we have a small packet of crisps, a bottle of olive oil, a bottle of mineral water, and a piece of bread.

So how much salt do they contain? Which one has a lot of salt, and which one has none?

You may be surprised to hear that the one with a lot of salt is the piece of white bread. It has approximately nought point five grams. And which one has no salt at all? No, it's not the mineral water, it's the olive oil. It contains no salt at all, and as part of a Mediterranean diet, it's very healthy.

So, what about the other two? Well, a small packet of crisps has approximately nought point three four grams of salt.

And lastly, there is a little salt in the mineral water. Just nought point nought nought two three grams.

So, when you're shopping, how do you know what to buy to make sure it doesn't have too much sugar or salt? The answer is, always check the list of ingredients, and remember what your daily limit is.

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

c Focus on the pictures of the spoons and make sure Sts understand the expressions for quantities from *none* to *a lot*. Highlight that *quite a lot* = a medium quantity, between a lot and a little.

Now focus on the questions and remind Sts that the question is *How much...?*, not *How many...?*, because *sugar* and *salt* are uncountable.

Individually or in pairs, Sts see if they can remember the quantities of sugar and salt in the items in 1–4.

You could play the video again or just elicit the answers from the class.

ANSWERS

1 a lot 2 quite a lot 3 a little 4 none

d Tell Sts to go to **Grammar Bank 9B** on p.148.

Grammar notes

a lot of

In positive sentences native speakers normally use *a lot of* for big quantities. It is also possible to use *a lot of* in negatives and questions, although it is more common to use *much* / *many*.

We use *a lot* (NOT *a lot of*) in short answers or when we don't give the noun, e.g. *I eat a lot of chocolate*, but *I eat a lot*.

In colloquial English, people often use *lots of* as an alternative to *a lot of*. It's useful for Sts to recognize both forms, but at this level, we only include *a lot of* in the **Grammar Bank** exercises.

much / *many*

Much and *many* are used mainly in negative sentences and questions. *Many* is also sometimes used in positive sentences in formal English, e.g. *Many people live in houses in the UK*. However, *much* is not normally used in positive sentences, e.g. NOT *British people drink much tea*.

Tell Sts to think of *much* as singular and *many* as plural to help them to remember which one to use.

Focus on the example sentences and play audio 9.7 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the ***a lot of* and *lots of*** box and go through it with the class.

Now focus on the exercises for **9B** on p.149. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

In **a** sentence 4, elicit / explain the difference between *some chocolate* (a bar, some pieces, etc.) and *chocolates* (individual sweets covered in chocolate).

ANSWERS

a 1 How much 2 How many 3 How much 4 How many
5 How much 6 How much 7 How many 8 How many
9 How much 10 How many

b 1 a lot of 2 A little 3 much 4 Quite a lot 5 a lot of
6 not much 7 many 8 None 9 a little 10 much, any

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar** photocopiable activity.

e Focus on the instructions. Elicit / Explain the meaning of the question *How about you?* and check Sts can remember the meaning of *fast food*.

Put Sts in pairs, **A** and **B**. Demonstrate the activity by saying how much you eat of one of the things in the list. Then turn to a student and ask *How about you?*

A should start by saying how much fish he / she eats, give extra information, and ask **B**. They then swap roles.

Get some feedback from various pairs. Find out if pairs have a similar diet, or if they found out something surprising about their partner's eating habits.

3 PRONUNCIATION /f/ and /s/

Pronunciation notes

/ʃ/

sh and *-tion* are always pronounced /ʃ/, e.g. *shop*, *station*.

c before *iou* and *ia* is usually /ʃ/, e.g. *delicious*, *special*.

/s/

c before *e* and *i* is pronounced /s/, e.g. *city*, *centre* (*c* before other vowels is usually /k/).

s at the beginning of a word is always /s/. The only two exceptions are *sure* /ʃʊə/ and *sugar* /'ʃʊgə/.

s in the middle of a word or at the end is sometimes /s/ and sometimes /z/.

See **Sound Bank** p.175.

- a**  Focus on the sound pictures and elicit the two words and sounds (*shower* /ʃ/ and *snake* /s/).
Play the video and get Sts to watch and repeat the sounds and words. Highlight the different mouth positions for the two sounds.



See sounds and words in Student Book on p.74

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

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

- b**  **9.8** Sts should say each word aloud and then put it in the correct row in **a**.
Get Sts to compare with a partner, then play the audio for them to check.
Check answers, and elicit when *c* is pronounced /s/ (before *e* and *i* although *ci* can sometimes be /ʃ/).

 9.8

shower /ʃ/ sugar, fish, delicious, fresh, information, reception, shopping, special, sure
snake /s/ salt, sweets, centre, cereal, cinema, crisps, rice, salad, science

Now play the audio, pausing after each word for Sts to repeat.

- c**  **9.9** Focus on the conversation. Play the audio once and get Sts to listen and read.

 9.9

See conversation in Student Book on p.74

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

Now get Sts to practise it in pairs. Monitor, helping and correcting.

Finally, you could get one pair to 'perform' for the rest of the class.

4 READING categorizing information

- a** Tell Sts they are going to read an article entitled *Fascinating facts about sugar and salt*. Elicit / Explain the meaning of *fascinating* (= very interesting). Model and drill pronunciation.
In pairs, Sts read the article and complete the gaps with *sugar* or *salt*.
b  **9.10** Play the audio for Sts to listen and check.
Check answers. Don't ask Sts about the facts at this stage, as they will be discussing them later.

ANSWERS

1 Salt 2 sugar 3 Salt 4 sugar 5 salt 6 sugar 7 sugar
8 Salt 9 sugar 10 salt 11 salt 12 sugar

 9.10

See text in Student Book on p.75 and answer key

- c** Tell Sts to read the article again and find the highlighted verbs. In pairs, they should try to guess the meaning and pronunciation of the verbs.

Check answers, either explaining in English or translating into Sts' L1. Model and drill the pronunciation, and get Sts to underline the stressed syllable in each verb.

ANSWERS

behave /bɪ'heɪv/ = to do things in a way that people think is correct or polite

collect /kə'lekt/ = to bring together things that are the same in some way, to study or enjoy them

remove /rɪ'mu:v/ = to make something disappear

last /lɑːst/ = to continue for a period of time

introduce /ɪntrə'djuːs/ = to bring in something new

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

- d** Do this as a whole-class activity.

5 SPEAKING

- a** Focus on the questionnaire about sugar and salt. Give Sts a few minutes to complete the gaps with *How much* or *How many*.

Check answers by going through the questions, making sure Sts understand all the lexis, e.g. *spoon* and *add*.

ANSWERS

1 How many 2 How many 3 How much 4 How many
6 How much 7 How much 8 How many

- b** You could demonstrate the activity by getting Sts to interview you first. Answer the questions, giving a bit of extra information where you can, as a model for Sts, e.g. *I don't have sugar in my coffee; I hate fizzy drinks*.
Sts interview each other in pairs. When they have finished, they should tell each other if they need to eat less sugar or salt. If you didn't teach it earlier, you may want to teach Sts the phrase *too much*.
Get some feedback from individual Sts about their partner.

G comparative adjectives: *bigger, more dangerous*, etc.

V high numbers

P /ə/, sentence stress

Lesson plan

The context of this lesson is general knowledge quizzes, through which comparative adjectives are presented and practised, and high numbers introduced. The lesson starts with a vocabulary focus on numbers greater than 100. In Listening, Sts decide if they think some statements are true or false, and then listen to a contestant answering the questions on a quiz show. The quiz questions lead into the grammar focus on comparative adjectives and a pronunciation focus on stress in comparative sentences, and the sound /ə/ in *than* and in *-er* endings. This is followed by Speaking, where Sts put the grammar and high numbers into practice and role-play taking part in a quiz show. The lesson finishes with a reading text about pub quizzes in the UK.

Video material

Vocabulary – high numbers

More materials

For teachers

Photocopiables

Grammar comparative adjectives p.204

Vocabulary Guess the number p.284 (instructions p.266)

Communicative Guess the comparative p.253 (instructions p.221)

For students

Workbook 9C

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise numbers up to 100 by writing some sums on the board and eliciting answers from the class.

1 VOCABULARY high numbers

a Books open. Focus on the lesson title and elicit / explain the meaning.

Put Sts in pairs and give them a few minutes to answer the three quiz questions. If they don't know the answers, tell them to guess. Tell Sts at this point just to answer *a*, *b*, or *c* rather than trying to say the long numbers.

b **9.11** Tell Sts they are going to hear a contestant on the radio quiz show answering the three questions. Play the audio for Sts to listen and check their answers to **a**. Check answers.

ANSWERS

1 b 2 c 3 a

9.11

(script in Student Book on p.130)

P = presenter, C = contestant

- P** Question one. How many UK episodes were there of the TV quiz *Who Wants to be a Millionaire*? Is it a) sixty-six, b) six hundred and sixty-six, or c) six thousand, six hundred and sixty-six?
- C** The answer is...six hundred and sixty-six. There were six hundred and sixty-six UK episodes of the TV quiz *Who Wants to be a Millionaire*?
- P** Question two. How many pubs in the UK have a quiz night? Is it a) two hundred, b) two thousand, or c) twenty thousand?
- C** The answer is...twenty thousand. Twenty thousand pubs in the UK have a quiz night.
- P** Question three. What is the most money in dollars won by one person on TV quiz shows? Is it a) five million, two hundred and twenty-three thousand, four hundred and fourteen, b) fifteen million, two hundred and twenty-three thousand, four hundred and fourteen, or c) fifty million, two hundred and twenty-three thousand, four hundred and fourteen?
- C** The answer is...five million, two hundred and twenty-three thousand, four hundred and fourteen. The most money won by one person on TV quiz shows is five million, two hundred and twenty-three thousand, four hundred and fourteen dollars.

Play the audio again and tell Sts this time to pay attention to how the numbers are said. Pause the audio after each answer and elicit the number from Sts, and write it on the board.

ANSWERS

- 1 six hundred and sixty-six
- 2 twenty thousand
- 3 five million, two hundred and twenty-three thousand, four hundred and fourteen

Vocabulary notes

Highlight:

- as with *hundred*, there is no *s* on *million* or *thousand* after a number, e.g. we say *four million*, NOT ~~four~~ *millions*. However, you may want to explain that we do add an *s* when we want to use *thousands* or *millions* (without a number) to mean 'a lot', e.g. *There were thousands of people at the concert*.
- the use of *and* between hundreds and tens, e.g. *six hundred and fifty*.

c Tell Sts to go to **Vocabulary Bank Days and numbers** on p.156.

Focus on **4 High numbers** and get Sts to do **a** individually or in pairs.

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

Check answers.

ANSWERS

200

three hundred and **fifty**

eight hundred **and** seventy-five

1,500

two thousand and **twelve**

five thousand four **hundred** and twenty

25,000

a hundred **thousand**

two million **three** hundred thousand

9.12

4 High numbers

a hundred and five

two hundred

three hundred and fifty

eight hundred and seventy-five

a thousand

one thousand five hundred

two thousand and twelve

five thousand four hundred and twenty

twenty-five thousand

a hundred thousand

a million

two million three hundred thousand

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

Focus on **Activation**. Get Sts to cover the words on the right and say the numbers. They could test themselves or their partner.

Tell Sts to go back to the main lesson **9C**.

EXTRA SUPPORT Tell Sts you are going to dictate ten numbers to them and they must write them down, e.g.:

T One: a hundred and ninety-nine

Sts write 199.

1 199 (a hundred and ninety-nine)

2 450 (four hundred and fifty)

3 920 (nine hundred and twenty)

4 1,300 (one thousand three hundred)

5 3,437 (three thousand four hundred and thirty-seven)

6 7,700 (seven thousand seven hundred)

7 50,000 (fifty thousand)

8 120,000 (a hundred and twenty thousand)

9 40,000,000 (forty million)

10 2,600,000 (two million six hundred thousand)

EXTRA PRACTICE Use the **9C Vocabulary** photocopiable activity.

d  In this video Sts are going to hear six general knowledge quiz questions that have numbers as answers. When they have seen all six questions, Sts can confer.

Put Sts in teams (pairs or small groups) and tell them to write down their answers individually as they watch. Highlight that the idea is for them to guess the answer – they are not expected to know it!

Play the video and pause it after the six questions at 01:26, as indicated on the screen.

Give Sts time to compare and discuss their answers, and decide on an answer.

When time is up, play the video again from the beginning, pausing after each question to elicit answers from the teams. Write their guesses on the board, but don't tell them if they are right or not.

Then play the rest of the video for Sts to check the answers. The team whose answer is closest to the real answer gets a point. At the end, find out which team was the winner.



1 How many different sports were there in the twenty twenty-four Olympic Games?

2 How many politicians are there in the British parliament?

3 How far is it in kilometres from New York to San Francisco?

4 How high in metres is Mount Qomolangma (Everest)?

5 How many different kinds of birds are there in the world?

6 How many people in the world speak Spanish as their first language?

1 thirty-two

2 six hundred and fifty

3 about four thousand five hundred

4 eight thousand eight hundred and forty-nine metres

5 about ten thousand

6 about four hundred and eighty-three million

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

EXTRA CHALLENGE Get Sts to write out the numbers in words as well, and then elicit both versions of the numbers onto the board.

2 LISTENING understanding instructions, focusing on reasons

a  **9.13** Focus on the task. Tell Sts that they are going to listen to another quiz show called *Quiz Night*, and give them a few minutes to read questions 1–4. Make sure all the questions are clear – check, for example, that Sts know *How long* (= How much time), *contestant*, *to win*, and *to lose*.

Play the audio twice.

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

ANSWERS

1 Ten seconds

2 **a** £100 **b** £200 **c** £400 **d** £12,800

3 All the money

4 Phone a friend

9.13

(script in Student Book on p.130)

P = presenter, E = Eddie

P Good evening. Welcome to *Quiz Night*. Tonight's show comes from Manchester. And our first contestant is Eddie from Manchester. Hi, Eddie. Are you nervous?

E No, not really. I think I'm, er, well prepared.

P Well, let's hope so. The rules are the same as always. I'm going to read you some sentences, and you have ten seconds to say if the sentence is true or false. If you get the first answer right, you win one hundred pounds. Then for each correct answer, you double your money, so if you get the second answer right, you win two hundred pounds, and for the third correct answer, you win four hundred pounds. For eight correct answers, you win twelve thousand eight hundred pounds. But if you get an answer wrong, you lose all the money. Remember, you can also phone a friend, so if you're not sure about one of the answers, you can phone your friend to help you. Is that OK, Eddie?

E Yeah, OK.

b Focus on the pictures and elicit *wolf*, *lion*, *elephant*, *panda*, *Stonehenge*, and *the Pyramids*. Write the new words on the board, and model and drill pronunciation.

Focus on sentences 1–8 in *Quiz Night*. Elicit / Teach that the sentences are comparing two things, e.g. the first one

is comparing a wolf and a lion, using the adjective *loud*. Highlight that the *-er* ending means *more*.

Get Sts to read the sentences in pairs and decide whether they are true or false. Don't check answers yet.

- c **9.14** Tell Sts they are now going to hear Eddie doing the quiz. They should listen and check their answers to **b**. Play the audio and get Sts to check their answers in pairs. Check answers.

ANSWERS

1 F 2 T 3 T 4 F 5 T 6 T 7 T 8 F

9.14

(script in Student Book on p.130)

P = presenter, E = Eddie, M = Mia

- P** OK, Eddie, first question for one hundred pounds. A wolf can make a louder noise than a lion. True or false?
- E** A wolf can make a louder noise than a lion. Er, false, I'd say.
- P** Correct. Wolves make a sound of approximately ninety decibels when they howl, whereas a lion's roar is about one hundred and fourteen decibels. Now, for two hundred pounds, Stonehenge, the stone circle in the south-west of England, is older than the Pyramids of Giza in Egypt. True or false?
- E** Er, I think it's true.
- P** Correct. It's true. The construction of Stonehenge began about five thousand years ago, but the construction of the pyramids actually began about four hundred and fifty years later. Next, for four hundred pounds, the island of Cuba is bigger than the island of Iceland.
- E** I think it's true. Cuba is much bigger than people think. So yes, it's true.
- P** Correct, though it's not by much. Cuba is about one hundred and nine thousand square metres and Iceland is one hundred and three thousand square metres. Next, for eight hundred pounds, Ireland is wetter than Brazil. True or false?
- E** Ireland is wetter than Brazil. Er, false. I know it rains a lot in Ireland, but Brazil has rainforests, so I'm sure it rains more there.
- P** Correct. The average rainfall in Brazil is one thousand seven hundred and sixty-one millimetres a year, and in Ireland it's only one thousand one hundred and eighteen. Well, I say only, but it's still quite a lot! Well done, Eddie, that's four correct answers so far. Next, for one thousand six hundred pounds, a baby elephant is heavier than an adult panda. True or false?
- E** Er, true. No, er, false. Er, I'm not sure.
- P** Do you want to phone a friend?
- E** No, I think it's true. I know baby pandas are tiny, and maybe even full-grown ones aren't as heavy as we might think. I'm saying it's true.
- P** Correct. A newborn baby elephant can weigh as much as one hundred and twenty kilograms, but an adult panda never weighs more than one hundred and thirteen kilograms. OK, for three thousand two hundred pounds, life in New York is more expensive than life in Paris.
- E** Er, true. I'm pretty sure New York is more expensive.
- P** Correct. New York is usually in the top five in the list of expensive cities to live in, along with Zurich and Singapore. Paris is still expensive of course, but it's a lot cheaper than New York at the moment. OK, Eddie, now question seven, for six thousand four hundred pounds – the mountain K-two is more difficult to climb than Mount Kilimanjaro. True or false?
- E** Er, I think that's true. I know K-two is incredibly dangerous.
- P** Well done, Eddie. Twenty-five per cent of the people who climb K-two die, usually on the way down, but fewer than 1% of the people who climb Kilimanjaro die. And finally, the last question. Be very careful, Eddie. If you get it right, you win twelve thousand eight hundred pounds, but if you get it wrong, you get nothing. Are you ready?

- E** Yes, ready.
- P** OK, for twelve thousand eight hundred pounds, white chocolate is better for you than milk chocolate.
- E** Er...er...
- P** I need your answer, Eddie.
- E** I think it's true, but I'm not sure. I want to phone a friend.
- P** Right, Eddie. So, who do you want to call?
- E** Er, my dad, Brian.
- P** OK, then. Hello, is that Brian?
- M** No, it's Mia.
- P** Er, I'm phoning from *Quiz Night*. Is Brian there?
- M** Dad's not here. I'm Eddie's sister. I can help.
- P** OK, Mia, Eddie needs some help. You have thirty seconds, Eddie. Here she is.
- E** OK...Hi, Mia, listen...
- M** Hi, Eddie.
- E** It's the last question in the quiz. 'White chocolate is better for you than milk chocolate'. I think it's true.
- M** Er, OK, I'm sure there's more sugar in white chocolate. I think it's false.
- E** Um, I don't think so. I think white chocolate is healthier.
- M** I'm right on this one, Eddie.
- E** OK, um, really difficult, I can't decide.
- P** Time's up, I'm afraid. OK, Eddie. So, true or false?
- E** Er, oh, I don't know, I don't think she's right. I'm going to say true.
- P** Final answer?
- E** Final answer. True.
- P** I'm sorry, Eddie, it's false. In one hundred grams of white chocolate, there is fifty-nine grams of sugar, in milk chocolate it's fifty-two grams. Eddie, you had six thousand four hundred pounds, but now you go home with...nothing.

Find out if any pairs got all the answers correct. Now ask how much money Eddie wins.

ANSWER

He doesn't win any money.

- d** Tell Sts to listen again and write down why the answers are true or false. They must also write the important numbers they hear in the answers.
- Play the audio, pausing after each answer to give Sts time to write. Play the audio again if necessary.
- Check answers.

ANSWERS

- 1 F – Wolves make a sound of approximately **90** decibels when they howl, whereas a lion's roar is about **114** decibels.
- 2 T – The construction of Stonehenge began about **5,000** years ago, but the construction of the pyramids actually began about **450** years later.
- 3 T – Cuba is about **109,000** sqm and Iceland is **103,000** sqm.
- 4 F – The average rainfall in Brazil is **1,761** mm a year, and in Ireland it's only **1,118** mm.
- 5 T – A newborn baby elephant can weigh as much as **120** kg, but an adult panda never weighs more than **113** kg.
- 6 T – New York is usually in the top **5** in the list of expensive cities to live in.
- 7 T – **25%** of the people who try to climb K2 die, but fewer than **1%** of the people who try to climb Kilimanjaro die.
- 8 F – There is **59** g of sugar in **100** g of white chocolate and **52** g in milk chocolate.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 GRAMMAR & PRONUNCIATION

comparative adjectives, /ə/, sentence stress

- a** Focus on the instructions. Give Sts time to answer the questions in pairs.
Check answers.

ANSWERS

1 -er 2 Because you double the final *g*. 3 Change *y* to *i* and add -er. 4 more 5 better 6 than

- b** Tell Sts to go to **Grammar Bank 9C** on *p.148*.

Grammar notes

There are clear rules governing the formation of comparative adjectives.

In one-syllable adjectives, a final -*w* after a vowel doesn't count as a consonant, and is not doubled, e.g. *new*, *newer*. Depending on your Sts' L1, they may try to use *that* instead of *than* after comparative adjectives.

Focus on the example sentences and play audio 9.15 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **9C** on *p.149*. Sts do the exercises individually or in pairs.

Check answers. Get Sts to spell the -*er* adjectives in **a** and write them on the board. In **b**, get them to read the full sentences.

ANSWERS

- a** 1 higher 2 dirtier 3 more important 4 later 5 lower
6 more bored 7 wetter 8 more modern 9 more comfortable 10 happier
b 1 cheaper, than 2 easier, than 3 more tired, than
4 busier than 5 better than 6 more interesting than
7 further, than 8 shorter than 9 worse than
10 more difficult than

Tell Sts to go back to the main lesson **9C**.

EXTRA PRACTICE OPTION Use the **9C Grammar** photocopiable activity.

- c** 9.16 Focus on the sentence from the quiz. Play the audio once for Sts to hear how -*er* and *than* are pronounced, and then check answers. Tell Sts that the final -*er* is never stressed, e.g. *safer* NOT *safer*.

ANSWERS

The final -*er* is always pronounced /ə/.
than is pronounced /ðən/.

9.16

See sentence in Student Book on *p.77*

- d** 9.17 Tell Sts they are going to hear six comparative sentences and they must write them down.
Play the audio, pausing after each sentence to give Sts time to write.
Check answers by eliciting the sentences onto the board.

9.17

- Carrots are sweeter than tomatoes.
- Air travel is safer than train travel.
- London is wetter than Milan.
- A horse is heavier than a car.
- Oranges are healthier than strawberries.
- Istanbul is further north than New York.

- e** Play the audio again, pausing after each sentence for Sts to repeat. Highlight that *is* / *are* and *than* are not stressed.
Play the audio again, pausing after each sentence, and elicit whether the sentence is true or not.

ANSWERS

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

4 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Quiz Night, A** on *p.108*, **B** on *p.113*.

Go through the instructions with them carefully. They are going to play a slightly simplified version of the game.

Then give Sts time to complete their sentences with comparative adjectives. Before they start, you could quickly check they have the correct comparative forms.

ANSWERS

Student A	Student B
1 smaller	1 older
2 colder	2 smaller
3 older	3 higher
4 shorter	4 bigger
5 more expensive	5 more popular
6 drier	6 larger
7 further	7 warmer
8 hotter	8 busier

Write the amounts of money that they win on the board, e.g. 1 = 100 (pounds or a currency that your Sts are familiar with), 2 = 200, 3 = 400, etc. (up to 12,800), and check Sts can say the numbers correctly. Explain that if you get, for example, question 4 wrong, you continue playing, but you lose the money you had and the prize starts again from 100 pounds.

Sit **A** and **B** face-to-face if possible. **A** reads their sentences to **B**. Monitor and help Sts to get the rhythm right when they read their quiz sentences.

B then reads **A** their sentences.

EXTRA SUPPORT You could do the above activity in groups of four instead of pairs. Divide the class into groups of four and have two **As** and two **Bs** in each group. They prepare their quiz sentences together, and take turns to read them to the other pair.

EXTRA CHALLENGE Encourage **A** to 'play the role' of the presenter. Give Sts a few minutes to look at the script on Student Book *p.130* and make a note of any useful language (e.g. *Good evening*).

When both Sts have played the game, get feedback to see who won the most money.

Tell Sts to go back to the main lesson **9C**.

5 READING reading and remembering information

- a** Tell Sts they are now going to read an article about pub quizzes in the UK. Make sure they understand the questions and that they only read the first part. Before they start, you might want to elicit / explain the meaning of *general knowledge*.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 In the 1970s
- 2 More than 20,000
- 3 About 5 or 6
- 4 From 50p to £5 per person
- 5 Nights which aren't usually busy, like Mondays or Tuesdays
- 6 At least 300,000

- b** Focus on the instructions and elicit the meaning of *tips*.
Now focus on A–G and make sure Sts understand them.
Tell Sts to read the tips and complete the gaps with A–G.
Point out that the first one (D) has been done for them.
Check answers.

ANSWERS

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

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

- c** Put Sts in pairs and get them to discuss the six questions.
You could demonstrate the activity by answering a few questions yourself.
Get some feedback from various pairs.

Practical English going out for dinner
Vocabulary understanding a menu

Lesson plan

In this lesson Sts learn some common vocabulary to help them understand menus and they practise ordering food and drink in a restaurant.

In this episode of *Pictures of you*, Izzy explains to Ben why she left Tensquare School and how she feels about her decision. After going for dinner, Izzy shows Ben some of her photos and tells him that she has applied for a job as photo editor for an online magazine.

Video material

Pictures of you Episode 5

More materials

For teachers

Oxford English Hub

Quick Test 9

File 9 Test

For students

Workbook Practical English 5
Can you remember...? 1–9

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 4 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you* and ask them some questions about it. You could elicit some of the language Sts learned for asking for directions.

1 IZZY EXPLAINS EVERYTHING

a ▶ Books open. In this section, *Izzy explains everything*, Sts will see Ben and Izzy meeting in the park, and Izzy explains why she left Tensquare School.

Focus on the lesson aims and the title of the lesson, *On Primrose Hill*. Explain that Primrose Hill is a famous hill and park situated in the borough of Camden in north London, near Regent's Park. From the top of the hill there are spectacular views of London.

Focus on the question and the three options. This is a simple, first watch task which Sts can do while enjoying the video and interpreting both dialogue and body language.

Play the video for Sts to watch and choose the correct answer.

Check the answer.

ANSWER

b



I = Izzy, B = Ben

I Sorry I'm late.

B No problem. Are you OK?

I Yeah, I'm fine. Congratulations, Ben. Your show was great. I'm sorry I left like that.

B That's OK.

I No, it's not OK. I don't know why I did that.

B Don't worry. I understand. Andre isn't easy sometimes. Is that why you left the school?

I I didn't really like him as a teacher, but no. Andre wasn't the problem.

B What was the problem?

I I love taking photos, but...when I was at the school, I stopped loving it. I thought it was what I wanted to do, but it wasn't.

B That's too bad.

I Yeah...but it was a good decision. I love photography again. And now I'm in the 'real world'.

B And how is it? The real world?

I I like it. I think I like it. Let's go. Where's the restaurant?

B It's this way. Can I see some of your photos now, please?

I Oh, I don't take many photos these days.

B Yes, you do. You take photos all the time.

I Do I? Do I take photos all the time? Mm? Mm? Smile, please...

b Give Sts time to read the three questions and options.

Play the video again.

Give Sts time to choose the correct options, and then get them to compare with a partner.

Check answers.

ANSWERS

1 c 2 b 3 c

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

2 GOING OUT FOR DINNER

a Focus on the menu and get Sts to complete the three gaps. Check answers, and model and drill the pronunciation of the words. Focus especially on the stress in *desserts* /dɪ'zɜ:tɪz/ (you could point out that if they stress it on the first syllable, it will sound like *deserts*).

ANSWERS

1 Starters 2 Main courses 3 Desserts

b 9.18 Tell Sts to look at the highlighted words on the menu and, in pairs, to try and guess their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries or on their phone app.

ANSWERS

courses /kɔ:sɪz/ = the separate parts of a meal

soup /su:p/ = liquid food that you make by cooking things like vegetables or meat in water

grilled /grɪld/ = cooked on metal bars under or over heat

home-made /,həʊm 'meɪd/ = made in your house, not bought in a shop or made in a factory

sauce /sɔ:s/ = a thick liquid that you eat on or with other food
fresh /freʃ/ = made or picked not long ago, and not frozen
gluten-free /glu:tɪn 'fri:/ = not containing gluten (= a sticky substance found in some grains, especially wheat)
service charge /'sɜ:vɪs tʃɑ:dʒ/ = an amount of money that is added to the bill, as an extra charge for the restaurant staff

9.18

See highlighted words in Student Book on p.78

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

- c Get Sts to cover the menu or close their books. Write on the board *starters, main courses, desserts*. In pairs, see if Sts can remember the two starters, three main courses, and three desserts.

Get feedback, asking the class to say what was on the menu.

EXTRA SUPPORT You could simply elicit the dishes from the whole class.

- d In this part of the video, *Going out for dinner*, Sts will see Ben and Izzy arriving at the restaurant, and going in for dinner.

Focus on the photo and ask *Where are Ben and Izzy?* (At a restaurant), *What are they doing?* (They're ordering their food), *Who is the other person?* (She's the waiter).

Focus on the instructions and tell Sts to look at the menu on p.78 as they listen. They should tick the dishes Ben and Izzy order.

Play the video for Sts to watch and tick the items on the menu.

Get Sts to compare with a partner, and then check answers. Ask *What's Izzy having for a starter?*, etc.

ANSWERS

Ben: soup; mushroom ravioli

Izzy: mozzarella salad; chicken



B = Ben, W = waiter, I = Izzy

B Hello, we have a reservation. The name is Ben Fischer.

W Yes, here we are. A table for two?

B Yes, that's right.

W OK, come this way.

W Are you ready to order?

B Yes, I'll have the soup and the mushroom ravioli, please.

I I'd like the mozzarella salad and then the chicken, please.

B What would you like to drink?

I Just water for me.

B A bottle of mineral water, please.

W Still or sparkling?

B Is sparkling OK?

I Yes, sparkling.

W Perfect.

B Thank you.

I Thank you.

W How was your food?

B It was great, thanks.

I Really delicious.

W Would you like a dessert?

B No, thank you. Could we have the bill, please?

W Of course.

B Thank you.

- e Now focus on the conversation in the chart. Elicit that the **You hear** phrases are said by the waiter, and **You say** is

what the customer says, here Ben and Izzy. These phrases will be useful for Sts if they need to order food in English in a restaurant.

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

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

ANSWERS

1 table 2 way 3 order 4 drink 5 Still 6 food 7 dessert

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand.

Make sure Sts understand the two kinds of mineral water, *still* (= no gas) and *sparkling* (= with gas).

- f In this part of the video, *You say* phrases. Tell Sts they're going to hear the conversation again. They should repeat the phrases when the video pauses. Highlight the different ways of ordering food here:

1 *I'll have the soup and the mushroom ravioli, please.* Point out that *I'll* is the contracted form of *I will* which is the future tense (fully taught in the Pre-intermediate level).

2 *I'd like (= I would like) the mozzarella salad and then the chicken, please.*

Highlight that it's also very common to use *Can* (or *Could*) *I have...?* to order in a restaurant. (Ben uses *Could we have...?* to ask for the bill).

3 *The chicken for me, please.*

Play the video. Encourage them to copy the rhythm and intonation, but Sts shouldn't try to copy Ben's American accent. When Ben pronounces *water* as /'wɔ:ɪdər/, Sts should use the British English pronunciation of *water* /'wɔ:tə/.



Same as previous video with repeat pauses

Put Sts in groups of three **A, B,** and **C.** **A** is the waiter, and **B** and **C** are Ben and Izzy. Get them to read the conversation aloud and then swap roles.

- g Sts now role-play the conversation. **A** is the waiter. **B** and **C** are customers. Tell **A** to give **B** and **C** one of their books, open on p.78, to use as a menu.

If there's time, get Sts to swap roles. Monitor and help.

When Sts have finished, get feedback to find out what Sts ordered.

EXTRA IDEA Print a menu for Sts to use in the role-play.

3 IZZY HAS SOME NEWS

- a In this part of the video, *Izzy has some news*, Sts will see Izzy and Ben sitting on a bench on Primrose Hill, talking about Izzy's future.

Give Sts time to read the three questions, and make sure they understand them.

Play the video for Sts to watch.

Give Sts time to answer the questions. Play it again if necessary.

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

ANSWERS

- 1 She sent an application for a job (as a photo editor) and got an interview.
- 2 He is very happy. Ben thinks Izzy can do the job well.
- 3 They kiss.



B = Ben, I = Izzy

B It's a beautiful evening.

I Yes, it is. I love it here. I came here a lot with my dad when I was a child.

B Did you live near here?

I Not far. We lived in Camden Town.

B Oh, nice.

I So...do you really want to see my photos now?

B Yes, I do.

I Here. Go ahead. This is my portfolio.

B Wow, these are...really professional. Amazing, Izzy!

I Thanks...You know, there's this job I really want...well, I think I want it...

B What job?

I I want to be a photo editor. I...sent in an application and I got an interview.

B Wow, that's great!

I But...I don't know.

B You don't know, what?

I Well...I've never worked in a job like that before. I'm not sure I'm ready for it.

B Izzy. Your photos are awesome! I think the magazine would be lucky to have you.

I Do you think so?

B Yeah! Of course!

I I think so, too. You can say more nice things about my photos now.

B Ah, yes, ma'am. Ah, wow, look at this one. Now that is amazing! And that one? Incredible! That, now that is just wonderful. Perfection, perfection.

I Thank you, Ben.

- b** Focus on the two questions and make sure Sts understand that they have to try and remember what Izzy and Ben say about the bullet pointed topics.

Put Sts in pairs and get them to say what they can remember about the video *Izzy has some news*.

Play the video again.

Give Sts time to answer the questions, and then get them to compare with their partner.

Check answers.

ANSWERS

What does Izzy say about...?

the park: When she was a child, she came here a lot with her dad. They lived quite near in Camden Town.

the job she wants: Photo editor. She sent an application and got an interview. She isn't sure she's ready for it.

What does Ben say about...?

Izzy's photos: He really likes them ('they're really professional, amazing, awesome')

the job Izzy wants: He thinks she is perfect for the job.

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

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.
- Now give Sts time to match a phrase in **A** with a response in **B**. They can do this individually or in pairs.
- b** Play the video for Sts to watch and check.
- Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

1 No problem. 2 Yes, I'm fine. 3 That's OK.

4 Yes, it is. 5 Wow, that's great!

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

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

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

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the two questions.

Elicit some feedback from the class.

- G** superlative adjectives: *the biggest, the best*, etc.
V places and buildings
P consonant groups

Lesson plan

Places, buildings, and other geographical features provide the context to present and practise superlative adjectives. The lesson starts with Vocabulary, where Sts learn the words for landmarks and buildings in a town or city. In Grammar, Sts make the logical progression from comparatives to superlatives, and look at some 'extreme' places in the world, e.g. *the biggest station, the oldest bridge*, etc. Pronunciation focuses on consonant clusters, which occur in superlatives, e.g. *the most expensive*, and then Sts role-play being a tourist in their town, using superlatives to ask questions. Then an article on a travel website gives Sts information about the most dangerous place in the world to cross the road. Writing focuses more directly on the Sts' own environment, and they write about their own town / city.

Video material

Vocabulary – places and buildings

More materials

For teachers

Photocopiables

Grammar superlative adjectives p.205

Vocabulary Places and buildings puzzle p.285

(instructions p.266)

Communicative What do you know about the UK? p.254
 (instructions p.221)

For students

Workbook 10A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *famous tourist sites*. Elicit the meaning, and then elicit the names of famous tourist sights in Sts' own country (in their L1), and write the names on the board. Then ask Sts to vote with a show of hands for which they think is the most popular, and write ____ *is the most popular tourist site in* ____.

1 VOCABULARY places and buildings

- a** Books open. In this video Sts will see six clips of famous buildings or places from around the world and find out a little information about each one. They watch the video and then complete the names of the tourist sights.

Focus on the instructions and, if you didn't do the

Optional lead-in, make sure Sts know what *famous tourist sight* means.

Play the video for Sts to watch. Make sure they don't write anything yet (you could ask them to close their books).

Then get Sts to complete 1–6 with the words from the list. Check answers.

ANSWERS

- 1 Square 2 Bridge 3 Park 4 Castle 5 Street 6 Gallery



- Times Square is the centre of New York's theatre district.
- Sydney Harbour Bridge and the famous opera house are iconic images of Australia.
- Hyde Park in central London has four thousand trees, a lake, and a memorial to Diana, Princess of Wales.
- Edinburgh Castle stands on a rock above the city and is one of Scotland's most popular tourist attractions.
- Wall Street, in the business district of New York, is home to the New York Stock Exchange.
- The National Gallery is London's most famous art museum.

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

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

- b** Put Sts in pairs or small groups to see what they can remember about each place.
 Elicit as much information from the class as possible. You could play the video again to check answers. Ask Sts if any of them have visited any of these places.
- c** Tell Sts to go to **Vocabulary Bank Places and buildings** on p.172 and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to highlight the difference between *a road* (= connects different towns or cities) and *a street* (= in a town or city).

- 10.1** Now do **b**. Play the audio for Sts to listen and check.
 Check answers.

10.1

Places and buildings

- | | |
|----------------------|----------------------|
| 3 a chemist's | 16 a castle |
| 9 a church | 14 a museum |
| 4 a department store | 12 a theatre |
| 6 a hospital | 13 a zoo |
| 5 a market | 20 a bridge |
| 2 a park | 19 a river |
| 11 a police station | 18 a road |
| 8 a post office | 21 a square |
| 10 a shopping centre | 17 a street |
| 7 a supermarket | 23 a bus station |
| 1 a town hall | 24 a car park |
| 15 an art gallery | 22 a railway station |

Then either use the audio to drill the pronunciation of the words, or model and drill them yourself. Remind Sts that in compound nouns (e.g. *post office, art gallery*), the main stress is on the first word. Don't forget to remind Sts of the silent *t* in *castle*, and that *ch* is pronounced /k/ in *chemist's*. Give further practice of any other words your Sts find difficult to pronounce.

Focus on the **Other places of worship** box and go through it with the class.

Now focus on **c**. Get Sts to cover the words and use the photos to test themselves or their partner.

Finally, focus on **Activation** and model and drill the question. Put Sts in pairs to ask and answer the question. Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Vocabulary** photocopiable activity.

EXTRA IDEA Get Sts to use their phones to make their own video guide of tourist sights in their town.

2 GRAMMAR superlative adjectives

- a** Tell Sts to look at photos 1–6 and ask if they know or can guess which countries they are in. Elicit some ideas, but don't tell them if they are right or not.
- b** Focus on the instructions. In pairs, Sts complete sentences 1–6 using phrases from the list. Establish that the phrases are all superlative adjectives.

- c** **10.2** Before you play the audio, tell Sts they are going to hear a little more information about each place. Play the audio for Sts to listen and check their answers to **a** and **b**.

Check answers. Note that in 1 and 2, the countries aren't mentioned. It is assumed that Sts will know that London is in the UK and New York is in the USA. You might want to tell Sts that Grand Central Station in New York has the most platforms, but Nagoya station in Japan is largest in size. If you have a map of the world in class, you could show Sts where each country is.

ANSWERS

- a** 1 the UK 2 the USA 3 Germany 4 Greece
5 11 different African countries 6 Türkiye
b 1 The busiest 2 The biggest 3 The tallest
4 The oldest 5 The longest 6 The most dangerous

10.2

- 1 The busiest shopping street in Europe is Oxford Street. Although numbers dropped during the Covid-19 pandemic, seventy-two thousand shoppers a day still visit the street in the centre of London.
- 2 The biggest railway station in the world is Grand Central Terminal in New York. It has forty-four platforms, and covers nearly two hundred thousand square metres.
- 3 The tallest cathedral in the world is Ulm Münster in Germany. It is a hundred and sixty-one metres tall.
- 4 The oldest bridge in Europe is the Arkadiko Bridge in Greece. People still use it today. It was built more than three thousand years ago.
- 5 The longest river in the world is the Nile. It's six thousand six hundred and fifty kilometres long and goes through eleven different African countries.
- 6 The most dangerous road in the world is Bayburt D-nine-one-five in Türkiye. The one hundred and six-kilometre road is very high up and the weather is often foggy and rainy. Even really good drivers find driving extremely difficult.

EXTRA CHALLENGE Get Sts to listen again and write down any extra information they hear about each place.

- d** Focus on the chart and the three column headings. Point out that the first one (*the oldest*) has been done for them. Get Sts to complete the chart with the adjectives from **b**. Check answers. Model and drill pronunciation.

ANSWERS

tall longer the biggest busy the most dangerous

- e** Do this as a whole-class activity.

ANSWERS

For one-syllable adjectives, we add *-est* (and not *-er*) to the end of the adjective. For longer adjectives with two or more syllables, we put *the most* instead of *more* before the adjective.

- f** Tell Sts to go to **Grammar Bank 10A** on p.150.

Grammar notes

Make sure Sts are clear about the difference between comparatives (to compare two things or people, etc.) and superlatives (to say which is, e.g. the smallest / largest in a group of three or more). In your Sts' L1, they may just use the comparative form + *the*. (Typical error: *the better place in the world...*)

Formation of superlatives is very easy once Sts know comparatives. *-er* changes to *-est* with most short adjectives, and *more* changes to *the most* before long adjectives.

Spelling rules

These are exactly the same as for comparatives, e.g. *hotter* / *the hottest*; *prettier* / *the prettiest*.

Highlight that we use **in the world**, **in the class**, etc. after superlatives, NOT *of*.

Focus on the example sentences and play audio **10.3** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **10A** on p.151. Sts do the exercises individually or in pairs.

Check answers. Get Sts to spell the *-est* adjectives in **a** where there's a spelling change and write them on the board. In **b**, get them to read the full sentences, helping them with the rhythm.

ANSWERS

- a** 1 the hottest 2 the cheapest 3 the worst
4 the easiest 5 the wettest 6 the tallest / longest
7 the furthest 8 the dirtiest
b 1 the biggest 2 the best 3 the smallest
4 the most comfortable 5 the noisiest 6 the most stressed
7 the youngest 8 The most beautiful

Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

- g** **10.4** Tell Sts they are going to hear six questions with superlatives and they must write them down.

Play the audio, pausing after each question to give Sts time to write. Play again if necessary.

Check answers, eliciting the questions onto the board.

10.4

- 1 What's the noisiest city in the world?
2 What's the foggiest city in Europe?
3 Which US city has the biggest population?
4 What's the highest capital city in the world?
5 Which city has the busiest airport in the world?
6 Which city has the worst traffic in the world?

- h** Focus on the possible answers and make sure Sts know where they all are.

Put Sts in small groups and get them to ask the questions from **g** and choose an answer from **h**.

Elicit answers from the class.

ANSWERS

1 Dhaka 2 Milan 3 New York 4 La Paz 5 Atlanta
6 Istanbul

3 PRONUNCIATION & SPEAKING consonant groups

- a** 10.5 Focus on the **Consonant groups** box and go through it with the class.
Tell Sts to look at **a** and play the audio once for them just to listen.

10.5

See word and phrases in Student Book on p.81

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

- b** 10.6 Now tell Sts they are going to do the same with the adjectives in 1–4. Tell them the word in brackets is the noun they must use with the adjective. If Sts are confused, write *beautiful (square)* on the board and show them the example in **a**.
Then play the audio for Sts to listen and repeat.

10.6

- old – the oldest – the oldest building – What's the oldest building?
- interesting – the most interesting – the most interesting museum – What's the most interesting museum?
- good – the best – the best shopping street – What's the best shopping street?
- nice – the nicest – the nicest place – What's the nicest place?

You may want to repeat it, pausing after each word / phrase, and get individual Sts to say the phrase and question.

EXTRA CHALLENGE Get Sts to say the word, phrases, and question first. Then play the audio for them to listen and check.

- c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist. Help!**, **A** on p.108, **B** on p.113.

Go through the instructions with Sts carefully. Highlight that the tourist only speaks English, so the local person must explain everything in English. Highlight, too (if your Sts are from the same town), that the tourist should pretend not to know anything and to ask for as much information as possible, and the local person should try to answer all his/her questions in as much detail as possible. Now focus on questions 1–6 and the examples, and explain that Sts have to complete the questions with the superlative of the adjective in brackets. You might want to elicit / explain the meaning of *typical* and *popular*.

EXTRA SUPPORT Get Sts to write in the superlatives, and check them before they start.

ANSWERS

Student A

- the most beautiful
- the easiest
- the most interesting
- the best
- the nicest
- the most famous

Student B

- the oldest
- the nicest
- the best
- the most typical
- the most popular
- the most beautiful

If you are not from the same city / country as your Sts, get them to interview you first with their first two questions to find out about your town / city.

- I** Don't be afraid to say *I don't know, but I think it's...* This will provide a good model for Sts.

Get Sts to role-play the conversation. First, Sts **A** are the tourist. Monitor and help, especially with superlatives.

Then tell Sts to swap roles, so now Sts **B** are the tourist.

Get some feedback. Where Sts are from the same town / city, see if they agree.

Tell Sts to go back to the main lesson **10A**.

4 READING identifying paragraph endings from context

- a** Focus on the photo and the title of the article, and elicit / explain the meaning of the title.
Tell Sts to read the article and decide which suggestion in the article is the most useful.
When Sts have finished, elicit responses.
- b** Now set a time limit for Sts to read the article again and complete the gaps with A–E.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 D 2 E 3 B 4 A 5 C

- c** Tell Sts to cover the article, and elicit / explain the meaning of *vehicle* (= a thing that takes people from one place to another). Model and drill pronunciation /'vi:əkl/. In pairs or as a whole-class activity, Sts try to remember all seven words.
If Sts worked in pairs, check answers. You could draw a mind map on the board with *vehicles* in the middle. Elicit / Explain that a *scooter* is a light motorbike with a small engine.

ANSWERS

cars, lorries, bikes, buses, motorbikes, scooters, taxi

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

- d** Focus on the six questions and make sure Sts understand all the lexis.
Put Sts in small groups and get them to discuss the questions.
Get some feedback from various groups. You could also tell Sts if you have had problems crossing a road.

5 WRITING an advert for your town

Focus on the instructions and read the example about Kielce. Tell Sts to write an advert for their town / city, and to include some superlatives. If your Sts are all from the same town / city, you could give them the option to write about another place they know well. You could set this as homework and ask Sts to add some photos to their advert.

Put the adverts around the class for Sts to read.

Ask Sts if they found out anything new / interesting about the places.

G *be going to* (plans), future time expressions

V city holidays: *stay in a hotel*, etc.

P sentence stress

Lesson plan

The context of this lesson is travel and holidays, and specifically, the travel plans of Vienna Cammarota, a 72-year-old Italian woman who was, at the time of the interview, planning to walk from Venice to Beijing (she should have arrived by the time of publication). The lesson starts with an interview with her where the grammar focus *be going to* for future plans is presented and practised. Pronunciation focuses on sentence stress in *be going to* sentences. In the Listening, Sts hear an expert from a website called Responsible Travel giving advice about how to plan a holiday. In Vocabulary and Speaking, Sts look at some common holiday phrases and then plan their own dream trip. Finally, in Writing, they write a formal email, booking some accommodation for a holiday.

More materials

For teachers

Photocopiables

Grammar *be going to* (plans) p.206

Communicative Future plans p.255 (instructions p.221)

For students

Workbook 10B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *Venice* and *Beijing*. Elicit where they are (*In Italy and China*). Then get Sts in pairs or small groups to guess what the distance is in kilometres overland between the two cities. Elicit ideas and write them on the board. Then tell them that it is approximately 21,000 km.

1 GRAMMAR *be going to* (plans)

a **10.7** Books open. You could quickly focus on the title of the lesson, *In the footsteps of Marco Polo*, and find out what Sts know about him (*He was a 13th-century traveller*). Don't spend long on this as Sts will read about him.

Focus on the task and make sure Sts understand what Vienna is planning to do. Sts may be a bit surprised by her first name, but tell them that names of cities, countries, and even continents can be first names, e.g. *Paris* and *India* are quite common nowadays.

Tell Sts to cover the interview on the right and focus on the photos.

Play the audio for Sts to listen and number the photos in the order in which Vienna mentions them.

Check answers.

ANSWERS

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

10.7

See interview in Student Book on p.82 and answer key b

b Tell Sts to uncover the interview and look at the verbs in the list. Point out that the first two (*walk* and *do*) have been done for them.

Give Sts time to read the interview and complete the gaps.

Play the audio for Sts to listen and check.

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

ANSWERS

3 leave 4 start 5 go 6 take 7 be 8 use 9 stay
10 follow

c Either put Sts in pairs and get them to answer the questions, or do this as a whole-class activity.

If Sts worked in pairs, check answers.

ANSWERS

1 infinitive 2 the future

d Tell Sts to go to **Grammar Bank 10B** on p.150.

Grammar notes

be going to + infinitive is the most common way to express future plans and the main future form taught in this level. It is often used with time expressions like *tonight*, *next week*, and *next summer*. Sts don't usually find the concept of *be going to* a problem, but the form needs plenty of practice. A typical error is the omission of the auxiliary *be*, e.g. ~~*I going to have dinner*~~, or using the present simple of *go*, e.g. ~~*I go to have dinner*~~.

In song lyrics, *going to* is sometimes spelled *gonna* because of the way it is pronounced (see **Pronunciation notes** in 2). Discourage Sts from using this in written English.

Some Sts may know the future form *will* and may ask about this. Explain that both *be going to* and *will* are used to talk about the future. In the *English File* series, *be going to* is presented first to talk about plans and predictions. *be going to* for predictions is practised in the next lesson. Sts will learn the grammar of *will* in *English File Pre-intermediate*, but will see some examples in **Practical English**.

Focus on the example sentences and play audio **10.8** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **10B** on p.151. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 're going to book 2 'm going to stay 3 's going to study
4 are going to get 5 's going to work 6 isn't going to go
7 aren't going to visit
b 1 'm going to call 2 are, going to have 3 isn't going to come
4 are, going to get 5 aren't going to buy 6 Are, going to watch

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar photocopiable activity**.

- e** **10.9** Remind Sts of Vienna's plan. Focus on the question.

Play the audio. Ask Sts whether they think Vienna succeeded.

10.9

(script in Student Book on p.131)

Vienna left Italy in April twenty twenty-two and when I spoke to her again, she was in Kazakhstan. By December twenty twenty-four, she hoped to reach Mongolia, where the true story of Marco Polo began. We asked her if she had any plans for more travelling, and she said, 'In the future, I'd like to travel round the world. But nothing is certain.'

EXTRA IDEA Before playing the audio, you could ask Sts what they think success or failure depended on, e.g. her health, the weather, etc.

2 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

When native speakers speak quickly, they tend to pronounce *going to* as *gonna* /'ɡɒnə/. It is a good idea to point out this pronunciation to Sts as they will hear it if they have contact with native speakers or listen to songs, and they will see it written down in song lyrics.

This pronunciation is widespread in British and American English, particularly in conversation, although it might not be appropriate in some formal situations.

At this level, we recommend that it is better to teach the more 'correct' pronunciation, i.e. pronouncing both *going* and *to* (using the weak form of *to*). Sts can use the more colloquial form later when their speed of speech increases.

- a** **10.10** Tell Sts they are going to listen to the two conversations. Before playing the audio, focus on the first question and ask Sts which words are stressed (*What, do, and summer*).
Play the audio once for Sts just to listen.

10.10

See conversations in Student Book on p.83

Play the audio again, pausing after each line for Sts to listen and repeat. Encourage Sts to get the right rhythm.

EXTRA IDEA Get Sts to read the conversations aloud in pairs.

- b** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** What are you going to do?, **A** on p.108, **B** on p.113.

Tell Sts they need to complete their questions with *be going to*. Point out the example.

Sit **A** and **B** face-to-face if possible. **A** asks their questions to **B**. Monitor and help Sts to get the rhythm right when they read their questions.

B then asks **A** their questions.

When both Sts have answered the questions, get feedback from the class.

Tell Sts to go back to the main lesson **10B**.

3 LISTENING using prior knowledge to predict content; note-taking

- a** Focus on the task and make sure Sts understand *plan*.
Give Sts time to read the four questions and make sure they understand *previous*.
Now get Sts to number the questions.
Put Sts in pairs and get them to compare answers.
Get some feedback.
- b** **10.11** Focus on the task and make sure Sts understand who Justin Francis is.
Play the audio for Sts to listen and complete the task.
Check answers. Find out, with a show of hands, if anyone had the same order as Justin. Don't ask Sts if they agree with Justin, as they will be doing this later in the lesson.

ANSWERS

- 1 What am I going to do?
- 2 Who am I going to go with?
- 3 What previous holidays did I really enjoy?
- 4 Where am I going to go?

10.11

(script in Student Book on p.131)

You're thinking of having a holiday or travelling somewhere nice. But there are so many different ways of travelling, and thousands of places to go. Where do you start? Why not follow these three simple steps to find the right holiday for you?

Step one. Think about what you want to do on your holiday.

The first thing people usually try to decide is where they want to go, but it's probably better to start by thinking about what you want to do.

Do you want to relax? Then think about how you relax. For example, do you like reading, or doing yoga, or do you like doing something more active?

Do you want to visit an exciting new city, or see some countryside and animals that are different from where you live? Seeing something completely new is a great way to forget about your normal life.

Do you want to have an adventure? Perhaps you're dreaming about climbing Mount Fuji or living in Kenya with the Maasai people. You could use your holiday to make one of those dreams come true.

Do you want to learn something new? Not everybody wants to sit in a classroom learning a new language or be in a kitchen learning to cook when they're on holiday, but some people love it. And nowadays you can do courses in many countries and experience a different culture at the same time.

So now step two. Think about the people you're going to go with.

Are they family or friends? Do they have children? What do they want to do? People have different needs and interests, and if you're all going to enjoy the holiday, you need to make sure you all want the same things. But if what you really want to do is to meet new people, perhaps it would be better to travel alone.

And finally, step three. Think about good holidays you had in the past.

Why were they good? Perhaps it was the people you were with. Perhaps it was something you learned, or an experience you had. What can you repeat from those holidays?

Of course, there are always other things you need to consider, like how much money you can spend, and how much time you can be away. But first follow these three steps, and then you're ready to start thinking about where you want to go.

EXTRA IDEA Ask Sts what else Justin said is important to think about.

ANSWER

How much money you can spend and how much time you can be away

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c** Now tell Sts they are going to hear the audio again and they must answer questions 1–5.
Go through the questions before Sts listen, making sure they understand all the lexis, e.g. *skill*, *to consider*, etc.
Now play the audio again, pausing after Justin has answered each question.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1
 - Reading, doing yoga
 - Visit an exciting new city, or see some countryside and animals that are different from where you live
 - Climb Mount Fuji or live with an African tribe
 - Learn a new language or learn to cook
- 2 Make sure everyone wants the same things.
- 3 To travel alone
- 4 The people you were with, something you learned, or an experience you had
- 5 Where you want to go

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

- d** Either put Sts in pairs and get them to answer the questions, or do this as a whole-class activity.
If Sts worked in pairs, get feedback.

4 VOCABULARY & SPEAKING city holidays

- a** Tell Sts to look at the nine phrases related to holidays and to complete each one with a verb from the list.
Check answers. You might want to point out that *accommodation* is uncountable.

ANSWERS

- 1 book 2 go 3 rent 4 stay 5 eat 6 visit 7 buy
8 meet 9 have

Now get Sts to cover phrases 1–9 (but not the verbs in the list) and see if they can remember the holiday phrases.

- b** Focus on the task and put Sts in pairs.
Monitor and help while Sts try to find things they both like doing on holiday.
Get some feedback from various pairs.
- c** Focus on the task and the five questions. Tell Sts that they are going to plan a dream trip in their pairs. Their plan must be a visit to three cities in the same continent, and the holiday can be a maximum of ten days.
Before Sts start, focus on the **Making suggestions** box and go through it with the class. Encourage them to use these phrases when planning their trip with their partner. You could write them on the board to serve as an extra reminder.
Give Sts about five minutes to make their plans for each of the five questions. Monitor and help, encouraging them to use *Why don't we...?*, etc. for making suggestions.
Monitor and help.
- d** Now tell Sts to change partners and to tell their new partner the agreed plan from **c**. Focus on the example in the speech bubble before they start.

- e** Finally, ask Sts if they are still happy with their original plan, or if they prefer their new partner's plan. Get some Sts to tell the class their plans.

EXTRA IDEA Get one pair to come out to the front of the class. Act as a TV presenter and interview them, using the questions from **c**, e.g. *What cities are you going to visit?*

5 WRITING a formal email

Remind Sts of / Elicit the difference between informal and formal writing: *informal* = e.g. to a friend, and *formal* = e.g. to a person we don't know, or to a company or institution. We need to use a different style of writing depending on whether it is an informal or formal situation. Before going to the **Writing Bank**, quickly elicit what Sts can remember about writing an informal email, e.g. how you begin (*Hi / Dear...*) and end (*Best wishes / Write soon*, etc.).

Now tell Sts to go to **Writing Bank 10** on p.124.

- a** Focus on the advertisement and the email. Make sure Sts know what a *Bed and Breakfast* is. Tell Sts to complete the gaps in Carl's email with the words in the list.
Check answers.

ANSWERS

- 1 booking 2 double 3 website 4 car 5 place 6 would
7 problem 8 confirm

Ask Sts some comprehension questions to make sure they understand the email, e.g. *Who are Mr and Mrs Campbell?* (The owners of the Bed and Breakfast), *Why is Carl writing to Mr and Mrs Campbell?* (To confirm his reservation, ask about parking, and make sure he gets the right rooms), *How many nights does Carl want to stay?* (Three nights), etc.

- b** Do this as a whole-class activity.

ANSWER

parking and rooms

- c** Focus on the **Formal emails** box and go through it with the class. Elicit / Remind Sts of the difference between *Mrs* and *Ms* (some married women use *Mrs*. Most women use *Ms* as this gives no indication of marital status). Highlight that we don't usually use contractions in formal writing.
Do the question as a whole-class activity.

ANSWERS

Dear Mr and Mrs Campbell
Yours sincerely

- d** Give Sts time to rewrite sentences 1–5 without contractions.
Check answers.

ANSWERS

- 1 We are visiting the area in June.
- 2 I would like a single room.
- 3 I did not receive your email.
- 4 I am planning to arrive by train.
- 5 There is a problem with my booking.

- e** Go through the instructions and make sure Sts understand what they have to do.
Make sure Sts are making notes and not writing full sentences.
- f** Now tell Sts to write their email to the Bed and Breakfast. They must include answers to the questions in **e**, i.e. who they are travelling with, which rooms they want, how many nights they want to stay, etc.

As this writing task is fairly short, you may like to get Sts to do it in class.

EXTRA IDEA If your Sts also need to write formal letters, not just emails, tell them that they can use exactly the same language to begin and end as in an email, but they should put:

- their address in the top right-hand corner
- the name and address of the person / company they're writing to on the left-hand side, slightly lower down
- the date under the name and address
- *Yours faithfully* (if the letter is addressed *Dear Sir / Madam*) or *Yours sincerely* (if it is addressed to a name, e.g. *Dear Mrs Richards*)

You could also teach as a set phrase *I look forward to hearing from you.*

- g** Remind Sts to check their texts for mistakes, e.g. with capital letters or spelling, that they start and finish the email the correct way, and use formal language.

G *be going to* (predictions)

V playing cards

P the letters *ear*

Lesson plan

This lesson looks at another use of the future *be going to* to express predictions (what we think or are sure is going to happen in the future). The context is a short story written in the 1920s about a fortune teller. The lesson starts with Sts discussing cards and card games, and looking at related words or phrases. Then Sts read and listen to a short story about a fortune teller, which has a 'twist' at the end. As they read / listen to the story, Sts have to make a series of predictions about the outcome. After the story, in Pronunciation, Sts look at words with the letters *ear*, such as *appear*, *earn*. Sts then look at the grammar of using *be going to* for predictions, and in Speaking they go to Communication where they have cards to tell each other's fortunes. If you would like to give Sts the actual cards to use for this stage, go to Student Book p.114 to photocopy them and cut them up. The lesson ends with a documentary about the history of playing cards.

Video material

Listening – *The fascinating history of playing cards*

More materials

For teachers

Photocopiables

Grammar *be going to* (predictions) p.207

Communicative Predictions p.256 (instructions p.222)

For students

Workbook 10C

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise *be going to* for plans. Write the following prompts on the board:

tonight tomorrow night next weekend next summer

Get Sts to ask you *What are you going to do...?* with the prompts.

Sts ask each other in pairs.

1 VOCABULARY playing cards

- Books open. Focus on the cards and do the questions as a whole-class activity.
- Now get Sts to match the cards and the words or phrases.
- 10.12** Play the audio for them to listen and check. Check answers, and model and drill pronunciation.

ANSWERS

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

10.12

See words and phrases in Student Book on p.84 and answer key

Get Sts to test each other's memory by covering the words and phrases and pointing at the cards.

2 READING & LISTENING following the events in a story, understanding specific information, checking a prediction

- Focus on the picture with the title of the story and make sure Sts know what a *fortune teller* is. Explain that the verb is *to tell somebody's fortune*.

Do the questions as a whole-class activity. You could tell the class whether you believe in fortune telling or not.

- 10.13** Focus on questions 1–3 and make sure Sts can remember the meaning of *to be suspicious of somebody* (they saw it in **8A**). You might want to model and drill the pronunciation of the names: *Myers* /'maɪəz/ and *McCleary* /mə'kleəri/. You could point out that Mrs McCleary is the woman on the left of the picture, and Mrs Myers is on the right.

Give Sts time to read and listen to **Part 1** of the story and answer the questions.

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

ANSWERS

- Because she lives so luxuriously.
- She dresses like a young girl and takes off her wedding ring. She wants to make Mrs Myers think she's young and not married.
- She's going to tell her fortune.

10.13

See text in Student Book on p.84

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

- 10.14** Focus on the cards and elicit what they are (the jack of hearts, the king of clubs, the seven of diamonds, the queen of hearts, the ten of spades).

Now play the audio for Sts to listen to **Part 2** of the story and number the cards in the order in which they hear them.

Check answers.

ANSWERS

- the seven of diamonds
- the jack of hearts
- the ten of spades
- the king of clubs
- the queen of hearts

10.14

(script in Student Book on p.131)

Part 2

Mrs Myers turned over the first card. 'The seven of diamonds. That means money. You're going to be rich! And the jack of hearts! That's a lovely card. It means you're going to meet a young man.'

'Ah,' said Mrs McCleary. 'And what next?'

'The ten of spades,' said Mrs Myers, as she turned over the third card. 'That means you're going to travel. But then,' she exclaimed, 'we've got the king of clubs! Clubs always mean problems. Somebody's going to try to stop you. An old man...'

'Probably my father!' Mrs McCleary exclaimed.

'But let's look at the last card,' said Mrs Myers. 'The queen of hearts! You're going to fall in love with a young man. Dear Miss Jones, in one year's time you're going to marry a very rich young man, a businessman – he travels a lot. An old man is going to try to stop your marriage, but he's not going to succeed. You're going to move far away from here, probably abroad. That will be one pound, please.'

'Thank you so much,' said Mrs McCleary. She took a pound from her purse and gave it to Mrs Myers.
'Thank you,' said Mrs Myers. 'Goodbye, my dear Miss Jones...Next please!'
When Mrs McCleary got home, she told her husband everything.
'I don't like it,' Inspector McCleary said. 'What shall we do about her? I know! I'll report her.'
And that's what Inspector McCleary did.

- d Focus on the questions and the five gapped sentences. Then play the audio again and tell Sts to listen to **Part 2** again and complete the gaps with a word or phrase.
Give Sts time to compare answers and answer the question in pairs.
Check answers.

ANSWERS

- | | |
|-------------------|---------------------------|
| 1 rich | 4 stop her |
| 2 meet, young man | 5 fall in love, young man |
| 3 travel | |
- The reading costs one pound.
After she returns home, she tells her husband everything.
He decides to report Mrs Myers.

- e **10.15** Focus on the questions and elicit / teach the meaning of the noun *fine* here (= a sum of money that must be paid as punishment for breaking a law or rule). You might also want to pre-teach *court* (= the place where legal trials take place) and *a judge* (= a person in a court who has the authority to decide how criminals should be punished). Go through the **Glossary** with the class.
Now give Sts time to read and listen to **Part 3** of the story and answer the questions.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- To earn money
- She tells them what they want to hear.
- Because Mrs McCleary said she was single
- For a pound, she needed to say something more.
- Because the judge decides she's a fraud.

10.15

See text in Student Book on p.85

- f **10.16** Do this as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.
Then play the audio and tell Sts to listen to **Part 4**.
Elicit the ending.
Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

10.16

(script in Student Book on p.131)

Part 4

About a year later, the judge met Inspector McCleary. 'Lovely weather we're having,' said the judge. 'By the way, how's Mrs McCleary?'
Inspector McCleary looked sad. 'Well, sir,' he said, 'Mrs McCleary...the thing is...we got divorced.'
'No! Really?' said the judge. 'I thought she was a wonderful young woman.'
'That was just the problem,' said McCleary sadly. 'A young man fell in love with her. He was a millionaire businessman from Melbourne. They left for Australia last week.'

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 PRONUNCIATION the letters *ear*

Pronunciation notes

The most common pronunciation of *ear* is /ɪə/, followed by /ɜː/. However, you may want to point out to Sts that it is also occasionally pronounced /eə/ – the most common words with this pronunciation are *wear*, *bear*, and *pear*. *Heart* is the only word where *ear* is pronounced /ɑː/.

- a Focus on the instructions and give Sts time to put the words in the correct column.
Get Sts to compare answers with a partner.
b **10.17** Play the audio for Sts to listen and check.
Check answers.

10.17

ear /ɪə/ appear, dear, hear, year

car /ɑː/ hearts

bird /ɜː/ earn, learn

Put Sts in pairs and get them to practise saying the words. Then ask Sts if they know how the three words *early*, *heard*, and *near* are pronounced (these are not from the story, but Sts have met them before).

ANSWERS

early /'ɜːli/, *heard* /hɜːd/, *near* /nɪə/

4 GRAMMAR *be going to* (predictions)

- a Focus on the two sentences and make sure Sts understand *a prediction* (= something you think is going to happen). Do this as a whole-class activity.

ANSWERS

1 is a prediction and 2 is a plan.

- b Tell Sts to go to **Grammar Bank 10C** on p.150.

Grammar notes

Sts learned the use of *be going to* to express future plans in the previous lesson. Here, the same structure is used to make predictions (what we think or are sure will happen). *Will* can also be used to make predictions. This is taught in Pre-intermediate.

Focus on the example sentences and play audio **10.18** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the exercises for **10C** on p.151. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a
 - They're going to have
 - It's going to be
 - He's going to get
 - She's going to make
 - She's going to send
b
 - 're going to have
 - isn't going to pass
 - are going to buy
 - 'm not going to finish

- 5 're going to win
- 6 're going to be
- 7 'm not going to like
- 8 's going to forget
- 9 's going to sleep
- 10 're going to have

Tell Sts to go back to the main lesson **10C**.

EXTRA PRACTICE OPTION Use the **10C Grammar** photocopyable activity.

- c Tell Sts to write one prediction for each category – the weather, sport, their town / country, and the student himself / herself. All four sentences should start with *I think*.
- d In pairs, Sts now read their predictions to each other and say whether or not they agree with their partner's predictions.
Get some feedback.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Fortune telling** on p.114.

Go through the instructions in **a** and then give Sts time in their pairs to match the cards and verb phrases.

Check answers.

ANSWERS

- 2 have a surprise 3 fall in love 4 get married 5 become famous 6 travel 7 meet somebody new 8 move house 9 get a new job 10 get a lot of money

Now focus on the example in the speech bubbles in **b**.
Get Sts to sit face-to-face if possible.

Sts individually number the cards in **a** in a different order. Stress that it should be in a random order. Number your cards, too.

Demonstrate the activity. Get a student to tell you a number between one and ten, and 'tell his / her fortune', depending on the card he / she has chosen.

Student **A** is the fortune teller first. **B** chooses five numbers between one and ten, and tells **A**, who writes them down. **A** predicts **B**'s future according to the 'cards' he / she has chosen. Then Sts swap roles.

- ! If you have odd numbers, have a group of three, where **A** tells **B**'s fortune, **B** tells **C**'s, and **C** tells **A**'s.

Get feedback by asking a few Sts what's going to happen to them.

Tell Sts to go back to the main lesson **10C**.

6 LISTENING using visual clues to check predictions

- a Tell Sts they are going to watch a documentary about the history of playing cards. Give them time to read questions 1–8 and think about their answers. You might want to pre-teach *standard* (= usual or normal). You might also want to tell them that *knave* /neɪv/ is an old-fashioned word for *jack*.

Put Sts in pairs to compare their answers.

Elicit some ideas, but don't tell Sts if they are right or not.

- b ▶ Play the video for Sts to watch and check their answers in **a**.
Give Sts time to discuss the ones they got wrong in their pairs.

Now play the video again for Sts to correct any answers that were incorrect.

Check answers.

ANSWERS

- 1 Asia
- 2 Yes, the suits were different in different countries, for example, cups, swords, leaves, bells, and roses.
- 3 52
- 4 Yes
- 5 A flower
- 6 Wild cards
- 7 Because they were ideal for a lot of different numbers of players.
- 8 Fortune-telling



Here is a standard pack of playing cards: fifty-two cards, four suits – spades, clubs, diamonds, hearts – twelve picture cards, two jokers. Most people are familiar with these cards. But what do you know about their history and their uses?

The first playing cards originated in Asia, probably in China in the ninth century. Between the ninth and the fourteenth centuries they travelled west across the world, through India, Persia, and Egypt, to Europe.

The early cards looked different from the ones we know today, and the suits were different in different countries, for example, cups, swords, leaves, bells, and roses.

The picture cards were all male figures, the king, the jack, and a soldier on a horse.

From the sixteenth century, the French pack of fifty-two cards that we know today became the most common. Its design was simple and therefore cheap to print.

Why are there fifty-two cards? And why four suits...and twelve picture cards? No one knows for sure, but an interesting theory is that the fifty-two cards represent the fifty-two weeks in a year, the four suits represent the four seasons (spring, summer, autumn, and winter), and the twelve picture cards represent the twelve months of the year.

The highest picture card is the king. On the king card, the king always has a sword or an axe. The kings always have moustaches, except for the king of hearts, who sometimes doesn't have one. The second highest picture card is the queen. The French introduced the queen instead of the soldier on a horse. On the queen card, the queen always has a flower in her hand.

In English packs of cards, the jack was originally called the knave. However, because the initials of the picture cards appear in the corner of each card, and there was already a 'K' for 'king', knave became 'jack'.

The jokers were first added to the pack in the eighteenth century. They soon became a standard part of the pack, and in some games they are 'wild cards', that is, they can be any card.

Playing cards quickly became very popular. This was because previously most games were for two players. Card games were ideal for lots of different numbers of players, and were especially popular with women.

The international fifty-two-card pack is still very popular all over the world with people of all ages: easy children's games, games for one person, and serious games like Bridge or Canasta.

But playing cards are not only for games.

Although there are special fortune-telling card packs, like tarot cards, the standard pack was also a very popular way to tell people's fortune in the eighteenth, nineteenth, and twentieth centuries.

The four suits represent four themes: spades are about challenges or difficulties, hearts are about feelings and relationships, clubs are about positive things, diamonds are about money. Each number and picture card also has a special meaning.

You can have all sorts of fun with cards in many different ways.

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

- c Do this as a whole-class activity.

For instructions on how to use these pages, see p.51.

Video material

Can you understand these people? 9&10

More materials

For teachers

Oxford English Hub

Quick Test 10

File 10 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

- a 1 snack (the others are meals)
2 strawberries (the others are vegetables)
3 sugar (the others are drinks)
4 tomatoes (the others are, or are made from, potatoes)
5 chicken (the others are desserts)
- b 1 beer 2 tomatoes 3 honey 4 rice 5 fruit juice
c 1 hundred and twenty 2 million 3 department store
4 square 5 station
d 1 stay 2 rent 3 buy 4 visit 5 book
e 1 jack 2 ace 3 joker 4 seven of spades
5 seven of clubs

PRONUNCIATION

ANSWERS

- c 1 bread /e/ 2 chemist /k/ 3 oil /ɔɪ/ 4 town /aʊ/
5 wrote /r/
- d 1 chocolate 2 dessert 3 supermarket 4 interesting
5 dangerous

CAN YOU understand this text?

ANSWERS

- a 1 C 2 A 3 B
b 1 A 2 B 3 A 4 C 5 B 6 A 7 B 8 C

▶ CAN YOU understand these people?

ANSWERS

- 1 vegetables 2 husband 3 view 4 14 / fourteen 5 food



1 Graziella

I = interviewer, G = Graziella

I Do you think you have a healthy diet?

G Um, for the most part, I would say I have a healthy diet. Er, lots of fruits and vegetables, and a little bit of chocolate, here and there.

I How much sugar and salt do you eat?

G Um, I don't have that much salt in my diet, but with all of the fruit that I have, I would say I have quite a bit of sugar, natural sugars.

2 Kara

I = interviewer, K = Kara

I Do you like cooking?

K I love to cook.

I Do you think you're a good cook?

K I do think I'm a good cook.

I What's your speciality?

K Um, my husband is Cuban, so I learned to cook Cuban food for him, so that's my speciality.

3 Maura

I = interviewer, M = Maura

I What's the most beautiful city you've ever been to? Why?

M Er, that's a difficult question, but I think I'd have to say Edinburgh. Um, it's very beautiful, it's got the sea, it's got an extinct volcano in the centre, and every street has, er, a different view.

4 Kevin

I = interviewer, K = Kevin

I Where are you going to go for your next holiday?

K Er, we've booked that for January and we're going to Thailand for two weeks.

I Where are you going to stay?

K We're staying three nights in Bangkok, three nights in an island called Ko Samui, and five nights in an island called Ko Tao.

I How are you going to get there?

K We are flying from Edinburgh to, er, Dubai, Dubai to Bangkok, and then it's another flight from Bangkok to Ko Samui, and then a ferry from Ko Samui to Ko Tao.

5 Mica

I = interviewer, M = Mica

I What's the biggest difference between the US and the UK?

M Um, so the biggest difference between the US and the UK in New York City, er, food's very different here compared to the UK. Um, lots of burgers and pizza, and fast food and things like that.

- G** adverbs (manner and modifiers)
V common adverbs: *slowly, fast*, etc.
P connected speech

Lesson plan

People's first impressions of a new country provide the context for learning common adverbs of manner and modifiers. This lesson starts with Sts reading some posts on a forum written by people about what surprised them when they first arrived in the USA. This leads into the grammar focus on the formation and position of adverbs. In Listening, a British teacher talks about living in Costa Rica, followed by Pronunciation, where the focus is on understanding connected speech. Finally, Sts discuss habits and behaviour in their own country / city.

Video material

Grammar – adverbs
 Listening – *Life in Costa Rica* (extracts)
 Listening – *Life in Costa Rica* (full video)

More materials

For teachers

Photocopiables

Grammar adverbs (manner and modifiers) p.208
Communicative Read slowly p.257 (instructions p.222)

For students

Workbook 11A

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts to imagine that they have to go and live for a year in a foreign city. Then tell them, in pairs, to decide which city they would like to go to, and why.
 Get feedback about the cities Sts chose and their reasons.

1 READING understanding opinions

- a** Books open. Do this as a whole-class activity. You could tell the class about your own experience.
b Focus on the title of the forum and the question below it. Make sure Sts understand the topic.
 Give Sts a few minutes to read the posts and decide which topic isn't mentioned.
 Check the answer.

ANSWER

exercise

- c** Get Sts to read the posts again and match sentences 1–8 to the people who said them. The sentences are paraphrases and not the exact wording in the posts.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

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

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

- d** Tell Sts to read sentences 1–8 again and, with a partner, discuss whether each one is true in their country. You could do the first one with the whole class to start them off. If your Sts come from the same country, you could do this as a whole-class activity.
 If Sts worked in pairs, get some feedback from various pairs.

2 GRAMMAR adverbs

- a** Tell Sts to look at the highlighted phrases in sentences 1–8 in **1c** and choose option *a* or *b* in questions 1–3.
 Check answers.

ANSWERS

1 a 2 b 3 b, a

EXTRA SUPPORT Get Sts to work in pairs.

- b** Tell Sts to go to **Grammar Bank 11A** on p.152.

Grammar notes

Adverbs of manner

Sts usually find formation of these adverbs fairly straightforward.

The most common word order with these kinds of adverbs is to put the adverb after a verb or verb phrase, e.g. *He drives very quickly, I speak English very well* (typical error: *I speak very well English*).

Sts may try to use *hardly* instead of *hard*, e.g. *I work hardly*. Explain that *hard* is irregular and doesn't add *-ly*.

Hardly is a word which means *almost not*, e.g. *I hardly slept last night, I hardly ever go to the theatre*. Sts learned *hardly* ever in **4C**.

Modifiers

The position of these is quite straightforward. You may want to point out that you can't use *very* with strong adjectives, e.g. *great, fantastic, awful*, etc.

Focus on the example sentences and play audio ⑪ 11.1 and ⑪ 11.2 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **Words ending in -ly** box and go through it with the class.

Now focus on the exercises for **11A** on p.153. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Help with rhythm, and tell them that adverbs are always stressed.

ANSWERS

- a** 1 carefully 2 polite 3 beautifully 4 unhealthy 5 slowly
 6 really 7 well 8 perfectly 9 casual 10 incredibly
b 1 quietly 2 fast 3 well 4 carefully 5 hard 6 healthily
 7 badly 8 easily

Tell Sts to go back to the main lesson **11A**.

EXTRA PRACTICE OPTION Use the **11A Grammar** photocopiable activity.

- c**  In this video Sts will see ten clips of people doing actions. They need to describe what is happening, using a verb and adverb. Tell Sts they can repeat verbs and adverbs as appropriate.

Play the video and pause after a few seconds of the first clip. Elicit where they think the people are (*in a library*) and then focus on the example. Tell them they are going to see nine more clips and they have to describe what is happening, using a verb and an adverb each time. Encourage Sts to use a modifier if appropriate.

Play the video and pause it after a few seconds of each clip. Give Sts time to write down a verb and an adverb (not a full sentence). You could give Sts time, in pairs, to discuss what is happening.

Then play the video again and elicit a sentence in the present continuous with an adverb for each clip. You could get Sts to agree which sentence they think describes each clip the best.

POSSIBLE ANSWERS

- 2 They're driving (quite) fast / quickly.
- 3 She's dancing (really) beautifully / well.
- 4 It's eating (incredibly) slowly.
- 5 He's working (really) hard.
- 6 He's playing tennis (quite) badly.
- 7 She's eating healthily.
- 8 They're walking (very) carefully / slowly.
- 9 They're running (really) fast / quickly.
- 10 She's drinking (quite) noisily / loudly.

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

3 LISTENING & PRONUNCIATION using visual clues to identify attitude, connected speech

- a**  In this video Jack Horton, a British computing teacher, talks about what surprised him when he first came to live in Costa Rica.

Focus on the photo of Jack, and ask Sts if they know where Costa Rica is (Central America). Make sure Sts understand the task. You could tell Sts that Jack Horton is from the UK.

Tell Sts that they are going to watch some extracts from the full video and the first time they watch, there isn't any script. Sts just need to watch and decide how Jack feels about living in Costa Rica.

Play the *Life in Costa Rica* (extracts) video for Sts to watch and answer the questions. Elicit some ideas, but don't tell Sts if they are right or not.

- b**  Tell Sts they are now going to watch the whole video and they need to check their answers in **a**.

Play the *Life in Costa Rica* (full video) for Sts to watch and check their answer.

Check the answer.

ANSWER

He's positive. He says the people are friendly, the scenery is beautiful, the coffee is amazing, and above all, he ends up saying, 'I love it here'.

Now go through sentences 1–10 with Sts, making sure they understand all the lexis, e.g. *sense of time, scenery*, etc.

Put Sts in pairs and get them to complete as many of the gaps as they can in the sentences.

Then play the video again, pausing after each pair of questions if necessary.

Check answers.

ANSWERS

- | | |
|------------------|-----------------------------|
| 1 friendlier | 6 quite frightened |
| 2 problem | 7 fruit, vegetables, coffee |
| 3 25 degrees | 8 coffee |
| 4 rains, heavily | 9 dangerous |
| 5 more beautiful | 10 terrible |



Jack Horton lives in San José in Costa Rica, where he teaches computer science at a secondary school.

The first thing that I really noticed when I arrived here was how incredibly friendly the people are. The 'ticos' – that's what they're called – are much friendlier than people in Europe. They always say *buenos días* to you even if they don't know you. And if something's good, like a beautiful day or a good meal, they say *pura vida*, which I love. It literally means 'pure life', but I think it really means 'things are great', or something like that.

One thing that can be difficult for foreigners though is that the sense of time is completely different in Costa Rica – they call it 'tico time'.

If there is an appointment at, let's say, seven in the evening, *ticos* probably leave home at seven o'clock. But everyone knows it's OK not to arrive on time and it's not a problem.

Another thing that surprised me was the weather. I thought Costa Rica was hot and sunny all the time. That's true in the dry season, and the temperature's about twenty-five degrees all year round, but in the rainy season, especially in September and October, it rains really heavily for maybe two hours a day. Really amazing rain, nothing like in England.

Everyone told me that the scenery was beautiful in Costa Rica, but it was even more beautiful than I expected. Incredible animals, birds, trees – and volcanoes. Some of them are active and smoke quietly, and then suddenly there's a big bang and they start erupting. I was quite frightened the first time it happened.

What else? Er, I thought that life here was going to be very cheap, but in fact, food is very expensive, especially imported food. The only thing that's cheap is fruit, vegetables, and coffee – wonderful, wonderful coffee.

And the fruit and vegetables are very different from what we have in Europe. One day I went to a market and I didn't recognize any of the fruit.

I like San José. Some people say it can be dangerous, but that's true of most big cities. I don't feel that it is. It is true that some of the roads are terrible, but in general, I really love it here.

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

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

- c**  **11.3** Tell Sts they are now going to hear seven phrases taken from the video and they must write each one down. Each phrase has three or four words in it. Point out the example.

Play the audio, pausing after each phrase to give Sts time to write. Play again if necessary.

Check answers.

 11.3

- 1 how incredibly friendly
 - 2 things are great
 - 3 the sense of time
 - 4 seven in the evening
 - 5 hot and sunny
 - 6 all year round
 - 7 two hours a day
-

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

d Do this as a whole-class activity and give your opinion.

4 VOCABULARY & SPEAKING common adverbs

Focus on the task. Then look at the questions and make sure Sts understand all the verb phrases, e.g. *treat tourists*, *behave*, etc.

Put Sts in small groups. Focus on the example, or demonstrate first if you are from a different country / city, by telling Sts, e.g. *In Britain, I think most people drive very carefully. I drive...*

Give Sts time in their groups to discuss all the points. Remind them to first say what they think about the people in their country and then about themselves. Get some feedback from various groups.

G verb + to + infinitive

V more verb phrases: *go on a cruise, see the Northern Lights*, etc.

P weak to, sentence stress

Lesson plan

This lesson is based on a vlog by Aartie Dharampuriya, an Indian influencer. She is passionate about new experiences, and has written a list of 30 things she wants to do before she reaches 30. In the first half of the lesson, Sts watch a video which introduces them to the concept of bucket lists, and they then read part of Aartie's list. In the second half of the lesson, in Grammar, they focus on the structure verb + to + infinitive, which is common when talking about plans and dreams, e.g. *I want to climb a mountain*, and they learn some common verbs that are followed by the infinitive. In Pronunciation, Sts work on the weak pronunciation of *to* in verb phrases, and sentence stress, and then, in Speaking, they talk about their dreams and plans for the future. The Writing task, which links back to the reading, gets Sts to write their forum post about their dreams and ambitions.

Video material

Listening – *Bucket lists*

More materials

For teachers

Photocopiables

Grammar verbs + to + infinitive p.209

Communicative Dreams and plans p.258 (instructions p.222)

For students

Workbook 11B

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts to imagine that they have won, for example €1,000 in the lottery. Ask who would buy something with it (what?), and who would spend it on an experience, e.g. a trip (where to?).

1 LISTENING & VOCABULARY using visual clues to identify categories, more verb phrases

- a** In this video Sts will find out what a bucket list is and see some examples of what people put on their lists.

Books open. Focus on the photo and give Sts time to read the two questions. Elicit ideas as to what a bucket list is, but don't tell Sts if they are right or not.

Play the video for Sts to watch and answer the questions. Check answers.

ANSWERS

- 1 A list of things that you want to do before you die
- 2 Travel, adventures, learning new skills, other things



What is a bucket list?

It's a list of things that you want to do before you die. The expression comes from an English idiom, to kick the bucket, which means to die. Some people make a new bucket list every year. Others start one when they're young, and keep on adding to it. Others set a time limit, for example, 'Things I want to do before I'm thirty'.

What kind of things do people put on them? All sorts of things. Many are to do with travel, for example, travel to all seven continents, go on a cruise, see the Northern Lights, go on a safari.

Others are about adventures, for example, do a bungee jump, swim with dolphins, ride a horse on the beach.

Some involve learning new skills, for example, learn to scuba dive, learn to play an instrument, learn to play chess, go on a cookery course.

And others are just random things people would like to do, for example, see the sun rise, go on a blind date, be an extra in a film, get a tattoo, be on TV, see a tennis match at Wimbledon, read a classic novel.

What would you put on your bucket list?

- b** Tell Sts to complete 1–10 with the verbs in the list.

Get Sts to compare with a partner. Make sure Sts understand all the lexis, e.g. *blind date, classic*, etc.

Then play the video again for Sts to check their answers.

Check answers.

ANSWERS

- 1 go 2 learn 3 see 4 be 5 get 6 do 7 swim 8 ride
- 9 read 10 travel

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

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

- c** Focus on the task and then get Sts to close their books.

Give Sts time, individually, to write down ten activities from the video.

Now put Sts in pairs and get them to tell their partner which three things from their list they would put on their bucket list.

Elicit some feedback and find out if any pairs made similar choices.

2 READING completing information from context

- a** Focus on the task and make sure Sts know what a *vlogger* is (= a person who creates a video blog).

Tell Sts to read Aartie's list and say which one she did the most recently. Tell them not to worry about understanding all the items.

Check the answer.

ANSWER

Go trekking

- b** Before Sts read Aartie's list again, you might want to elicit / teach some of the items, e.g. *babysit, phobia*, etc. Point out the photo of the ashram – and check Sts know what it is (= (here) a religious or spiritual retreat) – and the lizard.

Now focus on the task. Do the first one with the class. Focus on the first gap in the second item in the list. Then ask Sts to find the next sentence from A to K and elicit that it's *E*. Finally, ask them which word helped them to find the answer (*pink*) and tell them that there is always a word or phrase that helps you to link the phrases or sentences. Give Sts time to complete the gaps.

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

ANSWERS

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

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

- c Focus on the task and give Sts time, individually, to choose three things from Aartie's list that they would most like to do. You could demonstrate the activity by telling Sts three you would like to do, and explaining why.
Put Sts in pairs and get them to compare their lists. Tell them to say why they have chosen each item.
Get some feedback from individual Sts.

3 GRAMMAR verb + *to* + infinitive

- a Tell Sts to match the sentence beginnings 1–4 to the endings A–D, and then answer the question.
Check answers.

ANSWERS

- 1 D I decided to stop eating sugar for one month.
2 B I need to do more exercise, too.
3 A I want to do them before I'm 30.
4 C Try not to get angry so often.
The missing word is *to*.

- b Tell Sts to go to **Grammar Bank 11B** on p.152.

Grammar notes

There are two forms of the infinitive in English, e.g. *live* and *to live*.

Live is often known as the 'base form' and *to live* as the 'infinitive with *to*' or the 'full infinitive'. The negative is formed by adding *not*, e.g. *to be* or *not to be*.

The base form (*live*) is used, for example, in questions and negatives with *do* / *does* and *did*, e.g. *Where do you live?*, *I don't live here*.

The full infinitive (*to live*) is used very widely in English. One of its main uses is after a lot of common verbs, like *want*, *need*, *decide*, *hope*, etc., e.g. *I want to live in the city centre*.

Some verbs – a smaller group – are followed by the gerund (*-ing*), e.g. *like*, *love*, *hate* (*I like cooking*), which Sts learned in **6B**.

However, some native speakers, particularly Americans, use the infinitive after *like*, e.g. *I like to cook*.

Focus on the example sentences and play audio 11.4 for Sts to listen and repeat. Highlight the pronunciation of *would* /wʊd/, reminding Sts that the *l* is silent. Then go through the rules with the class.

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

Now focus on the exercises for **11B** on p.153. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 to drive 2 to buy 3 to be 4 to call 5 to stay
6 to see 7 to get married 8 to have 9 to go 10 to leave
b 1 to have 2 to speak 3 to travel 4 relaxing 5 to play
6 to get 7 going 8 reading 9 to wear 10 cooking

Tell Sts to go back to the main lesson **11B**.

EXTRA PRACTICE OPTION Use the **11B Grammar photocopiable activity**.

4 PRONUNCIATION weak *to*, sentence stress

- a 11.5 Tell Sts they are going to hear six sentences with verb + *to* + infinitive in them, and they must write them down.
Play the audio, pausing after each sentence for Sts to listen and write down the sentence.
Get Sts to compare with a partner, and then check answers, by eliciting the sentences onto the board.

11.5

- 1 I'm planning to buy a new car.
2 He decided to walk home.
3 I hope to hear from you soon.
4 Do you want to stop now?
5 I need to go to the shops.
6 They'd like to have dinner with us.

Now play the audio again. Pause after 1 and ask the class how *to* is pronounced.

ANSWER

It is pronounced /tə/.

Play 1 again and get Sts to listen and repeat.
Then play 2–6 for Sts to listen and repeat.

- b 11.6 Remind Sts that all the stressed words are in **bold**. Play the audio once the whole way through for Sts just to listen.

11.6

See conversation in Student Book on p.91

Play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the rhythm by saying the stressed words more strongly.
Put Sts in pairs and get them to practise the conversation.
Get a few pairs to read the conversation to the class.

EXTRA CHALLENGE Ask Sts to memorize the conversation, then close their books and practise saying it.

- c Put Sts in pairs and focus on the task. First, they need to look at the verb phrases in **1b**, and then they should ask their partner five questions, using *Would you like to...?* followed by an item in the list. Before they start, focus on the speech bubbles and tell Sts to ask and answer like this, and if possible, as in **4b**, they should give a reason.
Get some feedback from various pairs on their partner's dreams.

5 SPEAKING

- a** Focus on the instructions and give Sts a few minutes to look at the ten bullet points and think about their answers. Now put Sts in pairs and focus on the example. Monitor and help, especially correcting any errors with infinitives. Get some feedback. Find out if any Sts had the same answers, or if any answers were surprising.
- b** Tell Sts to write a bucket list with five things they want to do this year. Put Sts in pairs and get them to compare lists. They should see if any of the items are the same or if their partner wrote something they also want to include in their list. Get some feedback from various pairs.

6 WRITING a forum post

Tell Sts to go to **Writing Bank 11** on p.125.

- a** Focus on the title of Mason's post and make sure Sts know the meaning and pronunciation of *ambition* (= sth that you want to do or achieve very much). Now give Sts time to read the post and replies. Either do the question as a whole-class activity or get Sts to compare with a partner. If Sts compared with a partner, elicit some feedback.
- b** Tell Sts to read the posts again and answer questions 1–5. Point out that the first one (*Aisha*) has been done for them. Check answers.

ANSWERS

2 Max 3 Fleur, Dayana 4 Kenji 5 Enzo

- c** Focus on the **Giving a reason** box and go through it with the class. You may want to remind Sts that *so* is preceded by a comma, but *because* isn't (they saw this in **8B**). Give Sts time to complete the table. Check answers.

ANSWERS

Name	Dream or ambition	Reason
Aisha	run a half marathon for charity	raise money for charity
Fleur	find her dream job	teach her subject at a university
Max	go to Cambodia	see Angkor Wat
Kenji	live in own flat	have own bedroom
Dayana	open own restaurant	vegetarian food is delicious

- d** Focus on the instructions and give Sts time to plan their own post in reply to Mason, using the three questions. Make sure they write notes and not full sentences.

EXTRA IDEA Give Sts time, in pairs or individually, to find five verbs in the posts used to talk about dreams and ambitions. You could do the first one as a whole class. Then check answers.

ANSWERS

plan, would like, hope, need, be going to

- e** Get Sts to do the writing in class or set it for homework.
- f** Remind Sts to check their posts for mistakes, e.g. with capital letters or spelling, and the use of verbs for talking about dreams and ambitions. Also, tell Sts to check that they give reasons for their dreams and ambitions.

- G** definite article: *the* or no *the*
V phones and apps
P *the*

Lesson plan

The topic of this lesson is phones and apps. The lesson starts with the introduction of some useful phone- and app-related language. Sts then listen to three people saying what they use their phones for, and Sts do the same. Reading focuses on life before the internet – something that you and your Sts may not be able to imagine! This is followed by the grammar focus, which looks at the uses of the definite article, with a special focus on the non-use of articles when generalizing, e.g. talking about things or people in general. The lesson finishes with a Pronunciation and Speaking activity that revises the different uses of articles.

More materials

For teachers

Photocopiables

Grammar definite article: *the* or no *the* p.210

Communicative Speak for 30 seconds p.259 (instructions p.222)

For students

Workbook 11C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:

phone calls

using social media apps

internet search

sharing / sending photos and videos

listening to music

Tell Sts that globally as of 2023 these were the top five things that people used their phones for. Tell Sts to number them in what they think is the correct order (1 = most common).

Find how many people numbered each category as 1.

Then give them the answers and ask if anyone guessed completely right.

ANSWERS

- 1 Internet search / web browsing
- 2 Phone calls
- 3 Listening to music
- 4 Using social media apps
- 5 Sharing / sending photos and videos

1 VOCABULARY phones and apps

- a** Books open. Focus on the phone screen. Give them time to look at all the apps, and count how many they have on their phone.
 Elicit some answers.
- b** Get Sts to match the icons in **a** to the activities.
 Check answers.

ANSWERS

share a photo or video: WhatsApp, Facebook, Instagram, TikTok

videocall a friend: Phone, WhatsApp

stream a video: Facebook, YouTube, TikTok

text or message a friend: WhatsApp, Facebook

- c** Tell Sts to match phone activities 1–11 to the apps in **a**.
 They could do this individually or in pairs.
 Check answers.

ANSWERS

- | | |
|---------------|-------------|
| 1 App Store | 7 Spotify |
| 2 Gmail | 8 easyJet |
| 3 Camera | 9 Health |
| 4 Google Maps | 10 BBC News |
| 5 Kindle | 11 Sudoku |
| 6 Fitbit | |

2 LISTENING & SPEAKING understanding habits and preferences

- a** **11.7** Focus on the task and then play the audio for Sts to listen and complete the gaps in questions 1–7.
 Check answers.

ANSWERS

- 1 kind 2 old 3 often 4 use 5 make 6 apps 7 unusual

11.7

See questions in Student Book on p.92 and answer key

EXTRA CHALLENGE Get Sts to read the questions first and try to complete the gaps. Then they listen and check their answers.

- b** **11.8** Focus on the instructions and tell Sts they are going to hear three different interviews about what apps people have on their phone and how they use them.
 Tell Sts they must listen and label 1–8 according to which speaker says it.
 Give Sts time to read 1–8.
 Play the audio, pausing after each speaker to give Sts time to complete the task.
 Check answers.

ANSWERS

- 1 S 2 J 3 R 4 J 5 S 6 R 7 R 8 S

11.8

(script in Student Book on p.131)

I = interviewer, J = Jackson, S = Sophie, R = Rose Jackson, 17

- I** What kind of phone do you have?
J An iPhone fourteen.
I How old is it?
J I'm not sure how old it is. I got it in August, but it was my mum's old phone.
I How often do you change phones?
J Probably every eighteen months to two years.
I What do you use your phone for the most?
J Messaging friends and social media.
I How often do you make actual phone calls?
J Almost never.

- I What apps do you use a lot?
 J I play a lot of sudoku. I have a sudoku app.
 I Do you have any unusual apps on your phone?
 J Not really. I think all my apps are pretty normal.

Sophie, 40

- I What kind of phone do you have?
 S It's a Xiaomi Redmi phone.
 I How old is it?
 S About a year old, I think.
 I How often do you change phones?
 S I hate changing phones, so not often. Unfortunately my last phone only lasted three years because the battery stopped working.
 I What do you use your phone for the most?
 S I checked this on my phone, and it said mainly Google. I research places I'm going to go to, I check my email, I plan journeys using Google Maps, look for reviews for things I'm thinking of buying. I look up meanings of words, I use Google Translate. All on Google.
 I How often do you make actual phone calls?
 S Once in a blue moon.
 I What apps do you use a lot?
 S I also checked this, and it said a game called Tile Match! I was quite surprised!
 I Do you have any unusual apps on your phone?
 S I use an app called FlightTracker to pass the time while I'm waiting for a flight or waiting to meet someone. You can follow the path of a plane when it's coming towards the airport. I also have app for jigsaw puzzles. It's really relaxing to do electronic jigsaw puzzles on your phone. Who knew!

Rose, 65

- I What kind of phone do you have?
 R I think it's an iPhone thirteen. An iPhone anyway.
 I How old is it?
 R I got it about two years ago.
 I How often do you change phones?
 R Every three or four years, usually because the battery isn't working very well.
 I What do you use your phone for the most?
 R Texting people, checking the news and weather, sometimes Google Maps for directions, calling taxis, taking photos, listening to the radio. Oh, and I sometimes play solitaire.
 I How often do you make actual phone calls?
 R Very rarely. Only to family or friends when I get bored of writing really long messages.
 I What apps do you use a lot?
 R WhatsApp, Uber, or other taxi apps I have, the camera, BBC News, BBC Sounds (that's the radio app). And banking apps.
 I Do you have any unusual apps on your phone?
 R I have an app for identifying birds by recording their songs and another to identify flowers by taking a photo. I sometimes use them when I go for a walk in the country.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the task. Remind Sts that they saw adverbs of frequency in **4C**.

Either do this as a whole-class activity or put Sts in pairs and get them to answer the questions.

If Sts worked in pairs, check answers.

ANSWERS

In answer to: *How often do you make actual phone calls?* They mean 'hardly ever'.

- d Put Sts in pairs and get them to ask and answer questions 1–7 in **a**.

Get some feedback from various pairs. You could also tell Sts how you use your phone.

3 READING identifying paragraph topics

- a Do this as a whole-class activity. Don't tell Sts if they are right or not.
 b Tell Sts to read the article, complete the headings with the items in the list, and check their answers to **a**.
 Check answers. If you used any of these things yourself, tell the class about your experiences.

ANSWERS

- 1 B Teletext 2 C the fax machine 3 F the Yellow Pages
 4 D encyclopaedias 5 E the Walkman 6 A the A–Z

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words. You might want to model and drill the pronunciation of *encyclopaedia* /ɪnˌsaɪkləˈpiːdiə/ and explain that many people had / used one called the Encyclopaedia Britannica.

Ask Sts *Are there any machines or devices, etc. which existed when you were young, but don't exist any more?*

- c Focus on the task, making sure Sts know all the lexis, and point out the example.

Put Sts in pairs and get them to tell their partner if they do any of the activities (the chances are they rarely do any of them – the objective here is to get them to explain how they do these things, e.g. book tickets, find information, etc., nowadays).

Get some feedback from various pairs.

EXTRA IDEA You could expand this activity by writing on the board more things that people used to do, but now do on their phones, e.g. *listen to a CD, look something up in a reference book, use a paper map*.

4 GRAMMAR definite article

- a You could do this as a whole-class activity, discussing each sentence in turn, or Sts could do it in pairs or small groups.
 If Sts worked in pairs or small groups, get some feedback.
 b Tell Sts to look at the three sentences in **a** and complete rules 1–4 in **b**.
 Check answers.

ANSWERS

- 1 Use *the* 2 Don't use *the* 3 Don't use *the* 4 Use *the*

- c Tell Sts to go to **Grammar Bank 11C** on p.152.

Grammar notes

This lesson focuses on the use and non-use of the definite article. It also revises the uses of the indefinite article that Sts have seen so far in Elementary.

The **Grammar Bank** information covers several uses / non-uses of the article, but is not exhaustive, as some of the more complex rules, e.g. the use of articles with geographical words, will be dealt with at a higher level. The difficulties your Sts have with articles will depend, to a large extent, on how articles are used or not used in their L1.

Focus on the example sentences and play audio 11.9 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **a / an or the?** box and go through it with the class.

Now focus on the exercises for **11C** on p.153. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 at university 2 by train 3 at the weekend 4 at home
5 novels 6 the youngest 7 the moon 8 the man
9 the door 10 breakfast
b 1 – 2 – 3 The 4 – 5 – 6 The 7 the 8 the 9 –
10 the

Tell Sts to go back to the main lesson **11C**.

EXTRA PRACTICE OPTION Use the **11C Grammar** photocopiable activity.

5 PRONUNCIATION & SPEAKING *the*

- a**  **11.10** Focus on the task and play the audio for Sts just to listen. If necessary, play it again.

Check the answer.

ANSWERS

- 1 /ði:/ 2 /ðə/

11.10

See phrases in Student Book on p.93

Now ask what difference there is between the words after *the* in each group. Elicit that in group 1 the words after *the* (= /ði:/) begin with a vowel, and in group 2 the words after *the* (= /ðə/) begin with a consonant.

- b** Put Sts in pairs and get them to practise saying the phrases.

EXTRA SUPPORT Play the audio again, pausing after each phrase for Sts to listen and repeat. Then get Sts to practise saying the phrases.

- c** The aim of this exercise is to get Sts talking about topics, often generalizing, which will encourage them to use the definite article correctly.

Go through the instructions with Sts. Focus on the speech bubbles and highlight that because the person is speaking in general, they say *teenagers* and *adults*, and not *the teenagers* and *the adults*.

Give Sts time to read the topics. Then put Sts in pairs,

A and **B**.

Sts **A** choose a topic and talk about the three things. Sts **B** listen, react, and ask extra questions. Monitor and help Sts, making sure that they use articles correctly.

Then Sts **B** choose a topic and talk about three things, and Sts **A** ask for more information. Monitor and help as before.

When Sts **B** have finished, Sts **A** should choose another topic, and they should continue, alternating until they've talked about all the topics.

Get feedback to see if any of the information was surprising / funny / interesting, etc.

Good news, bad news

Practical English using public transport

Vocabulary public transport

Lesson plan

In this Practical English lesson, Sts learn some vocabulary related to transport and practise booking a taxi by phone and buying a train ticket.

In this final episode of *Pictures of you*, Izzy goes for her job interview and Ben gets a phone call from his aunt Jenny, telling him that he has to come home because his sister, Emma, has had a car accident and is in hospital. Ben rushes to Victoria Station to get the Gatwick Express to the airport. Izzy, hearing his message, gets a taxi to Victoria to say goodbye and give him some good news.

Pictures of you continues in *English File Pre-intermediate*.

Video material

Pictures of you Episode 6

More materials

For teachers

Oxford English Hub

Quick Test 11

File 11 Test

For students

Workbook Practical English 6

Can you remember...? 1–11

THE STORY SO FAR (books closed)

- ▶ Play the first part of the video – the recap of episode 5 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you* and ask them some questions about it. You could elicit some of the language Sts learned for ordering food.

1 EVERYTHING CHANGES

- a** Books open. Focus on the task and give Sts time to read the questions.

Tell Sts to look at the photos. Elicit some ideas about where they think Izzy is going (Sts will probably guess she's going to the interview), but don't tell Sts if they are right or not.

Now elicit whether Sts think Ben's phone call is good news or bad news. (Sts will probably say bad news because he looks worried.)

- b** ▶ In this part of the video, *Everything changes*, Sts will see Izzy talking to her landlady, Pamela, and then heading off to her interview. Meanwhile Ben gets a phone call from his aunt, saying that his twin sister has had a car accident and he needs to go back home.

Play the video, for Sts to watch and check their ideas in **a**. Check answers.

ANSWERS

- She's going to her interview.
- The phone call from Ben's aunt Jenny is bad news. (His sister, Emma, had a car accident.)



I = Izzy, P = Pamela, J = Jenny, B = Ben, O = Ola, M = Max

- I** You can do this.
- P** Oh, hey, Izzy! Good luck!
- I** Thanks, Pamela.
- P** What time's the interview?
- I** It's at four p.m.
- P** Are you nervous?
- I** Well, a little bit.
- P** Don't worry! It's going to be fine. They're going to love you.
- J** Ben. Ben. Can you hear me? I'm driving.
- B** Yes, I can hear you, Jenny. Is everything OK?
- J** Ben, listen. It's your sister. She had an accident this morning. I'm going to the hospital now.
- B** Emma? An accident? Is she OK?
- J** A car accident. You need to come home today. I bought you a plane ticket. Check your email. You're on the eight o'clock flight this evening.
- B** Is she OK?
- J** Ben? I can't hear you. The signal's really bad.
- B** Jenny, I can't hear you. Is she OK?
- I** Hmm. OK. I think this works here, but maybe...What about this?
- O** Yes, I like that.
- M** Did you say something?
- I** No, nothing. I think it was the door.
- B** Hey, Izzy. I hope the interview went well. Listen, I got some bad news from home. My sister, Emma, was in a car accident. I'm going back to the US tonight. I'm on the eight p.m. flight from Gatwick Airport. I'm on my way to Victoria Station. Call me.

Ben's voicemail This is Ben. I can't take your call, please leave a message.

- c** Focus on the task and give Sts time to read the events. Point out that the first one (*Izzy leaves the house*) has been done for them.

Now play the video again for Sts to watch and number the events in the order they happen. Pause the video if necessary.

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

ANSWERS

- Ben packs his bag.
- Izzy gets a message from Ben's aunt, Jenny.
- Ben gets a call from his aunt Jenny.
- Izzy leaves the house.
- Ben calls Izzy, but she's in her interview.
- Ben sees his phone has no battery.
- Izzy finishes her interview and listens to Ben's message.
- Ben leaves the house.

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

- d Put Sts in pairs and get them to speculate on what Izzy does next. (Sts will probably say that Izzy is going to go to the airport to see Ben).

Elicit some ideas, but don't tell Sts if they are right or not.

2 USING PUBLIC TRANSPORT

- a Focus on the task and tell Sts to underline the vehicles that are used for public transport.

Check answers, making sure Sts understand the meaning of all the vehicles. You may want to explain that a coach is similar to a bus, but goes from one city to another rather than within a city. Model and drill pronunciation of all the words.

ANSWERS

bus / coach, taxi, train, underground

- b  In this part of the video, *Using public transport*, Sts will see Izzy booking a taxi to Victoria Train Station and Ben buying a train ticket to Gatwick Airport.

Give Sts time to read the sentences.

Now play the video for Sts to watch and complete the task.

Check answers.

ANSWERS

- 1 taxi, station
- 2 train, airport



T = taxi company, I = Izzy, C = ticket clerk, B = Ben

T (automated voice) Good afternoon. Thank you for calling Express Taxis. To book a taxi, press one. For customer service, press two.

T Hello. Express Taxis. How can I help?

I Hello. Can I book a taxi from one hundred and nine The Strand, please?

T Of course. Where to?

I Victoria Station.

T Train station or coach station?

I Train station.

T And when would you like it for?

I As soon as possible.

T OK. About ten minutes?

I Thanks. How much is it?

T That's fourteen pounds.

I Can I pay by card?

T Yes, of course.

I Perfect. Thank you.

C Can I help?

B Yes, can I have a ticket to Gatwick Airport, as soon as possible, please?

C No problem, the next train is at seventeen fifteen.

B OK, that's fine.

C Single or return?

B Er...single.

C That's eighteen pounds fifty. Cash or card?

B Card, please.

C Do you need a receipt?

B No, thank you. Which platform is it?

C Platform thirteen.

B Thanks.

- c Now focus on the conversations in the chart. Point out the two headings, *Booking a taxi* and *Buying a train ticket*, and ask Sts *Who says the You hear sentences in each conversation?* Elicit that it is the receptionist at the taxi firm

in the first conversation, and then the ticket clerk in the second. Model and drill the pronunciation of *clerk* /kɪɑ:k/. Then ask *Who says the You say sentences?* and elicit that it is Izzy in the first conversation and Ben in the second. Tell Sts that if they want someone to call them a taxi, or want to use public transport, they will need the **You say** phrases.

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

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

ANSWERS

- 1 book 2 help 3 Where 4 station 5 when 6 That's
- 7 17.15 8 return 9 card 10 13

Go through the conversations line by line with Sts, helping them with any words or expressions they don't understand.

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

Play the video.



Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. Tell Sts **A** to read the part of the receptionist and then the ticket clerk, and Sts **B** to read Izzy and then Ben.

In pairs, Sts read the conversations aloud.

Then Sts swap roles.

- e Sts now role-play the conversation. In their pairs, get them to read the information for their roles. **A** is the taxi receptionist to start. **B** is Izzy.

EXTRA CHALLENGE Ask Sts **B** to close their books, and write the information they need on the board.

When they finish that conversation, Sts **B** are the ticket clerk and Sts **A** Ben.

EXTRA CHALLENGE Ask Sts **A** to close their books, and write the information they need on the board.

Monitor and help. Make sure Sts swap roles when they have finished.

You could get one or two pairs to perform in front of the class.

3 SAYING GOODBYE

- a  In this part of the video, *Saying goodbye*, Sts will see Izzy and Ben at Victoria Station. Izzy gives Ben some good news both about Emma's condition and how her interview went. Then they say goodbye and promise to meet when Ben gets back.

Focus on the photos and ask Sts what's happening (They're talking / saying goodbye).

Now focus on the question and elicit some ideas from the class, but don't tell Sts if they are right or not.

Finally, play the video for Sts to watch and check their ideas.

Elicit some feedback.

POSSIBLE ANSWER

It's a happy ending. Ben's sister is in hospital, but she's OK. Ben is going to come back in one or two weeks.



I = Izzy, B = Ben, A = announcement

- I Ben! Are you OK?
B Yeah, I'm OK. I'm just really worried about Emma.
I Listen, your Aunt Jenny sent a message. She says your sister's OK. She's in hospital, but she's OK.
B She's OK...She's OK. What a relief!
I Yeah. She's OK.
B Thanks...thanks for coming.
I Of course I came.
B Oh, uh...How did the interview go?
I It went very well. I was amazing!
B Of course you were. I knew it. When are they going to tell you if you got the job?
I They're going to call me tomorrow.
B I'm sure you're going to get it!
I I hope so.
A The next train to Gatwick Airport leaves from platform thirteen.
B That's me. See you, Izzy.
I When are you going to come back?
B I don't know. In a week or two...It depends...
I See you when you get back.
B Yeah. Uh,...here?
I Right here...well, if I'm not working in my cool new job.
B Of course.
I Or if I'm just too busy to see you. Or if it's raining!
B I'm going to miss you, Izzy. Bye.
I Bye.

- b Give Sts time to read sentences 1–6 and see if they can remember who said them.

Play the video again, so Sts can watch and complete the task.

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

ANSWERS

1 I 2 I 3 I 4 B 5 I 6 B

- c Put Sts in pairs to discuss what or who the **bold** words in sentences 1–6 in **b** refer to. You could do the first one together.

Check answers.

ANSWERS

- 1 She = Emma
2 It = the interview
3 I = Izzy
4 me = Ben
5 you = Ben
6 I = Ben, you = Izzy

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

4 SOCIAL ENGLISH

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

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

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

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

ANSWERS

- 1 Thanks, (Pamela)
2 Well, a little bit.
3 What a relief!
4 It went very well.
5 I hope so.
6 I don't know. In a week or two. It depends.

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

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

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

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions.

Elicit some feedback from the class. You may want to motivate them to carry on with their English studies by telling them that Season 2 of *Pictures of you* is in Pre-intermediate!

- G** present perfect
V irregular past participles
P sentence stress

Lesson plan

The topic of films and TV series that are based on books provides the context for a simple introduction to the present perfect. The lesson begins with the grammar presentation through a conversation about films, TV series, and musicals which were originally books. The pronunciation focus is on sentence stress, and Vocabulary looks at common irregular past participles. The main context of the final Listening and Speaking activity is a survey asking about film, TV, and book experiences, and Sts learn how to ask present perfect questions with *ever*.

NB In **12B** Sts learn other regular and irregular past participles, and contrast the present perfect with the past simple.

More materials

For teachers

Photocopiables

Grammar present perfect p.211
Communicative Have you done it? p.260
 (instructions p.222)

For students

Workbook 12A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following

cinema questionnaire on the board:

How often do you go to the cinema?

How often do you watch a film on TV or online?

What kind of films do you like?

What's the last film you saw? Did you like it? Why (not)?

Do you have a favourite actor or director?

Get Sts to ask you first, then they ask and answer in pairs.

Get some feedback from various pairs.

1 GRAMMAR present perfect

- a** Books open. Focus on the lesson title and elicit / explain the meaning of *a classic* (= a book, film, or song which is well known and considered to be of very high quality). You could elicit a few examples.

Then focus on the photos showing scenes from a classic film (1), musical (2), and TV series (3), and get Sts to match them to the books.

Check answers.

- !** Don't ask Sts if they have read any of the books or seen the film, musical, or TV series as they will be doing this later in the lesson.

ANSWERS

1 B 2 C 3 A

- b** **12.1** Tell Sts they are going to listen to three conversations about the items in **a**, and they must

complete the gaps with the phrases in the list. Point out that the first one (*Have you seen it*) has been done for them. Play the audio, pausing after each conversation to give Sts time to complete the gaps with the phrases.

Check answers.

ANSWERS

- 1 Yes, I have, I've read the book
 2 No, I haven't
 3 I haven't seen it

12.1

See conversations in Student Book on p.96 and answer key

EXTRA CHALLENGE Get Sts to complete the gaps before they listen to the audio. They then listen and check their answers.

- c** Tell Sts to read the conversations whilst they listen again. Play the audio again the whole way through.

Now focus on the chart and ask Sts, in pairs, to complete it, using the conversations to help them, and to answer questions 1–5. Point out that the first one (*I've read*) has been done for them.

Check answers.

ANSWERS

- ☐ I haven't read the book. ☒ Yes, I have.
☐ Have you read the book? ☒ No, I haven't.
 1 I have read 2 has, hasn't 3 see, read, hear
 4 watch, download 5 No, we don't.

EXTRA CHALLENGE Get Sts to complete the chart before they listen to the audio again. They then listen and check their answers.

- d** Do this as a whole-class activity.

- e** Tell Sts to go to **Grammar Bank 12A** on p.154.

Grammar notes

Present perfect

The present perfect is presented here in two of the most basic uses, i.e. for recent past actions and past experience when the time is not referred to. These uses may be difficult for Sts if they don't have an equivalent in their language.

The form of the present perfect may also be problematic as it is the first time Sts have seen *have* used as an auxiliary verb with all its contractions (*I've...*, *he's...*, etc.).

Regular and irregular past participles

Past participles of regular verbs should not cause any problems for Sts since they are the same as the past simple. Sts simply have to remember the pronunciation rules for *-ed* endings.

Many irregular past participles also have the same form as the past simple. However, ones which are different (e.g. *speak-spoke-spoken*) may cause problems as Sts may confuse the two forms. For this reason, it is worth giving special attention to these verbs.

Focus on the example sentences and play audio 12.2 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **12A** on p.155. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences. In **a**, write the contracted forms on the board. In **b** and **c**, tell Sts to use contractions in $\boxed{+}$ and $\boxed{-}$ after *I, he*, etc.

ANSWERS

- a**
- 1 She hasn't read the book.
 - 2 You haven't finished your ice cream!
 - 3 We've heard the news.
 - 4 He's arrived at the airport.
 - 5 They haven't asked for the bill.
 - 6 We haven't seen him before.
 - 7 It's stopped raining.
- b**
- 1 I've changed my email address.
 - 2 My boyfriend hasn't worked abroad.
 - 3 Have you decided what to do?
 - 4 They haven't passed the exam.
 - 5 Has he accepted the invitation?
 - 6 She's studied three languages.
 - 7 The train hasn't arrived.
 - 8 Have the children tidied their room?
 - 9 My girlfriend hasn't phoned me.
 - 10 My father's helped me a lot.
- c**
- 1 They've seen
 - 2 He's passed
 - 3 She hasn't finished
 - 4 She's painted
 - 5 He's asked

Tell Sts to go back to the main lesson **12A**.

EXTRA PRACTICE OPTION Use the **12A Grammar** photocopiable activity.

- f** Tell Sts to complete sentences 1–10 with the past participle of a verb from the list. Point out that the first one (*opened*) has been done for them.

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

ANSWERS

- 2 booked
- 3 acted
- 4 played
- 5 worked
- 6 asked
- 7 travelled
- 8 watched
- 9 celebrated
- 10 posted

- g** In pairs, Sts say true sentences for them with *I've* or *I've never*.

Get some feedback from various pairs. Encourage Sts to say why, but don't correct misuse of tenses at this point.

Finally, go through each sentence and find out, with a show of hands, how many Sts have done each one.

2 PRONUNCIATION sentence stress

- a** 12.3 Focus on the conversation. Play the audio once for Sts just to listen.

12.3

See conversation in Student Book on p.97

Now play the audio again, pausing after each line for Sts to listen and repeat. Remind Sts that the words in **bold** are the ones which they should stress more strongly.

Get Sts to practise the conversation in pairs, swapping roles.

- b** Tell Sts to think of three more films, TV series, or musicals from books. Monitor and help Sts write their three titles. The titles can be in any language, depending which country the films or series are from – but in a monolingual

class, for British or American films and series, tell Sts the original title in English if you can.

EXTRA SUPPORT Some Sts might have trouble thinking of films, TV series, and musicals, so put Sts in pairs to brainstorm some names, and then write them on the board.

Sts ask and answer with a partner. Monitor, helping Sts get the right rhythm in their questions.

Get feedback from the class.

EXTRA CHALLENGE If Sts have seen a film / TV series / musical and read the book, ask which one they preferred and why.

3 VOCABULARY irregular past participles

- a** Tell Sts to focus on the last column of the chart. Explain that these are irregular past participles and that Sts need to write the infinitive and the past simple in the relevant columns. Remind Sts that past participles of irregular verbs are sometimes the same as the past simple, but sometimes different. Point out that the first one (*buy, bought*) has been done for them.

Get Sts to compare their answers with a partner.

- b** 12.4 Play the audio for Sts to listen and check. Check answers. Elicit that the verbs where the past participles are different from the past simple are *fall, give, and see*.

ANSWERS

- 2 fall, fell
- 3 give, gave
- 4 hear, heard
- 5 leave, left
- 6 read, read
- 7 see, saw
- 8 tell, told

12.4

See chart in Student Book on p.97 and answer key

Now ask Sts what the difference is between the infinitive of the verb *read* and the past simple and past participle.

ANSWERS

read infinitive = /ri:d/

read past simple and past participle = /red/

Play the audio again, pausing after each past participle for Sts to listen and repeat the three forms. Help with pronunciation where necessary.

- c** 12.5 Focus on the instructions and the example, and tell Sts they are going to hear the infinitive and they must say the past simple and the past participle. Tell Sts that the verbs are from **a**, but they will hear them in a different order. Play the audio for Sts to see what they have to do. Get Sts to either cover **a** or to close their books. If Sts close their books, write *past simple* and *past participle* on the board.

Play the audio, pausing after each infinitive, and elicit the past simple and past participle from the whole class.

12.5

buy (ping) bought, bought
see (ping) saw, seen
give (ping) gave, given
fall (ping) fell, fallen
leave (ping) left, left
read (ping) read, read
tell (ping) told, told
hear (ping) heard, heard

Now repeat the activity, eliciting responses from individual Sts.

- d** Tell Sts to look at 1–8 and to complete the **Verb** column in each one with a past participle from **a**.

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

ANSWERS

1 read 2 fallen 3 told 4 heard 5 seen 6 bought
7 left 8 given

- e** Tell Sts to cover the **Verb** column, and to say the sentences, completing them from memory.

4 LISTENING & SPEAKING

understanding topic questions, note-taking

- a** Focus on the *Films, books, and TV* questionnaire and go through 1–12, making sure Sts understand the vocabulary, e.g. *soundtrack, subtitles*, etc.

Give Sts a few minutes to put the verbs in brackets into the past participle, and then check answers. Model and drill pronunciation.

ANSWERS

1 fallen 2 bought 3 left 4 seen 5 cried 6 seen 7 told
8 read 9 stopped 10 listened 11 given 12 watched

! Don't get Sts to ask and answer the questions at this stage as they will be doing it later in the lesson.

- b** **12.6** Now tell Sts they are going to listen to six people (A–F), each answering one of the 12 questions in **a**. Elicit / Teach that *ever* in the question *Have you ever...?* means (at some time) in your life.

Play the audio, pausing after each speaker to give Sts time to work out which question each speaker is answering.

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

ANSWERS

A 10 B 4 C 1 D 12 E 8 F 2

12.6

(script in Student Book on p.131)

- A** Yes, I have. I drive a lot in my job, several hours a day, and I like listening to books – it's much better than listening to the radio. I probably listen to a couple of books every week.
- B** Yes, I've seen *The Lord of the Rings* films at least ten times. They're really great films, I never get tired of them, I always notice something new.
- C** Yes, I've definitely fallen asleep watching a film on TV, but never in the cinema.
- D** Yes, I have. At Christmas last year, I watched the complete season four of *Stranger Things* in one evening.
- E** No, I haven't. It usually takes me a long time to finish a book, so I never read them again.
- F** Yes, I loved *Encanto*, you know, the Disney film, so I downloaded the soundtrack. It's got some great songs, by lots of different singers.

- c** Now tell Sts that they should listen again and make notes about each speaker's answer. Play the audio, pausing after each speaker to give Sts time to write.

Check answers.

ANSWERS

See script 12.6

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Focus on the instructions and the follow-up question. Get Sts to ask you question 1. If you answer *Yes, I have*, get them to ask *What film was it?* If you answer *No, I haven't*, get them to continue with the other questions until you answer *Yes, I have*.

Give Sts time to choose six questions in **a** that they want to ask their classmates.

Set a time limit, e.g. five minutes. Tell Sts to stand up and start. Take part in the activity yourself. Tell Sts that for each question they must try to find a different person who answers *Yes, I have*. Remind them to write down people's answers.

Stop the activity after five minutes (or when you think Sts have had enough time, or when someone has found people for all their questions). Get Sts to sit down again.

EXTRA IDEA If it is difficult for Sts to mingle in your classroom, you could get Sts to interview each other in pairs with the 12 questions.

- e** Get Sts to look at their answers and choose two that they think are the most interesting.
Get Sts to tell the class their two most interesting answers.

- G** present perfect or past simple?
V learning irregular verbs
P irregular past participles

Lesson plan

The main context of the lesson is a conversation between a group of friends about where to go for dinner. One of the friends has tried all the restaurants his friends suggest. Their conversation contrasts the present perfect and the past simple in a natural context: *Have you been to...? When did you go?* The lesson starts with a video drama in which Sts are exposed to both the present perfect (for past experiences) and the past simple. This leads into the grammar focus. In Vocabulary and Pronunciation, Sts get more practice in forming and pronouncing irregular past participles. The lesson finishes with a Speaking activity in which Sts ask opening questions in the present perfect with *recently* and *ever*, and then simple follow-up questions using the past simple.

Video material

Listening – *Let's go out for dinner!*

More materials

For teachers

Photocopiables

Grammar present perfect or past simple? p.212
Communicative Have you ever...? p.261
 (instructions p.223)

For students

Workbook 12B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the names of the following dishes on the board:

*dim sum green chicken curry fajitas moussaka
 sashimi tapas risotto tandoori chicken*

Then ask Sts *In what kind of restaurants would you find them? Have you tried them? Do you like them?*

1 LISTENING identifying specific information

- a** In this video Sts will watch four housemates having a discussion about where to go for dinner to celebrate a birthday.

Books open. Focus on the task and point out that 1–5 are the names of the restaurants the friends talk about. Tell Sts that the first time they watch, they just need to identify Joe and tick the places he has been to.

Now play the video once and check answers.

ANSWERS

Joe is the man on the left.

- 1 Curry Up ✓
- 2 The Great Wall ✓
- 3 Thai Chi ✓
- 4 Mexican Wave ✓
- 5 The Acropolis ✗

EXTRA IDEA Focus on the restaurant names and elicit what kind of food each one serves.



C = Claire, J = Joe, A = Alison, B = Brett

C What are we going to do this weekend?

J Hey.

All Hey!

A I know, let's go out for dinner on Saturday. We can celebrate your birthday, Brett.

B Good idea. Where?

A Let's try somewhere new, somewhere we haven't been to before.

B Yeah, that's a great idea.

C How about that Indian restaurant near the station, Curry Up? Mmm, good reviews...

J Curry Up? I've been there. It wasn't very good.

C Really? OK. Joe says it's not great. What about Chinese, then? Somebody told me The Great Wall is very good.

A Yes, I haven't been there, but people say it's great.

J The Great Wall? I've been there. I went last week. It is good, but I don't really want to go again.

B Well, there's a new Thai place, Thai Chi. It opened up really recently.

J Thai Chi? I've been there, too. I went on Wednesday.

A Well, I don't know. Have you been to Mexican Wave?

J Mexican Wave? Yes, I have.

A When did you go there?

J Last month. I went for dinner with people from work.

A The Acropolis? That Greek place?

B I'm sure Joe's been there!

J No, I haven't. But it closed a few months ago.

B Oh, this is ridiculous!

A OK, Joe, here's the answer. You cook dinner for us!

J OK, sure. Come on. I can cook.

C Yeah – with a microwave!

- b** Tell Sts they are going to watch the video again, and this time they need to circle the correct information for each restaurant in **a**. Focus on 1–5 and give Sts time to read the sentences and the options.

Play the video again for Sts to circle the correct options.

Get Sts to compare with a partner, and then check answers. You could elicit anything else Sts can remember about the restaurants, e.g. *the Indian restaurant (Curry Up) wasn't very good, people say the Chinese restaurant (The Great Wall) is great*, etc.

EXTRA SUPPORT You could pause the video after each restaurant is talked about, to give Sts time to choose the correct alternatives in 1–5.

ANSWERS

- 1 wasn't, doesn't say 2 week, doesn't want 3 is, Wednesday
 4 month, work friends 5 closed

Finally, ask the class what the friends decide to do in the end.

ANSWER

In the end, they decide that Joe can cook for them.

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

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

- c Do this as a whole-class activity or put Sts in pairs to discuss the questions.
If Sts worked in pairs, elicit some feedback from various pairs.

2 GRAMMAR present perfect or past simple?

- a Focus on the extract from the conversation and give Sts time, in pairs, to read it and answer questions 1–3.
Check answers.

ANSWERS

1 present perfect 2 past simple 3 When did you go there?

- b Tell Sts to go to **Grammar Bank 12B** on p.154.

Grammar notes

Present perfect or past simple?

This is intended as a gentle introduction to the contrast between the present perfect and the past simple.

Many conversations typically begin with an opening question in the present perfect, e.g. *Have you been to the new French restaurant?* Yes, I have, and continue in the past tense, e.g. *What did you think of it? I loved it.*

This grammar point will be dealt with in more detail in *English File Pre-intermediate*.

been or gone?

This can be a tricky grammar point for Sts to assimilate. Instead of *Have you been to Mexico?*, Sts often say (incorrectly) *Have you gone to Mexico?* or *Have you been in Mexico?*

Focus on the example sentences and play audio 12.7 and 12.8 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **12B** on p.155. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 haven't finished 2 gave 3 bought 4 Have you ever danced 5 went
b 1 gone 2 been 3 gone 4 been 5 been
c 1 Have, visited 2 went 3 did, go 4 paid 5 Were
6 were 7 did, stay 8 had 9 Has, invited 10 stopped

EXTRA IDEA Get Sts to read the conversation in c to practise their pronunciation.

Tell Sts to go back to the main lesson **12B**.

EXTRA PRACTICE OPTION Use the **12B Grammar** photocopiable activity.

- c You could demonstrate this yourself first. Write on the board the name of a restaurant you've been to recently, a film you've seen recently, and a place you've visited recently. Then ask Sts *Have you been to / seen / visited x?* If they say Yes, ask more questions with the past simple. Then get Sts to write down their two restaurants, films, and places.

- d Put Sts in pairs to ask and answer their questions.

3 VOCABULARY learning irregular verbs

- a 12.9 Focus on the task and point out that these five irregular verbs have the same form for the past simple and the past participle.

Get Sts to write the infinitives of the verbs.

Play the audio for Sts to listen and check.

Check answers. You could tell Sts that of the 50 most common irregular verbs in English, 27 have the same form for the past simple and the past participle.

ANSWERS

1 get 2 have 3 lose 4 meet 5 win

12.9

See verbs in Student Book on p.99 and answer key

Play the audio again, pausing after each past participle for Sts to listen and repeat the two forms. Help with pronunciation where necessary.

- b 12.10 Tell Sts that they are now going to look at some verbs where the past simple form and the past participle are not the same. Give them time to write both the infinitive and the past simple.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 be, was / were 2 do, did 3 eat, ate 4 speak, spoke
5 sing, sang

12.10

See verbs in Student Book on p.99 and answer key

Play the audio again, pausing after each past participle for Sts to listen and repeat the three forms. Help with pronunciation where necessary.

- c Tell Sts to go to **Irregular verbs** on p.173, and get them to underline the verbs that have the same form for the past simple and the past participle.

Check answers by eliciting the infinitive of the verbs.

ANSWERS

bring, build, buy
catch, cost
feel, find
get
have, hear
leave, lose
make, meet
pay, put
read
say, send, sit, sleep, spend, stand
teach, tell, think
understand
win

EXTRA IDEA Get Sts to test each other's memory like this:

A (book open): *make*, **B** (book closed): *made – made*

After two minutes, Sts swap roles.

Then tell Sts to highlight the past participles that are different from the past simple and try to learn them.

Tell Sts to go back to the main lesson **12B**.

4 PRONUNCIATION irregular past participles

- a** Focus on the seven sound pictures and elicit the word and sound (*clock* /ɒ/, *fish* /ɪ/, *tree* /i:/, *up* /ʌ/, *phone* /əʊ/, *horse* /ɔ:/, and *egg* /e/).

Now focus on the verbs in the list. Elicit that the first one (*bought*) has the /ɔ:/ sound, so Sts should write it in the *horse* column.

Put Sts in pairs, and get them to put the past participles into the correct columns. Remind them that this kind of exercise is easier if they say the words aloud to themselves.

EXTRA SUPPORT Model the pronunciation of the participles first, and then get Sts to put them in columns.

- b**  **12.11** Play the audio for Sts to listen and check.
Check answers.

12.11

clock /ɒ/ got, lost

fish /ɪ/ given

tree /i:/ eaten, seen

up /ʌ/ done, sung, won

phone /əʊ/ spoken

horse /ɔ:/ bought, fallen

egg /e/ left, met, read

Now play the audio again, pausing after each group for Sts to listen and repeat. Give extra practice as necessary.

Put Sts in pairs and get them to practise saying the past participles.

EXTRA IDEA Draw this bingo card on the board for Sts to copy:

Sts, in pairs, complete their bingo card with six past participles from **Irregular verbs** on p.173. Alternatively, you could just use the past participles from **3a** and **b**.

Call out random infinitives. Keep a note of the ones you call out.

If Sts have one of the verbs you call out on their card, they should cross it off. Keep calling until a pair has crossed off all their verbs, at which point they should call out *Bingo!*

Check the winning pair's card. If it's correct, they have won.

If it isn't, continue the game. Once there is a winner, you can play *Bingo* again if there is time.

5 SPEAKING

- a** Focus on the questionnaire and highlight the two groups of questions, one group about *Recently* (= in the last few days / weeks) and the other about *In your life*. Model and drill the pronunciation of *recently*.

Point out to Sts that the first column has the heading *Present perfect* and the second *Past simple*. Elicit which words are missing from the questions (column 1: *Have you*, and column 2: *did you*). Then elicit what form is needed for the verb in **bold** (the past participle). Finally, elicit all the questions for 1 (*Have you seen a good film recently? What did you see? Why did you like it?*).

Give Sts time to read all the questions.

EXTRA SUPPORT Write the questions for 1 on the board (*have you seen a good film recently? What did you see? Why did you like it?*) and leave them up there to help weaker Sts.

EXTRA CHALLENGE You could get fast finishers to write some more *Have you ever...*? questions of their own.

- b** Demonstrate the activity by getting Sts to ask you some of the questions from each section. Then put Sts in pairs, **A** and **B**, and get them to take turns to interview each other. You could get Sts **A** to ask Sts **B** questions 1–5 under *Recently* and Sts **B** to ask Sts **A** 1–5 under *In your life*. Then they swap roles.

Monitor and help.

Finally, get feedback from a few Sts. Ask *Who has been to the cinema recently?*, and then get the details.

G revision: question formation

Lesson plan

In this final lesson, Sts revise grammar, vocabulary, and pronunciation from the whole course, with a special focus on question formation. The lesson is based on an interview Sir Ian McKellen kindly gave to the *English File* authors. Sts first read the interview with Sir Ian McKellen and do some comprehension exercises. Then, in Grammar and Speaking, they revise question formation before interviewing each other. Finally, Sts watch or listen to a documentary about Dame Judi Dench, an actor who has worked in famous productions with Sir Ian McKellen.

Video material

Listening – *Judi Dench – a life in acting*

More materials

For teachers

Photocopiables

Grammar revision: question formation p.213
Communicative Revision questions p.262
(instructions p.223)

For students

Workbook 12C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these answers on the board, and elicit the questions from Sts:
French, German, and a little Italian.
7.00 a.m – but later at the weekend.
jazz, and some classical.
Yes, I have a dog called Spot.
I'm going to go to Egypt.

POSSIBLE ANSWERS

What languages do you speak?
What time do you get up?
What kind of music do you like?
Do you have a pet?
Where are you going to go for your next holiday?

Then tell Sts that in this lesson they're going to read an interview with a famous actor who answers these questions and others.

1 READING identifying topics in a longer text

a Books open. Focus on the title of the lesson and explain the meaning of *national treasure* (= a public figure regarded as being emblematic of a nation's cultural heritage or identity). British people often referred to as 'national treasures' include Sir Ian McKellen, Dame Judi Dench, Sir David Attenborough, Dame Helen Mirren, Sir Paul McCartney, and many more.

Tell Sts to look at the characters in the photos and ask them if they know Sir Ian McKellen. They might recognize him from films such as *The Lord of the Rings*, *X-Men*, *Mr Holmes*, *The Da Vinci Code*, or *The Golden Compass*. Find out if any Sts have seen any of the films.

b Tell Sts that the interview was given exclusively for *English File* and that Sir Ian McKellen answered questions based on lessons in Elementary.

Put Sts in pairs and tell them to decide in which sections of the interview they think they will find 1–10.

Check which section of the interview the sentences might be in.

ANSWERS

1 F 2 C 3 B 4 E 5 B 6 F 7 A 8 C 9 B 10 D

c Tell Sts to read the interview again and to mark sentences 1–10 *T* (true) or *F* (false). Remind them to say why the *F* ones are false. Point out that the first one has been done for them.

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

ANSWERS

2 F (He lives in London.)
3 F (Sometimes he doesn't get up until 10 a.m.)
4 T
5 T
6 F (He read *The Lord of the Rings* when he was preparing to play Gandalf.)
7 F (He's reading a biography of the Hammersteins.)
8 F (He loves dogs.)
9 T
10 F (He'd like to learn to sing, play the piano, and speak foreign languages.)

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

d Put Sts in pairs and get them to discuss what three things they found the most interesting from the interview.

Get some feedback from the class.

2 GRAMMAR & SPEAKING revision: question formation

a Put Sts in pairs and get them to complete all the questions in groups 1–6. Point out that the first one (*do*) has been done for them.

b **12.12** Play the audio for Sts to listen and check. Check answers after each group.

ANSWERS

1 do, did 2 's, Are, Did 3 can, Can, are 4 's, did, are
5 's, are, do 6 have, 's, Have

12.12

See questions in Student Book on p. 101 and answer key

c Focus on the task and the example.

Put Sts in pairs, **A** and **B**. Sts **A** start by interviewing Sts **B** with group 1. Encourage Sts to ask for more information and react to their partner's answers.

EXTRA SUPPORT Write some phrases on the board to help Sts react and show interest, e.g. *Really? How interesting! Me too! What about you?*

When Sts **A** have finished asking the questions in group 1, Sts **B** ask the questions in group 2. Make sure they keep swapping roles.

When they have finished, elicit some interesting answers from the class for each group of questions.

EXTRA CHALLENGE Get Sts to write the interview they just had with their partner. They should follow the style used in the interview with Sir Ian McKellen.

EXTRA IDEA Tell Sts that they are going to role-play being a journalist and a famous person. Tell them to think of a famous person who is still alive. When they are ready, put them in pairs, **A** and **B**. Tell Sts **A** they are journalists and Sts **B** they are the famous person. Tell Sts **B** to use their imagination and invent answers. When Sts **A** have finished their interview, they swap roles.

3 LISTENING using visual clues to understand a biopic

- a** Tell Sts they are going to watch a documentary about Judi Dench, one of Britain's best known and most successful actors.

Focus on the film titles and check that Sts understand / recognize them. Find out which films most Sts have seen.

- b**  Focus on the task and then play the video for Sts to watch and tick the films that are mentioned.

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

EXTRA SUPPORT You may want to tell Sts that *The Old Vic* and *The Royal Court* are famous theatres in London.

ANSWERS

The six films mentioned are *Macbeth*, *A Room with a View*, *Henry V*, *GoldenEye*, *Mrs Brown*, and *Shakespeare in Love*.



Judi Dench is one of a golden generation of British actors who have had long and successful careers, including Maggie Smith, Vanessa Redgrave, Ian McKellen, Michael Caine, and Anthony Hopkins. She has acted in the theatre, on television, and in films in a career of nearly sixty years.

Judith Olivia Dench was born on the ninth of December nineteen thirty-four in York in the north of England. Dench's father was a doctor, but she had connections from a very early age to the Theatre Royal in York – her father was the theatre's doctor and her mother made costumes for the theatre. As a teenager, Judi Dench acted in the York Mystery Plays. These religious plays have been performed in York every four years since the fourteenth century.

In the late nineteen fifties and nineteen sixties, she acted with Britain's most important theatre companies, the Old Vic, the Royal Court, and the Royal Shakespeare Company.

In the nineteen seventies and nineteen eighties, Dench continued to work in the theatre and on British television. In nineteen seventy-eight, she acted in Shakespeare's *Macbeth* with the actor Ian McKellen, both in the theatre and on film. Many people think it was one of the best ever performances of the play. She also appeared in British films like *A Room with a View* in nineteen eighty-five and *Henry V* in nineteen eighty-nine.

In the nineteen nineties, her career changed with two films. The first of these was the James Bond film, *GoldenEye*, where Dench played Bond's boss, M, normally a part for a man. Dench was a great success in the part. She was hard, and at the same time funny. She played the part in eight films, with both Pierce Brosnan and Daniel Craig as James Bond. The second film that changed her career was *Mrs Brown* in nineteen ninety-seven. Dench played Queen Victoria. This small, British film was a great success and she was nominated for an Oscar for Best Actress.

In nineteen ninety-eight, she played Queen Elizabeth the first in the comedy, *Shakespeare in Love*. The film was another big hit. It won the nineteen ninety-nine Oscar for Best Film, and Judi Dench won the Oscar for Best Supporting Actress. She's only in the film for eight minutes, but, as ever, she's absolutely brilliant.

Finally, ask Sts if they've seen any of the films, and if they liked them.

- c** Focus on the task and give Sts time to read the events in Judi Dench's life.

Put Sts in pairs and get them to complete as many gaps as possible with the information they can remember. Point out that the first one (*York*) has been done for them.

Play the video for Sts to watch again and check their answers.

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

ANSWERS

2 doctor 3 Theatre 4 Mystery 5 theatre 6 television
7 *Macbeth* 8 M 9 Victoria 10 Elizabeth I

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

- d** Do this as a whole-class activity.

4 WRITING a biography

- a** Tell Sts to go to **Writing Bank 12** on p.126.

Focus on the instructions in **a**. Give Sts a few minutes to read the biography and then match the phrases in the list to the paragraphs.

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

ANSWERS

Paragraph 1: childhood, first acting experience

Paragraph 2: early career, first roles on screen

Paragraph 3: Hollywood career, acting awards

- b** Get Sts to read the biography again and number them 1–8 in the order they happened.

Check answers.

ANSWERS

- 7 Daniel became famous.
- 2 Daniel wrote a play.
- 5 Daniel began his acting career in the UK.
- 1 Daniel was born in London.
- 6 Daniel began to make films in the USA.
- 4 Daniel acted in his first play.
- 8 Daniel won his first Oscar.
- 3 Daniel went to acting classes after school.

- c** Focus on the **Life events** box and go through it with the class.

Now give Sts time to complete phrases 1–8 with the infinitive of the verbs highlighted in the biography. Point out that the first one (*be born*) has been done for them.

Check answers.

ANSWERS

- 2 grow up 3 become 4 win 5 attend
6 appear / act 7 leave 8 play

- d** Tell Sts to plan a biography about an actor they like. They should write three paragraphs and make notes in answer to questions 1–8. Make sure they make notes and don't write full sentences.

- e** Sts could do the writing in class or for homework.

- f** Remind Sts to read through their writing and check it for mistakes before they give it in. They should make sure the life events follow the right order and that they have used a wide range of verbs.

For instructions on how to use these pages, see p.51.

Video material

Can you understand these people? 11&12

More materials

For teachers

Oxford English Hub

Quick Test 12

File 12 Test

Progress Test Files 7–12

End-of-course Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 slowly 2 dangerous 3 badly 4 quiet 5 cold
6 strongly
b 1 learn 2 download 3 send 4 do 5 ride 6 book
7 go 8 listen 9 play 10 be
c 1 been 2 gone 3 sung 4 given 5 fallen 6 spoken
7 eaten 8 done 9 seen

PRONUNCIATION

ANSWERS

b 1 bought /ɔː/ 5 spoken /əʊ/ 2 want /ɒ/ 4 wi-fi /aɪ/
3 women /ɪ/
c 1 politely 2 dangerously 3 decide 4 attachment
5 download

CAN YOU understand this text?

ANSWERS

b 1 E 2 A 3 B 4 F 5 C

▶ CAN YOU understand these people?

ANSWERS

1 B 2 A 3 C 4 C 5 A



1 Anna

I = interviewer, A = Anna

I What are you doing in the UK?

A In the UK, er, I just came for a visit. I'm here the second time in my life, and it was always a dream of mine to come to London. Er, yes.

I Was there anything that surprised you about the UK when you arrived?

A I think that the people are very open, and that, um, just everybody is so nice, and I also saw some monuments and some places I wanted to see, so I was also very impressed about the architecture, etc.

2 Madeleine

I = interviewer, M = Madeleine

I How do people in your country drive?

M I think it depends where you are. Where I live in Oregon, everything is very safe, much slower, but in New York City everything is very fast, very dangerous.

I Are you a typical driver for where you live?

M I would say so, I'd-, I'm a very cautious driver.

3 Chris

I = interviewer, C = Chris

I Do you have any ambitions for this year?

C Um, yes, I'd like to visit my daughter in Australia, and also plan towards my retirement.

I Do you think you're going to do them?

C Certainly the planning, whether or not I achieve the visit is something else.

4 Talitha

I = interviewer, T = Talitha

I Have you ever seen a film more than three times?

T Yes, I really like *Lord of the Rings*, so I've definitely seen that more than three times.

I What do you like about it?

T I love the scenery, um, and I love the imagination.

5 Martin

I = interviewer, M = Martin

I What phone do you have?

M I have a(n) iPhone.

I How old is it?

M I believe, I believe my iPhone is now two years old.

I How often do you change phones?

M I change phones maybe every three years.

I What do you use it for the most?

M I mostly use my phone for social media.