



third  
edition

# ENGLISH FILE

Beginner Teacher's Book

with Test and Assessment CD-ROM

Christina Latham-Koenig  
Clive Oxenden  
with Anna Lowy  
Beatriz Martin Garcia

OXFORD

## STUDY LINK

- Workbook 1A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Introduce yourself to the class. Say *Hello. I'm (...)* twice. Repeat your name and write it on the board.
- Then look at one student and say *Hello. I'm (...)*. Encourage him / her to respond *Hello. I'm (...)*. At this stage do not correct anything they say. If the student fails to respond, move on to another student until you get the right response. Praise Sts when they respond. Say *Good* or *Very good* as often as is necessary.
- Repeat this process with other Sts round the class. With a good class you may also want to teach the phrase *Nice to meet you* at this point.
- This activity will break the ice with your class on the first day.

## 1 LISTENING & SPEAKING

- a 1 2))) Books open. Demonstrate this by opening your own book and saying *Open your books*. Say the page number and write it on the board. Focus on the two small photos and the speech bubbles by pointing at your book and saying *Look at the photos*. Then tell Sts to listen. Demonstrate this by putting your hand to your ear, pointing to the audio player, and saying *Listen*.

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

1 2)))

See the script in the Student's Book on p.4

Now tell Sts to listen and repeat. Demonstrate with the first item. Play the audio again for Sts to repeat in chorus, allowing time for them to repeat.

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

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

If you know your Sts' language, you may want to point out that *hi* and *hello* mean the same, although *hi* is more informal.

- b Put Sts in pairs, **A** and **B**. Demonstrate the activity with a strong pair.

Now get Sts to practise the greeting in pairs.

When they have finished, tell them to swap roles. Monitor and help.

- c 1 3))) Focus on the first photo and say *It's a party*. Ask Sts if they know the names of the actors in the photo.

Now focus on all three photos and the three conversations.

Play the audio once the whole way through for Sts to listen and read at the same time.

1 3)))

See the conversations in the Student's Book on p.4

Go through the conversations, making sure the meaning is clear to Sts. Some teachers may want to do this in L1. (See **Introduction** on p.8 for comments on use of mother tongue.) Point out that the response to *Nice to meet you* is *Nice to meet you*.

- d 1 4))) Play conversation 1 on the audio and get Sts to repeat each phrase in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly. Get individual Sts to say the sentences after you.

1 4)))

See the conversations in the Student's Book on p.4

Repeat with the other two conversations.

- e Put Sts in pairs, **A** and **B**. Demonstrate the activity with a good pair.

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

### Extra support

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

### Extra challenge

- Ask one student in each pair to close their book and respond to their partner from memory. **A** reads his / her lines and **B** responds from memory. Then Sts swap roles.

Focus on the **Instructions** box and go through it with the class. Model and drill the pronunciation of the five words.

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

- a Focus on the instructions and get Sts to complete the two sentences.

Check answers.

1 I      2 You

- b 1 5))) 1 6))) Before Sts go to the **Grammar Bank** you could teach them the words *positive*, *negative*, and *question*. This can be done in English by writing symbols on the board:

☐+ = positive      ☐- = negative      ☐? = question

You could explain this in L1 if you prefer.

Tell Sts to go to **Grammar Bank 1A** on p.92. You could write the page number on the board to help Sts. Show Sts that all the grammar rules and exercises are in this section of the book.

Sts will have the chance to repeat all the sentences which are highlighted in the charts on p.92.

- c 1 7))) Tell Sts that they are going to practise saying contractions. Focus on the example. Remind Sts that *I'm* is the contraction of two words. Establish a gesture to remind Sts to contract verb forms, e.g. a scissor or concertina gesture. Highlight and drill the pronunciation of *I'm* /aim/.

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

1 7)))

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

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

## 3 VOCABULARY numbers 0–10

- a 1 8))) Some Sts may already know some numbers in English, but real beginners probably won't know the correct pronunciation or spelling of all the numbers 0–10.

Focus on the two groups of numbers, A and B, and then say *Listen, is it A or B?* Play the audio once and check the answer.

B

1 8)))

**Band leader** One, two, three, four.

Ask *What are the numbers?* Write the numbers 1, 2, 3, 4 on the board as Sts say them.

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

- b Tell Sts to go to **Vocabulary Bank Numbers and days** on p.116. c 1 10))) Focus on the instructions and example. Play the audio for Sts to hear the numbers. Now demonstrate by saying two numbers yourself and eliciting the next one from the class.

Play the audio and pause after the next pair of numbers. Ask Sts what the next number is (*nine*). Make sure Sts are clear what they have to do before continuing.

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

1 10)))

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

Then repeat the activity, eliciting responses from individual Sts.

### Extra idea

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

- d 1 11))) Focus on the instructions and demonstrate or explain the activity.

Play the audio and get Sts to write down the numbers in digits. Pause the audio if Sts need more time to write.

Check answers by writing the numbers on the board as digits and in words.

See script 1.11

1 11)))

1 seven	5 nine	9 six
2 three	6 one	10 two
3 zero	7 four	11 ten
4 eight	8 five	

### Extra challenge

- Before writing the numbers in words on the board, get Sts to do it.

## 4 PRONUNCIATION /h/, /aɪ/, and /iː/

### Pronunciation notes

- You may want to highlight to Sts the following sound–spelling patterns. Use Sts’ L1 to do this if you know it:
  - /h/ *h* at the beginning of a word is pronounced /h/, e.g. *hello*. (There are a few exceptions, but apart from *hour*, the others are not relevant for Sts at this level.)
  - /aɪ/ This is actually a diphthong (literally ‘two sounds’). It is usually spelled *i* before a single consonant followed by silent *e*, as in the example word *bike*.
  - /iː/ Two of the most common spellings of this sound are double *e* as in *meet* and *ea* as in *repeat*.
- See also **Pronunciation** in the **Introduction**, p.8.

- a 1 12))) Focus on the three sound pictures *house*, *bike*, and *tree*. Tell Sts that they are example words to help them to remember English sounds.

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

Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

### 1 12)))

See the words and sounds in the Student’s Book on p.5

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

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

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

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b 1 13))) Focus on the sentences and play the audio once the whole way through for Sts just to listen.

### 1 13)))

See the sentences in the Student’s Book on p.5

Then play the audio for Sts to listen and repeat.

Get Sts to practise saying the sentences in pairs.

Monitor and help with any pronunciation problems.

## 5 SPEAKING

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

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

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

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

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

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

### Extra support

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

### Extra idea

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

## 6 VOCABULARY days of the week

- a Tell Sts to go to **Vocabulary Bank Numbers and days** on p.116.

- b 1 15))) Focus on the instructions and demonstrate by saying the days *Thursday* and *Friday* yourself. Gesture to indicate that the class should respond with the next day (*Saturday*).

Now play the audio and pause after the next two days. Ask Sts what the next day is (*Wednesday*). Make sure Sts are clear about what they have to do before continuing.

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

**1 15)))**

Thursday, Friday (*pause*) Saturday  
Monday, Tuesday (*pause*) Wednesday  
Saturday, Sunday (*pause*) Monday  
Friday, Saturday (*pause*) Sunday  
Tuesday, Wednesday (*pause*) Thursday  
Sunday, Monday (*pause*) Tuesday  
Wednesday, Thursday (*pause*) Friday

Then repeat the activity, getting individual Sts to say the day.

- c Focus on the phrases for saying goodbye. Demonstrate by pretending that you are leaving for the day. Walk towards the door and say, for example, *Goodbye! See you tomorrow / on Wednesday*, etc.

Model and drill the pronunciation of the words and phrases and get Sts to repeat them after you. Highlight that *goodbye* has the stress on the second syllable. Show / explain that *Bye* is a shorter form of *Goodbye* and it is more informal.

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

**WORDS AND PHRASES TO LEARN**

**4 61)))** Tell Sts to go to *p.130* and focus on the **Words and phrases to learn for 1A**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 1B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Pin a world map to the wall or project one onto the board. Point to Sts' country / countries and elicit the name(s). Write it / them on the board. Model and drill the pronunciation.
- Point to England and elicit the name. Write it on the board. Model and drill the pronunciation.
- Finally, if you are from a different country, point to it on the map and elicit the name. Write it on the board. Model and drill the pronunciation.

## 1 VOCABULARY countries

- a **1 16**))) Books open. Focus on the six countries and use a map or Sts' L1 to elicit what the countries are. Tell Sts that they are going to hear a short piece of music from each of the countries on the list. They have to guess where each one is from. Tell them to write the number of their guess in the box.

Play the first piece of music on the audio and pause.

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

### **1 16**)))

Extracts of:

- 1 Spanish flamenco music
- 2 US country music
- 3 Chinese music
- 4 Brazilian samba
- 5 Turkish music
- 6 Russian Cossack-type music

- b **1 17**))) Play the audio for Sts to listen and check their guesses.

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

2 the United States	4 Brazil	6 Russia
3 China	5 Turkey	

### **1 17**)))

- 1 Spanish flamenco music, Spain
- 2 US country music, the United States
- 3 Chinese music, China
- 4 Brazilian samba, Brazil
- 5 Turkish music, Turkey
- 6 Russian Cossack-type music, Russia

- c Tell Sts to go to **Vocabulary Bank Countries and nationalities** on p.117.

- d **1 19**))) Sts have already seen that one syllable in a multi-syllabic word is pronounced more strongly than others (= word stress). Here they see that certain words (the ones which carry the important information in a sentence) are pronounced more strongly than others (= sentence rhythm), e.g. in *Where are you from?* **where**

and **from** are pronounced more strongly than *are* and *you*. *Where* and *from* are important to understand the question. In the answer *I'm from Toledo*, **Toledo** is stressed as it is important to understand the answer.

Focus on the instructions and the conversation.

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

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

### **1 19**)))

See the conversation in the Student's Book on p.6

Elicit / explain / demonstrate the meaning of each phrase. Make sure Sts know that Toledo is a city.

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

### Extra support

- Get Sts on one side of the classroom to repeat the questions in chorus. Then have Sts on the other side repeat the answers. Finally, repeat, swapping roles.
- e Put Sts in pairs, **A** and **B**. Focus on the instructions and demonstrate that they are going to practise the conversation using their own countries and cities. Get a good pair to demonstrate the activity.

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

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

### Extra idea

- If your Sts all come from the same place, you could ask them to choose a different country and city.
- f Tell Sts that they are going to ask each other where certain places are. Focus on the question in the speech bubble and the three possible answers. Model and drill the pronunciation.

Now put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where is it?**, **A** on p.76 and **B** on p.80.

Go over the instructions and make sure Sts understand what they have to do. Stress that they must answer each question using one of the three options in the speech bubbles depending on whether they know the answer. Demonstrate by asking *Where's Manchester?* (*It's in England*).

When they have finished find out who got most of the answers right.

### Extra support

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

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

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

- a **1 20**))) Focus on the photo and the conversation. You could ask Sts if they know any of the people. Alfonso Cuarón is a Mexican film director, screenwriter, and producer best known for his films *Y Tu Mamá También* (2001), *Harry Potter and the Prisoner of Azkaban* (2004), *Children of Men* (2006), and *Gravity* (2013). Sandra Bullock is an American actress; she won many awards for her role in *The Blind Side* (2009) and *Gravity* (2013). Elicit the meaning of *fantastic*. Then tell Sts to read and listen to the conversation and complete each gap with a country.

Play the audio once for Sts to complete the conversation.

Play the audio again, as necessary.

Check answers.

1 Mexico    2 England    3 the USA

**1 20**)))

- A Where's he from?  
B He's from Mexico.  
A Is she from England?  
B No, she isn't. She's from the USA.  
A Is she good?  
B Yes, she is. She's fantastic.

- b **1 21**))) Play the audio again, pausing for Sts to listen and repeat. Try to get Sts to pronounce the *s* in *Where's* and *He's* as /z/ and the letters *sh* in *She* as /ʃ/.

**1 21**)))

See script 1.20

- c Put Sts in pairs, **A** and **B**. Focus on the instructions and get a good pair to demonstrate the activity.

Now ask Sts to practise the conversation.

Make sure they swap roles. Monitor and help.

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

## 1 VOCABULARY

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

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

1 he                    2 she                    3 it

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

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

+	-
He is	He isn't
She is	She isn't
It is	It isn't

- f 1 22))) 1 23))) 1 24))) Tell Sts to go to **Grammar Bank 1B** on p.92.

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

### Pronunciation notes

- You may want to highlight some or all of the following sound–spelling rules:
  - /ɪ/ The letter *i* between two consonants is usually pronounced /ɪ/, e.g. *fish*. NB *England* (the *e* = /ɪ/) is irregular.
  - /əʊ/ In English, the sound of the letter *o* in *phone* is a diphthong (literally ‘two sounds’), i.e. a combination of the two sounds /ə/ + /ʊ/. It is usually spelt by the letter *o*, or *o* + consonant + *e*.
  - /s/ The letter *s* at the beginning of a word is nearly always pronounced /s/, e.g. *sit*, *stand*.
  - The letter *c* (before *i*) at the beginning of a word and before consonant + *e* is usually /s/, e.g. *cinema*, *city*, but the letter *c* is often /k/, e.g. *cat*.
  - /ʃ/ The consonants *sh* are always pronounced /ʃ/, e.g. *she*. The letters *ti* also produce this sound in words that include the syllable *-tion*, e.g. *nationality*. NB *Russia* (the letters *ss* = /ʃ/) is an exception.
- ! Make sure Sts make a /ʃ/ sound and not an /s/ sound for /ʃ/. It might help to tell Sts that /ʃ/ is the sound of silence by putting your finger to your mouth and saying *shhhhhh*.
- See also **Pronunciation** in the **Introduction**, p.8.

- a 1 25))) Focus on the four sound pictures *fish*, *phone*, *snake*, and *shower*. Remind Sts that they are example words to help them to remember English sounds and that the phonetic symbol in the picture represents the sound.

Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

1 25)))

See the words and sounds in the Student's Book on p.7

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

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

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

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b 1 26))) Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1 26)))

See the sentences in the Student's Book on p.7

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

Then repeat the activity, eliciting responses from individual Sts.

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

## 4 LISTENING & SPEAKING

- a 1 27))) This section gives Sts practice in distinguishing aurally between *he* and *she* and then trying to make the distinction themselves. Depending on your Sts' nationality many Sts will find this quite tricky.

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

1 27)))

See the sentences in the Student's Book on p.7

### Extra support

- Say the sentences to the class, exaggerating slightly the differences in pronunciation.
- b 1 28))) Focus on the sentences in **a** again. Explain that Sts are going to hear only one of the sentences for each number and they have to tick the one they hear.

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

Play the audio again for Sts to check their answers.



Check answers.

1 b    2 b    3 a    4 a    5 a

1 28)))

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

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

Get Sts to practise saying them.

### Extra challenge

- Put Sts in pairs, **A** and **B**. **A** reads a sentence and **B** says *a* or *b*. Then they swap roles.

d 1 29))) Tell Sts they are going to hear six sentences or questions and they must write them down.

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

1 29)))

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

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

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

See script 1.29

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

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

*He | She | It's from...*

*I think he | she | it's from...*

*I don't know.*

### Extra support

- Write the options on the board for reference.

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

When Sts have finished, check answers. Don't write these on the board as Sts will be testing each other in the next exercise.

- |                      |                      |
|----------------------|----------------------|
| 1 It's from Egypt.   | 6 She's from Russia. |
| 2 He's from Brazil.  | 7 It's from Japan.   |
| 3 He's from Mexico.  | 8 It's from the USA. |
| 4 She's from Spain.  | 9 It's from China.   |
| 5 It's from England. | 10 He's from Italy.  |

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

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

### WORDS AND PHRASES TO LEARN

4 61))) Tell Sts to go to *p.130* and focus on the **Words and phrases to learn** for **1B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- **Workbook** How do you spell it?
- **iTutor**
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books open)

- Books open. Focus on the English alphabet at the top of the page. Give Sts a little time to look at it. Ask Sts if it is the same as or different from the alphabet in their first language, e.g. the number of letters, etc.
- Write OK and USA on the board. Ask Sts how to say them. Then elicit the pronunciation of each letter one by one, and model and drill. If you know your Sts' L1, point out that these are examples of how we use letters of the alphabet to communicate.

## 1 THE ALPHABET

- a **1 30**))) Choose a student with a short name and ask *What's your name?* Show that you want to write their name on the board and pretend that you don't know how to spell it. Ask *How do you spell it?* Let Sts try and tell you the letters in English (they may know one or two).

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

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

**1 30**)))

See the alphabet in the Student's Book on p.8

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

- b **1 31**))) This exercise helps Sts to learn the alphabet by dividing letters which share the same vowel sound into three groups. Focus on the task.

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

**1 31**)))

See the chart in the Student's Book on p.8

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

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

- c **1 32**))) This activity is to help Sts distinguish between letters that are sometimes confused. Depending on your Sts' L1 some of these pairs will be more difficult than others.

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

**1 32**)))

See the pairs of letters in the Student's Book on p.8

- d **1 33**))) Now tell Sts they're only going to hear one of the letters from each pair in c. Explain that they have to circle the letter they think they hear.

Play the audio once for Sts to circle the letter.

**1 33**)))

1 A	3 W	5 B	7 J	9 N
2 E	4 I	6 V	8 K	

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

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

See script 1.33

- e **1 34**))) Focus on the photos and the task. Demonstrate / explain that the letters are abbreviations (you could use MTV as an example = Music Television).

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

Give Sts time to work out with their partner how to say the abbreviations.

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

See script 1.34

**1 34**)))

1 MTV	3 FBI	5 ATM	7 VW
2 CNN	4 BBC	6 USB	8 EU

To give some extra practice you could call out numbers between 1 and 8 for Sts to say the abbreviation, e.g. **T 2 Sts CNN.**

### Extra idea

- If your Sts are interested or ask, you could tell them the full form of each abbreviation:
  - 1 Music Television
  - 2 Cable News Network
  - 3 Federal Bureau of Investigation
  - 4 British Broadcasting Corporation
  - 5 Automated Teller Machine
  - 6 Universal Serial Bus
  - 7 Volkswagen
  - 8 European Union

### Extra support

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

- f Put Sts into pairs **A** and **B**. Tell them to go to **Communication Game: Hit the ships**, **A** on p.76 and **B** on p.80.

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

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

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

Go through the instructions and make sure Sts understand what they have to do. Quickly elicit the pronunciation of numbers 1–10 and letters A–J. Demonstrate the activity on the board by drawing two small grids and taking the part of **A** or **B**. Show how Sts will use letters and numbers to identify the squares in the grid, e.g. the square in the top left corner is A1 and the bottom right J10. Make sure Sts know what *ship*, *hit*, and *nothing* mean.

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

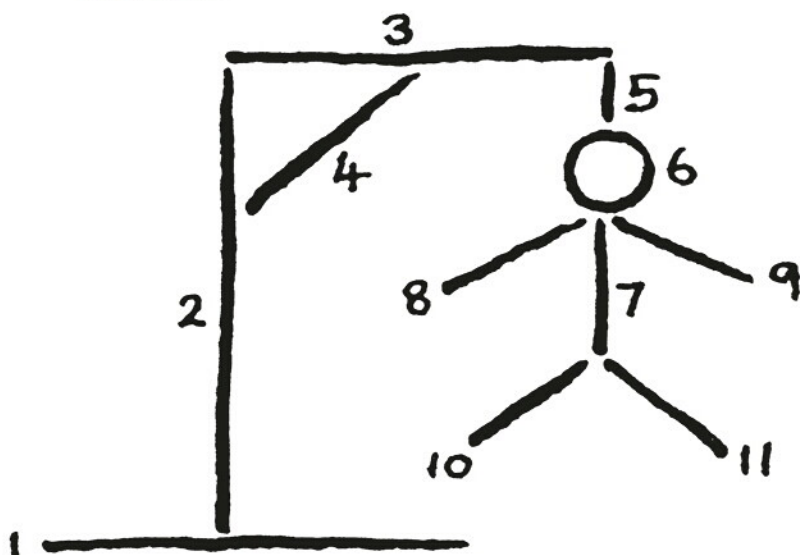
When Sts have finished find out who won in each pair.

Tell Sts to go back to the main lesson **PE1**.

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

### Extra idea

- Play *Hangman* to practise the alphabet. Think of a word Sts know, preferably of at least eight letters, e.g. **DICTIONARY**. Write a dash on the board for each letter of the word: \_\_\_\_\_
- Sts call out letters one at a time. Encourage them to start with the five vowels and then move onto consonants. If the letter is in the word (e.g. A), fill it in each time it occurs, e.g. \_\_\_\_\_ A \_\_. Only accept correctly pronounced letters. If the letter is not in the word, draw the first line of this picture on the board:



- Write any wrongly-guessed letters under the picture, so Sts don't repeat them. The object of the game is to guess the word before the man is 'hanged'. Sts can make guesses at any time, but each wrong guess is 'punished' by another line being drawn.
- The student who correctly guesses the word comes to the board and chooses a new word.
- Sts can also play on paper in pairs / groups.

## 2 VOCABULARY the classroom

- a **1 35**))) Focus on the conversation and the words in the list.

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

### 1 35

S = student, T = teacher

S What's *libro* in English?

T Book.

S How do you spell it?

T B-O-O-K.

Then play the audio again for Sts to listen and write.

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

1 What	2 English	3 Book	4 spell
--------	-----------	--------	---------

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

### Extra idea

- You could get Sts to practise the conversation using words from their language which they have already learnt in English, e.g. numbers, days of the week, etc.
- b Tell Sts to go to **Vocabulary Bank The classroom** on p.118.
- c **1 38**))) Focus on conversations 1–3. Put Sts in pairs and give them time to read the conversations and think about what the missing words are (they could write them in pencil).

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

### 1 38

T = teacher, S = student

1

T Open your books, please. Go to page seven.

S Sorry, can you repeat that, please?

T Go to page seven.

2

S Excuse me. How do you spell 'birthday'?

T B-I-R-T-H-D-A-Y.

3

S Sorry I'm late.

T That's OK. Sit down, please.

Then play the audio again for Sts to listen and write.

Get Sts to compare their answers with their partner.

Elicit the answers and write them on the board.

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

The phrases *Excuse me*, *Sorry*, and *Sorry?* are easily confused. Write the three phrases on the board.

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

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

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

Make sure they swap roles. Monitor and help.

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

- e** **1 39)))** Tell Sts they are going to hear the instructions they have just learnt and they have to do the actions.

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

**1 39)))**

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

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

### 3 CHECKING INTO A HOTEL

- a **1 40**))) In this exercise Sts meet, for the first time, a character who will appear in all the **Practical English** lessons.

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

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

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

**1 40**)))

(script in Student's Book on p.86)

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

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

1 a    2 b    3 b

#### Extra support

- If there's time, you could get Sts to listen again with the script on p.86, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- b **1 41**))) Focus on the **Names** box and go through it with the class.

#### Extra support

- To make the distinction clear between *name* and *surname*, write your first name and your surname on the board (or the first name and surname of a well-known celebrity). Elicit which is your first name and which is your surname.
- Highlight that you can say *name* (or *first name*), and *surname* (or *last name*). When asked *What's your name?* you usually reply with your first name in an informal situation, or your surname or full name in a formal situation, e.g. checking into a hotel.
- You may want to point out that when we give our full name we always say first name then surname. NB Many people have a *middle name* as well (which is another first name, e.g. Peter / Mary), but this name is rarely used except on official forms.
- Ask a few Sts *What's your first name?* and *What's your surname?* to practise the difference between the two. Then get Sts to ask each other.

#### Extra idea

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

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

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

**1 41**)))

Ro = Rob, R = Receptionist

Ro Hello.  
R Good afternoon.  
Ro My name's Rob Walker. I have a reservation.  
R Sorry, what's your surname?  
Ro Walker.  
R How do you spell it?  
Ro W-A-L-K-E-R.  
R Sorry?  
Ro W-A-L-K-E-R.  
R Thank you. OK, Mr Walker. You're in room 321.  
Ro Thanks.

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

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

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

See script 1.41

#### Extra challenge

- After playing the video or audio the first time, have Sts uncover the sentences and try to put them in order. Then play the video or audio again for Sts to check their answers and make any corrections necessary.
- c **1 42**))) Play the dialogue again, pausing for Sts to listen and repeat each sentence. Give further practice as necessary.

**1 42**)))

See script 1.41

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

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

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

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

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

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

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

### Extra support

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

## 4 BOOKING A TABLE

- a **1 43**))) Tell Sts they are now going to meet the other main character, who will appear in all the **Practical English** lessons. Focus on the photo and tell Sts they are now going to listen to a woman called Jenny. Focus on sentences 1–3 and make sure Sts know the meaning of *birthday*.

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

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

**1 43**)))

(script in Student's Book on p.86)

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

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

1 a    2 b    3 a

### Extra support

- If there's time, you could get Sts to listen again with the script on p.86, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- b **1 44**))) First, focus on the **Z** box and go through it with the class. Explain that this is the only letter of the alphabet that is different in American English from British English.

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

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

**1 44**)))

(script in Student's Book on p.86)

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

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

Day	<b>Tuesday / tomorrow</b>
Name	Jenny ZIELINSKI
Table for	<b>three</b> people
Time	<b>seven (o'clock)</b>

### Extra challenge

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

### Extra support

- If there's time, you could get Sts to listen again with the script on p.86, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

## 5 USEFUL PHRASES

- 1 45**))) Focus on the phrases and go through them with the class to make sure they are clear about the meaning. You may want to teach *All right* as a common synonym of *OK*. You may want to point out that nobody knows for sure what the origin is of the expression *OK*.

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

**1 45**)))

See the phrases in the Student's Book on p.9

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

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

### Extra challenge

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

## STUDY LINK

- Workbook 2A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

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

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

## 1 VOCABULARY nationalities

- a Focus on the instructions and the countries in the list.

Then focus on the first photo and teach the word *plane* /pleɪn/. Model and drill the pronunciation. Ask the class *Where is the plane from?* and point out the example *It's from the UK.* Give Sts time to complete the other sentences with the countries in the list.

Check answers.

2 Switzerland 3 the United States 4 Turkey

- b Tell Sts to go to **Vocabulary Bank Countries and nationalities** on p.117.

## 2 PRONUNCIATION /dʒ/, /tʃ/, and /ʃ/

### Pronunciation notes

- The sounds focussed on in this lesson are all consonant sounds. Sts may find the symbols /dʒ/ and /tʃ/ difficult to remember.
- You may want to highlight the following sound-spelling patterns:
  - /dʒ/ *j* is always pronounced /dʒ/, e.g. *juice*. The letter *g* can also sometimes be /dʒ/, e.g. *German*, *orange*, especially before *e*, although it is normally /g/, e.g. *goal*.
  - /tʃ/ The consonant clusters *ch* and *tch* are usually pronounced /tʃ/, e.g. *children*, *watch*.
  - /ʃ/ For information on this sound, see the **Pronunciation notes** in 1B.
- Try to help Sts make these sounds by showing them mouth positions or comparing them to sounds in their L1.
- See also **Pronunciation** in the **Introduction**, p.8.

- a 1 48))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts. Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1 48)))

See the sounds and words in the Student's Book on p.10

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

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

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

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

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b 1 49))) Focus on the sentences and play the audio once the whole way through for Sts just to listen.

1 49)))

See the sentences in the Student's Book on p.10

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

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

- c 1 50))) Focus on the instructions and the examples. Explain to Sts that they are going to hear a man or a woman saying *I'm from* + a country, and they have to say the nationality using *he's* if it's a man and *she's* if it's a woman.

Play the two examples, pausing for Sts to say *He's Chinese* and then *She's Spanish* in chorus. Make sure Sts are pronouncing the /ʃ/ sound in *She* correctly. Continue with the rest of the audio, pausing as necessary. Make a note of any mistakes in pronunciation and correct them later on the board.

1 50)))

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

Then repeat the activity, eliciting responses from individual Sts.

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

- a Focus on the pictures and get Sts to complete the three gaps with nationalities.
- b 1 51 ))) Now play the audio for Sts to listen and check.

Check answers by eliciting the nationalities onto the board. Correct any spelling errors and pronunciation.

See script 1.51

#### 1 51 )))

- 1 We're Japanese. Hi. Hi.
- 2 Are you German?
- 3 They're English.

Now focus on the chart and make sure Sts know what *plural* means.

Give Sts time to complete the chart.

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



We are  
You **are**  
They **are**



We aren't  
You **aren't**  
They **aren't**

- c 1 52 ))) 1 53 ))) 1 54 ))) Tell Sts to go to **Grammar Bank 2A** on p.94.
- d 1 55 ))) Focus on the instructions and the examples in the speech bubbles. Make sure Sts remember the meaning of *late* (as in *Sorry I'm late*). Then play the audio, pausing after the first sentence for Sts to say *Are you Chinese?* in chorus. Do the same for the second example.

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

#### 1 55 )))

- 1 You're Chinese. (*pause*) Are you Chinese?
- 2 We're late. (*pause*) Are we late?
- 3 They're in class two. (*pause*) Are they in class two?
- 4 You're Italian. (*pause*) Are you Italian?
- 5 They're English. (*pause*) Are they English?
- 6 We're in room five. (*pause*) Are we in room five?
- 7 They're Japanese. (*pause*) Are they Japanese?

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

#### Extra support

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



## 4 READING

- a **1 56** ))) Focus on the three pictures and ask Sts *Where are they?* to elicit *in a hotel restaurant*.

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

Then focus on the instructions and give Sts time to read 1–5. Make sure Sts understand all the lexis, e.g. *free, too, and children*.

Play the audio again for Sts to listen and answer the questions.

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

- 1 They're from Texas / the United States.
- 2 No, they aren't. They're English / British.
- 3 Yes, they are.
- 4 No, they aren't. They're on business.
- 5 Yes, they are.

**1 56** )))

See the conversations in the Student's Book on p.11

- b **1 57** ))) Focus on the instructions and the phrases.

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

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

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

- |           |         |        |
|-----------|---------|--------|
| 1 Excuse  | 3 We're | 5 late |
| 2 holiday | 4 Look  | 6 day  |

**1 57** )))

- |                             |                     |
|-----------------------------|---------------------|
| 1 Excuse me. Are they free? | 4 Look at the time! |
| 2 Are you on holiday?       | 5 We're late.       |
| 3 We're on business.        | 6 Have a nice day!  |

- c Put Sts in groups of four and have them act out the conversation. If possible, set up seats in the classroom to mimic the seats in a restaurant.

## 5 SPEAKING

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

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

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

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

- 1 No, he isn't. He's Spanish.
- 2 No, they aren't. They're Japanese.
- 3 No, it isn't. It's Swiss.
- 4 Yes, she is.

- b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Is dim sum Japanese?**, **A** on p.76 and **B** on p.80.

Go through the instructions and speech bubbles. Sts must take turns asking their partner questions about every other photo.

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

### Extra support

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

### Extra idea

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

## WORDS AND PHRASES TO LEARN

- 4 61** ))) Tell Sts to go to p.130 and focus on the **Words and phrases to learn** for **2A**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 2B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Draw a picture on the board of a real or imaginary friend of yours. Then write some personal information in note form under it, e.g. phone number, address, single or married, and age.
- Tell Sts *This is my friend* (name). Then ask questions such as *What's his / her phone number? How old is he / she? Is he / she married?* etc. Elicit answers by pointing to the relevant information on the board.

## 1 READING & LISTENING

- a **1 58**))) Books open. Focus on the instructions and make sure Sts know the word *online*.

Now focus on the photo and introduce the listening using very simple language. Point to the people in the photo and say their names.

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

Now focus on the chart and help with vocabulary, e.g. *age*. Give Sts time to complete it. You could play the audio again.

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

Name: Adam  
Age: 26  
Single ✓

**1 58**)))

See the online conversation in the Student's Book on p.12

- b **1 59**))) Focus on the photo and ask Sts who is in the photo and where they are (Sally, Amy, and Adam; in a café).

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

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

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

Get Sts to compare with a partner and then check answers. Help Sts understand the new words and phrases in the conversation. You could teach that (*I'm Very well (thanks)*) is a common alternative to (*I'm fine (thanks)*). You might want to point out to Sts the exclamation *Oh* as Amy uses it to introduce something she has just thought of – Amy and Adam don't know each other, so she needs to introduce them – and Adam uses it to express disappointment that he has to leave.

- |         |             |                |
|---------|-------------|----------------|
| 1 She's | 4 I'm sorry | 7 phone number |
| 2 Nice  | 5 meet      |                |
| 3 Look  | 6 See       |                |

**1 59**)))

A = Adam, S = Sally, Am = Amy

A Hi Sally. How are you?

S Hello, Adam! I'm fine. Oh, this is Amy. She's a friend from work.

A Hi Amy. Nice to meet you.

Am Hi.

\*\*\*

A Oh no. Look at the time. I'm sorry. I'm late for work. Nice to meet you, Amy. See you later, Sally.

Am Goodbye.

A Er, Amy, what's your phone number?

- c **1 60**))) Play the audio, pausing after each sentence for Sts to listen and repeat.

**1 60**)))

See script 1.59

Now put Sts in pairs, **A** and **B**. Tell the **Bs** to read Adam's and Amy's lines.

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

### Extra idea

- You could divide the class into two and practise this exchange across the class:  
A *How are you?*  
B *I'm fine. How are you?*  
A *Very well, thanks.*
- Then get Sts to practise the conversations in pairs, swapping roles.

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

- a Focus on the instructions and the example.

Get Sts to complete the second question. Elicit the question *How are you?*

Give Sts time to complete the other questions.

Get Sts to compare with a partner.

- b 1 61))) Play the audio for Sts to listen and check.

Check answers.

2 How	4 What	6 What
3 Who	5 How	

### 1 61)))

1 A Where are you from?	B I'm from Dublin.
2 A How are you?	B Fine, thanks.
3 A Who is he?	B He's a friend.
4 A What's your name?	B Molly.
5 A How old are you?	B 26.
6 A What's your phone number?	B Nine six oh eight three six.

- c 1 62))) Tell Sts to go to **Grammar Bank 2B** on p.94.

## 3 VOCABULARY phone numbers;

numbers 11–100

- a 1 63))) Focus on the **Phone numbers** box and go through it with the class. Model and drill the word *double* /'dʌbl/.

Now focus on the instructions and play the audio once the whole way through for Sts just to listen.

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

Check answers.

03069 990 375

### 1 63)))

oh three oh six nine double nine oh three seven five

Highlight that:

- when saying phone numbers, we give the individual digits, (usually in blocks of three or four), so that 3074128 is said as *three oh seven, four one two eight*. We don't say *thirty, seventy-four, a hundred and twenty-eight* as in some languages.
- many native speakers use *double*. However, it is also acceptable to just say the number twice, so don't over-correct your Sts if they don't always remember to use *double*.

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

- b 1 64))) Focus on the first phone number. Ask a student to say it, and write what he / she says on the board for the class to check.

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

Play the audio for Sts to listen and check.

### 1 64)))

- oh two eight nine oh one eight oh three six one
- oh double seven double oh nine double oh six four nine
- oh one three one four nine six oh six three eight

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

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

! Some Sts may not be happy about using their own phone number, so you could suggest that they invent a number, but with a normal number of digits from the area where they live.

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

Get some feedback by eliciting some numbers onto the board.

### Extra support

- You could ask Sts to write their phone number (or invented phone number) on a piece of paper to help them say it in English.

### Extra idea

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

- d Tell Sts to go to the **Vocabulary Bank Numbers and days** on p.116.

- e Put Sts in small groups or pairs and get them to say the numbers to each other.

Elicit the numbers from the whole class.

### Extra support

- Put Sts in pairs, **A** and **B**. **A** has his / her book open at p.13 and **B** has his/her book open at the **Vocabulary Bank** on p.116. **B** can give **A** hints if he / she is struggling.

- f 1 67))) Focus on the instructions and the example.

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

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

1 15	4 100	7 16	10 78
2 97	5 40	8 62	11 34
3 11	6 29	9 56	12 81

### 1 67)))

1 fifteen	7 sixteen
2 ninety-seven	8 sixty-two
3 eleven	9 fifty-six
4 a hundred	10 seventy-eight
5 forty	11 thirty-four
6 twenty-nine	12 eighty-one

g Tell Sts that *Buzz* is the name of a number game.

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

If a student makes a mistake, either saying the number instead of *buzz* or simply saying the wrong number, he / she is out. The next player has to say correctly what the player who is out should have said.

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

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

### Extra idea

- Another number game you may like to play now or when you want to practise numbers is *Two-digit number chains*.
- Write three two-digit numbers on the board, e.g. 27 71 13.
- Elicit the numbers from your Sts. Then show them that the second number begins with seven, because the previous one ended with seven, and the third number begins with one because the second number ended with one. Then ask Sts what the fourth number could be and elicit a number, e.g. 32, and then another, e.g. 26, and write the numbers up on the board.
- Tell Sts that the numbers can't have a zero, e.g. not 20, 30, etc.
- Now make a chain round the class. Say the first number, and then elicit the second from the first student on your left and continue around the class.
- Finally, get Sts to make 'chains' in pairs, where **A** says one number, **B** says another, **A** says a third, etc.

## 4 LISTENING

a **1 68**) Remind Sts of the rule about stress on numbers like *thirteen* and *thirty*.

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

**1 68**)

See the numbers in the Student's Book on p.13

b **1 69**) Focus on the instructions and play the audio once for Sts to circle **a** or **b**. Play again as necessary.

Play the audio again to check the answers.

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

**1 69**)

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

Get Sts to practise saying the numbers in pairs.

Monitor and help. Make a note of any pronunciation problems Sts are having. Write on the board any numbers that they are finding it difficult to say and model and drill the pronunciation, underlining the stressed syllable.

### Extra idea

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

c **1 70**) Focus on the instructions and the four questions.

Play the audio and pause after the first conversation. Ask Sts *Which question is it?* Elicit that the question in the conversation is *What's your phone number?* Get Sts to write number one next to the question.

Play the rest of the audio for Sts to listen and write the numbers.

Check answers.

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

**1 70**)

(script in Student's Book on p.86)

d Focus on the instructions and make sure Sts understand that they must only write the numbers they hear.

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

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

1 ☎ 020 7946 0415  
2 57 King Street  
3 Age: 39  
4 james160@ukmail.com

## 5 WRITING completing a form

This is the first time Sts are sent to the **Writing** at the back of the Student's Book. In this section Sts will find model texts with exercises and language notes, and then a writing task. We suggest that you go through the model and do the exercise(s) and set the actual writing (the last activity) in class, except maybe for Writing 5, which could be set for homework.

Tell Sts to go to **Writing Completing a form** on p.84.

## 6 PRONUNCIATION & SPEAKING

### sentence rhythm

#### Pronunciation notes

- Tell Sts that in English the words that carry the important information are said more strongly than others, e.g. in *What's your name?* *What* and *name* are stressed more strongly than *your*.
- Generally speaking, question words, nouns, verbs, adjectives, etc., are usually stressed whereas small words like articles, pronouns and prepositions are not. It is this mixture of stressed and unstressed words which gives English its characteristic rhythm.
- Even at this low level it is good to help Sts, through these exercises, to begin to get a feel for English sentence rhythm.

- As well as helping their spoken English, an awareness of the fact that important words are stressed more strongly will also help with Sts' understanding. They can be encouraged to listen out for the stressed words in a sentence and deduce overall meaning from them. Unstressed words are hardly heard at all.
- See also **Pronunciation** in the **Introduction**, p.8.

- a **1 71** ))) Focus on questions 1 to 7. Tell Sts that the words in bigger font are the ones which are stressed (because they carry the important information) and that the underlined syllables in the multi-syllable words are stressed more.

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

#### **1 71** )))

See the questions in the Student's Book on p.13

Then play the audio again, pausing after each question for Sts to listen and repeat in chorus, encouraging them to try and copy the rhythm on the audio by stressing the bigger words in bold more strongly and by saying the others more lightly and quickly. Give further practice as necessary using choral and individual repetition.

- b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Personal information**, **A** on p.77 and **B** on p.81.

Go through the instructions with Sts carefully. Focus on the **Email addresses** box and go through it with the class.

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

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

**B** then interviews **A** and completes his / her form.

When they have finished, get them to compare forms.

## WORDS AND PHRASES TO LEARN

**4 61** ))) Tell Sts to go to p.130 and focus on the **Words and phrases to learn** for **2B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- iTutor
- 

## GRAMMAR

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

## VOCABULARY

- |   |               |                      |                 |
|---|---------------|----------------------|-----------------|
| a | 1 Turkish     | 3 American           | 5 Egypt         |
|   | 2 Switzerland | 4 England            | 6 Japanese      |
| b | 1 two         | 3 thirteen           | 5 Thursday      |
|   | 2 seven       | 4 twenty-one         | 6 Sunday        |
| c | 1 Open        | 3 know               | 5 number, email |
|   | 2 Sorry, down | 4 me, what's, repeat |                 |
| d | 1 the board   | 3 a chair            |                 |
|   | 2 the door    | 4 a pen              |                 |

# 1 & 2 Revise and Check

## PRONUNCIATION

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

## CAN YOU UNDERSTAND THIS TEXT?

Mark	Davis	28	American
Bianca	Costa	16	Brazilian
Lucas	Brauer	40	German

## VIDEO CAN YOU UNDERSTAND THESE PEOPLE?

1 72))) 1 c    2 a    3 b    4 a    5 b

1 72)))

See the script in the Student's Book on p.86



### Short film: Meet the Students

Hello, I'm Alicia. Today I'm in Brighton. Brighton is in the south of England. It's on the coast. It's a fantastic town and it's famous for the Royal Pavilion, the pier, and the beach. But I'm not on holiday. I'm here to visit an English Language School.

This is the school. It's a big school with about 350 students. Rike and Hyeongwoo are students at the school.

Hyeongwoo is 23 years old. He's from Korea. He is a beginner student. His class is small, with only six students. His teacher is Stephen. He's English. He's very friendly and he's a very good teacher.

Rike is 19 years old. She's from Germany. She's an intermediate student and her class is big, with 11 students. Her teacher is Laura. She's English. She's really nice and she's a very good teacher, too.

When Rike and Hyeongwoo aren't in class they're in the computer room ...or here in the canteen. In the evening they're at home. Rike and Hyeongwoo live in a student house. It's near the school. It's a big house with five bedrooms, a kitchen, and a beautiful garden. Brighton is great for students like Rike and Hyeongwoo. The people are friendly and the town is exciting and fun!

## STUDY LINK

- Workbook 3A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- To revise vocabulary and spelling play *Hangman* with a word from **Vocabulary Bank *The classroom* in 1 Things in the classroom** on p.118, e.g. *laptop* (See p.22 for instructions on how to play *Hangman*).

## 1 VOCABULARY small things

- a Books open. Focus on the task.

Give Sts time to write the words for the four objects.

Check answers by eliciting the missing letters onto the board.

1 book    2 laptop    3 phone    4 photo

- b Tell Sts to go to **Vocabulary Bank *Small things*** on p.119.

## 2 GRAMMAR singular and plural nouns; a / an

- a Focus on the instructions and the photo. Read the title and the first line of the text. You could use Sts' L1 or a simple mime to elicit the meaning of *leave something on a plane*. Make sure Sts know what all the things are, e.g. *magazines, iPods or MP3 players, and jackets*. Make it clear that the things are not in order.

Give Sts a minute or so to read the list and then, in pairs, guess what the top three things (in order) are that are often left on planes. Tell them not to write anything in the boxes yet.

Elicit some ideas from Sts and write them on the board.

- b (1 75))) Play the audio, pausing after each number for Sts to listen and number the things in a 1–10.

Play again as necessary.

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

Find out if any Sts guessed all top three correctly.

10 keys (house and car)	5 coats and jackets
9 books and magazines	4 laptops and tablets
8 cameras	3 mobile phones
7 iPods and MP3 players	2 glasses
6 wallets and purses	1 passports

(1 75)))

(script in Student's Book on p.86)

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

SINGULAR = (A) PEN      PLURAL = PENS

Focus on the chart and make sure Sts know what each item is. Then model and drill their pronunciation. Point out that the first one has been done for them.

Now give Sts time to complete the chart.

Check answers.

- 1 four pencils  
2 a notebook, three notebooks  
3 an umbrella, two umbrellas

- d (1 76))) (1 77))) Tell Sts to go to **Grammar Bank 3A** on p.96.

- e Tell Sts to go to **Communication *Memory game*** on p.79.

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

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

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

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

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

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



### 3 PRONUNCIATION /z/ and /s/; plural endings

#### Pronunciation notes

##### /z/ and /s/

- For these sounds the phonetic symbols are the same as the alphabet letters.
- The letter *z* is always pronounced /z/, e.g. *zero*, *magazine*. This is a voiced\* sound.
- The letter *s* at the beginning of a word is nearly always pronounced /s/. This is an unvoiced\* sound.
- NB Sts will learn the exceptions *sure* and *sugar*, where *s* is pronounced /ʃ/, later in the course.
- The letter *s* in the middle or at the end of a word can be pronounced /s/ or /z/:
  - in the middle of a word it can be /s/, e.g. *glasses*, or /z/, e.g. *music*.
  - at the end of a word, for example in plurals, it can be pronounced /s/, e.g. *thanks*, or /z/, e.g. *is*.

#### plural endings

- When plural nouns end in *s* the *s* is either pronounced /s/ or /z/ depending on the previous sound.
  - The *s* ending on most plural nouns is pronounced /z/ when it is added to voiced sounds, e.g. *mobiles*, *doors*, *keys*.
  - The *s* ending is pronounced /s/ after the voiced sounds /f/, /k/, /p/, /t/, e.g. *books*, *wallets*.
  - /ɪz/ -es is pronounced /ɪz/ when it is added after *ch*, *sh*, *s*, *z*, and *x*, e.g. *addresses*, *watches*. This adds one more syllable to the word. Show Sts that after these sounds it is very difficult to add only an /s/ sound. This is why the extra syllable is added.
  - -ies is always pronounced /i:z/, e.g. *countries*.
- ! The difference between /s/ and /z/ is small and not easy for Sts to notice or produce at this level. However, it is useful to make Sts aware that *s* can be /s/ or /z/ and to point out which sound it is on new words that have an *s* in them.
- See also **Pronunciation** in the **Introduction**, p.8.

#### \* Voiced and unvoiced consonants

- **Voiced** consonant sounds are made in the throat by vibrating the vocal chords, e.g. /b/, /l/, /m/, /v/, /z/. **Unvoiced** consonant sounds are made in the mouth without vibration in the vocal chords, e.g. /f/, /k/, /p/, /t/, /s/, etc.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds they should feel a vibration, but not for unvoiced sounds.

- a **1 78**))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts. Focus on the exercise and play the audio once the whole way through for Sts just to listen.

#### **1 78**)))

See the words and sounds in the Student's Book on p.17

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

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

Now repeat the same process for *snake* /s/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

#### Extra support

- You could tell Sts that /s/ is the sound made by a snake ('sssss') and /z/ is the sound made by a bee or mosquito ('zzzzz').

#### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b **1 79**))) Focus on the **Saying plural nouns** box and go through it with the class. Highlight that the -es ending is pronounced /ɪz/ after certain combinations of letters, e.g. *watches*, and go over the spelling rules in the **Pronunciation notes**.

Explain to Sts that the plural *s* is usually pronounced /z/, e.g. *bags*, but can also be /s/, e.g. *books* (see the **Pronunciation notes**).

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

#### **1 79**)))

See the sounds and words in the Student's Book on p.17

Then play it again, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary using choral and individual repetition.

- c **1 80**))) Focus on the task and the example. Play the audio and pause after *It's a photo* for Sts to say *They're photos* in chorus. You could also demonstrate by saying a sentence yourself and eliciting the plural from the class, e.g. *It's a bag* (*They're bags*).

Then play the audio and pause after the second sentence *It's a key*. Ask Sts what the plural is (*keys*). Make sure Sts understand fully what they have to do before continuing.

Play the rest of the audio and give Sts time to say the plural in chorus. Correct pronunciation as necessary.

**1 80** )))

- 1 It's a photo. (pause) They're photos.
- 2 It's a key. (pause) They're keys.
- 3 It's a passport. (pause) They're passports.
- 4 It's a phone. (pause) They're phones.
- 5 It's a watch. (pause) They're watches.
- 6 It's a pencil. (pause) They're pencils.
- 7 It's a book. (pause) They're books.
- 8 It's a purse. (pause) They're purses.
- 9 It's a credit card. (pause) They're credit cards.
- 10 It's a brush. (pause) They're brushes.

Finally, repeat the activity, eliciting responses from individual Sts.

## 4 LISTENING

**1 81** ))) Focus on the instructions. Stress that each short situation mentions a small thing or things that Sts have learnt in the **Vocabulary Bank**. They just have to listen for the thing mentioned and write the number in the correct box.

NB The conversations are linked and feature the same person who is travelling. Situation 1 is in airport security, 2 and 3 are on a plane, 4 and 5 in the reception of a hotel.

Before playing the audio, you could elicit what the things are (clockwise: *a passport, mobiles / phones, laptops, a key, a bag*).

Play the audio once the whole way through for Sts just to listen. You could at this point elicit where the person is in each situation.

Now play the first situation twice and elicit the answer (*laptops*). Make sure Sts write 1 in the correct box.

Then play the other four situations.

Check answers by playing the audio again. Stop after the relevant word in each situation.

2 phones    3 bag    4 passport    5 key

**1 81** )))

(script in Student's Book on p.86)

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.86, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

## 5 SPEAKING

- a** Focus on the photos and the three speech bubbles. Demonstrate by focussing on photo 1 and elicit the answer *They're books*.

Put Sts in pairs and give them time to try to work out what the photos are.

Monitor and help with pronunciation.

Check answers by asking individual Sts.

- |                          |                            |
|--------------------------|----------------------------|
| 2 They're wallets.       | 8 They're pieces of paper. |
| 3 It's a watch.          | 9 It's a camera.           |
| 4 They're keys.          | 10 They're pens.           |
| 5 They're credit cards.  | 11 It's a laptop.          |
| 6 It's a brush.          | 12 It's an ID card.        |
| 7 It's a (mobile) phone. |                            |

- b** Focus on the instructions and make sure Sts know the meaning of *pocket*. Demonstrate the activity by showing Sts what's in your bag / pocket and saying *In my bag, I have...* and taking out any of the things mentioned that you have.

Now give Sts time to see what they have in their bag / pocket.

Ask them to tick (✓) the things they have.

- c** Focus on the instructions and the speech bubble.

Put Sts in pairs and get them to tell their partner about the things they ticked in **b**.

- d** This exercise gives Sts the opportunity to name other things they have in their bag / pocket. Encourage them to ask you the question (*How do you say ... in English? How do you spell it?*) and spell the words to them.

Finally, write all the new words on the board.

## WORDS AND PHRASES TO LEARN

**4 61** ))) Tell Sts to go to p.130 and focus on the **Words and phrases to learn** for 3A. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 3B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- To revise vocabulary for small things, put Sts in pairs or small groups. Give them one minute exactly to write down as many small things as they can.
- When the time is up ask Sts how many words they have. Get the pair with the most words to spell them to you as you write them on the board. They get a point for each correct answer.
- Finally, tell Sts that in this lesson they are now going to learn vocabulary for souvenirs.

## 1 VOCABULARY souvenirs

- a **1 82**))) Books open. Focus on the picture of the souvenir stall and make sure Sts understand the meaning of the word *souvenir*. Model and drill pronunciation /su:və'nɪə/. Ask Sts where the people are (*London*) and elicit that the woman is probably a tourist.

Focus on the instructions. Point out that Sts have already learnt the words for all the items.

Get Sts to match the words.

Play the audio and then check answers.

See script 1.82

**1 82**)))

1 a picture    2 a flag    3 a bag    4 an umbrella

- b **1 83**))) Focus on the instructions and give Sts time to look at the items in the photo. Make sure Sts understand what each one is.

Play the audio for Sts to listen and repeat each item.

**1 83**)))

See the words in the Student's Book on p.18

- c Do this as an open-class activity. Write any new words on the board, and model and drill their pronunciation.

## 2 LISTENING

- a **1 84**))) Focus on the instructions and elicit / explain the meaning of the verb *buy*. Model and drill pronunciation. Now get Sts to cover the dialogues with a piece of paper and focus on the picture.

Play the audio once the whole way through for Sts to listen to the dialogues and answer the question.

Check the answer.

Sts should circle a **key ring** (9).

**1 84**)))

- 1 A Excuse me, what are those?  
B They're T-shirts.  
A And is that a hat?  
B Yes, it is.  
A Ah. It's very nice.
- 2 A How much are these key rings?  
B They're ten pounds.  
A Oh! That's expensive! I'm sorry. Bye.
- 3 A Excuse me, miss! Is this your bag?  
B Oh, yes, it is. Thank you!  
A You're welcome. A key ring? Only ten pounds.  
B OK!

- b Focus on the instructions and get Sts to uncover the dialogues.

Give Sts time to read the dialogues and think about what the missing words are, but tell them not to write them yet.

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

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

1 what	4 ten	7 Thank
2 nice	5 sorry	8 ten
3 key rings	6 Excuse	9 OK

Go through the dialogues and explain / elicit the following:

- *Ah* and *Oh* are not words, just noises we make when we react to something that someone has said.
- *nice* here means *good*.
- the question *How much are these key rings?* is used to ask about the price. The currency in the UK is the pound.
- the expression *That's expensive* means the price is too high, and that the tourist says *I'm sorry* because she has decided that she doesn't want to buy a key ring.
- *You're welcome* is a common response to *Thanks* or *Thank you*.

- c **1 85**))) Play the audio again and get Sts to repeat each line in chorus.

**1 85**)))

See script 1.84

### Extra challenge

- Divide the class in half. One half takes the role of the woman. The other half is the stallholder. Write the first part of the conversation on the board. Have Sts repeat the conversation going back and forth between the woman and 'stallholder' groups. Then delete the last part of each sentence and repeat the activity with Sts relying on memory to finish each line. Finally, delete the whole conversation and have Sts repeat it from memory.

Now put Sts in pairs and get them to practise the dialogues.

### 3 GRAMMAR *this / that / these / those*

- a Focus on the instructions. Give Sts a few minutes to complete the gaps.

Check answers by getting Sts to read the full questions.

1 this    2 these    3 that    4 those

- b Focus on the chart and elicit the meaning of *singular* and *plural*. Elicit / demonstrate the difference between *here* and *there*.

Get Sts to complete the chart.

Check answers.

	here	there
singular	<i>this</i>	<b>that</b>
plural	<b>these</b>	<b>those</b>

- c **1 86**) Tell Sts to go to **Grammar Bank 3B** on p.96.

### 4 PRONUNCIATION /ð/ and /ə/

#### Pronunciation notes

##### /ð/ and /ə/

- The letters *th* can be pronounced two ways in English, /θ/ or /ð/. Sts have already been exposed to both sounds, /θ/ in *three, thirteen, Thursday, thank you*, etc. and /ð/ in *they, the, and brother*.
- Here the focus is on the /ð/ sound, which occurs in *this, that, these, and those*.
- Sts may have problems with this sound as it may not exist in their language.
- Show Sts the correct position of the mouth with the tongue behind the teeth and moving forward between the teeth as the /ð/ sound is made. Model the sound and have Sts put their hands on their throats to feel the vibration of the voiced sound.
- /ə/ This is the most common vowel sound in English. It is called the schwa. Many unstressed syllables have this sound, e.g. the **bold** syllables in **Brazil, America, paper, dictionary**.
- These two sounds are **voiced** sounds.
- It is worth making Sts aware that *th* can be pronounced in two different ways, but at this stage it may not be helpful to compare them too much.

##### Sentence rhythm

- For information on **Sentence rhythm**, see the **Pronunciation notes** in **2B**.
- See also **Pronunciation** in the **Introduction**, p.8.

- a **1 87**) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

**1 87**)

See the words and sounds in the Student's Book on p.19

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

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

Now repeat the same process for *computer* /ə/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

#### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b **1 88**) This exercise focusses on sentence rhythm. Focus on the questions and answers, and play the audio once the whole way through for Sts just to listen and pay attention to sentence rhythm. Point out to Sts that the words in bigger bold print are the important words and they are stressed. You could also point out that in the questions *What are these?* and *What are those?* *are* is pronounced /ə/ because it is unstressed.

**1 88**)

See the questions and answers in the Student's Book on p.19

Now play the audio again, pausing once after each question for Sts to listen and repeat, and then again after each answer for Sts to repeat that, too.

Finally, put Sts in pairs and get one to ask the questions and the other to answer. Monitor and help with pronunciation and sentence rhythm.

Then get Sts to swap roles.

### 5 SPEAKING

- a Focus on the instructions and the picture.

Give Sts time to write what souvenirs 1–10 are.

Check answers by eliciting the words and getting Sts to spell them.

1 a T-shirt	7 watches
2 hats	8 a mug
3 umbrellas	9 a map
4 a picture	10 key rings
5 a bag	11 postcards
6 sunglasses	12 a flag

- b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How much are these watches?**, **A** on p.77 and **B** on p.81.

Go over the instructions and speech bubbles, and make sure Sts are clear about what they have to do. They

must take turns asking their partner questions about the items with blank price tags. They need to use *this / these* for things which are in touching distance at the front of the stall and *that / those* for things which are at the back of the stall out of reach.

When Sts have asked and answered about all the items, get some feedback from the class, e.g. *The mugs are £13.*

### Extra support

- For reference write the following on the board: *How much is...?, How much are...?, It's..., They're...*

## WORDS AND PHRASES TO LEARN

4 61 ))) Tell Sts to go to *p.130* and focus on the **Words and phrases to learn** for **3B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- **Workbook** Can I have an orange juice, please?
- **iTutor**
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Revise numbers 11–99 by giving Sts a dictation. Dictate ten numbers and ask Sts to write them down. Make sure you write the numbers down as you say them. Get them to compare with a partner and then check answers.
- Now tell Sts to choose five numbers of their own and to write them on a piece of paper. Put Sts in pairs, **A** and **B**, and ask **A** to dictate their numbers for **B** to write them down. Then get Sts to swap roles. Monitor and make a note of any problems.
- Ask Sts to check answers by comparing the numbers they wrote with the numbers their partner wrote.
- Correct any mistakes on the board.

## 1 UNDERSTANDING PRICES

- a **1 89**))) Books open. Focus on the three money pictures and elicit where they are from (Britain, the EU [the European Union], and the United States). You may want to point out that not all countries in the EU use the euro.

Play the audio once the whole way through for Sts just to listen. Highlight that *pence* can be shortened to *p* /*pi*/.

**1 89**)))

See the prices in the Student's Book on p.20

Now play the audio again for Sts to listen and repeat. Give further practice as necessary.

- b Draw the symbols for pounds, dollars, and euros on the board and elicit what currency they refer to.

Focus on the instructions and the example.

Get Sts to continue matching the prices and words. Monitor and deal with any problems.

Get Sts to compare with a partner.

- c **1 90**))) Play the audio once for Sts to listen and check. Check answers.

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

**1 90**)))

- 1 H twelve pounds seventy-five
- 2 D fifteen euros ninety-nine
- 3 F fifty dollars and nineteen cents
- 4 C five pounds thirty-five
- 5 A thirteen dollars and twenty-five cents
- 6 G three euros twenty
- 7 J twenty-five cents
- 8 I one pound fifty
- 9 E sixty p
- 10 B eighty cents

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

Highlight that we don't use *and* between pounds and pence or between euros and cents in British English (e.g. NOT *two pounds and twenty*), and that we normally only use the word *pence* / *cents* for an amount that is less than a pound / euro (e.g. *fifty cents*).

- d Tell Sts to cover the words A–J and look at the prices 1–10.

Give them time to practise saying the prices. Monitor and correct any mistakes.

Then with the prices in words still covered elicit the prices one by one from the class.

- e **1 91**))) Focus on the four items and the prices, and elicit them from the class.

Play the audio, repeating each dialogue twice for Sts to listen and circle the right price. Play again as necessary.

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

1 \$1.25	2 €15	3 \$9.49	4 £30.20
----------	-------	----------	----------

**1 91**)))

(script in Student's Book on p.86)

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.86, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

## 2 PRONUNCIATION /ʊə/, /s/, and /k/

### Pronunciation notes

- The /ʊə/ sound is not a very common sound in English. You might like to point out that the sound is a diphthong, i.e. two sounds (a combination of /ʊ/ and /ə/).
- *eu* is usually pronounced /ʊə/ and three of the most common words with *eu* are *euro*, *Europe*, and *European*.
- The aim of the section on /s/ and /k/ is to help Sts with two pronunciations of the letter *c*.
- You might like to highlight the following sound–spelling rules:
  - the letter *c* is pronounced /s/ before the vowels *e* and *i*, e.g. *centre*, *city*, *nice*, *piece*, *pencil*.
  - the letter *c* is pronounced /k/ before consonants and before the letters *a*, *o*, and *u*, e.g. *class*, *cat*, *computer*, *coat*, *picture*.

1 92))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

1 92)))

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

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

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

Now repeat the same process for *snake* /s/ and *key* /k/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

Focus on the **The letter c** box and go through it with the class.

### Extra idea

- Write these sentences on the board:
  - 1 IN EUROPE A LOT OF COUNTRIES USE THE EURO.
  - 2 THE CINEMA TICKET IS SIX EUROS AND SIXTY CENTS.
  - 3 CAN I HAVE A COFFEE, PLEASE?
- Model the first sentence. Repeat the sentence and get Sts to repeat it. Do the same with sentences 2 and 3. Then put Sts in pairs and get them to practise saying the sentences. Get a few Sts to say the sentences in front of the class.

## 3 BUYING LUNCH

- a 1 93))) Focus on the title and explain / elicit the meaning of *Buying lunch*. Model and drill pronunciation.

Now focus on the menu and answer any questions about vocabulary. If possible, show pictures of the different foods and drinks, e.g. *pie*, *cheese*, *tuna*, *mineral water*, etc. If Sts don't recognize the word *burger*, write **HAMBURGER** on the board and strike through **HAM**. You might also want to point out that *Coca-Cola* is the real name for *Coke*, but nobody uses it nowadays.

Give Sts time to read the menu.

Now play the video or audio for Sts to listen and repeat the food, drinks, and prices.

1 93)))

See the menu in the Student's Book on p.20

You could help Sts by writing the multi-syllable words on the board and underlining the stressed syllables (burger, sandwiches, tuna, salad, chicken, mineral water, orange juice, coffee) or you could ask them to listen again and underline the stressed syllables.

Then drill the words in chorus and individually.

### Extra challenge

- In pairs or as a class, get Sts to tell you the prices of each item on the menu before they listen to the audio.
- b Put Sts in pairs and focus on the task and the example. Model and drill the question.

Highlight that Sts should use a singular question for all the items, even ones which are plural on the menu (e.g. *How much is a pie / a sandwich?*). Quickly elicit the questions from the class and then demonstrate a couple of questions and answers with a good student. Remind Sts to use *an* not *a* with *orange juice*.

Now get Sts to practise in pairs. Monitor and help.

Make sure they swap roles.

### 3 BUYING LUNCH

- c **1 94**) Focus on the photo and ask Sts who the man on the right is (*Rob*). Ask Sts what they can remember about him from the previous **Practical English** lesson. Ask Sts where he is now (in a pub). Elicit that the other man is a barman, and model and drill pronunciation.

Focus on the menu. Explain that they have to tick the items that Rob asks for.

Play the video or audio once or twice for Sts to do the task.

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

Sts should tick a cheese sandwich and a Coke.

#### **1 94**)

**B = barman, R = Rob**

**B** Who's next?

**R** Can I have a cheese sandwich, please?

**B** Anything else?

**R** And a Coke, please.

**B** Ice and lemon?

**R** No, thanks.

**B** There you go.

**R** Thanks. How much is it?

**B** Six pounds seventy-five.

**R** Here you are.

**B** Thanks. Here's your change.

- d Focus on the instructions and the dialogue.

Then play the video or audio again for Sts to listen and complete the task. Play again as necessary.

Check answers by playing the video or audio again and pausing after each answer.

1 cheese	3 No	5 are
2 Coke	4 £6.75	

Go through the dialogue line by line, eliciting / explaining any words or phrases Sts don't know. Highlight that *Can I have...?* is a polite way of ordering food or drink, usually with *please* at the end of the question.

Highlight also that *There you go* and *Here you are* are the two common phrases that people use when they give something to somebody. *There you go* is more informal than *Here you are*.

- e **1 95**) Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm on the audio. Give further practice as necessary.

#### **1 95**)

See script 1.94

Put Sts in pairs and assign roles. Give Sts time to practise the dialogue. Monitor and correct any pronunciation mistakes.

Make sure Sts swap roles.

- f Focus on the instructions. Sts role-play a dialogue using the food items on the menu. Demonstrate the activity with a strong student. The student is the barman and you order a different food item and a different drink.

Put Sts in pairs and assign roles. Give them time to role-play the dialogue ordering different food items and drinks. Monitor and help.

Make sure Sts swap roles.

Get some pairs to act out the role-play in front of the class.

- g **1 96**) Focus on the photos in **g** and **h** and ask Sts who is in both photos (*Jenny*). Ask Sts what they can remember about her from the previous **Practical English** lesson. Ask who they think the other women might be (the other woman in the first photo is the deli assistant and in the second a friend of Jenny's called Amy.)

Now focus on the instructions and the question.

Highlight that the prices are going to be in dollars.

Play the video or audio once the whole way through for Sts to listen and find out how much Jenny's lunch cost.

Check the answer.

Jenny's lunch is \$9.70.

#### **1 96**)

(script in Student's Book on p.86)

- h Focus on the chart and tell Sts they need to listen and find out what Jenny and Amy have for lunch.

Play the video or audio again for Sts to listen and complete the chart.

Get Sts to compare with a partner and check answers.

<b>Jenny</b>	a tuna salad and mineral water
<b>Amy</b>	a cheese sandwich, a cappuccino, and a brownie

#### Extra support

- If there's time, you could play the audio again while Sts read the script on p.86, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

### 4 USEFUL PHRASES

- 1 97**) Focus on the phrases and make sure Sts understand what each one means.

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

#### **1 97**)

See the phrases in the Student's Book on p.21

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

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



## STUDY LINK

- Workbook 4A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Show Sts a photo of your family, projected onto the board or use a large printed photo. Point to the people in the photo and talk about them like this, e.g. *This is my brother. His name's Dermot. He's 24, etc.*
- Then write the family words for the people you introduced on the board, e.g. *father, brother, etc.* and model and drill the pronunciation.

## 1 VOCABULARY people and family

- a Books open. Focus on the instructions and the four words.

Give Sts time to complete the gaps. Even complete beginners will probably recognize at least two of these words, but if some Sts don't, then you can elicit suggestions from the whole class.

- b (2.2)) Now play the audio for Sts to listen and check.

Check answers and make sure Sts are clear about the meaning of *boy, girl, woman, and man*. Model and drill the pronunciation, especially *woman* /'wʊmən/.

1 girl    2 boy    3 woman    4 man

(2.2))

- 1 It's a photo of a girl.                      3 It's a photo of a woman.  
2 It's a photo of a boy.                      4 It's a photo of a man.

- c Tell Sts to go to **Vocabulary Bank People and family** on p.120.

## 2 PRONUNCIATION /ʌ/, /æ/, and the /ə/ sound

### Pronunciation notes

- Sts may have problems with the first two sounds /ʌ/ and /æ/ as they may not have exactly the same vowel sounds in their language.
- You may want to highlight the following sound-spelling patterns:
  - /ʌ/ The letter u is usually pronounced /ʌ/, especially between consonants, e.g. *husband, Russia*. The letter o is sometimes pronounced /ʌ/, e.g. *mother*.
  - /æ/ a between consonants is often pronounced /æ/, e.g. *man, thanks*.
  - /ə/ For information on this sound, see the **Pronunciation notes** in 3B.
- See also **Pronunciation** in the **Introduction**, p.8.

- a (2.6)) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

(2.6))

See the words and sounds in the Student's Book on p.22

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

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

Now repeat the same process for *cat* /æ/ and *computer* /ə/. If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

Get Sts, in pairs, to practise saying the words.

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

Finally, focus on the /ə/ box and go through it with the class. Give some other examples of words Sts already know which have the /ə/ sound, e.g. *Saturday, tomorrow, children, camera, woman, sister*, etc. Highlight that this very common sound often occurs after (and sometimes before) an unstressed syllable. Final letters *-er* (e.g. *brother, mother, teacher*) are always pronounced /ə/.

- b (2.7)) Focus on the sentences and play the audio once the whole way through for Sts just to listen.

(2.7))

See the sentences in the Student's Book on p.22

Play the audio, pausing after each sentence for Sts to listen and repeat.

Finally, put Sts in pairs and get them to practise saying the sentences.

## 3 GRAMMAR possessive adjectives;

possessive 's

- a Focus on the first photo on the right. Do the question as an open-class activity to try to elicit that they are the people from 1a. The man and the woman are husband and wife, and the boy and the girl are their children. Ask Sts who they think the older girl is and elicit / teach that she is a babysitter.
- b (2.8)) Focus on the instructions and the conversation on p.23.

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

Then get them to point to the people and say their names.

(2.8))

See the conversation in the Student's Book on p.23

- c Play the audio again and go through the conversation with Sts line by line. Elicit / explain / demonstrate any new words, e.g. *welcome* and *house*.

! Remind Sts that animals are usually *it*. However, if you know whether an animal is male or female, for example, because it is a pet, you can say *he* or *she*. (Sts might be interested to know that about 45 per cent of all UK households have a pet, usually a fish, a cat, or a dog.)

Focus on the instructions and give Sts a few minutes to complete the chart.

Check answers, writing the missing words on the board. You could also ask Sts to spell the words to review spelling.

you	your number
he	his name
she	her name
it	its name
you	your number
they	their names

- d Explain / elicit the use of the possessive 's. Pick up something that belongs to a student, e.g. a book. Ask *What is it?* (It's a book.) Then say *It's (name)'s book*, e.g. *It's Mary's book*. Write the words (NAME)'S BOOK on the board and explain that in this case the 's shows possession.

Focus on the instructions. Tell Sts to look for the two examples of the 's ending in the second part of the conversation. Then get Sts to complete the sentences.

Check answers.

1 Mario's      2 husband's

- e (2 9))) Focus on the question and play the audio once the whole way through for Sts to listen.

Elicit opinions.

(2 9)))

**M = Maria, C = children, S = Sarah, E = Emma**

**M** Now, children. Sarah is your babysitter. Be good.

**C** OK, Mum.

**M** Goodbye, Sarah.

**S** Bye, Mrs Taylor.

\*\*\*

**S** OK, let's order pizza and watch TV.

**E** My mother says no pizza and no TV.

**S** Well your mother isn't here, is she?

- f (2 10))) (2 11))) Tell Sts to go to **Grammar Bank 4A** on p.98.
- g Focus on the instructions and demonstrate the activity, which is to consolidate the difference between *his* and *her*. Point to one student and ask another student *What's his / her name?* Elicit *His / Her name is \_\_\_\_\_*. Repeat with a different student.
- You might want to teach the expression *I don't remember*.
- Put Sts in pairs and give them a few minutes to ask and answer questions about the other Sts' names.
- Monitor and help with any pronunciation problems.
- h Focus on the instructions. Put Sts in pairs and get them to ask and answer questions about the photos in 1a. Monitor and help.

## 4 LISTENING

- a (2 12))) Focus on the photo. Ask a couple of questions about it, e.g. *Who are these people?* (a family) *Where are they?* (in a garden or park).

Point to Eric, the man in the centre at the back. Tell Sts that they are going to hear Eric talking about the people in the photo.

Make sure Sts understand that they have to complete each gap with one or more words.

Play the audio and pause after Eric says *Yes, she is French*. Ask *Which person is Eric talking about?* (1). *Who is she?* (his mother). Get Sts to write *mother* in the gap in 1.

When you are sure Sts understand the task, continue playing the audio, pausing after each part of the conversation to give Sts time to write the missing word(s).

Check answers.

2 is Eric's sister.  
3 and 4 are Eric's sister's children.

Ask about the other man in the photo – the man on the left: *Is he in Eric's family?* (No) *Who is he?* (We don't know. He is a person who got into the photo as a joke).

(2 12)))

(script in Student's Book on p.87)

- b Give Sts some time to read questions 1–3.

Play the audio again, pausing after each question to give Sts time to write. Tell Sts to write full sentences.

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

1 She's from France.  
2 Her name's Sophie.  
3 They are four and seven.

In the first part of the conversation the woman says *Really?* As this is a high frequency word, you might want to tell Sts that this expression is used to show interest in or surprise at what somebody is saying. In the second part of the conversation point out the adjective *pretty* /'prɪti/. Model and drill pronunciation.

## Extra support

- If there's time, you could play the audio again while Sts read the script on p.87, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- c Focus on the instructions and the speech bubble.

Put Sts in pairs and get them to tell each other about the people in the photo. They need to say everything they can remember about each person.

Get some feedback from the class.

## 5 SPEAKING & WRITING

- a Put Sts in pairs, A and B. Tell Sts that they should each write the names of six people they know (people in their family or their friends) on a piece of paper. Give Sts one or two minutes to do this.

Read the instructions and the example with the whole class. Model the activity by looking at a list from a strong student and asking about the first name on the list. *Who's* (name)? Elicit the response *He / She's my* (e.g. *brother*). Encourage Sts to describe family members using the possessive 's.

Sts continue asking and answering in pairs.

- b Tell Sts to go to **Writing Posting a photo: your family** on p.84.

## Extra challenge

- You could get Sts to draw a family tree and tell their partners about their family from memory.

## WORDS AND PHRASES TO LEARN

(4 61))) Tell Sts to go to p.130 and focus on the **Words and phrases to learn** for 4A. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 4B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Show Sts some photos of new cars or write the name of some popular cars on the board, e.g. VW GOLF. Elicit the names of other cars.
- Then elicit from the class the nationality of each car, e.g. VW Golf = German.
- Finally, ask Sts which cars are popular in their country.

## 1 LISTENING & VOCABULARY colours and common adjectives

- a **213**) Books open. Focus on the photo and the task. Give Sts time to match the nationalities with the cars. Play the audio for Sts to listen and check their answers.

1 British	3 German	5 Japanese
2 French	4 American	6 Italian

### **213**)

(script in Student's Book on p.87)

### Extra idea

- If your Sts are interested, you could now elicit what models the cars are that are featured on this page. Point to the first car and ask *What car is it?* (It's a Mini.), then ask *What model is it?* (Clubman). Write the information on the board (2 = RENAULT ZOE, 3 = AUDI TT, 4 = FORD FOCUS, 5 = HONDA JAZZ, 6 = FIAT 500).
- b **214**) Focus on the instructions and get Sts to cover the dialogue with a piece of paper. Before playing the audio you might want to tell Sts that the woman in the audio is buying a second-hand car from a car salesman.

Play the audio once the whole way through for Sts to listen and try to answer the question.

Check the answer.

the (red) Audi TT

### **214**)

See the conversation in the Student's Book on p.24

Teach / elicit the meaning of *thousand* and highlight that it doesn't have an *s* on the end.

- c Focus on the instructions and get Sts to uncover the dialogue. Play the audio again for Sts to listen and read at the same time.

Then focus on the first highlighted word and ask Sts *What's 'good'?* Elicit the meaning and tell Sts that the highlighted words are all colours or adjectives.

Tell Sts that they are going to work out the meaning of the highlighted words. Tell them not to worry if there are some words they can't work out. The photo will help them for two of the words.

Get Sts to work with a partner.

Check answers by asking individual pairs for their ideas. Explain the meaning of any words Sts couldn't work out.

- d **215**) Play the audio, pausing after each phrase for Sts to listen and repeat. Encourage Sts to copy the rhythm and intonation on the audio. Give further practice as necessary using choral and individual repetition.

### **215**)

See the conversation in the Student's Book on p.24

Put Sts in pairs, **A** and **B**. Assign roles and get them to practise the dialogue.

Monitor and help, encouraging Sts to use the intonation they heard on the audio.

You could get some pairs to act out the dialogue for the class.

- e Tell Sts to go to **Vocabulary Bank Adjectives** on p.121.
- f Focus on the instructions and the example. Give Sts a few minutes to think of at least two adjectives for each car.

Put Sts in pairs and get them to tell each other about the cars.

Monitor and help.

Get some feedback about each car.

### Extra support

- Sts could write a sentence with two adjectives about each car, e.g. *The Renault is small and cheap.*
- g Focus on the instructions and the example. Give Sts a few minutes to think of adjectives to describe their own car or their family's car.

Put Sts in pairs or small groups and get them to tell each other about their cars.

Monitor and help.

Get some feedback from various Sts. You could find out if any Sts have the same car and if they have used the same adjectives to describe it.

## 2 GRAMMAR adjectives

- a Focus on the sentences and give Sts time to circle the correct one for 1 and 2. Sts should be able to do this from examples of this grammar point that they saw in the conversation between the salesman and the woman, e.g. *a good car*.

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

1 a    2 b

- b (219)) Tell Sts to go to **Grammar Bank 4B** on p.98.
- c Focus on the instructions. Now tell Sts to go back to **Vocabulary Bank Adjectives** on p.121. Focus on the photo of the mobile phone, and elicit *It's a pink mobile phone*. Do the same with *It's a big house*.

Put Sts in pairs and get Sts to make ten sentences about the photos.

Get some feedback from various pairs.

### Extra support

- Put Sts in pairs and get them to write their ten sentences.

Tell Sts to go back to the main lesson **4B**.

- d (220)) Focus on the instructions and example. Explain to Sts that they are going to hear a phrase in the singular, and they have to say the plural form.

Play the example, *an American car*, pausing for Sts to say *American cars* in chorus.

Play the audio, pausing after each item, for Sts to listen and say the plural.

### (220))

- an American car (pause) American cars
- an expensive watch (pause) expensive watches
- a big house (pause) big houses
- a tall man (pause) tall men
- a long book (pause) long books
- a new phone (pause) new phones
- a good friend (pause) good friends
- a beautiful woman (pause) beautiful women
- a small child (pause) small children

Now repeat the activity, eliciting responses from individual Sts.

## 3 PRONUNCIATION /u:/, /ɑ:/, and /ɔ:/; linking

### Pronunciation notes

/u:/, /ɑ:/, and /ɔ:/

- Remind Sts that the two dots in the symbols mean that they are long sounds.
- You may want to highlight the following sound-spelling patterns:
  - /u:/ The letters *oo* are often pronounced /u:/, e.g. *food*, but not always, e.g. *book*, *look* /ʊ/.

- /ɑ:/ The letters *ar* are usually pronounced /ɑ:/, e.g. *car*, *are*. In American English and in some regions of Britain words like *fast* and *glasses* are pronounced /fæst/ and /'glæsɪz/. If this is the way you pronounce them, you may want to explain this to Sts, and teach them your pronunciation rather than the pronunciation on the audio.

- /ɔ:/ The letters *all* usually have an /ɔ:/ sound, e.g. *call*. The letters *or* are sometimes pronounced /ɔ:/, e.g. *short*, but sometimes /ɜ:/, e.g. *world*.

### Linking

- It is very common in English to link words together, especially when one word finishes with a consonant sound and the next word begins with a vowel sound, e.g. *an old umbrella*. Being aware of this will not only help Sts pronounce better, but also help them to 'separate' words in their head when people speak to them.
- See also **Pronunciation** in the **Introduction**, p.8.

- a (221)) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

### (221))

See the words and sounds in the Student's Book on p.25

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

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

Now repeat the same process for *car* /ɑ:/ and *horse* /ɔ:/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.
- b (222)) Focus on the word *linking* in the title and tell Sts that when one word ends with a consonant, e.g. *old*, and the next word begins with a vowel, e.g. *umbrella*, we link the two words: *old umbrella*. For more information see the **Pronunciation notes**.

Now focus on the phrases and make sure Sts know what an *egg* is as this may be a new word for them. Remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

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

**2 22)))**

See the phrases in the Student's Book on p.25

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

Then repeat the activity, eliciting responses from individual Sts.

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

**c 2 23)))** Focus on the instructions.

Play the audio once the whole way through for Sts just to listen. Tell them not to write yet.

**2 23)))**

- |                    |                      |
|--------------------|----------------------|
| 1 an ugly house    | 4 good evening       |
| 2 an easy exercise | 5 an American friend |
| 3 my old ID card   |                      |

Now play it again, pausing after each phrase to give Sts time to write it down.

Check answers by eliciting each phrase onto the board.

**Extra idea**

- Put Sts in pairs and get them to practise saying the phrases.

**4 SPEAKING**

Focus on the nine items and make sure Sts know what they are.

Now focus on the phrase *I prefer* and demonstrate / elicit its meaning.

Focus on the three example speech bubbles and explain that the person saying *Me, too* agrees with the first person.

Get a good pair to demonstrate the activity to the class.

Put Sts in small groups of three or four and get them to discuss each item.

Get some feedback from individual Sts.

**WORDS AND PHRASES TO LEARN**

**4 61)))** Tell Sts to go to p.130 and focus on the **Words and phrases to learn** for **4B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- iTutor
- 

## GRAMMAR

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

## VOCABULARY

- |                 |         |         |
|-----------------|---------|---------|
| a 1 an umbrella | 3 a key | 5 a hat |
| 2 a credit card | 4 a map |         |

- |            |            |              |
|------------|------------|--------------|
| b 1 mother | 3 daughter | 5 girlfriend |
| 2 husband  | 4 brother  |              |
| c 1 women  | 3 men      |              |
| 2 children | 4 people   |              |
| d 1 blue   | 3 red      | 5 black      |
| 2 green    | 4 yellow   | 6 pink       |
| e 1 small  | 3 short    | 5 beautiful  |
| 2 cheap    | 4 old      |              |

## PRONUNCIATION

- |                   |                     |                  |
|-------------------|---------------------|------------------|
| a 1 <u>w</u> oman | 3 <u>o</u> range    | 5 <u>s</u> ister |
| 2 <u>f</u> amily  | 4 <u>e</u> xpensive |                  |
| b /u:/boot        | /ɔ:/horse           | /ð/ mother       |
| /ʌ/ up            | /z/ zebra           |                  |

## 3 & 4 Revise and Check

### CAN YOU UNDERSTAND THIS TEXT?

- a Photo 1: 1 Jeremy      3 Matthew  
                  2 Anna        4 Susanna  
Photo 2: 1 Louise      2 Claire      3 Anne
- b 1 Fisher                    5 French  
2 Liverpool / the UK    6 her sister  
3 tall                        7 No, she isn't.  
4 19                         8 31

### CAN YOU UNDERSTAND THESE PEOPLE?

- 2 24)))** 1 c    2 a    3 a    4 b    5 b

**2 24)))**

See the script in the Student's Book on p.87)



#### Short film: National Motor Museum, Beaulieu

Hi! I'm Louise and today I'm in Beaulieu. Beaulieu is a small village. It's in England, but Beaulieu is a French word. In English we say 'Bjuli', but in French it's 'Beau' 'Lieu' – beautiful place. And it really is beautiful! Beaulieu is in the New Forest. It's famous for its big house, old church, and fantastic motor museum.

The National Motor Museum in Beaulieu is 62 years old. It's a very interesting place, with lots and lots of cars. Let's go and see!

These are some of the cars. These are old, vintage cars. These are fast, modern cars. This is a very small car.

This is my favourite car. It's British and its name is Bluebird. It's 55 years old and it's very, very fast!



## STUDY LINK

- Workbook 5A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write the names of some 'international' food words on the board, e.g. *pasta, pizza, sushi, burgers, croissants*, etc. If possible, choose words that are the same or very similar in your Sts' L1. You might be able to elicit more words from the class. Model and drill pronunciation.
- Ask Sts *Where are these foods from?* and elicit, e.g. *Pasta and pizza are from Italy*, etc.

## 1 VOCABULARY food and drink

- a (2 26))) Books open. Focus on the title of the lesson, *Breakfast around the world*, and elicit / teach the meaning. Elicit / explain that *breakfast* is what people eat in the morning. Elicit the word *lunch*, which Sts saw in **Practical English 2**. Now focus on the photo and ask Sts *Where is Dominic from?* (Bath / the UK).

Focus on the task and then play the audio once the whole way through for Sts to read and listen at the same time.

(2 26)))

See the text in the Student's Book on p.28

Now give Sts time to write the highlighted words on the photo. The first one (cereal) has been done for them.

Check answers. Model and drill the pronunciation of the food and drink words: *orange juice* /'ɒrɪndʒ dʒu:s/, *milk* /mɪlk/, *fruit* /fru:t/, *coffee* /'kɒfi/, *yoghurt* /'jɒgət/, *cereal* /'sɪəriəl/.

- |                |          |           |
|----------------|----------|-----------|
| 1 orange juice | 3 fruit  | 5 yoghurt |
| 2 hot milk     | 4 coffee |           |

Go through the text and focus on any other new words, e.g. *at home, drink, healthy*, etc. Model and drill the pronunciation.

- b Tell Sts to go to **Vocabulary Bank Food and drink** on p.122. There is quite a heavy vocabulary load, so you may need to spend longer on the drilling stage here.

## 2 READING

- a Focus on the instructions and the two photos of breakfasts, and elicit the food words which Sts already know, e.g. *eggs, potatoes*, etc. Don't teach the new words (*sausage, toast, soup, green tea*) as Sts will focus on these in b.

Sts should be able to identify eggs, potatoes, orange juice, coffee, rice, fish, and tea. (These are on the lists in the **Vocabulary Bank**.)

- b Focus on the highlighted words. Sts then write the highlighted words on the photos.

Check answers.

- |            |              |
|------------|--------------|
| 7 toast    | 9 soup       |
| 8 sausages | 10 green tea |

- c (2 28))) Now focus on the two texts. Play the audio for Sts to read and listen at the same time.

Give Sts time to complete the chart. They can do this in their notebooks or on a separate sheet of paper.

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

- |               |  |
|---------------|--|
| <b>Louisa</b> | Drink: orange juice, coffee<br>Food: eggs, potatoes, sausages, toast |
| <b>Ken</b>    | Drink: green tea<br>Food: rice, fish, soup                           |

(2 28)))

See the texts in the Student's Book on p.28

Other lexis Sts may ask about are *typical, only, traditional, different*, and *a lot of*. If Sts ask what *miso* is, tell them it is a substance made from beans used in Japanese cooking.

In **4A** Sts saw *Really?* to express interest in something someone is saying; here they see the word *really* ('But I *really* like my breakfast on Saturdays!') to emphasize an opinion being given (= I like it a lot).

- d Focus on the two questions. Give Sts time to look at all three breakfasts again and then with a show of hands find out which breakfast is the most popular.

Now focus on the second question and tell Sts what you have for breakfast. Give them time to think of what they have.

Put Sts in pairs and give them time to ask and answer the question. Monitor and help.

Get feedback by asking some Sts to tell the class what their partner has for breakfast.

### 3 GRAMMAR present simple ⊕ and ⊖:

I, you, we, they

- a Focus on the instructions and give Sts time to complete the sentences.

Check answers and write them on the board.

1 have	3 have	5 don't have
2 drink	4 don't have	6 don't drink

- b (2 29))) Tell Sts to go to **Grammar Bank 5A** on p.100.

- c Focus on the emoticons in the instructions and the two speech bubbles. Model and drill the examples.

Now tell Sts to go to **Vocabulary Bank Food and drink** on p.122.

Put Sts in pairs and get them to tell each other what they like and dislike.

Get some feedback from the class.

#### Extra support

- Write **I LIKE** and **I DON'T LIKE** on the board for reference. Demonstrate first by telling Sts about foods you like and don't like.

Tell Sts to go back to the main lesson **5A**.

### 4 LISTENING

- a (2 30))) Focus on the instructions and the question *What's their favourite meal of the day?* Tell Sts they are going to listen to four people talking about their favourite meal and the first time they listen they just have to answer this one question. If you know your Sts' L1, you may want to pre-teach the adverbs of frequency *usually, always, and never*, which come up in these recordings.

Play the audio once the whole way through for Sts to listen and do the task. Play again as necessary.

Check answers.

<b>Chris</b> breakfast	<b>Jackie</b> lunch
<b>Josh</b> dinner	<b>Steve</b> breakfast

(2 30)))

(script in Student's Book on p.87)

- b Now focus on columns two and three of the chart. Make sure Sts understand what the columns *Where* and *Food and drink* refer to.

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

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

<b>Chris</b>	2 at home
	3 fruit juice or fruit salad, coffee, toast
<b>Josh</b>	2 at home
	3 soup or pasta
<b>Jackie</b>	2 at a friend's house
	3 chicken soup, meat and vegetables
<b>Steve</b>	2 at home
	3 eggs

#### Extra support

- If there's time, you could play the audio again while Sts read the script on p.87, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- c Focus on the question and give Sts a few minutes to think about their answers.

Put Sts in pairs or small groups and get them to tell each other what their favourite meal is.

Get some feedback from the class. With a show of hands you could find out which is the class's favourite meal.

### 5 PRONUNCIATION word stress; /tʃ/, /dʒ/, and /g/

#### Pronunciation notes

##### Word stress

- Several of the new food words have quite a tricky stress pattern, e.g. *vegetables*, and the exercise here focusses on these.

/tʃ/, /dʒ/, and /g/

- The sounds in this lesson are all consonant sounds.
- For information on /dʒ/ and /tʃ/ see the **Pronunciation notes** in **2A**.
- You might want to highlight the following sound-spelling rules:
  - /g/ This sound only occurs where there is the letter *g*.
  - You could remind Sts that the letter *g* is always pronounced /g/ when it comes after a vowel at the end of a word, e.g. *bag, dog*, and often at the beginning and in the middle of a word, e.g. *glasses, sugar*. However, before *e* and *i* the letter *g* is often pronounced /dʒ/, e.g. *German, orange*.
  - See also **Pronunciation** in the **Introduction**, p.8.

- a (2 31))) Focus on the instructions. Demonstrate the activity by doing an example with the class. Write **COFFEE** on the board and ask *How many syllables?* (two – co ffee). Now ask *Where's the stress?* (on syllable one). Underline the first syllable: COFFEE.

Put Sts in pairs and get them to underline the stressed syllables in the words. Tell Sts that this exercise is easier if they say the words aloud quietly to each other, so they can hear where the stress is. Monitor and help.

Play the audio for Sts to listen and check their answers.

Check answers by writing the words on the board and eliciting the stressed syllable.

<u>vegetables</u>	potatoes	<u>butter</u>	<u>sugar</u>	<u>salad</u>
<u>cereal</u>	<u>chocolate</u>	<u>yoghurt</u>		

(2 31)))

See the words in the Student's Book on p.29

! The word *vegetables* has only three syllables, and *chocolate* only two syllables, because they contain silent letters. Write the words on the board, say them and ask *Which letter is silent?* (the second *e* in *vegetables*, the second *o* in *chocolate*). Cross out these letters, i.e. *vegetables*, *chocolate*, and drill the two words in chorus and individually.

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

- b **2 32**) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

Now focus the exercise and play the audio once the whole way through for Sts just to listen.

**2 32**)

See the sounds and words in the Student's Book on p.29

Now focus on the sound picture *chess*. Play the audio to model and drill the word and the sound (pause after the sound).

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

Now repeat the same process for *jazz* /dʒ/ and *girl* /g/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- c **2 33**) Focus on the sentences and play the audio once the whole way through for Sts just to listen.

**2 33**)

See the sentences in the Student's Book on p.29

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

Finally, put Sts in pairs and get them to practise saying the sentences. Monitor and help.

Get individual Sts to say the sentences to the class.

## 6 SPEAKING

- a Focus on the questionnaire and make sure Sts understand all the statements and the question *Is it true?* As well as food words, note other words or phrases that may be new for Sts, e.g. *school*, *fast food*, etc.

Give Sts time to think about their answers and tick the sentences that are true for them, or true about their country.

- b Focus on the speech bubble, and say if the first statement in the **About you** section is true for you or not. If you are not from your Sts' country, you could also focus on the first sentence in the **About your country** section and say if it's true about people from your country.

Then put Sts in pairs and give them time to talk about each statement. Monitor and help, and encourage Sts to correct the statements that are not true for them.

Get some feedback from individual students.

! If your Sts are all from the same country, you could do the **About your country** section as an open-class activity as Sts may not always agree on these.

## 7 WRITING Posting a comment

Tell Sts to go to **Writing Posting a comment** on p.84.

## WORDS AND PHRASES TO LEARN

**4 61**) Tell Sts to go to p.130 and focus on the **Words and phrases to learn** for 5A. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 5B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Revise present simple  $\oplus$  and  $\ominus$  sentences by writing the following on the board:

I LIKE	FOOTBALL
I DON'T LIKE	DOGS
	PIZZA
	TEA
	BURGERS
	CATS
	TENNIS

- Model and drill pronunciation of the nouns and then of *I like / don't like*.
- Put Sts in pairs and demonstrate the activity yourself by making true sentences using *I like / I don't like...*. Point out that you don't use *the* before the nouns NOT *Hike the football* (because you are making general statements).
- Students practise in pairs taking it in turns to say what they like / don't like.

## 1 LISTENING & READING

- a (234)) Books open. Get Sts to cover the conversation and focus on the instructions and the pictures. Make sure Sts understand the word *flight*.

Play the audio once the whole way through for Sts to listen and number the pictures. Make it clear to Sts that, at this stage, they are not expected to understand the conversation, just to get a rough idea of what is being said. Sts will get help here from the sound effects and from words they already know. Pause and play again as necessary.

Get Sts to compare with a partner and then play the audio again to check answers.

1 B    2 D    3 A    4 C

(234))

E = Eve, W = Wendy, FA = flight attendant

- 1  
E Do you like the book?  
W Yes, I do. It's very good.  
E She's my favourite writer. I love her books.
- 2  
E Do you live in New York?  
W No, I don't. I live in London. My husband and I work for a British company.  
E Oh! Do you have children?  
W No, we don't.  
E I have two sons and a daughter. David and Andrew are at university, and Carla's at school. Look. Here are some photos, That's my David ... This is a photo of our holiday in Barbados.  
Do you know Barbados?  
W No, I don't.

3

FA Do you want meat, fish, or pasta?

E Oh, er, fish, please.

W Pasta for me, please.

\*\*\*

E Is your pasta nice?

W It's OK.

E This fish isn't very good. Excuse me, I don't like this fish. Can I have the pasta, please?

FA I'm sorry, madam. The pasta is finished.

4

E Oh, I need to go to the toilet. Oops, sorry.

W Excuse me. What time do we arrive?

FA In twenty-five minutes, madam.

W That's good!

- b Get Sts to uncover the conversation and focus on the instructions. Sts have seen all the words in the list in previous lessons, but you might want to quickly check that they can remember what they mean.

There is quite a lot of new vocabulary in the conversation, so Sts will need to use the pictures as a guide.

Give Sts time to read the conversation and think about what the missing words are, but tell them not to write them in yet.

Play the audio once the whole way through for Sts to listen and complete the gaps.

- c Play the audio for Sts to listen and check. Pause after each gap and elicit the answers onto the board.

1 favourite	4 meat	7 twenty-five
2 children	5 OK	
3 holiday	6 Excuse	

Go through the conversation with Sts line by line. Elicit / explain any words or phrases that Sts don't understand, e.g. *writer*, *Do you know...?*, *Do you want...?*, etc. Highlight that *Oops* (dialogue 4) is an exclamation word that we sometimes use when someone has a small accident or does something by mistake. Here Eve knocks Wendy as she gets out of her seat.

! Sts may ask about the meaning of *do* here. Explain that we use *do* to make a question. This will be explained later in the grammar section.

! The question *Do you have children?* can also be asked as *Do you have **any** children?* However, at this level, we think it is easier to teach the question without *any*.

Elicit a reaction from the class, using L1 if necessary, by asking *Is the American woman happy that it's almost the end of the flight? Why?*

### Extra idea

- Get Sts to practise the conversation in pairs.

## 2 GRAMMAR present simple [?]: I, you, we, they

- a Focus on the instructions and give Sts time to complete the chart. Emphasize that they can find the answers in the conversation in 1.

Check answers and write them on the board. Explain that the chart shows them all forms of the present simple for *I, you, we, and they*.

I **don't** live in New York.  
 **Do** you live in London?  
✓ Yes, I **do**. ✗ No, I **don't**.

- b (2 35))) Tell Sts to go to **Grammar Bank 5B** on p.100.

## 3 VOCABULARY common verb phrases 1

- a Focus on the instructions and point out that the first one has been done for them.

Give Sts a few minutes to match the phrases.

Check answers.

2 c    3 a    4 d    5 b

- b Tell Sts to go to **Vocabulary Bank Common verb phrases 1** on p.123.

## 4 LISTENING

- a (2 38))) Focus on the picture and establish the context for the listening by asking questions like these:  
*Who is she?* (She's Eve, the woman from the flight)  
*Where is she?* (She's in a taxi).

Focus on the instructions and check that Sts understand *end* and *back to the airport*.

Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

Because Wendy, the American woman, is on the same flight.

(2 38)))  
(script in Student's Book on p.87)

- b Focus on the options in sentences 1–10. Give Sts time to read them and ask you about any words they don't understand, e.g. *traffic, gate*.

Play the audio for Sts to circle the right option. You could pause after each question and give Sts time to choose the right answer. Play the audio again as necessary.

Get Sts to compare with a partner and then check answers. For 8, you could ask Sts if they can remember a similar expression to *Have a good day!*, which they saw in 2A (*Have a nice day!*).

1 b    3 b    5 b    7 a    9 a  
2 a    4 a    6 b    8 b    10 a

Ask Sts *Is the American woman happy to see the British woman again?*

## 5 PRONUNCIATION /w/, /v/, and /v/; sentence rhythm and linking

### Pronunciation notes

#### /w/, /v/, and /v/

- The /w/ and /v/ sounds are often confused because in several languages *w* is pronounced /v/.
- You may want to highlight to Sts the following sound–spelling patterns:
  - /w/ The letter *w* (without *h*) is always pronounced /w/ at the beginning of a word, e.g. *watch*. The letters *wh* are usually pronounced /w/, e.g. *what, where*, but there are some exceptions, e.g. *who* /hu:/.
    - /v/ The letter *v* is always pronounced /v/, e.g. *live*.
    - /v/ This sound is sometimes the letter *o*, e.g. *coffee, not*, but can exceptionally be the letter *a*, especially after *w*, e.g. *want, watch, what*. However, you may want to remind Sts to be careful with the letters *o* and *a* as they have several other pronunciations depending on the word.

### Sentence rhythm and linking

- For information on **Sentence rhythm**, see the **Pronunciation** notes in 2B.
- For information on **Linking**, see the **Pronunciation** notes in 4B.
- See also **Pronunciation** in the **Introduction**, p.8.

- a (2 39))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts. Focus on the exercise and play the audio once the whole way through for Sts just to listen.

(2 39)))  
See the words and sounds in the Student's Book on p.31

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

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

Now repeat the same process for *vase* /v/ and *clock* /v/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b **2 40**))) Focus on the sentences and remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

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

Highlight the linked phrases, e.g. *want a coffee*, *an espresso*, and model and drill the pronunciation.

**2 40**)))

See the sentences in the Student's Book on p.31

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

Then repeat the activity, eliciting responses from individual Sts.

## 6 SPEAKING & WRITING

- a Focus on the instructions and the example. Elicit / explain the meaning of *near*. Model and drill pronunciation.

Go through the other nine sentences checking Sts know the meaning of all the lexis, e.g. *a gym*. Model and drill any words you think Sts might have problems with.

Give Sts time to complete 2–10 with the verbs from the list.

Check answers by asking individual Sts to read the two phrases aloud (they should include the verb with each phrase, e.g. *live near here*, *live in a house*).

2 have	5 read	8 speak
3 watch	6 eat	9 need
4 listen	7 drink	10 go

Highlight that *have* has two meanings, *have* = possession as in *have a dog*, and *have* = eat as in *have breakfast*.

- b Focus on the instructions and speech bubbles. Remind Sts we use *do* to make questions in the present simple. Elicit the possible answers (*Yes* or *Yes, I do* / *No* or *No, I don't*).

Model and drill some or all of the questions. Encourage Sts to use the correct sentence rhythm and not to overstress *Do you...?*

Demonstrate the activity by getting the class to interview you first, asking you some or all of the questions. Give true answers and, where possible, try to give some extra information, but use language within the Sts' range.

Put Sts in pairs and get them to take turns asking and answering questions with the phrases. Encourage them to give extra information in their answers.

Monitor and help with pronunciation and sentence stress. Correct any mistakes on the board.

- c Focus on the instructions and the examples.

Give Sts time to write their four true sentences.

Get some feedback from the class.

## WORDS AND PHRASES TO LEARN

**4 61**))) Tell Sts to go to p.130 and focus on the **Words and phrases to learn** for 5B. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- **Workbook** What time is it?
- **iTutor**
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Revise numbers 1–30. Get Sts to count around the class, first normally, then in twos (2, 4, 6, etc.), in threes (3, 6, 9, etc.), and finally with fives (5, 10, 15, etc.).

## 1 TELLING THE TIME

- a **2 41**))) Books closed. Show Sts your watch or a picture of a watch and ask *What is it?* (a watch). Then point to the clock in the classroom (or draw one on the board) and ask *What is it?* (a clock). Say *What time is it?* and then look at your watch or at your mobile. Now model and drill the question and write it on the board.

Books open. Focus on the instructions and ask Sts to cover the conversations with a piece of paper.

Play the video or audio for Sts to listen and match the conversations and photos. Play again as necessary.

Check answers.

1 A    2 C    3 B

**2 41**)))

See the conversations in the Student's Book on p.32

Now tell Sts to uncover the conversations. Play the video or audio again while Sts listen and read at the same time.

Explain / elicit new vocabulary as you go, e.g. *tired*, *hurry*. Sts will be able to understand the times (*eleven o'clock*, *a quarter to eight*, etc.) because of the clocks in the photos. Highlight that *seven forty-seven* is digital time, but Sts should have no problem with this.

Finally, ask *Is Rob usually early or late for things?* and elicit that he's usually late.

- b **2 42**))) Focus on the **need** box and go through it with the class. You may want to tell Sts that *to + verb* = the infinitive and that is the form of the verb we use after *need*.

Play the audio again for Sts to listen and repeat. Make sure Sts pronounce *quarter* as /'kwɔ:tə/ and *half* as /ha:f/ (pointing out the silent *l*). You could pause the audio after each line and get individual Sts to repeat. Give further practice of any phrases Sts found difficult.

**2 42**)))

See script 2.41

Then get Sts to practise the conversations in pairs.

! There are two common ways of asking the time: *What's the time?* and *What time is it?* Here *What time is it?* is taught as it is easier for Sts to move from this to questions with the present like *What time do you finish work?*

- c Focus on the instructions and either get Sts to do it in pairs or do it as an open-class activity. Tell Sts to look at the clock in photo A and ask *What time is it?* (It's 11 o'clock). Do the same for photo B. (It's a quarter to seven) and photo C (It's half past ten).

## 2 VOCABULARY the time

- a **2 43**))) Give Sts a minute to look at the clocks and read the times.

Then play the audio and get Sts to listen and repeat the times in chorus. Pause the audio as necessary. Give further practice of words which your Sts find difficult.

**2 43**)))

See the times in the Student's Book on p.32

Focus on *o'clock* and explain that we sometimes use the word *o'clock* when we are just saying the hour, as in *It's one o'clock* or *It's six o'clock*, but you can also say *It's six*. We don't use *o'clock* when including minutes in the time, e.g. *It's twenty past four* NOT ~~*It's twenty past four o'clock*~~.

Remind Sts of the pronunciation of *half* and *quarter*. You might also mention that some people don't put *a* in front of *quarter*, e.g. *It's quarter past three*. Both are correct.

- b Tell Sts to cover the times and look at the clocks. Give them time to practise saying the times to themselves.

Monitor and help, correcting pronunciation as necessary. Note any general problems and focus on them on the board at the end.

With the first line of sentences covered, ask individuals *Clock one. What time is it?* Do the same for all the clocks, calling on Sts at random. Sts could also practise this in pairs.

- c **2 44**))) Focus on the instructions. Draw a clock on the board like the ones in the Student's Book, with no hands. Play the audio and pause after the first time. Ask a student to come to the board and draw the time. Then get the Sts to draw the time (*twenty to nine*) on the first clock in their books.

Play the rest of the audio, pausing after each item to give Sts time to draw the hands on their clocks.

Get Sts to compare with a partner and then check answers by writing the times on the board or by getting individual Sts to come to the board to draw the time on each clock.

See script 2.44

**2 44**)))

- 1 It's twenty to nine.
- 2 It's a quarter past seven.
- 3 It's five past two.
- 4 It's twelve o'clock.
- 5 It's half past eight.
- 6 It's a quarter past eleven.

- d** Put Sts in pairs to practise asking and answering about the clocks.

Monitor and help as needed. Note any problems and write these on the board.

Finally, focus on **The time** box and go through it with the class. Highlight that you can always use digital time and this has become more common with digital watches and mobile phone use. However, the analogue use of telling the time is still widely used by native speakers.

- e** Put Sts in pairs, **A** and **B**. Tell them to go to **Communication** *What time is it?*, **A** on p.77 and **B** on p.81.

Sts each have ten clocks, five of which are complete and five of which have no clock hands. Sts share information and draw the missing clock hands.

Go through the instructions with Sts and get a good pair to demonstrate. Monitor and help.

When Sts have finished, get them to compare their clocks and check the times.

Tell Sts to go back to the main lesson **PE3**.



### 3 PRONUNCIATION silent consonants

#### Pronunciation notes

- English words frequently have consonants that are not pronounced, i.e. that are 'silent'. It is important for Sts to realize that in English, spelling and pronunciation do not always go together.
- Encourage Sts to cross out silent letters when they learn new words, e.g. *lis~~t~~en*.
- It is also common for English words to be pronounced with fewer syllables than appear in the written word, e.g. *Wednesday* /'wenzdeɪ/ and *interesting* /'ɪntrəstɪŋ/.

- a (2 45))) Write the word **HALF** on the board and say it /hɑːf/. Ask *Which letter is not pronounced?* Elicit that the letter *l* is not pronounced. It is silent.

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

Now focus on the instructions. Play the audio once the whole way through for Sts just to listen. Highlight that the letters with a pink strikethrough line are silent.

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

! Highlight that *Wednesday* looks like it has three syllables, but in fact it is pronounced as a two-syllable word /'wenzdeɪ/. The first *d* and the second *e* are both silent.

(2 45)))

See the words in the Student's Book on p.33

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

Get a few individual Sts to say the words.

- b (2 46))) Give Sts a minute to look at the conversations and note the words with silent letters.

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

(2 46)))

See the conversations in the Student's Book on p.33

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

Ask two or three pairs to practise each conversation for the class.

#### Extra support

- Before Sts practise in pairs, play the audio, pausing after each line for Sts to listen and repeat.

### 4 VOCABULARY saying how you feel

- a (2 47))) Pretend to be for example *very hot*, by miming. Write this on the board: **I'M HOT = I FEEL HOT**. Focus on the title, *saying how you feel* and explain / elicit its meaning.

Now focus on sentences 1–5 and make sure Sts understand what they mean.

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

(2 47)))

See the sentences in the Student's Book on p.33

Now play the audio again, pausing after each sentence for Sts to listen and repeat. Give extra practice as necessary focussing on the words which Sts find most difficult.

- b Focus on the instructions and give Sts a few minutes to match 1–5 in **a** with a–e.

Get Sts to compare with a partner.

- c (2 48))) Play the audio for Sts to listen and check.

Check answers.

1 d    2 c    3 b    4 e    5 a

(2 48)))

- |   |   |              |   |   |                                 |
|---|---|--------------|---|---|---------------------------------|
| 1 | A | I'm hot.     | d | B | It's 35 degrees!                |
| 2 | A | I'm cold.    | c | B | It's five degrees this morning. |
| 3 | A | I'm hungry.  | b | B | Time for lunch.                 |
| 4 | A | I'm thirsty. | e | B | I need a glass of water.        |
| 5 | A | I'm tired.   | a | B | Time for bed.                   |

Highlight that we use *be*, not *have*, with *hot*, *cold*, *hungry*, etc. because they are adjectives. Many languages express these feelings using *have* + noun.

Now either put Sts in pairs and get them to ask and answer the question *How do you feel at the moment?* or do it as an open-class activity.

### 5 VIDEO A NIGHT OUT

- a (2 49))) Focus on the instructions and the five places in the list. Make sure Sts know what they mean. Model and drill their pronunciation.

Play the video or audio once the whole way through for Sts to listen and tick the two places Jenny and Amy go to.

Check answers.

Sts should tick *a restaurant* and *a theatre*.

(2 49)))

(script in Student's Book on p.87)

#### Extra challenge

- You could play the video or audio again and write these questions on the board:  
WHO IS LATE, AMY OR JENNY?  
IS THE SHOW GOOD?    WHO IS TIRED?  
WHAT RESTAURANT DO THEY GO TO?  
WHAT DO THEY EAT?

#### Extra support

- If there's time, you could play the audio again while Sts read the script on p.87, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- b** Focus on the instructions and give Sts time to read 1–3. Make sure they understand what they mean.

Play the video or audio for Sts to listen and complete the sentences with the times. Play again as necessary.

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

- 1 eight o'clock
- 2 twenty to eight
- 3 a quarter to eleven

## 6 **USEFUL PHRASES**

VIDEO

**2 50)))** Focus on the phrases and make sure Sts understand what each one means.

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

**2 50)))**

See the phrases in the Student's Book on *p.33*

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

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

## STUDY LINK

- Workbook 6A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write seven dashes on the board and play *Hangman* with the word TEACHER (see p.22 for how to play *Hangman*). Tell Sts that the word is a job, making sure Sts know what *job* means.
- When the word has been guessed ask Sts if they know any other English words for jobs, e.g. *doctor*, and write them on the board.

## 1 GRAMMAR present simple: *he, she, it*

- a Books open. Focus on the lesson title, *She works for Armani*, and read the text on the photo. Ask Sts where the women are (at a party). Model and drill *party*. Explain / elicit the meaning of *boss, assistant, and guest*. Elicit who the boss is (the woman with grey hair).

Ask the class if they know the actresses (Anne Hathaway on the left and Meryl Streep on the right) and if they know the title of the film (*The Devil Wears Prada*). Find out if any Sts have seen it.

- b (252))) Focus on the task and give Sts time to read 1–4.

Now get Sts to cover the conversation and play the audio once the whole way through for Sts just to listen.

Play the audio again and give Sts time to do the task.

Find out with a show of hands how many Sts have put T or F for each item, but don't give the right answers at this point as Sts will check their own answers in c.

(252)))

See the conversation in the Student's Book on p.34

- c Tell Sts to uncover the conversation and play the audio again for Sts to listen and read at the same time. Get Sts to check their answers to b.

Check answers.

1 F    2 T    3 F    4 F

### Extra challenge

- Get the Sts to correct the F ones:
  - 1 Anna Crawley works for **Armani**.
  - 3 He works for **Hello** magazine.
  - 4 Kim is Andrew's **friend**.

Now go through the conversation line by line, dealing with any vocabulary problems that arose.

- d Focus on the instructions and give Sts time to read the conversation again and to complete the chart.

Check answers and write them on the board. Highlight the changes from first person singular to third person.

- + He **works** at *Hello* magazine.
- He **doesn't have** a wife.
- ? **Does** she work for our magazine?
- x No, she **doesn't**.
- Wh Where **does** he work?

- e (253))) Tell Sts to go to **Grammar Bank 6A** on p.102.

## 2 PRONUNCIATION third person -s

### Pronunciation notes

- The rules for pronouncing the third person -s are the same as those for pronouncing the s of plural nouns (See **Pronunciation notes** in 3A on p.39).
- The difference between the /s/ and /z/ endings is small and you may not wish to focus too much on this at this level.
- We suggest you highlight the /ɪz/ pronunciation of the -es ending in verbs that end in -sh and -ch, e.g. *watches, teaches*. Stress that this adds an extra syllable to the word: *watch* = one syllable; *watches* = two syllables. Write examples on the board showing the stressed syllables, e.g. *ˈwætʃɪz, ˈti:tʃɪz*.
- See also **Pronunciation** in the **Introduction**, p.8.

- a (254))) Focus on the aim, *third person -s*, and tell Sts the endings of present simple verbs with *he, she, it* have the same pronunciation rules as plural nouns, e.g. *books /s/, bags /z/, watches /ɪz/*.

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

(254)))

See the words and sounds in the Student's Book on p.34

Now focus on the sound picture *zebra*. Play the audio to model and drill the word and the sound (pause after the sound).

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

Now repeat the same process for *snake /s/ and /ɪz/*.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b 255))) Focus on the instructions and then play the audio for Sts to listen and repeat.

255)))

See the conversation in 1c in the Student's Book on p.34

Now put Sts in groups of three or four and get them to practise the conversation. If Sts are in groups of three, one student should play Anna and Andrew.

Get a group to perform the conversation for the class.

- c 256))) Focus on the instructions. Focus on the example and tell Sts they will hear a sentence with *I* and then they will hear either *he, she, it*, a name, or a family member. They have to say the sentence again beginning with the word(s) they just heard.

Play the example, pausing for Sts to say *He lives in New York* in chorus. Make sure Sts understand what they have to do before continuing.

Play the rest of the audio and give Sts time to say the third person forms in chorus.

256)))

- 1 I live in New York. He (pause) He lives in New York.
- 2 I speak Japanese. She (pause) She speaks Japanese.
- 3 I work in Mexico. My brother (pause) My brother works in Mexico.
- 4 I watch CNN. She (pause) She watches CNN.
- 5 I want a sandwich. He (pause) He wants a sandwich.
- 6 I have a new car. John (pause) John has a new car.
- 7 I don't eat meat. My sister (pause) My sister doesn't eat meat.
- 8 I don't read newspapers. My husband (pause) My husband doesn't read newspapers.
- 9 Do you work? He (pause) Does he work?
- 10 Do you drink coffee? She (pause) Does she drink coffee?

Then repeat the activity, eliciting responses from individual Sts.

### 3 VOCABULARY jobs and places of work

- a Focus on the questions and explain / elicit that the question *What does Alice do? = What's her job?*

Elicit the answers.

Alice is the boss of a fashion magazine.  
Melanie is Alice's assistant. / Melanie works for a fashion magazine.  
Anna works for Armani.  
Andrew works for *Hello* magazine / Andrew is a journalist.

- b Tell Sts to go to **Vocabulary Bank Jobs and places of work** on p.124.
- c Focus on the instructions and elicit the meaning of *favourite*. Make sure Sts choose a job in the **Vocabulary Bank** and not their ideal job.

Give Sts time to choose their favourite job from the **Vocabulary Bank** on p.124.

Tell Sts to stand up and mingle and ask at least five other Sts the two questions.

Get some feedback from various Sts.

## 4 READING

- a Focus on the question and elicit answers from the class.
- b Focus on the article and read the introduction together (as far as *Write and tell us.*). Make sure Sts understand the phrase *have in common*.

Tell Sts to read the rest of the article and complete the two gaps with jobs from the **Vocabulary Bank Jobs and places of work** on p.124.

Get Sts to compare with a partner.

- c (2 60))) Play the audio for Sts to listen and read at the same time.

Check answers.

1 waiter                      2 receptionist

(2 60)))

See the article in the Student's Book on p.35

- d Focus on the **Why...? Because...** box and go through it with the class. Model and drill the pronunciation of the two words.

Now focus on the instructions and give Sts time to read questions 1–5.

Give Sts time to read the article again.

Put Sts in pairs and get them to do the task.

Check answers.

- 1 Because he needs to help tourists.
- 2 He helps customers with the menu and he says what the special dishes are.
- 3 She works for a multinational company.
- 4 She welcomes people and she answers the phone.
- 5 Because it's the language of the company.

- e Focus on the highlighted words and get Sts to guess their meaning with a partner. The word *barman* has already appeared in **PE 2**.

Get Sts to check words they couldn't guess in a dictionary or if dictionaries are not available, elicit / explain the meanings. Do this in English if possible, perhaps by giving an example, e.g. *Toyota is a **multinational company**. It has offices in many different countries.*

Deal with any other vocabulary problems that arose.

## 5 PRONUNCIATION /ɜ:/ sentence rhythm

### Pronunciation notes

/ɜ:/

- Remind Sts that the two dots in /ɜ:/ mean that this sound is long.
- Point out that this sound is a longer version of the /ə/ sound that Sts focussed on in **3B** and **4A**.
- *er, ir, and ur* are usually pronounced /ɜ:/, e.g. *verb, first, nurse*.

- *or* is usually pronounced /ɜ:/ after the letter *w* and the most common examples are *work, word, and world*. However, note that *or* after other letters is usually pronounced /ɔ:/, e.g. *forty, airport*.
- You could also remind Sts that when *er* and *or* are unstressed, e.g. at the end of many job words, they are pronounced /ə/ (the schwa), e.g. *waiter, doctor*.

### Sentence rhythm

- For information on **Sentence rhythm**, see the **Pronunciation notes** in **2B**.
- See also **Pronunciation** in the **Introduction**, p.8.

- a (2 61))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

(2 61)))

See the words and sound in the Student's Book on p.35

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

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

If this sound is difficult for your Sts, model it yourself so that Sts can see your mouth position, and get Sts to repeat it a few more times.

Play the audio again from the beginning, pausing at the end of the group of words for Sts to repeat.

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each word individually before moving on to the next one.

- b (2 62))) Focus on the instructions and the conversation. Remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

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

(2 62)))

See the conversation in the Student's Book on p.35

Now play the audio again, pausing after each line, for Sts to listen and repeat, encouraging them to try and copy the rhythm on the audio by stressing the bigger words in bold more strongly and by saying the others more lightly and quickly.

### Extra support

- Put Sts in pairs and get them to practise the conversation. Make sure they swap roles.

## 6 SPEAKING & WRITING

- a** Focus on the instructions and tell Sts they are going to have a similar conversation about their two people as in **5b**.

Focus on the question prompts and the example. Elicit the other questions Sts will need to ask using the prompts:

*Where does she work?*

*Does she speak English at work?*

*Does she like her job?*

Model and drill the questions. Then put Sts in pairs, **A** and **B**. Get **A** to tell **B** who his / her first person is. **B** then asks the four questions.

Then **B** tells **A** who his / her first person is. **A** then asks the four questions.

They then repeat for their second person. Monitor and help with vocabulary.

Get feedback and find out about some of the Sts' friends' or relatives' jobs. If some Sts discuss jobs not on the vocabulary list, write these on the board and encourage Sts to add these to their notebooks.

### Extra support

- Demonstrate the activity by getting Sts to ask you first about a friend's or a relative's job.

### Extra idea

- If most of your class have jobs, elicit all the questions, i.e. *What do you do? Where do you work? Do you speak English at work? Do you like your job?* Then get them to ask each other the questions.
- b** Focus on the instructions and ask Sts to read the model paragraph. Point out that the sentences are the answers to the questions in **a**.
- Give Sts time to write about their two people. Monitor and help. Correct any mistakes on the board.
- Finally, get Sts to swap their writing.

## WORDS AND PHRASES TO LEARN

**4 61 )))** Tell Sts to go to *p.130* and focus on the **Words and phrases to learn** for **6A**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 6B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write the following questions on the board:  
ARE YOU A 'MORNING PERSON'?  
ARE YOU A 'NIGHT PERSON'?
- Elicit / explain the meaning of the two phrases.  
(A 'morning person' is very awake and energetic in the morning, but is usually tired at night. A night person is the opposite.)
- With a show of hands get Sts to vote for what they are to see what the majority of the class consider themselves to be.

## 1 LISTENING & SPEAKING

- a Books open. Focus on the two pictures and do the question as an open-class activity (She doesn't like mornings, but he does).
- b (2 63))) Focus on the questionnaire *Are you a morning person?* and if you didn't do the **Optional lead-in**, elicit / explain what it means. Give Sts time to read the questions. Then go through them making sure Sts understand each one.

Tell Sts that they are going to hear Sue, a teacher, answering the seven questions in the questionnaire, and the first time they listen they only need to find out if Sue likes mornings.

Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

Yes, she does.

(2 63)))

(script in Student's Book on p.87)

- c Play the audio again for Sts to answer the seven questions in the questionnaire. They can write the question number and a short answer on a piece of paper. Play the audio again as necessary.
- Check answers by playing the audio again and pausing after Sue answers each question.

Check answers.

- 1 six
- 2 no
- 3 in bed
- 4 orange juice, toast, and hot chocolate
- 5 seven
- 6 no
- 7 yes (because she loves breakfast and she loves going to work on her bike in the morning)

Highlight any new useful lexis, e.g. *organized*, *empty*, *quiet*, etc. You might also want to point out the use of *really* in the conversation ('...it's really quiet') meaning *very*.

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.87, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- d (2 64))) Tell Sts they are now going to listen and repeat the seven questions in a.

Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm.

Give further practice as necessary.

(2 64)))

See the questions in the Student's Book on p.36

- e Tell Sts they are now going to interview each other. Demonstrate the activity by getting Sts to ask you some or all of the questions in the questionnaire. Give simple answers that Sts can understand.
- Put Sts in pairs, **A** and **B**. Ask the **Bs** to close their books. Tell **A** to ask **B** the questions and to write down his / her answers on a piece of paper.

Then they swap roles. Monitor and help.

When Sts have finished, get some feedback. Ask a few Sts to tell you some things about their partner, e.g. *Lina gets up at 7.30. I get up at 7.00.*

### Extra challenge

- You could get Sts to change pairs and tell another student what they know about their first partner, e.g. *Amy gets up at 7.30, she has a shower, etc.*

## 2 VOCABULARY a typical day

- a Tell Sts to go to **Vocabulary Bank A typical day** on p.125.
- b Focus on the instructions and demonstrate the activity or get a good student to demonstrate.

Put Sts in pairs and get them to continue miming or drawing.

Monitor and help. Correct any mistakes on the board.

### Extra support

- Let Sts refer to **Vocabulary Bank A typical day** on p.125 if they can't remember all the verb phrases.

### 3 PRONUNCIATION /j/; sentence rhythm

#### Pronunciation notes

/j/

- You might like to highlight the following sound–spelling pattern:

– /j/ The letter *y* at the beginning of a word is pronounced /j/, e.g. *yes*. The letter *u* is sometimes pronounced /ju:/, e.g. *music*, *student*, *university*.

– Highlight that the sound /j/ is **not** pronounced the same as the letter *j*.

#### Sentence rhythm

- For information on **Sentence rhythm**, see the **Pronunciation notes** in **2B**.
- See also **Pronunciation** in the **Introduction**, p.8.

- a **2 67**) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

**2 67**)

See the words and sound in the Student's Book on p.36

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

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

If this sound is difficult for your Sts, model it yourself so that Sts can see your mouth position, and get Sts to repeat it a few more times.

Play the audio again from the beginning, pausing at the end of the group of words for Sts to repeat.

Give further practice as necessary.

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

#### Extra support

- If you are using an interactive whiteboard, you can focus on each word individually before moving on to the next one.

- b **2 68**) Focus on the conversation and play the audio once the whole way through for Sts just to listen. Remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

**2 68**)

See the conversation in the Student's Book on p.36

Now play the audio again for Sts to listen and repeat, encouraging them to try to copy the rhythm on the audio by stressing the bigger bold words more strongly and by saying the others more lightly and quickly. Pause and play again as necessary.

#### Extra idea

- Put Sts in pairs and get them to practise the conversation. Make sure they swap roles.

- c Now tell Sts they are going to ask and answer the questions in **b** about a typical weekday. Demonstrate the activity by getting Sts to ask you the questions and answering them. Try to use *about* in one of your answers, e.g. *I go to bed at about 9.30* and write the sentence on the board. Highlight that *about* = more or less, approximately.

Put Sts in pairs and get them to ask and answer the questions, paying special attention to sentence stress. Monitor and help. You could expand this activity by writing a few more verb prompts on the board, e.g. *get up*, *have breakfast*.

Make a note of any general problems Sts are having and deal with these on the board at the end.

Get some feedback from various Sts.

### 4 GRAMMAR adverbs of frequency

- a Focus on the chart and elicit the days of the week from the letters at the top of the chart.

Then elicit the meaning of the highlighted words by looking at the ticks and crosses and asking *How many days?* (*always* = five days, *never* = no days, *usually* = four days, *sometimes* = two days).

If you speak your Sts' L1, you may want to elicit a translation of these words.

Focus on the matching task. Tell Sts that 1–4 are the first halves of a sentence and a–d are the second halves. Tell Sts they have to read the sentences and match the two parts. Focus on the example.

Give Sts time to complete the task.

Get Sts to compare with a partner and then check answers by asking individual Sts to read out the complete sentence.

2 d    3 a    4 b

- b **2 69**) Tell Sts to go to **Grammar Bank 6B** on p.102.
- c Focus on the instructions and make sure Sts understand all the lexis, e.g. *outside class*. Demonstrate the activity by telling Sts about yourself, e.g. *I always listen to the radio in the car. I never read a newspaper in the morning*, or read the speech bubble. Encourage Sts to add a bit of extra information (e.g. *I listen to Kiss FM*) or a reason.

Ask a few Sts to make a true sentence with the first prompt. If they use *always* or *usually*, you could ask them *Which radio station?*

Now put Sts in pairs and tell them to make true sentences.

Monitor and help. Make a note of any general problems and deal with them at the end.

Get some feedback from various Sts.

#### Extra support

- You could ask Sts to write the sentences and then read them out to a partner.

#### Extra challenge

- At the end you could get Sts to tell the class a sentence about their partner, e.g. *Ivan always drinks espresso after lunch*.



## 5 READING

- a Focus on the photos and the title. Ask *What does he do?* and elicit / teach *He's a ballet dancer*. Elicit / teach the verb *to dance* and the noun *a dancer*. Model and drill pronunciation. Ask Sts if they know the dancers in the photos or any other famous ballet dancers.

Now ask the second question, making sure Sts understand the adverb *hard*, and elicit some opinions.

- b (270))) Tell Sts that this article is adapted from a newspaper, so it will have some words they don't know. Remind them that when they read they should try to focus on the words they know and try to guess the meaning of new words.

Before Sts read the article, go through the **Glossary** to make sure they understand all the new words.

Now play the audio for Sts to read and listen at the same time to find out the answer to the question *Do you think he works hard?* in a.

Elicit opinions.

Yes, he does.

(270)))

See the article in the Student's Book on p.37

- c Focus on questions 1–10 and make sure Sts understand all the lexis.

Now set a time limit for Sts to read the article again.

Put Sts in pairs and get them to answer the questions orally with a partner or to write short answers.

Monitor and help.

Check answers.

- 1 St Petersburg
- 2 at about nine
- 3 eggs and sausages
- 4 10.30
- 5 no
- 6 a big steak
- 7 He sometimes goes out.
- 8 Because his clothes don't look good.
- 9 yes, sometimes
- 10 No because he has a lot of things in his head.

### Extra challenge

- You could ask the class more comprehension questions on the article, e.g. *Does he like staying in hotels?* (Yes, he does) *How many eggs does he sometimes eat?* (five), etc.

- d Focus on the highlighted words in the article and point out that they all refer to time. Put Sts in pairs to guess their meaning.

Get Sts to check in a dictionary words they couldn't guess or, if dictionaries are not available, elicit / explain the meanings. To show *before* and *after* write a time on the board, e.g. 5.30. Then ask *Is 4.00 o'clock before or after this time?* (before) *What about 6.00 o'clock?* (after). Highlight that *often* can be pronounced in two ways, either /'ɒftən/ or /'ɒfn/ where the *t* is silent.

- e Focus on the instructions and ask Sts to complete each sentence with one of the highlighted words. Sts could do this activity in pairs or individually.

- f (271))) Play the audio for Sts to listen and check.

Check answers.

- |         |          |         |
|---------|----------|---------|
| 1 Then  | 3 until  | 5 after |
| 2 often | 4 before | 6 about |

(271)))

- 1 I get up at seven. Then I have breakfast.
- 2 I often go to the cinema at the weekend.
- 3 Gina doesn't finish work until seven in the evening.
- 4 I never drink coffee before I go to bed.
- 5 My wife always has a bath or shower after she gets up in the morning.
- 6 We usually go to bed at about eleven.

Deal with any other new vocabulary.

- g Focus on the question. Write on the board **HE'S A TYPICAL CELEBRITY BECAUSE...** and **HE ISN'T A TYPICAL CELEBRITY BECAUSE...**

Elicit ideas from the class and write them on the board, e.g. *He's a typical celebrity because he stays in hotels.* | *He likes expensive watches.* *He isn't a typical celebrity because he lives in a flat.* | *He isn't interested in clothes,* etc.

Finally, ask Sts if they think he has a nice day.

## 6 SPEAKING & WRITING

- a Tell Sts they are going to use the pictures in the **Vocabulary Bank A typical day** to tell a partner about their typical evening. Focus on the example and elicit more example sentences from two or three Sts, e.g. *I usually have dinner at about half past six. Then I watch TV...*

Tell Sts to go to **Vocabulary Bank A typical day** on p.125.

Put Sts in pairs and get them to continue describing their typical weekday evening, and to use adverbs of frequency whenever appropriate.

Get feedback from some Sts.

### Extra challenge

- Get fast finishers to talk about their typical Saturday or Sunday.

Tell Sts to go back to the main lesson **6B**.

- b Write on the board: **MY TYPICAL MORNING AND AFTERNOON**, and write a sentence with the first expression (*get up*) on the board, e.g. *I usually get up at seven o'clock.*

Ask Sts to copy the title and write a sentence saying what time they get up in the morning. Check to make sure Sts understand the task.

Then tell Sts to refer back to the **Vocabulary Bank** on p.125 for the phrases they need to write about their typical morning and afternoon (during the week). Remind them to use adverbs of frequency and time words.

Monitor and help while they do so.

Get Sts to exchange papers with a partner and read each other's text. If you are short of time, you could get Sts to do this for homework.

## **WORDS AND PHRASES TO LEARN**

**4 61 )))** Tell Sts to go to *p.130* and focus on the **Words and phrases to learn** for **6B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- iTutor
- 

## GRAMMAR

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

## VOCABULARY

- |           |          |                |
|-----------|----------|----------------|
| a 1 water | 3 milk   | 5 orange juice |
| 2 sugar   | 4 cheese |                |

- |  |           |              |
|--|-----------|--------------|
| b 1 read                                   | 6 watch   |              |
| 2 listen                                   | 7 do      |              |
| 3 go                                       | 8 speak   |              |
| 4 live                                     | 9 have    |              |
| 5 get                                      | 10 drink  |              |
| c 1 unemployed                             | 3 retired | 5 journalist |
| 2 waiter                                   | 4 nurse   |              |
| d 1 a quarter to eight / seven forty-five  |           |              |
| 2 ten past nine                            |           |              |
| 3 twenty-five past five / five twenty-five |           |              |
| 4 half past three / three thirty           |           |              |
| 5 five to seven / six fifty-five           |           |              |

## 5 & 6 Revise and Check

### PRONUNCIATION

- a 1 potatoes      3 always      5 cereal  
2 policeman      4 usually
- b /tʃ/ chess      /w/ witch      /g/ girl  
/dʒ/ jazz      /v/ vase

### CAN YOU UNDERSTAND THIS TEXT?

- a 2 meat      7 hamburgers  
3 vegetables      8 every  
4 good      9 coffee  
5 potatoes      10 small  
6 Don't      11 Stop

### CAN YOU UNDERSTAND THESE PEOPLE?

- 2 72)))** 1 c    2 a    3 b    4 c    5 b

**2 72)))**

See the script in the Student's Book on p.88



VIDEO

### Short film: A day in the Life of a Tour Guide

**N = narrator, P = Peter**

**N** Hi! I'm in New York. I'm from England, but I'm here to learn about the life of a tour guide.

Peter Greenwald is a New York tour guide. He lives in a small apartment in Brooklyn. He usually gets up at eight o'clock. Peter has a big breakfast. He usually has fruit and cereal, and sometimes he has an omelette. He leaves the house at nine o'clock.

Peter works for a company called Real New York Tours. His tours always begin in Times Square. Every morning he goes there by subway. Peter usually arrives at about 9.45. He meets his group and tells them about the tour. At ten o'clock the tour begins.

**P** OK, guys, let's go!

**N** Peter takes them to places of interest all around Manhattan.

**P** Central Park is over 150 years old.

**N** They have lunch in Greenwich Village. Peter usually has a real New York pizza.

The tour ends in Wall Street.

**P** Wall Street is a very old street. The New York Stock Exchange is here.

**N** After work, Peter takes the subway back to Brooklyn. Then he relaxes. He usually reads a book magazines. Sometimes, he watches TV. He goes to bed at about 11 o'clock. He needs to sleep. Every day he walks about six miles!

Peter is an excellent tour guide: he loves his job and he loves New York.

## STUDY LINK

- Workbook 7A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write the question on the board and make sure Sts understand it:  
WHAT ARE THE TOP FIVE POPULAR SPORTS IN YOUR COUNTRY?
- Elicit ideas from the class and help them with the English words for the sports. Write the sports on the board. Try to get consensus as to which five sports are the most popular and number them from 1–5.
- Model and drill pronunciation of the sports.

## 1 READING

- a Books open. Focus on the photos and the sports in the list. Point out the underlined stressed syllables. Give Sts time to match the photos with the sports.
- a (3 2))) Play the audio for Sts to listen and check.

Check answers. Model and drill pronunciation of the sports using the audio.

A rugby	C archery	E table tennis
B ice hockey	D handball	

(3 2)))

C archery	E table tennis	A rugby
B ice hockey	D handball	

Do the question as an open-class activity. If you aren't from the same country as your Sts, tell them which sports are popular in your country.

- c Focus on the title of the article and elicit what it means (other sports are also popular, not just football).

Now focus on the five countries in the article and make sure Sts know where they are. Ask Sts if they can guess which sports might be popular there. Don't tell Sts if they are right or not.

### Extra idea

- If you have a map in class, get Sts to find each country.

Tell Sts to read the article and to complete the gaps with the sports in a.

Get Sts to compare with a partner.

- d (3 3))) Play the audio for Sts to listen, read, and check their answers to c.

Check answers.

1 handball	3 table tennis	5 archery
2 rugby	4 ice hockey	

(3 3)))

### Football isn't the only sport

Football is probably the top sport in the world, but in some countries other sports are the number one...

#### Iceland

Here, the national sport is handball, and they're very good at it. The population is only 300,000, but their men's team is one of the top teams in the world. This sport is also very popular in Denmark, Norway, and Sweden.

#### Samoa

In this very small Pacific island, rugby is the number one sport and their team usually plays in the World Cup finals. People from this country also often play in Australia, New Zealand, and the UK.

#### China

Table tennis, or ping-pong, is the national sport here and they have the top five men and women players in the world. Other countries that are very good at this sport are Japan, Korea, and Germany.

#### Canada

Here people love all winter sports, and they always win medals in the Winter Olympics. The favourite sport to watch and to play here is ice hockey.

#### Bhutan

In this small country in the Himalayas, archery is the national sport. In competitions, the men play in teams. During a match the players' wives sing and dance. They want to distract the other teams!

Deal with any other new vocabulary, e.g. *team, player, win, medal, match*. You might want to teach / elicit the four seasons (*winter, spring, summer, autumn*) as Sts see *winter* here.

- d Put Sts in pairs or small groups to answer the questions. Get some feedback from the class.

### Extra support

- Answer the questions first and make sure the distinction between watching and doing a sport is clear.

## 2 LISTENING

- a Focus on the instructions and the photo.

Then give Sts time to read the information about Verónica Cuadrado and answer questions 1–3.

Check answers. Explain / elicit that *Danish* is both the nationality and language of the people who come from Denmark.

1 Santander / Spain
2 Denmark
3 She plays (professional) handball.

### Extra support

- Read the information about Verónica Cuadrado to the class and do the questions as an open-class activity.

- b 3 4))) Focus on the instructions and make sure Sts understand them. Go through the questions, dealing with any new vocabulary, e.g. mime the meanings of *relax* and *train* (verb). Also check Sts understand the phrase *free time*.

Point out to Sts that the first question has been numbered for them.

Now tell Sts to listen to the interview and write 2–8 in the boxes next to the questions.

Play the audio once the whole way through for Sts to complete the task. Then play the audio again as necessary.

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

- 2 How often do you train?
- 3 How many hours do you train?
- 4 What do you do in your free time?
- 5 Do you do any other sport or exercise?
- 6 What do you do at the weekend?
- 7 How do you relax before a match?
- 8 What do you do in the holidays?

3 4)))

(script in Student's Book on p.88)

- c You might want to pre-teach some new vocabulary, e.g. *training session*, *home match*, *away match*, *somewhere quiet*, etc., or you may prefer to focus on this afterwards.

Tell Sts to listen again and this time to make notes of Verónica's answers.

Play the audio, pausing after Verónica answers each question to give Sts time to write. Play again as necessary.

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

- 1 (She gets up) at about eight.
- 2 (She has) one or two training sessions a day
- 3 (She trains for) two hours
- 4 She goes to Danish lessons, shopping, or meets friends. She also talks online to her family and friends in Spain.
- 5 She goes go to the gym.
- 6 She always has a match.
- 7 She sits (in a quiet place) and thinks about the match.
- 8 She goes to a hot place and relaxes.

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.88, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

### 3 GRAMMAR

word order in questions: *be* and present simple

- a Focus on the task. Elicit the first question and write it on the board (WHERE IS VERÓNICA FROM?)

Give Sts a few minutes to write the other three questions.

Check answers and write them on the board.

- 2 Is Bhutan a big country?
- 3 When does Canada win Olympic medals?
- 4 Does Verónica do other sports?

Elicit the answers from individual Sts.

- |                     |                          |
|---------------------|--------------------------|
| 1 Santander / Spain | 3 in the Winter Olympics |
| 2 No, it isn't.     | 4 No, she doesn't.       |

- b (35))) (36))) Tell Sts to go to **Grammar Bank 7A** on p.104.

### 4 VOCABULARY

common verb phrases 2: free time

- a This exercise revises verb-noun collocations Sts already know. Focus on the instructions and give Sts a few minutes to complete the sentences.

- b (37))) Play the audio for Sts to listen and check.

Check answers.

- |                |                        |
|----------------|------------------------|
| 1 go, go, meet | 2 travel, play, travel |
|----------------|------------------------|

(37)))

- 1 In my free time I go to Danish lessons, I go shopping, or I meet friends.
- 2 I travel to the match, play the match, and then travel back home.

- c Tell Sts to go to **Vocabulary Bank Common verb phrases 2** on p.126.

### 5 PRONUNCIATION

/w/, /h/, /eə/, and /aʊ/

#### Pronunciation notes

#### /w/, /h/, /eə/, and /aʊ/

- You may want to highlight the following sound-spelling patterns:

– /w/ For information on this sound, see the **Pronunciation notes** in 5B. Note that most question words, e.g. *What, Where, Why*, are pronounced /w/. The common exceptions are *Who* and *How*, which are pronounced /h/.

– /h/ For information on this sound, see the **Pronunciation notes** in 1A.

– The letters *ere* are sometimes pronounced /eə/, e.g. *where*, but can also be /ɪə/ as in *here*.

– /aʊ/ *ou* and *ow* are often pronounced /aʊ/, e.g. *house, brown*. NB *ow* can also be /əʊ/ as in *window*.

#### Sentence rhythm

- For information on **Sentence rhythm**, see the **Pronunciation notes** in 2B.
- See also **Pronunciation** in the **Introduction**, p.8.

- a (39))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

(39)))

See the sounds and words in the Student's Book on p.41

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

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

Now repeat the same process for *house* /h/, *chair* /eə/, and *owl* /aʊ/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

#### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b (310))) Focus on the sentences and play the audio once the whole way through for Sts just to listen. Remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

(310)))

See the sentences in the Student's Book on p.41

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

Finally, give Sts time in pairs to practise the activity asking and answering the questions. Make sure they swap roles.

## 6 SPEAKING

Tell Sts to go to **Communication Weekdays and weekends** on p.83.

Focus on **a** and give Sts time to look at the questions. Make sure the meaning of *During the week* and *At the weekend* is clear. Explain that later they will have to make the questions, but now they just have to answer them. Demonstrate the activity by asking a few Sts the first question *What time do you finish work / school?*

Get Sts to continue working individually to write answers that are true for them in the **You** column.

When Sts have written their answers in the **You** column, focus on the questions and elicit what the missing words are (shown by /). Elicit that in *During the week* what is missing is *do you* in all the questions except 7 where what is missing is *Are you*, and that in *At the weekend* the missing words are all *do you* except for 7 (also *Are you*). Check Sts are making the questions correctly by getting them to ask you all of them.

Now focus on **b** and put Sts in pairs, **A** and **B**, to ask and answer the questions and write their partner's answers.

Monitor and help.

### Extra challenge

Encourage Sts to add extra information.

Now focus on **c** and the example. Get Sts to find new partners. With their new partners, they ask and answer questions about their first partner's week and weekend. Remind them to use *does* in non-*be* questions and to use the correct pronouns and possessive forms (*he, she, his, her*). For both questions 7 they will need to ask *Is he / she...?*

Monitor and help. Make notes of any problems and revise these at the end.

## WORDS AND PHRASES TO LEARN

4 61 ))) Tell Sts to go to p.130 and focus on the **Words and phrases to learn** for 7A. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.



## STUDY LINK

- Workbook 7B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write the names of some actors, actresses, and film directors on the board.
- Then ask Sts *What does he / she do?* and elicit *He's an actor. / She's an actress. / He's a film director., etc.*
- Then ask Sts if they know any more film directors and if they think they are good.

## 1 GRAMMAR imperatives; object pronouns: *me, him, etc.*

- a **3 11**) Books open. Focus on the instructions and questions. Tell Sts to put their pens / pencils down and not to write anything the first time they listen.

Play the audio once the whole way through for Sts to read and listen at the same time, and answer the questions.

### Extra challenge

- Get Sts to cover the dialogue and just listen.

Check answers.

She doesn't know.  
No, she doesn't love Rupert.

### **3 11**)

**D = director, S = Scarlett, Sa = Sam**

**D** OK. Be quiet, please. Scene one, take one. Lights, camera, ... action!

**S** Hello, Sam.

**Sa** Hello, Scarlett.

**S** Come in. Sit down. We need to talk.

**Sa** Talk? What about?

**S** Us. You and me.

**Sa** Listen to me, Scarlett. I love you! Do you love me?

**S** I don't know, Sam. I need time.

**Sa** And Rupert? Do you love him?

**S** Don't talk about Rupert. Yes, I like Rupert, but I don't love him. You don't understand.

**Sa** Don't cry, Scarlett. Please don't cry.

**D** Cut! Great! I like it.

\*\*\*

**D** OK, scene two. This is a big scene. Scarlett, go to the windows. Open them. Sam, go to Scarlett. Stand next to her. Scarlett, look at him. That's great. Don't move.

**Sa** What do I say to her? I don't remember.

**D** Nothing. Don't say anything. Kiss her.

- b Now play the audio again and get Sts to complete the gaps.

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

2 Come	5 Don't	8 Stand
3 Listen	6 go	9 look
4 talk	7 Open	10 say

- c Tell Sts to cover the dialogue and to look at sentences 1–6 and the words in the list. Point out that number 1 has been done for them. You could tell them that the gaps are all object pronouns and explain that a subject pronoun is used for a person who does an action, and an object pronoun is for the person who receives the action.

Give Sts time to complete the task.

- d **3 12**) Play the audio for Sts to listen and check.

Check answers, getting Sts to read the sentences in full. Highlight that although the word *them* is pronounced /ðem/ when said in isolation, it is usually pronounced /ðəm/ when it follows other words, e.g. *Open them* /ðəm/.

2 me	4 him	6 them
3 you, me	5 it	

### **3 12**)

- S** We need to talk.  
**Sa** Talk? What about?  
**S** Us. You and me.
- Listen to me, Scarlett.
- I love you! Do you love me?
- I like Rupert, but I don't love him.
- Great! I like it.
- Go to the windows. Open them.

- e **3 13**) **3 14**) Tell Sts to go to **Grammar Bank 7B** on p.104.

- f **3 15**) Focus on the example and explain to Sts that they will hear someone say a subject pronoun and they should say the object pronoun.

Play the example, pausing after the speaker says *I* for Sts to say *me* in chorus.

Continue playing the audio, pausing after each item for Sts to respond in chorus.

### **3 15**)

- |                   |                     |
|-------------------|---------------------|
| 1 I (pause) me    | 5 it (pause) it     |
| 2 you (pause) you | 6 we (pause) us     |
| 3 he (pause) him  | 7 they (pause) them |
| 4 she (pause) her |                     |

Then repeat the activity, eliciting responses from individual Sts.

### Extra support

- Write all the object pronouns on the board for Sts to look at whilst listening.

- g** 3 16))) Focus on the instructions and example.  
Ask why the new sentence uses *her* and elicit that it is because Scarlett is a woman.

Play the audio, pausing after each item for Sts to respond in chorus.

**3 16)))**

- 1 I love Scarlett. (*pause*) I love her.
- 2 I don't like dogs. (*pause*) I don't like them.
- 3 I like your house. (*pause*) I like it.
- 4 Wait for Daniel. (*pause*) Wait for him.
- 5 Read the book. (*pause*) Read it.
- 6 I love cats. (*pause*) I love them.
- 7 Speak to your mother. (*pause*) Speak to her.
- 8 I don't like Johnny Depp. (*pause*) I don't like him.

Then repeat the activity, eliciting responses from individual Sts.

**Extra support**

- Write HIM, HER, IT, THEM on the board as a reminder for Sts.

- h** Put Sts in groups of three and get them to act out the dialogue in **a**.

Monitor and help. Make sure they swap roles.

You could get a group to perform the role-play for the class.

## 2 VOCABULARY kinds of films

- a Focus on the instructions and photos. You could ask Sts if they know any of the films in the stills (1 *Kung Fu Panda*, 2 *Dumb and Dumber*, 3 *Carrie*, 4 *12 Years a Slave*, 5 *Skyfall*, 6 *Django Unchained*).

Put Sts in pairs and give them time to match the kinds of films with the photos.

- b 3 17))) Play the audio for Sts to listen and check.

Check answers.

1 an animation	4 a drama
2 a comedy	5 an action film
3 a horror film	6 a western

3 17)))

5 an action film	1 an animation
2 a comedy	6 a western
4 a drama	3 a horror film

Play the audio again for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

### Extra idea

- You could write each kind of film on the board and elicit from the class titles of recent films or films everyone knows for each category.

## 3 LISTENING

- a Focus on the instructions and the two photos. Make sure Sts know the meaning of *actor*. You might want to tell them that *actor* can be used for both men and women, but *actress* is also quite common for women.

Do the questions as an open-class activity.

The photo on the left is Daniel Craig. His films include the James Bond films, *The Girl with the Dragon Tattoo*, and *The Golden Compass*.

The photo on the right is Gwyneth Paltrow. Her films include the *Iron Man* films and *Contagion*.

- b 3 18))) Focus on the instructions and the chart. Make sure Sts understand that the first time they listen they just need to tick the appropriate column depending on whether the speakers like the actor or not and whether they like comedies.

Play the audio once the whole way through for Sts to listen and tick the columns.

Get Sts to compare with a partner then check answers.

	Jessica		Callum	
	☺	☹	☺	☹
Daniel Craig		✓	✓	
Gwyneth Paltrow	✓		✓	
comedies	✓			✓

3 18)))

(script in Student's Book on p.88)

You could highlight the meaning of *really* (= *very* or *very much*) and this use of *love* (= *like very much*).

- c Focus on the instructions and make sure Sts know what an *adjective* is. If necessary, remind them of the **Vocabulary Bank Adjectives** on p.121.

Play the audio again the whole way through for Sts to listen and do the task. Play the audio again as necessary.

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

	Jessica	Callum
	adjectives	adjectives
Daniel Craig	attractive, (not very) good	good
Gwyneth Paltrow	fantastic	OK
comedies		American, silly

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.88, so they can see what they understood / didn't understand.
- d Do this as an open-class activity. You could get Sts to vote with a show of hands.

## 4 PRONUNCIATION & SPEAKING

sentence rhythm and intonation

### Pronunciation notes

#### Sentence rhythm

- For information on **Sentence rhythm**, see the **Pronunciation notes** in 2B

#### Intonation

- Intonation is the way in which we say something in English, using a rise or fall in the movement of our voice. Through our intonation we can 'sound' polite, rude, happy, angry, interested, bored, etc. You can make Sts appreciate the importance of intonation by speaking like a robot, i.e. with no intonation. Encourage Sts to develop a friendly and interested intonation by copying the audio.

- a 3 19))) Focus on the task and the conversation. Ask Sts if they know the actors in the three photos.

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

3 19)))

See the conversation in the Student's Book on p.43

Now play the audio again, pausing after each question and answer for Sts to listen and repeat. Encourage them to copy the rhythm and intonation.

**b** Put Sts in pairs and get them to practise the conversation in **a**.

**c** Focus on the instructions and the chart.

Give Sts time to complete their chart with films / people that they like (or don't like). Make sure they write the kinds of films in the plural, e.g. *action films*.

**d** Focus on the instructions. Explain that the questions should all start with *Do you like...* and encourage Sts to use *Yes, I like him / her / them (a lot)* or *No, I don't like him / her / them* in their answers. Tell Sts to use *What about you?* to ask the question back to their partner. Encourage them to use adjectives too, e.g. *very / really good, fantastic, great, terrible*, etc. You could write these on the board to remind Sts to use them.

Put Sts in pairs and get them to ask and answer about the information in their chart in **c**.

Get some feedback from various pairs by asking, e.g. *What actors do you like? What kinds of films do you like?*

## **WORDS AND PHRASES TO LEARN**

**4 61 )))** Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **7B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- **Workbook** What's the date?
- **iTutor**
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Play the number game *Buzz*. For instructions, see **2B**, **3 Vocabulary**, exercise **g** on p.34.

## 1 MONTHS

- a** Books open. Focus on the instructions. Explain / elicit what *special* means.

Focus on the names of the special days. Ask Sts which of these special days are celebrated in their country. If Sts are not familiar with a holiday, explain it without saying which month it is in.

Focus on the months *January, October, December* and model and drill the pronunciation. Sts may have difficulty with *January* /'dʒænjuəri/.

Now get Sts to match the special days with the months. Tell them to guess if they are not sure.

Check answers.

1 C    2 A    3 B

- **Christmas Day:** The day when Christians celebrate the birth of Christ. It is celebrated on 25th December.
- **New Year's Day:** The first day of the new year, in most countries 1st January.
- **Halloween:** A holiday celebrated on 31st October in which children dress up and go around the neighbourhood calling out *Trick or treat?*. People then give them sweets or other 'treats'.

- b** Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on p.127.
- c** Put Sts in small groups of three or four and get them to answer questions 1–4.

Check answers.

1 February  
2 May  
3 January, June, July  
4 September, October, November, December

## 2 ORDINAL NUMBERS

- a** Focus on the quiz and go through the nine questions making sure Sts understand them and the three options.

Now focus on the words in red (*first, second, etc.*) and elicit / explain that these are 'ordinal numbers' so called because they tell us the order of something.

Now put Sts in pairs and give them time to circle the answers. Tell them to guess if they are not sure of an answer. Monitor and help with any vocabulary problems.

- b** **3 21**))) Play the audio, pausing after each number for Sts to listen and check.

Check answers and elicit more information for each question, e.g. *Where is Messi from? What medal do they get if they come first?*, etc. Find out who got the most correct answers.

1 a    2 b    3 c    4 c    5 b    6 a    7 b    8 c    9 b

### **3 21**)))

- 1 The famous Argentinian footballer Messi's first name is Lionel, or Leo.
- 2 People who come second in the Olympics win a silver medal.
- 3 The author of the novel *The Third Man* is the British writer Graham Greene.
- 4 The fourth of July is Independence Day, an important holiday in the USA.
- 5 The famous shopping street Fifth Avenue is in New York.
- 6 The sixth letter of the alphabet is F.
- 7 The seventh month of the year is July.
- 8 King Henry the eighth of England is famous for his six wives.
- 9 Beethoven's ninth symphony is called *The Choral Symphony*.

Finally, tell Sts to cover the quiz. Write the number 1 on the board and ask *What's the number?* (one) *What's the ordinal?* (first). Do the same for 2 and 3. Finally, write number 4 on the board and see if the class can remember *fourth*.

- c** Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on p.127.

### Pronunciation notes

- The letters *th* can only be pronounced in two ways – /θ/ as in *thumb* /θʌm/ or /ð/ as in *mother* /'mʌðə/ and there are no easy rules to give Sts. They have already focussed on this voiced\* sound /ð/ in **3B**. The /θ/ sound in *thumb* is **unvoiced\***.
- \* For an explanation of **voiced** and **unvoiced** sounds, see the **Pronunciation notes** in **3A** on p.39.
- It is hard for many Sts to produce the /θ/ sound and so the aim here should be for intelligibility and helping Sts to at least make a reasonable approximation of the sound.

- d** **3 24**))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

### **3 24**)))

See the sound and words in the Student's Book on p.44

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

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

If this sound is difficult for your Sts, model it yourself so that Sts can see your mouth position, and get Sts to repeat it a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each word individually before moving on to the next one.

e **3 25)))** Focus on the instructions and the example.

Play the example, pausing after *one* for Sts to say *first* in chorus.

Play the audio and pause after the next number (*three*). Ask Sts what the ordinal number is (*third*). Play the audio, so Sts can hear the correct answer. Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the ordinal numbers in chorus.

### **3 25)))**

Number 1	one ( <i>pause</i> ) first
Number 2	three ( <i>pause</i> ) third
Number 3	five ( <i>pause</i> ) fifth
Number 4	nine ( <i>pause</i> ) ninth
Number 5	twelve ( <i>pause</i> ) twelfth
Number 6	sixteen ( <i>pause</i> ) sixteenth
Number 7	twenty ( <i>pause</i> ) twentieth
Number 8	twenty-two ( <i>pause</i> ) twenty-second
Number 9	twenty-seven ( <i>pause</i> ) twenty-seventh
Number 10	thirty-one ( <i>pause</i> ) thirty-first

Then repeat the activity, eliciting responses from individual Sts.

### 3 SAYING THE DATE

- a **3 26**))) Focus on the title, *Saying the date*, and explain / elicit the meaning of *date*.

Now focus on the instructions and the conversation. Highlight that most of the missing words in the spaces are ordinal numbers.

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

Now play it again and get Sts to complete the task.

Check answers. You might want to point out to Sts that *dad* is an informal way of saying *father*.

1 2nd    2 1st    3 2nd    4 birthday

#### **3 26**)))

R = Rob, A = Alan

R What's the date today?

A I think it's the second of June.

R Are you sure? Isn't it the first?

A No, definitely the second.

R Oh no! It's my dad's birthday.

- b Focus on the instructions. Play the video or audio again, pausing after each line for Sts to listen and repeat.

Put Sts in pairs and get them to practise the conversation.

Make sure they swap roles. Monitor and help.

Get some pairs to perform the role-play for the class.

- c **3 27**))) Focus on the instructions and give Sts time to read questions 1–3.

Play the video or audio for Sts to listen and complete the task. Play again as necessary. NB *wine* (answer 2) is a new word for Sts although some may already know it.

Check answers.

- 1 Rob goes to see his father. / to his father's house.  
2 wine  
3 His father's birthday is on the second of July.

#### **3 27**)))

(script in Student's Book on p.88)

Now focus on the **Saying the date** box and go through it with the class.

Highlight that the British convention for saying dates is to say, for example *the fourth of May*. You can also say *May the fourth*; however, this is less common. At this level it is better for Sts to just learn one way.

Explain that although we don't have to use an ordinal when writing a date (see the three different ways of writing it), we always use the ordinal when *saying* the date: *the fourth of May*, NOT *four May*.

Highlight that we say, but don't write, *the* and *of*, e.g. *(the) 4th (of) June*.

! You may want to point out that the American English convention for writing dates is to give the month first and then the day, e.g. *8/12 = 12th August*.

- d **3 28**))) Focus on the instructions and the dates.

Play the audio for Sts to listen and repeat. Give further practice as necessary.

#### **3 28**)))

See the dates in the Student's Book on p.45

Focus on the first date again. Elicit how to say it (*the first of January*) and write it on the board.

Put Sts in pairs and give them time to practise saying the dates. Note any problems and focus on them at the end.

Finally, ask individual Sts to say each of the dates.

- e Focus on the instructions and make sure Sts know the word *tomorrow*. Put Sts in pairs to answer the questions.

Check answers.

- 3 Christmas Day is on the twenty-fifth of December.  
New Year's Day is on the first of January.  
Halloween is on the thirty-first of October.

- f Focus on the instructions. Model and drill *When's your birthday?* Elicit an answer (month and day, not year) from a student.

Get Sts to stand up and ask other Sts *When's your birthday?* Tell them to make a list of names and dates.

! If your class is very large, tell them just to choose ten Sts.

Put Sts in pairs or small groups to compare lists. Get them to make a list with the number of birthdays in each month. Which month has the most birthdays?

If Sts see they are missing a birthday on their lists, they should ask *When is (name)'s birthday?*

- g Focus on the instructions and the speech bubble. Demonstrate the activity yourself by writing down three birthdays on the board as in the example and telling Sts whose birthdays they are, e.g. *My mother's birthday is on the fourth of October*.

Give Sts a few minutes to write down their three important birthdays. Monitor and help as needed.

Put Sts in pairs and get them to tell each other about their important birthdays.

Get some feedback from the class.

### 4 TALKING ON THE PHONE

- a **3 29**))) Focus on the photo and ask Sts to describe it (Jenny is on the phone).

Focus on the two questions and then play the video or audio once the whole way through for Sts to listen and answer the questions. You may want to pre-teach the words *trip* and *Thanksgiving* before Sts listen. Thanksgiving is a public holiday celebrated in the USA on the fourth Thursday in November. It is a time when families usually get together and eat a big meal.

Check answers.

- 1 To talk about her trip to London (in March).
- 2 Because she is with her family.

**3 29)))**

(script in Student's Book on p.88)

You might want to point out to Sts that both Rob and Jenny use time fillers in this conversation, such as *er* and *ah*, to give themselves time to think.

- b** Focus on the instructions and give Sts time to read sentences 1–5.

Play the video or audio again for Sts to mark the sentences T (true) or F (false). Play again as necessary.

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

1 F    2 F    3 T    4 F    5 F

### Extra challenge

- Get Sts to correct the F ones:
  - 1 Jenny arrives in London on **12th March**.
  - 2 She leaves on the **19th**.
  - 4 Jenny is with her **family**.
  - 5 Rob needs to call Jenny on Tuesday **3rd** December.

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.88, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

## 5 **USEFUL PHRASES**

**3 30)))** Focus on the phrases and make sure Sts understand what each one means.

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

**3 30)))**

See the phrases in the Student's Book on p.45

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

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

### Extra challenge

- Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases** and including at least two dates. When they have finished, get a few pairs to act out their role-play for the class. The others should listen and make a note of the dates.



## STUDY LINK

- Workbook 8A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write on the board \_\_\_\_\_ A CAR.
- Use mime to elicit *drive* a car, *start* a car, *stop* a car, and *park* a car.
- Write them on the board. model and drill pronunciation.

## 1 GRAMMAR *can / can't*

- a Books open. This exercise pre-teaches lexis that will be used in **b** and **c**. Focus on the instructions and make sure Sts know the meaning of *sign*. If you have any on the classroom wall, you could point to them.

Give Sts time to match the words with the pictures.

Check answers.

A No parking    B Motorway    C Traffic lights

- b (3 32))) Focus on the instructions and if you didn't do the **Optional lead-in**, make sure Sts know the verb *drive*. Model and drill pronunciation.

You could tell Sts that if you want to drive a car or ride a motorcycle in the UK at 17, you need to pass the driving theory test first. You can do this on the internet. You also need to pass a practical driving test and you can take driving lessons with an instructor.

You phone to book lessons and the instructor comes to pick you up from your house. When you think you are ready and have passed the theory test, you can take the practical test, which you do with an examiner.

Play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to number the pictures.

Check answers. You could explain the meaning of *book lessons* and elicit / explain what you need to do to get a driving licence (i.e. pass a theory exam and pass a practical test).

1 C    2 A    3 B

(3 32)))

See the dialogues in the Student's Book on p.46

- c (3 33))) Focus on the question and make sure Sts understand *to pass (a test)*.

Play the audio once the whole way through for Sts to listen and answer the question. Play again as necessary.

Check the answer. You could try to elicit why she doesn't pass. (Because she turns left not right / She doesn't stop at a red traffic light / She doesn't see that it is no parking). You could also try to elicit what the instructor says to her (*You need more lessons*).

No, she doesn't.

(3 33)))

E = examiner, A = Anna

E OK. Turn right. Right, not left.

A Sorry!

E The traffic lights are red! Stop!... OK, can you park the car, please?

A Can I park here?

E No, you can't. Look, it's no parking. Park over there.

A Sorry. I'm very nervous.

I Well, Ms Taylor, I'm sorry, but you need more lessons.

- d Tell Sts to look at dialogues 1 and 2 and to complete the chart.

Check answers.

I **can't** answer this question.

**Can** you come on Monday at 8.30?

✓ Yes, I **can**.

✗ No, I **can't**.

- e (3 34))) Tell Sts to go to **Grammar Bank 8A** on p.106.

## 2 PRONUNCIATION /æ/, /ɑː/, and /ə/;

sentence rhythm

### Pronunciation notes

- There are two main pronunciation problems related to *can* / *can't*:

1 – *can* is usually unstressed = /kən/ in positive sentences, e.g. *You can take photos*. Your Sts may find this difficult to hear and to say. However, getting the stress right is vital because if they stress *can*, the listener may think they are saying a negative sentence.

– *Can* in *Can I park here?* can be stressed /kæn/ or unstressed /kən/ depending on how fast you are speaking. It is always in positive short answers, e.g. *Yes, I can*. However, *can* is usually unstressed in questions with a question word, e.g. *Where can we park?*

2 The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can* instead of *can't*). The pronunciation of *can't* varies among different groups of native English speakers, e.g. in standard American English it is usually pronounced /kænt/. In standard British English, it is usually pronounced /kɑːnt/, but there are regional variations. If your own pronunciation of *can't* is different from what is on the audio, you may want to model the sentences yourself. The important thing is for Sts to make sure that they stress *can't* strongly and, as ever, the aim in pronunciation is intelligibility rather than perfection.

- a 3 35))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

3 35)))

See the sounds and sentences in the Student's Book on p.47

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

Now focus on the question and answer after *cat*. Remind Sts that the pink letters are the /æ/ sound, and that the words in bigger font are stressed. Play the audio, pausing after each sentence for Sts to repeat, encouraging them to copy the rhythm.

Now repeat the same process for *car* /ɑː/ and *computer* /ə/.

If the sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

Play the audio again from the beginning, pausing after each question and answer for Sts to repeat.

Give further practice as necessary.

Finally, repeat the activity, eliciting responses from individual Sts.

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b 3 36))) This section gives Sts practice in distinguishing between *can* and *can't*. Focus on the sentences and give Sts time to read them.

Play the audio once the whole way through for Sts to hear the difference between the sentences. Try to elicit what the difference is – the negative *can't* /kɑːnt/ is longer and is stressed compared to the shorter and unstressed *can* /kən/.

3 36)))

See the sentences in the Student's Book on p.47

- c 3 37))) Now tell Sts that they are going to hear only one of the sentences (**a** or **b**) and they have to circle the letter of the one they hear.

Play the audio, pausing for Sts to circle **a** or **b**.

Play the audio again for Sts to listen and check.

Check answers, getting Sts to read out the letter **a** or **b** and the full sentence.

1 a    2 b    3 b    4 a

3 37)))

- |                     |                        |
|---------------------|------------------------|
| 1 We can park here. | 3 You can't sit here.  |
| 2 I can't help you. | 4 Mark can go with me. |

### Extra challenge

- Put Sts in pairs, **A** and **B**. Get Sts **A** to say either sentence **a** or **b** for sentences 1–4 to **B**, who listens and says **a** or **b** depending on which sentence he / she understands. **A** says *yes* or *no*. Then they swap roles.

- d Focus on the dialogues in **1b**. Put Sts in pairs and assign roles (Anna and the instructor / examiner). Tell Sts to practise the dialogues and then swap roles.

Monitor and make a note of any pronunciation problems. Correct any mistakes on the board.

You could get some pairs to perform the role-play for the class.

## 3 VOCABULARY more verb phrases

- a Focus on the instructions and the signs. Tell Sts they need to complete each sentence with *can* or *can't* and a verb from the list. Go through the list of verbs and make sure Sts know what they all mean.

Focus on the example and elicit / explain the use of the impersonal form of *you* in the sentence *You can't swim here* (*you* = people in general).

Give Sts time to complete the sentences and then get them to compare with a partner.

- b 3 38))) Play the audio for Sts to listen and check.

Check answers, getting Sts to read full sentences.

See script 3.38

3 38)))

- 1 You can't swim here.
- 2 You can pay by credit card here.
- 3 You can't use your mobile phone here.
- 4 You can park here.
- 5 You can have a coffee here.
- 6 You can use the internet here.
- 7 You can't take photos here.
- 8 You can't play football here.
- 9 You can change money here.
- 10 You can't drive fast here.

- c Ask Sts to cover sentences 1–10 with a piece of paper and look at the signs. Put Sts in pairs, **A** and **B**. Tell the **As** to say the *can* / *can't* sentences for 1–5 and the **Bs** for 6–10. Then they should swap roles.

Monitor and make a note of any pronunciation problems and drill any sentences that Sts are mispronouncing.

## 4 SPEAKING & WRITING

- a Focus on the instructions and the questions. Give Sts time to read through them and check they understand them. Deal with any new vocabulary, e.g. *museum*. Model and drill pronunciation.

! If your Sts are all from the same town, encourage Sts **A** to pretend that he / she doesn't know anything about the town. If all the Sts are from different countries or towns / cities, get them to do the activity about their hometown, so, e.g. if a **B** student is from Lima, he / she should answer (and later write) about Lima.

Tell Sts they are going to do a role-play, where **A** is a tourist and **B** lives in the town **A** is visiting.

Put Sts in pairs, **A** and **B**. Demonstrate the activity by getting a student **A** to ask **B** the first question in each of the two sections (*Where can I have a good, cheap meal?* / *Can I take photos in museums?*) and encourage **B**, the

local person, to give a clear answer, e.g. *You can have a good, cheap meal in X* (name of restaurant or part of town) and, if possible to add some extra information, e.g. *It's a very nice restaurant*. For the second question encourage **B** to use a short answer (*Yes, you can* / *No, you can't*).

Give Sts **A** time to ask their questions. Monitor and help.

### Extra support

- Give Sts time to read the questions they will be asked and to think of their answers.

- b Get Sts to swap roles, so **B** is now the tourist. Monitor and help.

If there's time, get one or two pairs to perform their role-play for the class.

- c Focus on the instructions and the example. Make sure Sts write about their hometown.

Elicit a couple more examples from Sts and write them on the board (*You can go to good concerts; You can't smoke in restaurants...*).

Give Sts time to write their four sentences. Monitor and help.

Get some general feedback from the class. If all the Sts are from the same town, see if they agree with sentences that other Sts have written.

## WORDS AND PHRASES TO LEARN

4 61))) Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **8A**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 8B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write **FREE TIME** on the board and elicit the meaning (Sts saw this phrase in 7A).
- Ask Sts *What do you do when you have free time?* and elicit verbs onto the board, e.g. *I read, I watch TV*, etc.
- Now show Sts that if you add *-ing* to the verbs, you have the word for the activity (grammatically a noun), e.g. *reading, watching TV*, etc. Show how you can change *I read, I watch TV*, etc. to *I like reading, I like watching TV*, etc.

## 1 VOCABULARY activities

- a Books open. Focus on the task and on photo 1. Ask *What's the activity?* and elicit *travelling*. Don't ask *What's he doing?* as this grammar is not taught until 9A.

Put Sts in pairs and give them a few minutes to match the rest of the activities with the photos.

- b (3 39))) Play the audio for Sts to listen and check.

Check answers.

1 travelling	7 going to the cinema
2 reading	8 cycling
3 cooking	9 watching DVDs
4 running	10 camping
5 swimming	11 painting
6 buying clothes	12 flying

### (3 39)))

10 camping	2 reading
6 buying clothes	4 running
3 cooking	5 swimming
8 cycling	11 painting
12 flying	1 travelling
7 going to the cinema	9 watching DVDs

Make sure Sts are clear about the meaning of all the activities.

Play the audio again, pausing for Sts to repeat the activities. Remind Sts that the underlined syllables are the ones that they have to stress. Highlight that the *-ing* ending is not stressed. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

- c Focus on the instructions. Ask Sts to cover the activities and give them time to look at the photos and remember and say the activities. They could do this individually or with a partner.

Monitor and correct any mistakes in pronunciation while Sts do this.

Then, with Sts looking only at the photos, elicit all the activities from the class, helping them with pronunciation.

## 2 GRAMMAR like / love / hate + verb + -ing

- a Focus on the instructions. Tell Sts they are going to read information on a dating website (a website where people can find a new partner).

Focus on the website and on the verbs *love* and *hate*. Remind Sts that in English we use *love* to say, e.g. *I love you*, but we also use *love* to mean we like something very much, e.g. *I love playing the piano*. Explain / elicit that *hate* in *I hate shopping* is a stronger way of saying *I don't like...*

Give Sts time to read the information about the six people and deal with any vocabulary problems. Highlight the difference between *shopping* and *buying*: *shopping* = going to (usually several) shops to buy food, clothes, etc. and *buying* = giving money in exchange for something. We always put a noun (a thing) after buying, e.g. *buying CDs*, etc., but not after *shopping*.

Now ask Sts to read the information again and, in pairs, match the men and women. Explain that Sts need to complete sentences 1–3 with the name of the most suitable man.

Focus on the gapped sentence and encourage Sts to say why they think the two people are a good 'match'.

Get feedback by asking pairs to explain their choices. Encourage them to begin *We think...* and then ask the rest of the class if they agree.

- 1 Isabella and William because she loves playing the piano and he likes classical music, she likes doing sport and he loves running and cycling, and she doesn't like travelling and he hates flying.
- 2 Angie and Luke because she loves buying clothes and he loves shopping, and she likes the cinema and he likes watching DVDs.
- 3 Adriana and Daniel because she loves walking in the mountains and he likes camping, and she likes good food and he loves cooking.

### Extra idea

- You could ask Sts if they think internet dating is a good way to find a partner, and if they know anyone who met their partner through a dating website.
- b (3 40))) Tell Sts to go to **Grammar Bank 8B** on p.106.

### 3 PRONUNCIATION & SPEAKING

/ʊ/, /u:/, and /ŋ/; sentence rhythm

#### Pronunciation notes

/ʊ/, /u:/, and /ŋ/

- Remind Sts that the two dots in the symbol /u:/ mean that it's a long sound.
- You may want to highlight the following sound–spelling rules:
  - the most common pronunciation of *oo* is the long sound /u:/, e.g. *food, school, soon*. However, *oo* is sometimes pronounced using the short /ʊ/, e.g. *good, book, look*.
  - the letters *-ng* at the end of a word (and without an *e* after them) are always pronounced /ŋ/ in English, e.g. *thing, wrong*. However, *-nge* is usually pronounced /ndʒ/, e.g. *change*.

#### Sentence rhythm

- For information on **Sentence rhythm**, see the **Pronunciation notes** in **2B**.

- a **3 41**))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts. Focus on the exercise and play the audio once the whole way through for Sts just to listen.

**3 41**)))

See the words and sounds in the Student's Book on p.49

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

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

Now repeat the same process for *boot* /u:/ and *singer* /ŋ/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

#### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b **3 42**))) Focus on the conversation. Remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more. Play the audio once the whole way through for Sts to read and listen at the same time. Make sure they understand it all.

**3 42**)))

See the conversation in the Student's Book on p.49

Now play the audio again, pausing after each sentence or question for Sts to repeat. Encourage them to copy the rhythm on the audio by stressing the bigger words in bold more strongly and by saying the others more lightly and quickly.

Now get Sts to read the conversation in pairs. Then get them to swap roles.

- c Focus on the instructions, the example, and the photos in **1a**. In the examples highlight the use of *What about you?* to return the question and the use of *Me, too!* in the answer.

You could demonstrate the activity by telling Sts whether you like / love or don't like / hate the first three or four activities.

Put Sts in pairs and give them a few minutes to talk about the rest of the photos. Monitor and make a note of any difficulties Sts are having.

Highlight any general mistakes on the board.

Get some feedback from various Sts.

### 4 READING & WRITING

- a **3 43**))) Focus on the title and introduction, and read it with the class. Make sure Sts understand *tweets* (= posts on the social media site Twitter) and *all over the world*.

Now focus on the tweets and the **Glossary**. Model and drill the phrases in the glossary.

Play the audio for Sts to read and listen to the tweets. Then go through them and elicit / explain any new vocabulary e.g. *dry, from cover to cover, the country, garden, a series*, etc.

**3 43**)))

See the tweets in the Student's Book on p.49

Finally, tell Sts to tick two tweets where they really like the activities, too. NB Some of the people like doing two different things, but Sts can tick the person even if they only like doing one of the things.

- b Put Sts in pairs and get them to compare their answers.

Get feedback first by finding out if any pairs ticked exactly the same two people, then by asking individual Sts who they ticked and why, e.g. *David – because I like going for a run (too)*.

- c Focus on the title again. Tell Sts to write their own answer to the question on a piece of paper, but not to put their name on it. Monitor and help with vocabulary and spelling.

Collect the answers and shuffle them. Read out each answer in turn and then ask the class *Who do you think it is?* Elicit from the class the name of the student who wrote it.

### Extra idea

- With a small class you could number the answers and pin them on the wall for Sts to read and guess the name of the student who wrote each one. Then check answers to find out who guessed the most correctly.

## WORDS AND PHRASES TO LEARN

4 61 ))) Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **8B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- iTutor
- 

## GRAMMAR

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

## VOCABULARY

- |             |            |
|-------------|------------|
| a 1 play    | 4 meet, go |
| 2 pay       | 5 go, swim |
| 3 walk, ski | 6 do, play |

- |                |                  |
|----------------|------------------|
| b 1 seventh    | 5 March          |
| 2 twelfth      | 6 May            |
| 3 twentieth    | 7 July           |
| 4 thirty-first | 8 November       |
| c 1 cooking    | 5 painting       |
| 2 camping      | 6 running        |
| 3 travelling   | 7 buying clothes |
| 4 flying       |                  |

## PRONUNCIATION

- |                       |                       |                |
|-----------------------|-----------------------|----------------|
| a 1 <u>th</u> irtieth | 3 July                | 5 <u>ng</u> le |
| 2 <u>Jan</u> uary     | 4 <u>sevent</u> eenth |                |
| b /aʊ/ owl            | /æ/ cat               | /ʊ/ bull       |
| /θ/ thumb             | /ɑː/ car              |                |

## 7 & 8 Revise and Check

### CAN YOU UNDERSTAND THIS TEXT?

- a Sts should tick 2, 5, and 7.
- b
- 1 St George's Market
  - 2 The *Titanic* museum
  - 3 World class golf

### CAN YOU UNDERSTAND THESE PEOPLE?

3 44))) 1 b 2 c 3 a 4 c 5 b

3 44)))

See the script in the Student's Book on p.88.



### Short film: I love London

Hi, I'm Helen. I'm from Newcastle in the north of England. Now I live in London.

I study here at UCL in Bloomsbury. I love Bloomsbury. It has a lot of great places to eat and drink. My favourite coffee shop is 'TAP coffee' in Tottenham Court Road. It's a very friendly coffee shop. The atmosphere is really relaxing. I think it has the best coffee in London.

There are a lot of great cafés and restaurants in Bloomsbury, too. This is 'Planet Organic'. It's my favourite place to eat. And it has a supermarket. But I don't always have the money to go here. So, I often come to the food market in Goodge Street for lunch. I can get a great meal for about £5. That's really cheap for London! The food is delicious, too. You can eat food from all over the world.

Bloomsbury is also famous for the British Museum. I sometimes come here in my free time. There are often great exhibitions. At the moment you can see Vikings and Ancient Egyptian mummies.

A lot of famous writers lived in Bloomsbury. It was the home of Virginia Woolf and Charles Dickens.

My favourite shop is the Oxfam Bloomsbury Bookshop. You can buy a lot of books here. They're all very cheap!

Bloomsbury is also near Covent Garden, where there are a lot of great clothes shops.

In this one small area I'm just minutes away from lots of interesting places.

Now, it's time for another coffee. See you later!



## STUDY LINK

- Workbook 9A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write these phrases on the board and the list of verbs underneath:

- 1 \_\_\_\_\_ THE DOOR
- 2 \_\_\_\_\_ TO THE AIRPORT
- 3 \_\_\_\_\_ AT PASSPORT CONTROL
- 4 \_\_\_\_\_ ME LATER
- 5 \_\_\_\_\_ A HOTEL

CALL, CHECK INTO, CLOSE, DRIVE, WAIT

- Then get Sts to complete the phrases with the correct verb.

- 1 **close** the door
- 2 **drive** to the airport
- 3 **wait** at passport control
- 4 **call** me later
- 5 **check** into a hotel

- Make sure Sts understand the meaning of all the phrases. Model and drill pronunciation and then get Sts to open their Student Book's and do the presentation.

## 1 GRAMMAR present continuous

- a **3 46**))) Focus on the pictures, the phone calls, and the instructions, making sure Sts know what a *phone call* is. You might also want to remind Sts of the meaning of the verb *to call*. Elicit where Mia is in each picture (at passport control, in her car, on the plane, at the hotel). If Sts ask why we use the different prepositions *in*, *on*, and *at*, tell them they will focus on this later in **10B** and for the moment just to learn the phrases.

Get Sts to cover the phone calls and play the audio once the whole way through for them to listen and number the pictures.

Check answers.

- 1 B    2 C    3 A    4 D

### **3 46**)))

See the phone calls in the Student's Book on p.52

Tell Sts to uncover the phone calls and play the audio again, so they can read and listen again.

Deal with any vocabulary problems that arose.

- b **3 47**))) Focus on the question and do this as an open-class activity. Don't tell Sts if they are right or not.

Play the audio for Sts to listen and check their ideas.

Check the answer, making Sts know what *to leave someone* means.

### **3 47**)))

Twenty minutes later

**Simon** Hello?

**Mia** Hello? Simon? I can talk now.

**Simon** OK. Listen, Mia. I don't know how to say this...

**Mia** What is it?

**Simon** I'm sorry, but... I'm leaving you.

- c Focus on the instructions. Give Sts time to read all the highlighted words in the phone calls and then circle **a** or **b**.

Check the answer.

b (now)

- d **3 48**))) Tell Sts to go to **Grammar Bank 9A** on p.108.

- e **3 49**))) Explain to Sts that they are going to hear some sounds that represent things that Mia is doing. They have to use the present continuous to describe the actions.

Play the audio for the sound effects for 1, then pause the audio and focus on the example.

Now play each sound effect and then pause the audio to give Sts time to write their answers.

Get Sts to compare with a partner, then play the audio again, pausing after each sound effect, and elicit answers.

- 2 She's crying.
- 3 She's having a drink. / She's drinking something.
- 4 She's eating chocolate / something.
- 5 She's watching TV.
- 6 She's phoning a friend.
- 7 She's having a shower.
- 8 She's getting a taxi.
- 9 She's dancing.

### **3 49**)))

(Sound effects)

1 Mia opening door to hotel room

2 Mia crying

3 Mia pouring something into a glass and drinking it

4 Mia unwrapping and eating some chocolate

5 Mia turning on the TV

6 Mia phoning a friend 'Hi Louise. It's me. Mia... Yes I'm in Paris. Are you free this evening?'

7 Mia having a shower

8 Mia getting a taxi, greeting taxi driver in French and asking for a nightclub

9 'Come on, let's dance!' Mia and Louise dancing

## 2 PRONUNCIATION sentence rhythm

### Pronunciation notes

- Remind Sts that words that carry the important information are said more strongly than others, e.g. in *What are you doing?, I'm making the dinner.* (The underlined words are the ones which communicate the message.)
- To pronounce well, with a good rhythm, Sts need to stress these words more strongly and pronounce unstressed words as lightly as possible. Obviously the ability to do this will improve with time and is not something Sts can pick up immediately.
- Being aware of the way important words are stressed in English will also help Sts with understanding English as these are the words they need to listen out for when listening.

- a **3 50**))) Focus on the conversation and remind Sts that the words in bigger bold print are stressed.

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

**3 50**)))

See the conversation in the Student's Book on p.53

Now play it again, pausing after each question or sentence for Sts to listen and repeat. Encourage them to copy the rhythm. on the audio by stressing the bigger words in bold more strongly and by saying the others more lightly and quickly.

- b Put Sts in pairs and get them to practise the phone calls between Mia and Simon in **1a**.

Make sure they swap roles. Monitor and help.

You could get some pairs to perform the phone calls for the class.

### Extra challenge

- Get Sts to improvise the last phone call where Simon says he is leaving Mia.
- c Focus on the instructions and the two speech bubbles with the questions.

Put Sts in pairs, **A** and **B**. Get Sts **A** to ask **B** about photos 1–3 and Sts **B** to ask **A** about photos 4–6.

Check by getting different pairs to ask and answer about each photo.

## 3 VOCABULARY common verb phrases 2: travelling

- a Focus on the instructions and elicit answers from the class.

In picture D Mia is checking into a hotel. Simon is calling her.

- b Tell Sts to go to **Vocabulary Bank Common verb phrases 2** on p.126.

## 4 LISTENING

- a **3 52**))) Focus on the instructions and 1–4. You could point out that in 1 and 2 the auxiliary is already there for Sts.

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

**3 52**)))

(script in Student's Book on p.89)

Now play it again, pausing after each conversation to give Sts time to write. Tell Sts they should use verb phrases they have just learnt in the **Vocabulary Bank Common verb phrases 2: travelling**.

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

- 1 The man and the woman are **buying presents**.
- 2 The woman is **packing** (the suitcase).
- 3 The man **is renting a car**.
- 4 The man and the woman **are waiting for a bus**.

- b Focus on sentences 1–4. Put Sts in pairs and give them time to think about what the correct words are, but tell them not to write them yet.

Play the audio again, pausing after each conversation to give Sts time to circle the answer.

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

- 1 They buy **a football shirt** for Johnny and **a bag** for Jessica.
- 2 They need **swimming** things and the man wants to take his **camera**.
- 3 The man wants a **small**, manual car for **three** days.
- 4 The first bus that comes is a number **23**. They want a number **13**.

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.89, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

## 5 READING

- a Focus on the instructions and make sure Sts understand the situation. Tell Sts that Mike and Lina are friends who are going to the cinema, but they are not together now, so they are texting / messaging each other.

Make it clear that Mike's messages are in the correct order and that Lina answers each one of the messages, so Sts should write 1 next to Lina's response to Mike's first message. Give Sts time to read Mike's messages and then number Lina's messages.

Get Sts to compare with a partner.

- b **3 53**))) Play the audio for Sts to listen and check. Check answers.

- 1 Me, too. I'm walking to the bus stop. Are you getting the bus, too?
- 2 Yes, see you.
- 3 Sorry, we're in a lot of traffic. There in five minutes.
- 4 I'm arriving at the cinema now. Where are you?
- 5 Yes! Can you see me? I'm walking towards you now!

3 53)))

M = Mike, L = Lina

- 1  
M Hi. I'm just leaving the house now.  
L Me, too. I'm walking to the bus stop. Are you getting the bus, too?
- 2  
M No, I'm not. I'm cycling. See you in twenty minutes?  
L Yes, see you.
- 3  
M Where are you? I'm at the cinema, but I can't see you. I'm waiting outside.  
L Sorry, we're in a lot of traffic. There in five minutes.
- 4  
M It's really cold outside. I'm going in.  
L I'm arriving at the cinema now. Where are you?
- 5  
M I'm standing near the box office. I'm wearing a black jacket. Can you see me?  
L Yes! Can you see me? I'm walking towards you now!

- c Focus on the instructions and give Sts time to find the word or phrase for definitions 1–6.

Get Sts to compare with a partner.

- d 3 54))) Play the audio for Sts to listen and check.

Check answers.

See script 3.54

3 54)))

- 1 bus stop
- 2 box office
- 3 jacket
- 4 towards
- 5 traffic
- 6 outside

Deal with any vocabulary problems that arose.

## 6 SPEAKING

- a Put Sts in pairs, **A** and **B**, and get them to sit face-to-face if possible.

Tell them to go to **Communication** *The same or different?*, **A** on p.78 and **B** on p.82.

Go over the instructions and make sure Sts understand what they have to do.

When they have finished, get them to describe some of the pictures.

Tell Sts to go back to the main lesson **9A**.

- b Focus on the instructions and example. Get Sts to write the names of people in their family and as they write the names, tell them to think about what the people are doing now. If they don't know, tell them to guess.

Put Sts in pairs and get them to tell their partner about the people on their lists.

Get some feedback from various Sts and find out if any of the people are doing the same thing.

### Extra idea

- Sts can do this by asking and answering questions with their partner. Model a conversation like this one and write it on the board for Sts to refer to.

**A** (looking at **B**'s list of names) *Who's Maria?*

**B** *She's my mother.*

**A** *What do you think she's doing now?*

**B** *I think she's working.*

## WORDS AND PHRASES TO LEARN

- 4 61))) Tell Sts to go to p.131 and focus on the **Words and phrases to learn** for **9A**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 9B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write on the board **JOBS IN A HOTEL**.
- Elicit from Sts different jobs and write them on the board, e.g. receptionist, waiter / waitress, chef, cleaner, etc.
- Then ask what the word is for the person in charge of the hotel and elicit *the manager*. Model and drill pronunciation of all the jobs.

## 1 GRAMMAR present continuous or present simple?

- a (355))) Focus on the title, *Undercover Boss*, and tell Sts this is a TV show. Explain / elicit the meaning of the title and ask Sts if this programme is also on TV in their country. Highlight that *boss* is an informal way of saying the person who is in charge of a group of workers or an organization.

! Don't ask Sts their opinion of this kind of show as they will do this later in the lesson.

Play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to answer the question.

Check the answer. You might want to explain what a *hotel chain* is.

He wants to know more about his workers and about the problems in his hotels.

(355)))

See *Undercover Boss* in the Student's Book on p.54

- b Before Sts do the exercise focus on the words *bedroom* and *kitchen* in the **Glossary** on p.55 and make sure Sts understand their meanings. Model and drill pronunciation.

Now focus on the instructions and the three verbs in the list. Tell Sts to read all four bullet points in the text first as this will help them when completing the gaps. You could explain / elicit the meaning of the noun *a suit* /su:t/ and the phrase *to wash dishes*. Model and drill pronunciation.

Give Sts time to complete the sentences with the verbs in either the present simple or the present continuous.

Play the audio again for Sts to listen and check.

Check answers and elicit which verb form is used in each one and why.

- 1 's wearing (present continuous because it's just today, not usually)
- 2 has (present simple because it's usually)
- 3 's working (present continuous because it's just today, not usually)

- c Focus on the instructions. Tell Sts to look at the four completed bullet points in the text to help them.

Check answers.

Use the present simple to talk about **every day**.  
Use the present continuous to talk about **today / now**.

- d (356))) Tell Sts to go to **Grammar Bank 9B** on p.108.

## 2 READING

- a (357))) Focus on the photos and elicit that the man is David, the 'undercover boss'.

Now focus on the instructions. Make sure Sts know the meaning of *summary* and point out the **Glossary**.

Give Sts time to read sentences 1–8 and make sure they understand them.

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

Give Sts time to read the text again if necessary and mark 1–9 T (true) or F (false).

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

1 T 2 F 3 T 4 T 5 F 6 F 7 F 8 T 9 F

(357)))

See *Undercover Boss: Episode 1 Summary* in the Student's Book on pp.54–55

### Extra challenge

- Get Sts to correct the false sentences:
  - 2 On Monday David is **washing the dishes** in the kitchen.
  - 5 David is **servicing** breakfast.
  - 6 The workers only have **15 minutes / a quarter of an hour** to clean the rooms.
  - 7 David **thinks** cleaning is hard work.
  - 9 The **good** workers get more money.
- b Focus on the highlighted words and phrases and get Sts to guess their meaning with a partner.

Get feedback. Get Sts to check words they couldn't guess in a dictionary or if dictionaries are not available, elicit / explain the meanings. Do this in English if possible, or mime, or use the board.
- c Do this as an open-class activity.

### 3 VOCABULARY clothes

- a Focus on the topic and model and drill the word *clothes* /kləʊðz/.

Now focus on the instructions and point out that the first one has been done for them. You could do this as an open-class activity or put Sts in pairs. If you know your Sts' L1, you could let them translate the words. If not, Sts could point to the clothes in the class or draw a picture.

If Sts worked in pairs, check answers.

Sts should underline: jeans, T-shirt, uniform, jacket, hat.

- b (3 58))) Focus on the instructions and give Sts time to match the words with the pictures.

Get Sts to compare with a partner.

Now play the audio for Sts to listen and check.

Check answers.

1 jeans	6 shoes
2 sweater	7 dress
3 jacket	8 T-shirt
4 skirt	9 suit
5 trousers	10 shirt

(3 58)))

7 dress	2 sweater
4 skirt	10 shirt
3 jacket	8 T-shirt
9 suit	6 shoes
1 jeans	5 trousers

### 4 LISTENING

- a (3 59))) Focus on the instructions. You could tell Sts in their L1 that the expression *work experience* is widely used to mean volunteer work that is commonly intended for young people – often students – to get a feel for professional working environments. Most students go out on work experience for one or two weeks in a year and do not get paid. Make sure Sts understand the task.

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

Check the answer.

She is positive.

(3 59)))

(script in Student's Book on p.89)

- b Focus on the instructions and questions 1–7. Give Sts time to read them.

Now play the audio again for Sts to listen and answer the questions. Play again as necessary.

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

- 1 clothes for men and women, informal clothes, trousers, T-shirts, sweaters, things like that
- 2 She helps the customers find the clothes that they're looking for.
- 3 The people are really nice to her. She's making a lot of new friends.
- 4 She can't sit down.
- 5 She can work at the shop on Saturdays.
- 6 No, she doesn't.
- 7 from the shop / *fat face*

#### Extra support

- If there's time, you could play the audio again while Sts read the script on p.89, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- c Put Sts in pairs or small groups and get them to discuss the question.

Get some feedback from various pairs or groups.

#### Extra support

- Do this as an open-class activity.

### 5 PRONUNCIATION & SPEAKING /ɜ:/, /i:/, /e/, and /eə/

#### Pronunciation notes

- /ɜ:/ For information on this sound, see the **Pronunciation notes** in 6A.
- /i:/ For information on this sound, see the **Pronunciation notes** in 1A.
- /e/ A single letter *e* is usually pronounced /e/, e.g. *ten*. Sometimes the vowels *ea* also have this sound, e.g. *breakfast*.
- /eə/ For information on this sound, see the **Pronunciation notes** in 7A.

- a (3 60))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

(3 60)))

See the words and sounds in the Student's Book on p.55

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

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

Now repeat the same process for *tree* /i:/, *egg* /e/, and *chair* /eə/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b **3 61 )))** Focus on the three sentences and play the audio once the whole way through for Sts just to listen.

### **3 61 )))**

See the sentences in the Student's Book on p.55

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

Put Sts in pairs and get them to practise saying the sentences.

- c Go through questions 1–3 with the class, checking Sts understand the lexis, e.g. *summer*.

Put Sts in pairs and get them to discuss the questions, giving as much information as possible.

Get some feedback from the class.

### Extra support

- Do a quick review of colours by pointing to various items around the class and asking *What colour is it?*

### Extra support

- Answer some of the questions yourself before putting Sts in pairs.

- d Do this as an open-class activity. Sts could start by saying what you are wearing and what you usually wear.

## WORDS AND PHRASES TO LEARN

- 4 61 )))** Tell Sts to go to p.131 and focus on the **Words and phrases to learn** for **9B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- **Workbook** Would you like to come?
- **iTutor**
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Pretend to have two tickets for something that you think many of your Sts would like to do (e.g. a football match or a concert involving a well-known singer or group).
- Invite individual Sts using *Would you like to (come with me to a X concert) on Saturday night?* and teach the answers *I'd love to. Thanks. / I'm sorry I can't. I'm busy on Saturday night.*
- Write these on the board and model and drill pronunciation.
- Finally, when you have invited several people, write the question on the board, and model and drill pronunciation.

## 1 INVITING AND OFFERING

- a **3 62**))) Books open. Focus on the task and get Sts to cover the conversations and focus on the photos.

Play the video or audio once the whole way through for Sts to listen and number the photos.

Check answers.

1 B    2 A    3 C

### **3 62**)))

R = Rob, A = Alan, B = Barman

1

R Hey, Alan. Would you like to come to the match with me on Sunday? It's Norwich against Chelsea, and I have two tickets.

A Wow! What time's the match?

R It's at four o'clock.

A Yeah, I'd love to. Thanks.

R Would you like to meet for lunch first?

A Sorry, I can't. It's my mum's birthday, and I need to have lunch with her. But I can meet you there.

R Great. Let's meet at half past three at the entrance to the Tube station.

A Fine. See you there.

2

A They are playing really badly. I hope the second half is better.

R Me, too. I know they can win. Would you like a burger?

A No, thanks. I'm not very hungry.

R How about a coffee?

A Yeah, great.

\*\*\*

R Um, a burger and a water, please.

A And I'd like a coffee.

B Milk and sugar?

A Yes, please.

R Oh! Come on!

- b Get Sts to uncover the conversations. Go through the definition for *the entrance* with the class and explain / elicit that *the Tube* is the informal name for the London Underground.

Tell Sts to read the conversations and as they read they should think about what the missing words might be.

Now play the video or audio again for Sts to listen and complete the gaps. Pause after each conversation to give Sts time to write.

Check answers.

1 match	6 3.30	11 water
2 Saturday	7 know	12 coffee
3 four o'clock	8 burger	13 Milk
4 lunch	9 hungry	
5 birthday	10 coffee	

Go through the conversations line by line and focus on any new or unfamiliar expressions, e.g. *It's Norwich against Chelsea*, etc. You may want to point out that the *w* is silent in *Norwich*.

Remind Sts of the use of *Wow!* to express surprise or happiness.

Point out to Sts that native speakers often use *yeah* instead of *yes*, e.g. when Alan accepts the invitation he says *Yeah, I'd love to*. You could also point out the sound *um* that Rob makes before ordering (*Um, a burger, please.*) and explain / elicit that we sometimes use it when we are giving ourselves time to think.

- c Focus on the question and do it as an open-class activity.

Now focus on the *Would you like...?* box and go through it with the class.

## 2 PRONUNCIATION sentence rhythm

### Pronunciation notes

- Good sentence rhythm depends on stressing the important words in a sentence and linking some words together. Here Sts get intensive practice of asking *Would you like...?* questions with good rhythm and intonation.

- a **3 63**))) Focus on the two questions and tell Sts that they are going to 'build' them bit by bit.

Play the audio once the whole way through for Sts just to listen. Remind Sts that the words in bold are stressed pronounced more strongly.

Explain that when saying *Would you*, the *d* of *would* is linked or connected to the *y* of *you* and that this creates a /dʒ/ sound.

### **3 63**)))

See the words in the Student's Book on p.57

Now play the audio, pausing at the end of each line for Sts to listen and repeat. Check that Sts are linking *would* and *you*. If Sts are having problems, model the words yourself for them to repeat.

- b Focus on the instructions and speech bubbles. Elicit the eight questions from the class. Then model and drill them.

Now ask one of the questions with *Would you like a...?* to elicit the two possible answers *Yes, please.* / *No, thank you.*

Then ask one of the questions with *Would you like to go to...?* to elicit the two possible answers *Yes, I'd love to.* / *Sorry, I can't.*

Put Sts in pairs, **A** and **B**. Tell the **As** to ask about the first photos in each group. Sts then take turns asking each other about the things in the photos and responding.

Monitor and help.

Get some pairs to perform for the class.

- c Put Sts in pairs and get them to practise the conversations in **1b**. The person playing Rob should read the barman's line.

Make sure they swap roles.

You could get a pair to perform the conversations for the class.

## 3 MEETING AN OLD FRIEND

- a **3 64**))) Focus on the instructions and questions, and make sure Sts understand *ex-boyfriend*.

Play the video or audio once the whole way through for Sts to listen and answer the questions. Play again as necessary.

Get Sts to compare with a partner and check answers.

He invites her to have a cup of coffee.  
He invites her to a Picasso exhibition. He also invites her to have dinner or to see a show.

### **3 64**)))

(script in Student's Book on p.89)

- b Focus on the instructions and give Sts time to read sentences 1–5. Make sure they understand all the lexis in the options.

Play the video or audio again for Sts to listen and circle the right answer.

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

- 1 well
- 2 starting to rain
- 3 an hour
- 4 can't
- 5 isn't

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.89, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

## 4 USEFUL PHRASES

- 3 65**))) Focus on the phrases and make sure Sts understand what each one means.

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

### **3 65**)))

See the phrases in the Student's Book on p.57

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

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



### Extra challenge

- Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases**. When they have finished, get a few pairs to act out their role-play for the class.

## 5 SPEAKING & WRITING

- a **3 66**))) Focus on the instructions. Before you play the audio, you might want to check Sts know the meaning of *busy*. Model and drill its pronunciation.

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

**3 66**)))

See the conversations in the Student's Book on p.57

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

Then put them in pairs and get them to practise the conversations. Make sure they swap roles.

- b Focus on the instructions. Highlight that Sts should use the conversation in **1a** as a model to role-play a conversation using their own ideas.

Put Sts in pairs, **A** and **B**, and get them to role-play their own conversations. Monitor and help as needed.

Make sure they swap roles.

- c Tell Sts they need to invite their friends to their party. When they accept an invitation, tell them to make sure they make a note of whose party they are going to and when, so they don't accept two invitations on the same day.

Now get Sts to stand up and move around the classroom inviting as many people as possible to their party.

Monitor and help as needed.

Ask a few Sts when their party is and how many people are coming.

- d Ask Sts to go to **Writing An email** on p.85.

## STUDY LINK

- Workbook 10A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write on the board A HOTEL ROOM and give Sts three minutes, in pairs, to brainstorm words for things you might find in a hotel room, e.g. *table, chair, bed, bathroom, shower, bath, phone, mini bar, door, window, etc.*
- Write the words they say on the board. Model and drill pronunciation.

## 1 VOCABULARY hotels

- a Books open. Focus on the instructions and give Sts time to read the information. Elicit / explain that an *inn* is a small hotel. Make sure Sts understand *friendly* and *views*. You could put Sts in pairs to answer the questions or do it as an open-class activity.

Elicit opinions. Also ask if Sts have heard of Loch Ness. You could tell them that *loch* is the Scottish word for *lake*. Ask *What is Loch Ness famous for?* and elicit / teach the word *monster*.

- b Get Sts to look at the photo of the bedroom and match the words with the items in the room.

Check answers.

1 a window	3 a picture	5 the floor
2 a bed	4 a lamp	

- c Tell Sts to go to **Vocabulary Bank Hotels** on p.128.

## 2 GRAMMAR *there's a... / there are some...*

- a (4 4))) Focus on the lesson title, *Is there really a monster?*, and elicit / explain the meaning (= Is it true that there is a monster?).

Now focus on the instructions. Get Sts to cover the conversation and focus on the list of items. Model and drill pronunciation of *Wi-fi* /'waɪ faɪ/. Point out that the first one has been done for them.

Play the audio once the whole way through for Sts to listen and complete the task. Play again as necessary. You may want to point out to your Sts that the receptionist speaks with a Scottish accent.

Check answers by asking *Is there (a TV)? / Are there (shops near)?* and getting Sts to just say *Yes* or *No*.

✓ TV	✓ Wi-fi	✗ a restaurant
✓ a bar	✓ a good view	✗ shops near

Deal with any vocabulary problems that arose. You could point out that *cases*, in line 6, is an abbreviation of *suitcases*, which they saw in the **Vocabulary Bank Common verb phrases 2: travelling**.

### (4 4)))

E = Eric, R = receptionist, L = Louisa

- E Hello. Do you have a room for tonight?  
R Let's see. eR, Yes, there's a room on the second floor.  
L Great. Can we see it?  
R Of course. Come with me.  
E Is there a lift?  
R I'm sorry, no, there isn't. But I can help you with your cases.  
\*\*\*  
R This is the room.  
L Ah! It's beautiful. I love it.  
E Yes, and there's a great view of Loch Ness.  
R The remote control for the TV is on the table.  
E Is there Wi-fi?  
R Yes, there is. There's Wi-fi in every room in the hotel. This is the bathroom. There's a bath and a shower.  
E Is there a restaurant? We're very hungry.  
R No, there isn't a restaurant, sir. But you can have dinner in the bar or there are some pubs in the village.  
L Are there any shops near here?  
R No, madam, there aren't any shops near the hotel.  
E OK, thanks. I have one more question.  
R Yes, sir?  
E Is there a monster in the loch?  
R Well, some people say there is and some people say there isn't. Enjoy your stay. Breakfast is at eight.

- b Focus on the instructions and get Sts to uncover the conversation.

Play the audio again for Sts to read and listen at the same time.

Give Sts time to look at 1–3 and circle the right words. If you know your Sts' L1, you may want to elicit a translation of *There's / There are* at this point.

Check answers.

- |  |
|--|
| 1 a (singular)                         |
| 2 b (plural)                           |
| 3 b (negative sentences) and questions |

- c (4 5))) Focus on the task and play the audio once the whole way through for Sts to listen and answer the first two questions.

Check answers to the first two questions.

They see something in Loch Ness.  
Louisa takes photos with her phone.

### (4 5)))

(script in Student's Book on p.89)

Do the final question as an open-class activity.

You could find out with a show of hands how many Sts believe in the Loch Ness monster.

- d (4 6))) Tell Sts to go to **Grammar Bank 10A** on p.110.

### 3 PRONUNCIATION /eə/ and /ɪə/

#### Pronunciation notes

- You could point out that /eə/ and /ɪə/ are diphthongs, i.e. two sounds, if you think this will help Sts.
- /eə/ For information on this sound, see the **Pronunciation notes** in 7A.
- /ɪə/ The letters *eer* are always pronounced /ɪə/, e.g. *beer*.  
The letters *ere* and *ear* are sometimes pronounced /ɪə/, e.g. *here*, *near*, but are also sometimes pronounced /eə/, e.g. *there*, *wear*. Sts need to learn these common examples by heart.

- a **47**) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

**47**)

See the words and sounds in the Student's Book on p.59

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

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

Now repeat the same process for *ear* /ɪə/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

#### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

Focus on the *ear* box and go through it with the class. There is no easy rule here, so Sts will have to learn and remember how these words are pronounced.

- b **48**) Play the audio once the whole way through for Sts just to listen.

**48**)

See the sentences in the Student's Book on p.59

Then play it again for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

- c Put Sts in pairs and tell them to practise the conversation in **2b** on p.58. The person playing Eric should read Louisa's lines.

Make sure they swap roles.

You could get some pairs to perform the role-play for the class.

- d Focus on the instructions, the two categories and words, and the example.

Put Sts in pairs and get a good pair to demonstrate the activity. Then get Sts to make a  $\oplus$  or  $\ominus$  sentence with *there's a... | there are some...* for each noun. Monitor, correcting pronunciation.

Elicit some sentences from individual Sts.

#### Extra support

- Get Sts to write two sentences about their classroom (one  $\oplus$  and one  $\ominus$ ) and two about their school, and then practise saying them.

### 4 VOCABULARY & SPEAKING *in, on, under*

- a Focus on the pictures of the boxes and balls. Give Sts time to write the correct preposition under each picture.

Check answers.

1 in                      2 on                      3 under

Highlight with examples and demonstrations the difference between *on* and *in*. *In* is used when something is inside a closed or semi-closed space (e.g. *My phone is in my pocket. The book is in the drawer.*) whereas *on* is used when something is on the surface of something else (e.g. *The picture is on the wall. The book is on the table.*).

#### Extra idea

- You could practise these prepositions further by placing an object, e.g. your mobile phone, in different places in the classroom and asking *Where's my phone?* (e.g. *It's on the table, it's under the chair, it's in your bag, etc.*).

- b Focus on the six pictures. In each one the remote control is in a different place.

Focus on the speech bubbles and picture 1. Model and drill the question and answer in chorus and individually.

Get a pair of Sts to demonstrate the activity.

Then put Sts in pairs and give them time to ask and answer the questions.

Monitor and help.

Check answers.

2 It's on the bed  
3 It's in the (coffee) cup.  
4 It's under the bed.  
5 It's under a towel, on the chair.  
6 It's in the suitcase.

- c Put Sts in pairs, **A** and **B**. Tell them to go to **Communication** *Is there a TV? Where is it?*, **A** on p.78 and **B** on p.82.

Focus on the instructions and make sure Sts are clear about what they have to do. Establish that **A** is going to first ask **B** questions about picture 1. For each object, if **B** answers *Yes, there is / are*, **A** then has to ask *Where is it? / Where are they?* and draw the object in the correct place or write the word there.

Demonstrate by taking the role of **A** and asking one of the **Bs** *Is there a coat?* and eliciting *Yes, there is*. Then ask *Where is it?* and elicit *It's on the chair*. Then tell all the **As** to draw a coat on the chair.

Get the **As** to continue with the questions and then to swap roles.

As soon as a pair has finished, tell them to compare their pictures.

### Extra idea

- You could get fast finishers to write sentences about their picture, e.g. *There's a laptop on the bed. There are some keys on the table*, etc.

## WORDS AND PHRASES TO LEARN

4 61 ))) Tell Sts to go to p.131 and focus on the **Words and phrases to learn** for **10A**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 10B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Tell Sts that you are going to say a sentence about a person and they have to say what the person's job is.
- Say the sentences below to elicit the jobs from the class:
  - 1 This man works in a restaurant and you say to him 'A table for two, please.' (He's a waiter.)
  - 2 This woman works in a restaurant. She brings you your food. (She's a waitress.)
  - 3 This man works in films and in the theatre. (He's an actor.)
  - 4 This person plays music on the radio and in a club. (He / She is a DJ.)

## 1 GRAMMAR past simple: *be*

- a Books open. Focus on the instructions and make sure Sts understand the meaning of *famous*. Model and drill pronunciation. Then point to the photo of Lady Gaga and ask *What does she do?* (She's a singer and an actor).
- Now put Sts in pairs to ask and answer about the rest of the people in the photos. They should say if each person is a singer or an actor. Remind Sts that a woman can be an actor or an actress.

Check answers by calling on individual Sts to say what the people do.

Brad Pitt is an actor.  
Pink is a singer and an actor.  
Russell Crowe is a singer and an actor.

- b Focus on the title of the lesson, *Before they were famous...and after*, and see if Sts can work out what it means. If necessary, use L1 to check.

Now focus on the instructions and tell Sts that they are going to guess what the celebrities' jobs were before they were famous. If you didn't do the **Optional lead-in**, you might want to explain / elicit what a *DJ* is.

Give Sts time to read the text and complete each gap with a name.

Deal with any new vocabulary.

- c (4 9))) Play the audio, pausing after each sentence to give Sts time to check their answers or complete the sentences. This is the first time Sts have seen *was* and *were*, but they should be able to guess the meaning from context.

Check answers.

- |             |                 |
|-------------|-----------------|
| 1 Lady Gaga | 3 Russell Crowe |
| 2 Pink      | 4 Brad Pitt     |

(4 9)))

#### Before they were famous...

They're big names today, but many celebrities' first jobs were in fast food restaurants! For example, Lady Gaga and Pink were waitresses, Russell Crowe was a waiter and a DJ, and Brad Pitt was a chicken, standing in the street to attract customers!

- d Do this as an open-class activity and elicit the answers from the class.

He **was** a waiter    They **were** waitresses.

- e (4 10))) Tell Sts to go to **Grammar Bank 10B** on p.110.

- f (4 11))) Focus on the instructions and the example. Play the first sentence, pausing after the prompt (*She's a waitress.*) for Sts to say the past form in chorus. Now continue playing the audio for Sts to hear the answer.

Play the rest of the audio, pausing after each prompt for Sts to make the sentence in the past.

(4 11)))

- 1 She's a waitress. (*pause*) She was a waitress.
- 2 Is he an actor? (*pause*) Was he an actor?
- 3 We aren't very happy. (*pause*) We weren't very happy.
- 4 It isn't expensive. (*pause*) It wasn't expensive.
- 5 They're terrible. (*pause*) They were terrible.
- 6 Are you a student? (*pause*) Were you a student?
- 7 I'm not tired. (*pause*) I wasn't tired.
- 8 You're in my class. (*pause*) You were in my class.

Then repeat the activity, eliciting responses from individual Sts.

### Extra challenge

- You may want to encourage Sts to use the weak forms *was* /wəz/ and *were* /wə/ in positive sentences (See **Pronunciation notes**) although Sts at this low level are likely to find it easier to use strong forms.

## 2 READING

- a (4 12))) Focus on the instructions. Do the two questions as an open-class activity. **Don't** tell Sts if they are right.

Now play the audio for Sts to listen and read at the same time.

Check answers. Find out if any Sts have seen the film.

- |   |
|---|
| 1 <i>Cinema Paradiso</i>                        |
| 2 Salvatore Cascio / the boy in the first photo |

(4 12)))

See the article in the Student's Book on p.60

## 2 READING

- b** Focus on the instructions and questions 1–6, making sure Sts understand all the questions.

You might want to pre-teach some lexis, e.g. *a game, a smile, winner, memories, dreams*, etc., or you may prefer to deal with it in context.

Give Sts time to read the article and answer the questions. Deal with any vocabulary problems if you didn't pre-teach any new lexis.

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

- |                 |                                     |
|-----------------|-------------------------------------|
| 1 He was eight. | 4 It means 'The Oscar for flavour'. |
| 2 in 1990.      | 5 No, it wasn't.                    |
| 3 No, he isn't. | 6 He says the film is about dreams. |

- c** Do this as an open-class activity.

## 3 VOCABULARY *in, at, on*

- a** Focus on the instructions and sentences.

Get Sts to complete the gaps.

Check answers.

- 1 in    2 at

- b** Write **IN**, **AT**, and **ON** on the board. Highlight that we often use these prepositions with places.

Focus on the chart. Explain that all of the words in each column use the same preposition.

Get Sts to complete the gaps at the top of the chart with *in, at, or on*. They should be able to do this as they have seen examples of these prepositions earlier in the Student's Book.

- c** (413))) Play the audio once for Sts to check their answers and repeat the sentences.

- 1 at    2 in    3 on

### (413)))

**Where were you yesterday at 7 p.m.?**

- |                       |                             |                   |
|-----------------------|-----------------------------|-------------------|
| 1 I was at home.      | I was at school.            |                   |
| I was at work.        | I was at university.        |                   |
| 2 I was in bed.       | I was in the street.        |                   |
| I was in the kitchen. | I was in a café.            |                   |
| I was in my car.      | I was in a museum.          |                   |
| I was in London.      | I was in a shopping centre. |                   |
| I was in the park.    | I was in a restaurant.      |                   |
| 3 I was on a bus.     | I was on a train.           | I was on a plane. |

Explain that the best way to learn prepositions is by remembering them in phrases, e.g. *at home, in the office*. However, the following are some simple guidelines Sts can use:

- Use *at* for set phrases, e.g. *home, school, work, university*.
- Use *in* for towns, countries, rooms, buildings, and *bed*.
- Use *on* for transportation with *bus, train, plane, ship*, but use *in* with *cars*.

! Sometimes you can use *in* or *at* with a building, but with a small difference in meaning, e.g. *We were at a restaurant last night* (= this could be inside or outside). *We were in a restaurant* (= definitely inside), but it is better at this level to give Sts a clear (if incomplete) rule.

- d** Focus on the instructions and the example. Demonstrate the activity by saying a word from the chart. Elicit the correct prepositional phrase. Repeat with two or three more words.

Put Sts in pairs, **A** and **B**. Tell **As** to look at the chart. Tell **Bs** to close their books. **A** tests **B** on the phrases.

After a few minutes, get them to swap roles.

- e** (414))) Focus on the instructions. Explain that Sts are going to hear sound effects on the audio that will tell them where Jason was yesterday at the times in the exercise. They have to complete the sentences with *he was* and the place.

Play the audio, pausing after the first sound effect and get Sts to look at the example.

Then play the next sound effect and pause the audio. Ask *Where was Jason at eight o'clock?* (He was in a / his car). Get Sts to write it.

Continue playing the audio, pausing after each sound effect for Sts to write their answers.

Get Sts to compare with a partner and then play the audio again, pausing after each sound effect and eliciting answers from individual Sts.

- 2 he was in a / his car  
3 he was on a plane  
4 he was on a train  
5 he was in the street  
6 he was in a restaurant  
7 he was in bed

### (414)))

(Sound effects)

- 1 at six o'clock in the morning: *man snoring*  
2 at eight o'clock in the morning: *car door closing and car starting*  
3 at eleven o'clock in the morning: *pilot's announcement, plane taking off*  
4 at three o'clock in the afternoon: *a train*  
5 at five o'clock in the afternoon: *street noises*  
6 at seven o'clock in the evening: *restaurant noises*  
7 at ten o'clock at night: *snoring again*

## 4 PRONUNCIATION & SPEAKING *was* and *were*; sentence rhythm

### Pronunciation notes

- Native speakers use two different pronunciations of *was* and *were* depending on whether they are stressed or not, i.e. they can have a strong or weak pronunciation.
- *was* and *were* always have a strong pronunciation in short answers and negatives, and can have a strong pronunciation in *yes / no* questions, e.g. *Was he at home last night?*). The pronunciation is /wɒz/ and /wɜːz/.
- *was* and *were* tend to have a weak pronunciation in ⊕ sentences and are pronounced /wəz/ and /wə/, e.g. *He was a teacher /wəz/, They were waitresses /wə/.*
- It is useful for Sts at this level to be aware of these differences, but unrealistic to expect them to be able to use them properly and Sts will probably use mostly strong forms of *was* and *were*.
- Pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, so it is worth working on this.

- a 4 15))) Focus on the dialogue and play the audio once the whole way through for Sts just to listen.

Explain the meaning of *remember* and *alone*. You could point out that *was* and *were* are not usually stressed in the positive, the policeman stresses the first *were* for emphasis.

4 15)))

See the dialogue in the Student's Book on p.61

Now play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the rhythm. Give more practice as necessary.

### Extra support

- Put Sts in pairs and get them to practise the dialogue.
- b Focus on the questions. Demonstrate the activity by getting Sts to ask you questions 1 and 2. Sts should ask separate questions when two times are given, e.g. *Where were you yesterday at 7.00 in the morning?*

In pairs, Sts ask and answer the questions. Monitor and help, making note of any problems.

Get feedback by asking individual Sts to tell the class a sentence about their partner, e.g. *Maria was in the kitchen at 7.00 in the morning yesterday.*

## WORDS AND PHRASES TO LEARN

4 61))) Tell Sts to go to p.131 and focus on the **Words and phrases to learn for 10B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- iTutor
- 

## GRAMMAR

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

## VOCABULARY

- |   |             |             |            |
|---|-------------|-------------|------------|
| a | 1 waiting   | 3 carrying  | 5 wearing  |
|   | 2 phoning   | 4 arriving  |            |
| b | 1 dress     | 3 shirt     | 5 suit     |
|   | 2 jacket    | 4 skirt     | 6 trousers |
| c | 1 reception | 3 gift shop | 5 car park |
|   | 2 lift      | 4 bathroom  |            |
| d | 1 in        | 2 on        | 3 at, at   |
| e | 1 under     | 3 on        | 5 in       |
|   | 2 on        | 4 under     |            |



## 9 & 10 Revise and Check

### PRONUNCIATION

- a 1 travel                      3 restaurant                      5 reception  
2 arrive                              4 cupboard
- b /ɜ:/ bird                              /eə/ chair                              /i:/ tree  
/e/ egg                                      /ɪə/ ear

### CAN YOU UNDERSTAND THIS TEXT?

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

### CAN YOU UNDERSTAND THESE PEOPLE?

- 4 16))) 1 a    2 c    3 a    4 c    5 b

4 16)))

See the script in the Student's Book on p.89.



### Short film: An Unusual Hotel in Oxford

Hi! I'm Gemma. Welcome to Oxford. I'm visiting the Old Bank Hotel. It's an unusual hotel in the centre of the city.

The Old Bank is in the High Street, in the centre of Oxford. Today it's a luxury hotel, but these buildings – from number 92 to number 94 – have a very interesting history. In the 16th century they were part of Christ Church College. In the 18th century they were different shops.

And we know that in 1808 the buildings were one business – a bank. There was a bank here for almost 200 years, but today it's a famous Oxford hotel. Would you like to go in and look? Let's go.

The Old Bank Hotel has a beautiful reception and a fantastic restaurant. There are 42 bedrooms and they're all very comfortable. They have great views of Oxford's famous colleges. This room has a large bed, two chairs, a table, a television, and a cupboard. It has a beautiful marble bathroom, too.

But there are other rooms that visitors to the hotel don't usually see. These secret rooms are here in the cellar, under the hotel. These are the old bank vaults. When the hotel was a bank, all the money was here. The rooms were small and the doors weren't easy to open! They were very, very strong and on each one there was a large lock. Today, these old vaults are store rooms. The hotel keeps its wine collection in here, so it's very, very safe!

92 to 94 High Street is a part of Oxford's history. And today, if you want to visit Oxford, the Old Bank is a fantastic place to see!

## STUDY LINK

- Workbook 11A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write **IT CHANGED MY LIFE** on the board. Tell Sts that this is the title of this lesson and elicit what the sentence means.
- Now write **CLARA, MADRID, UPPSALA, ERASMUS** underneath on the board and tell them these are the names and places in the story. You may need to elicit / explain that Uppsala is a city in Sweden.
- Elicit ideas from the class as to what the lesson might be about.

## 1 GRAMMAR past simple: regular verbs

- a **4 18**))) Books open. Focus on the instructions and deal with any vocabulary problems, e.g. *every year, foreign*. Highlight the silent *g* in *foreign* /'fɔːrən/ and model and drill the pronunciation. You could tell Sts that the Erasmus programme is a European Union (EU) student exchange programme, which was established in 1987.

Go through sentences 1–3 and make sure the two options are clear in each case.

Focus on the text and elicit / explain the meaning of the title, *Following my dream*.

Play the audio once the whole way through for Sts to listen and read at the same time. If Sts ask about the *-ed* ending on the verbs, e.g. *wanted, talked*, ask them if they think this is the present or the past (the past).

### **4 18**)))

See the text in the Student's Book on p.64

Now focus on 1–3 and give Sts time to choose **a** or **b**.

Check answers.

1 a    2 a    3 b

Deal with any vocabulary problems that arose, e.g. *Computer Science, abroad*, etc. Model and drill pronunciation.

### Extra idea

- If you have a map in class, point to (or get a student to do this) Spain / Madrid and Sweden / Uppsala.

- b Focus on picture 1 and ask *Where's Clara?* (at home on the internet). Repeat the question for picture 2 (at the airport) and picture 6 (in Uppsala / at university).

Now focus on the sentences and establish that they are all in the past simple and that all the ones with yellow highlighting are regular verbs. Elicit / explain the meaning of *weather, nervous, and excited*, and deal with any other vocabulary problems.

Put Sts in pairs and give them time to try and match pictures 1–6 with the sentences. Sts should be able to do this from words they know / recognize and using a bit of imagination. Monitor and help.

- c **4 19**))) Play the audio once the whole way through for Sts to listen and check.

Check answers with the whole class by asking individual Sts to read out the sentences in order. Find out how many Sts got it right. Encourage Sts to pronounce the *-ed* ending as correctly as possible although this will be focussed on in more detail in **Pronunciation**.

See script 4.19

### **4 19**)))

- 1 I booked my ticket online, Madrid to Stockholm.
- 2 I arrived in Stockholm at three o'clock.
- 3 I didn't like the weather! It was very cold and dark!
- 4 I travelled to Uppsala by bus.
- 5 I talked in English to the students on the bus.
- 6 We started classes the next day. I was nervous but excited.

- d Focus on the instructions and elicit the past simple of the first sentence, *book* (booked). Give Sts time to write the other past simple forms. They can look back at the sentences in **b** to help them.

Check answers by copying the present and past forms on the board.

I **booked** my ticket.  
I **arrived** in Stockholm.  
I **didn't** like the weather.

Get Sts to look at the verbs again and ask them what letters they add to a verb to make the past form for regular verbs.

To make a  past form add *-ed* or *-d* (if the verb ends in *e*).

Now ask them how the negative form is made.

To make a  past form, use *didn't* + infinitive.

- e **4 20**))) Tell Sts to go to **Grammar Bank 11A** on p.112.

- f** Focus on the instructions, the example, and the questions.

Give Sts a few minutes to work out how to form the questions and how to answer them. Elicit the questions and answers from the class, and model and drill pronunciation.

Put Sts in pairs and get them to ask and answer the questions. One student could ask the first four and the other student the next four.

Get some feedback from the class.

- 1 Did Clara want to be an Erasmus student?  
Yes, she did.
- 2 Did she talk to her mother?  
Yes, she did.

- 3 Did her parents help her with the money?  
Yes, they did.
- 4 Did she want to go to Sweden at first?  
No, she didn't.
- 5 Did she book her flight online?  
Yes, she did.
- 6 Did she arrive in Stockholm in the morning?  
No, she didn't.
- 7 Did she like the weather?  
No, she didn't.
- 8 Did she talk to other students in Spanish?  
No, she didn't.

### Extra challenge

- Get Sts to answer using short answers and then where possible they should expand their answers, e.g. for 2, *Yes, she did. She talked to her mother and her father.*

## 2 PRONUNCIATION regular past simple endings

### Pronunciation notes

- The regular past simple ending *-ed* can be pronounced in three different ways:
  - 1 *-ed* is pronounced /d/ with verbs which end in a **voiced\*** sound, e.g. *arrive* → *arrived*, *learn* → *learned*.
  - 2 *-ed* is pronounced /t/ with verbs which end in an **unvoiced\*** sound: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g. *talk* → *talked*, *finish* → *finished*, *watch* → *watched*.
  - 3 *-ed* is pronounced /ɪd/ after verbs ending in the sound /d/ or /t/, e.g. *want* → *wanted*, *need* → *needed*.
- \* For an explanation of **voiced** and **unvoiced** sounds, see the **Pronunciation notes** in 3A on p.39.
- In practice, the difference between /t/ and /d/ is very small and at this level we recommend you do not spend too much time on this. However, the difference between /ɪd/ and the other two is significant (it is an extra syllable) and Sts sometimes tend to add the /ɪd/ ending to all regular verbs. Highlight this difference emphasizing that the *-e* in *-ed* is only pronounced when there is a *t* or a *d* before it, e.g. *waited*, *ended*, and make sure you always correct Sts when they add the extra syllable to verbs from groups 1 and 2.

- a 4 21 ))) Explain that there are three different ways of pronouncing *-ed*: /d/, /t/, and /ɪd/.

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

### 4 21 )))

See the sounds and sentences in the Student's Book on p.65

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

Now focus on the two example sentences after *dog*. Play the audio, pausing after each sentence for Sts to listen and repeat.

Now repeat the same process for *tie* /t/ and the /ɪd/ sound.

Point out that /d/ and /t/ are very similar, but /ɪd/ is very different (see **Pronunciation notes**). Remind Sts that we pronounce *-ed* as /ɪd/ when the preceding letter is a *d* or a *t*. Stress that this is the only time that *-ed* is a separate syllable.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b 4 22 ))) Focus on the instructions. Then play the audio for Sts to listen and repeat the sentences in 1b. Tell them to focus on pronouncing the past forms correctly.

### 4 22 )))

- 1 I booked my ticket online, Madrid to Stockholm.
- 2 I arrived in Stockholm at three o'clock.
- 3 I didn't like the weather! It was very cold and dark!
- 4 I travelled to Uppsala by bus.
- 5 I talked in English to the students on the bus.
- 6 We started classes the next day. I was nervous but excited.

Now put Sts in pairs. Tell them to cover the sentences, look at the pictures, and take turns saying the sentences to tell Clara's story.

### Extra support

- Ask for volunteers to tell Clara's story by looking at the pictures. Get Sts to cover the sentences and then ask a volunteer *What happened in this picture?* If the student makes a mistake, encourage the class to help. Continue with the other pictures until Sts have retold the whole story.

## 3 SPEAKING

- a Focus on the instructions. Give Sts time to read the phrases and deal with any new vocabulary.

Demonstrate the activity by saying a few true positive and negative sentences about yourself using the phrases in the chart, e.g. *I listened to the radio this morning. I didn't watch TV last night.*

Put Sts in pairs to say true sentences about themselves with the phrases. Monitor and check that Sts are saying both positive and negative sentences. Remind Sts to tick and cross the phrases depending on whether their partner did the activity – explain that they will be using this information in the next activity. Make sure also that Sts are saying the sentences and not writing them.

- b Focus on the instructions and examples. Get Sts to change partners. Explain that they are now going to ask questions about the previous partners, using the phrases in the chart and giving short answers.

Tell Sts that they must first tell their new partner who they worked with in a.

Get Sts to ask and answer the questions with their new partner. Monitor and check that Sts are using the infinitive of the main verb in the question.

## 4 READING & SPEAKING

- a 4 23 ))) Sts are now going to read what happened when Clara, the student from 1a, arrived in Uppsala for her Erasmus programme. Focus on the task and make sure Sts know what a *blog* is. Focus on the instructions and give Sts time to read the possible problems and deal with any questions about vocabulary, e.g. *transport*. Point out that the first one has been done for them.

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

### 4 23 )))

See the blog in the Student's Book on p.65

Give Sts time to read the blog again if necessary and write *yes* or *no* next to each option. Remind them that when they read they should try to focus on the words they know, and try to guess the meaning of new words.

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

Only the weather was a problem.

! If you do **4 Reading & Speaking** in a later class when you did **1 Grammar**, you may want to revise the first part of Clara's story before you start. Elicit the eight sentences that are in **1b**, encouraging Sts to pronounce the *-ed* endings correctly.

- b** Now tell Sts to read the blog again and this time look for reasons why the things in **a** were or weren't a problem for Clara.

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

- 1 The transport wasn't a problem because everybody travels by bike and Clara rented a bike.
- 2 The other students weren't a problem because they were very nice.
- 3 The teachers weren't a problem because they helped Clara a lot.
- 4 The university wasn't a problem because it was beautiful with a very big library.
- 5 The food wasn't a problem because there was a lot of fish and Clara really liked it.
- 6 The weather was a problem because it was very, very cold. In the winter it snowed a lot and it was dark very early.
- 7 Money wasn't a problem because Ericsson sponsored Clara's project.

- c** Focus on the highlighted words. Put Sts in pairs to guess their meanings.

Sts can use dictionaries to check the meaning of any words they are still unsure of. Or, if dictionaries are not available, explain the words yourself.

Then with the whole class ask Sts about their guesses. Encourage Sts to use English if possible, but they may need to use L1 at times.

Deal with any other vocabulary problems that arose.

- d** Do this as an open-class activity.

If your Sts are at secondary school or university, you could ask them if they would be interested in doing the Erasmus programme.

## WORDS AND PHRASES TO LEARN

**4 61 )))** Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **11A**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- Workbook 11B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Test Sts on the verb phrases they know using *have* and *go* from **Vocabulary Bank A typical day** on p.125 like this:

T *breakfast*

Sts *have breakfast*

T *work*

Sts *go to work, etc.*

## 1 VOCABULARY verb phrases with *do, get, go, have*

- a Books open. Focus on the instructions and give Sts time to complete the verb phrases.

Get Sts to compare with a partner.

- b (4 24))) Play the audio for Sts to listen and check.

Check answers by asking individual Sts to read the whole phrase.

See the verbs in **bold** in script 4.24

### (4 24)))

1 <b>get</b> up	8 <b>go</b> home
2 <b>have</b> breakfast	9 <b>go</b> shopping
3 <b>have</b> a shower	10 <b>do</b> homework
4 <b>go</b> to school	11 <b>do</b> sport
5 <b>have</b> a coffee	12 <b>have</b> dinner
6 <b>have</b> lunch	13 <b>go</b> to bed
7 <b>get</b> a bus	14 <b>have</b> a nice day

### Extra support

- You could now play the audio again for Sts to listen and repeat.

Now tell Sts to cover the verbs and get them to test themselves on the verbs. They can do this individually or with a partner.

### Extra idea

- If you didn't do the **Optional lead-in**, put Sts in pairs, **A** and **B**. **A** (book open) tests **B** (book closed) on 1–7 and then **B** (book open) tests **A** (book closed) on 8–14.

## 2 LISTENING

- a (4 25))) Focus on the task. Highlight that Ben is a businessman and that Linda is his daughter. Ask *Where was Ben?* (in Paris), *Where's he now?* (at home), *Where's Linda?* (at home).

Focus on the list of places and check that Sts can remember what they mean.

Focus on the instructions and get Sts to cover the conversation with a piece of paper.

Play the audio once the whole way through for Sts to tick the places where Linda was during the day. Play the audio again as necessary.

Get Sts to compare with a partner and then check answers. Ask *Was Linda at school?* (No, she wasn't) *Was she in a café?* (Yes, she was), etc.

Sts should tick: in a café, in a museum.

### (4 25)))

B = Ben, L = Linda

B Hi. I'm back. Linda! What are you doing at home?

L Hi, Dad. You're very early.

B Yes, I got an early flight. Why aren't you at school?

L We didn't have classes today. We went to the British Museum in the morning. It was great. And then we had lunch in the café there.

B Why didn't you go to school this afternoon?

L We had a free afternoon.

B What did you do?

L I did homework. I had a lot of work.

B Good girl. When are your exams?

L They're next week.

B Where's your mother?

L She went out. I think she went shopping.

B What's that?

L What?

B That noise.

- b Tell Sts to uncover the conversation. Focus on the conversation and the instructions. Tell Sts they are going to listen to the conversation again and they need to complete the gaps. Give them time to see if they can remember any of the missing words.

Play the audio again for Sts to listen and complete the gaps. Play again as necessary.

Get Sts to compare with a partner.

Check answers by playing the audio again, pausing after each answer, and writing the words on the board.

1 home	6 free
2 flight	7 homework
3 classes	8 week
4 British	9 mother
5 lunch	10 shopping

Go through the conversation with Sts and elicit / explain any new words or phrases. Also explain / elicit that:

- *got* is the past of *get*
- *went* is the past of *go*
- *had* is the past of *have*
- *did* is the past of *do* and *do* is used both as a main verb and as an auxiliary.

- c (4 26))) Focus on the instructions and the question. Make sure Sts understand the word *noise*.

Elicit some ideas from Sts, but don't tell them if they are right or not.

Play the audio once the whole way through for Sts to listen and answer the question.

Get Sts to compare with a partner and then check the answer.

The noise is a boy (Dylan) in Linda's room.

### (4 26)))

B = Ben, L = Linda, D = Dylan

B Hmm! And who are you?

L Um, Dad, this is Dylan.

B What are you doing here, Dylan?

D Well, er... You see... Linda and I wanted to do our homework together.

B Oh did you? And what kind of homework was it, exactly?

### 3 GRAMMAR past simple irregular verbs:

*do, get, go, have*

- a Focus on the chart. Highlight that the sentences in the left-hand column are in the present simple and those in the right-hand column are in the past simple.

Focus on the conversation in **2b** and elicit the word missing from the first gapped sentence in the chart (*did*).

Give Sts time to complete all the sentences in the chart.

Get Sts to compare with a partner.

- b **4 27**) Play the audio for Sts to listen and check.

Check answers.

I **did** my homework.  
I **got** a flight.  
We **went** to a museum.  
We **had** lunch in the café.

#### **4 27**)

I do my homework.

I did my homework.

I get a flight.

I got a flight.

We go to a museum.

We went to a museum.

We have lunch in the café.

We had lunch in the café.

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

Then repeat the activity, eliciting responses from individual Sts.

Highlight that all four verbs are irregular in the past tense (i.e. you don't add *-ed* – the verbs change their form).

Highlight too that *did* here is a main verb, but remind Sts that *did* is also used as an auxiliary verb to make questions in the past simple, e.g. *Did you go to school?*

- c **4 28**) Tell Sts to go to **Grammar Bank 11B** on p.112.

## 4 READING

- a Focus on the instructions and read the introduction with the class (up to *24th July*). Elicit / explain any new vocabulary, e.g. *life* (and the irregular plural *lives*), *to film*.

Ask the question to the class.

They filmed their lives.

- b **4 29**) Focus on the instructions and the photos. Remind Sts that when they read, they should try to focus on the words they know and guess the meaning of new words.

Play the audio for Sts to listen and read at the same time.

**4 29**)

See the article in the Student's Book on p.67

Give Sts time to read the article again if necessary and write the numbers of the photos in the squares.

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

1 E 2 C 3 B 4 A 5 D

- c Focus on the instructions and two questions. Elicit / explain that *normal* refers to things people usually or often do and that *unusual* means 'not usual'.

Give Sts time to read the article again and then answer the questions. You could ask Sts to make two lists, headed *Normal* and *Unusual*.

Get Sts to compare with a partner and then check answers. Note that shaving is a normal activity for most men, but shaving for the first time is special. If Sts have different answers, get them to explain.

Sts' own answers

Deal with any other new vocabulary problems, e.g. *incredible*, *thousands*, etc.

### Extra idea

- You could focus on the photos again and elicit from the class what happened in each photo, e.g. *in photo A, a woman did a skydive; in photo B, a man arrived in Kathmandu on his bike*, etc.

- d Focus on the instructions and get Sts to cover the article. You could get Sts to do this in pairs or you could call out each verb and get the class to tell you the past simple.

If Sts worked in pairs, check answers.

open → opened      go → went  
get up → got up      work → worked  
wash → washed      do → did  
have → had

### Extra support

- Write the answers on the board to help Sts with exercise e.

- e Focus on the instructions and give Sts time to complete each gap with a verb from d.

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

1 got up      3 did      5 went, had  
2 opened      4 worked      6 washed

## 5 PRONUNCIATION sentence rhythm

### Pronunciation notes

- Remind Sts that in English the words that carry the important information are said more strongly than others, e.g. in *What did you do last night? What, do, and last night* are stressed more strongly than *did* and *your*
- For more information on **Sentence rhythm**, see the **Pronunciation notes** in 2B.

- 4 30**) Focus on the instructions and the four questions and answers. Remind Sts that the words in bigger font are the ones which are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

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

**4 30**)

See the questions and answers in the Student's Book on p.67

Then play the audio again for Sts to listen and repeat the questions and answers, copying the rhythm. Encourage them to pronounce the bigger bold words more strongly and the other words as lightly as possible.

### Extra support

- Put Sts in pairs, **A** and **B**, and get them to practise the questions and answers. Make sure they swap roles.

## 6 SPEAKING & WRITING

- a Tell Sts to go to **Communication Life in a day** on p.79.

Focus on the instructions and the example. Explain that Sts have to use the prompts to make questions in the past. Point out that there are both *Wh-* and *yes / no* questions, e.g. *What time did you get up yesterday?* and *Did you have a shower?*

Elicit three or four example questions from the class. Check that Sts understand what information the questions are asking for. Model and drill the pronunciation of some or all of the questions, encouraging Sts to use good rhythm by stressing the important words in the sentence as in the previous pronunciation exercise.



Put Sts in pairs and get them to take turns interviewing each other. They write their partner's answers in the **Your partner** column.

Monitor and check that Sts are using correct question format. Make notes of any problems to focus on later.

When Sts have finished interviewing each other get some feedback from various Sts.

### Extra support

- Elicit all the questions in the past before Sts interview each other. You could get them to interview you first.

### Extra idea

- When Sts have finished interviewing each other put them in small groups of four or five. Try to arrange this so that Sts are not in the same group as their partner. In groups, Sts tell the others about their first partners' day yesterday.

Tell Sts to go back to the main lesson **11B**.

- b** Tell Sts to go to **Writing A blog post** on p.85.

### Extra idea

- If you have corrected their blogs, you could get Sts to 'post' them by putting them on the wall in the classroom. Then get Sts to walk around the room and read each other's blogs.

## WORDS AND PHRASES TO LEARN

**4 61 )))** Tell Sts to go to p.131 and focus on the **Words and phrases to learn** for **11B**. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

## STUDY LINK

- **Workbook** Is there a bank near here?
- **iTutor**
- **www.oup.com/elt/englishfile**

### Optional lead-in (books closed)

- Write the prompt phrase **PLACES IN A TOWN** on the board. Give Sts two minutes in pairs to brainstorm words for places in a town, e.g. *school, bank, museum*, etc.
- Elicit words from the pair with the longest list and write them on the board. Tell the other Sts to listen and check the words on their list.
- Continue eliciting more words from different pairs. Try to elicit all the words for the places in the map on p.68.

## 1 SAYING WHERE PLACES ARE

- a **4 31** ))) Books open. Focus on the prepositions of place and the phrases.

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

**4 31** )))

See the words and phrases in the Student's Book on p.68

Now play it again, pausing after each item for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Highlight that:

- *opposite* means face-to-face, and is used mainly for people or buildings.
- some prepositions of place are one word, e.g. *opposite, between*, but others are two, e.g. *next to*.
- *on the corner* can be followed by *of* + street name, e.g. *on the corner of Oxford Street*.

### Extra idea

- You could give more practice with *next to, opposite, and between* by asking questions about things or people in the classroom, e.g. *Who's sitting next to Silvio? What's between my desk and the window?*
- b **4 32** ))) Focus on the instructions and the map. Give Sts time to read the names of the buildings and the streets.

Demonstrate the activity by choosing a place and describing its position yourself, e.g. *It's on the corner, next to the bookshop*, for Sts to say the place (the supermarket).

Play the audio, pausing after the man asks for the place he is looking for and elicit what it is (a coffee shop). Make sure Sts are clear they have to write *coffee shop* on the map in one of the labels A–D.

Now play the rest of the first dialogue and elicit the answer (the coffee shop is building D).

Play the rest of the audio, pausing after each dialogue to give Sts time to write the name of the place.

Check answers by playing the audio, pausing after each dialogue.

A phone shop  
B Chinese restaurant

C park  
D coffee shop

**4 32** )))

M = man, W = woman

- 1  
M Excuse me?  
W Yes?  
M Is there a coffee shop near here?  
W Yes, there's one in South Street. It's next to the cinema, on the right.  
M Thanks.
- 2  
M Excuse me. Is there a Chinese restaurant near here?  
W Yes, there's one in King Street, between the bank and the gym.  
M Thank you.
- 3  
M Excuse me. Is there a phone shop near here?  
W Yes, there's one in North Street, next to the hotel, on the left.  
M Thanks.
- 4  
M Excuse me. Where's the park?  
W It's in London Road opposite the gym.  
M Oh great. Thank you.

### Extra support

- Model and drill the question *Where's the cinema?* Then say other places from the map for Sts to substitute, e.g.  
T *bookshop*      Sts *Where's the bookshop?*
  - Demonstrate the activity by asking a few questions to individual Sts, e.g. *Where's the supermarket?* (It's next to the bookshop).
  - In pairs, Sts ask and answer questions about the map to practise the prepositions of place in **1a**.
  - Monitor and help, correcting pronunciation and prepositions as necessary.
- c **4 33** ))) Focus on the instructions and the map again. Model and drill the street names.

Focus on the dialogue and remind Sts that the bigger words in bold are pronounced more strongly. Also highlight that the speakers use polite intonation with a wide voice range. Play the audio once the whole way through for Sts to listen to the rhythm and intonation.

**4 33** )))

See the dialogue in the Student's Book on p.68

Highlight the use of *Excuse me* /ɪks'kju:z mi:/ in the dialogue as a polite way of attracting a stranger's attention (we don't use *Please!* or *Sorry!*). Also point out that polite intonation in English tends to be higher than normal intonation.

Now play the audio again, pausing after each line, for Sts to listen and repeat, encouraging them to copy the rhythm and intonation on the audio.

- d** Go through the instructions and focus on the example in the speech bubbles. Remind Sts we use *Is there a* for singular places and *Are there any* for plural places.

Model and drill the question *Is there a bank near here?*  
Then say other places on the map for Sts to substitute,  
e.g.: **T** *gym*     **Sts** *Is there a gym near here?*

Demonstrate the activity by asking one student about a place and elicit an answer, e.g. *Excuse me. Is there a gym near here?* (Yes, there's one in King Street, next to the Chinese restaurant.)

Put Sts in pairs and get them to ask and answer questions about the places on the map. Monitor and help.

## 2 ASKING FOR & GIVING DIRECTIONS

- a **4 34**))) Focus on the pictures and directions, and give Sts time to match them.

Then play the audio once for Sts to listen and check.

Check answers.

See script 4.34

**4 34**)))

1 C Go straight on.    2 A Turn right.    3 B Turn left.

Now play the audio again for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Use gestures to elicit the phrases, e.g. *go straight on*, by making an appropriate gesture, e.g. putting both hands together and pointing forwards with them, *turn right* (the gesture could be pointing right with your right hand), and *turn left* (the gesture could be pointing left with your left hand). These gestures will be easier for your Sts to see if you turn sideways to the class.

### Extra idea

- If you have room in the classroom, get Sts to stand up and follow directions. You could include *Stop!*, too.

- b **4 35**))) Focus on the instructions and the question. Elicit the meaning of *cash machine*.

Tell Sts to cover the dialogue and look at the small map. Make sure Sts know where Rob is standing and play the video or audio twice for them to follow the directions to the cash machine.

Get Sts to compare with a partner and then check the answer.

Bank B

**4 35**)))

See the dialogue in the Student's Book on p.69

Now tell Sts to uncover the dialogue and go through it line by line. You could play it again for Sts to listen and read at the same time. Highlight:

- the difference between *Turn left* and *It's on the left*.
- responding to *Thanks very much* / *Thanks* with *You're welcome*.

- c Play the dialogue in **b** again, pausing after each sentence for Sts to repeat.

Now put Sts in pairs and get them to practise the dialogue.

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

- d **4 36**))) Focus on the instructions and make sure Sts understand why Rob needs to find another bank. Make sure Sts know that Rob is now standing outside Bank B.

Play the audio once the whole way through for Sts to listen and answer the question. Play again as necessary.

Check the answer.

Bank C

**4 36**)))

R = Rob, M = Man

(script in Student's Book on p.89)

### Extra support

- If there's time, you could play the audio again while Sts read the script on p.89, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Excuse me. Can you help me?** **A** on p.79 and **B** on p.83.

Focus on the instructions and give Sts time to read their roles and look at their maps. Explain that they each have to ask for directions to two places and then label the buildings.

Tell the **As** to start by asking the **Bs** for directions to the bus station. You could point out to the **As** that they can't see a bus station on their map and to the **Bs** that they can see one. Monitor and make a note of any problems Sts are having.

Tell Sts to swap roles when the **As** have written their first label. Now **B** asks **A** for directions to the university. Monitor and help, making a note of any general problems Sts are having and deal with these on the board at the end.

When they have finished asking for their places get Sts to compare maps to check their labels.

### Extra support

- You could get Sts to write the directions down before they give them orally to their partner.

Tell Sts to go back to the main lesson **PE6**.

## 3 WHERE'S JENNY'S HOTEL?

- a **4 37**))) Focus on the instructions and question.

Play the video or audio once the whole way through for Sts to listen and answer the question.

Check the answer.

To check she got his email about the hotel.

**4 37**)))

(script in Student's Book on p.90)

- b Focus on the instructions and Jenny's notes about her hotel. Give Sts time to read them. Point out that number 1 has been one for them.

Play the video or audio again for Sts to listen and complete the task. Play again as necessary.

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

2 London	5 15	8 right
3 Station	6 left	9 opposite
4 airport	7 straight on	

### Extra support

- If there's time, you could play the audio again while Sts read the script on *p.90*, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

### Extra idea

- As this is the last episode of Rob and Jenny on the video, if your Sts have enjoyed it, you might want to ask them what they think happens when Jenny comes to London, and tell them that they can find out in *English File Elementary!*

## 4 USEFUL PHRASES

**4 38)))** Focus on the phrases and make sure Sts understand what each one means.

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

**4 38)))**

See the phrases in the Student's Book on *p.69*

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

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

## STUDY LINK

- Workbook 12A
- iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write the following on the board:

THE LAST TIME YOU TRAVELLED BY TRAIN / BUS  
WHERE DID YOU GO?  
WHEN WAS IT?  
WHO DID YOU GO WITH?  
WHAT DID YOU DO ON THE TRAIN?

- Put Sts in pairs and give them a few minutes to answer the questions.
- Get feedback by getting a couple of Sts to tell the class about their partner, e.g. *Sabina went from here to Paris by train last month. She went with her family. They had lunch on the train.*

## 1 READING & LISTENING

- a (4 40))) to (4 43))) Books open. Pre-teach the following vocabulary to help Sts with the story. Draw a train on the board and elicit the word *train*. Now elicit / teach words connected with travelling by train, e.g. *platform, seat, station, ticket*. Write them on the board and drill pronunciation.

Focus on the title of the story, *Strangers on a train*, and elicit / explain that *a stranger* is a person you don't know, NOT a person from another country (which is *foreigner*). NB The word *stranger* in English may be similar to the word for *foreigner* in your Sts' languages.

- (4 40))) Now focus on **Part 1**. Tell Sts that they are going to read and listen at the same time. Tell them that they should try to guess the meaning of the verbs which are highlighted in yellow. These verbs will be focussed on later in the lesson. They are all past simple forms of verbs, which Sts know in the present.

Play the audio once the whole way through for Sts to read and listen to **Part 1**.

Focus on questions 1–4 and get Sts to answer them in pairs. Tell them to use the pictures to help them.

Check answers.

- 1 He saw her at the station / on the platform.
- 2 Chanel Number 5
- 3 They talked about (classical) music.
- 4 They had (a cup of) coffee.

(4 40)))

See Part 1 in the Student's Book on p.70

Elicit / teach the meaning of any words in the story you think Sts may not have understood, e.g. *blonde, move, full* (elicit the opposite *empty*), *nice smell*, etc.

- (4 41))) Now focus on **Part 2**. Play the audio for Sts to read and listen at the same time.

Focus on questions 5–8 and give Sts time to answer them in pairs.

Check answers.

- 5 She works in property – flats and houses. (= she buys and sells them.)
- 6 He works for Citibank.
- 7 He lives in Chelsea / in London / in an expensive part of London.
- 8 She lives near him / Chelsea..

(4 41)))

See Part 2 in the Student's Book on p.70

Elicit / teach the meaning of any words or phrases you think Sts may not have understood, e.g. *property, That's interesting, time to go*.

- (4 42))) Now focus on **Part 3**. Play the audio for Sts to read and listen at the same time.

Focus on questions 9–12 and give Sts time to answer them in pairs.

Check answers.

- 9 She had a BMW.
- 10 I really want to c u again! Friday?
- 11 She had two tickets for a Beethoven concert.
- 12 She wanted to meet in the bar at 7.30.

(4 42)))

See Part 3 in the Student's Book on p.71

Elicit / explain that the text message in 10 means *I really want to see you again*; in text messages people often use *c* instead of *see* and *u* instead of *you*.

Elicit / teach the meaning of any words you think Sts may not have understood, e.g. *box office*. You could tell Sts that the Royal Albert Hall is a famous concert hall in London.

- (4 43))) Now focus on **Part 4**. Play the audio for Sts to read and listen at the same time.

Focus on questions 13–16 and give Sts time to answer them in pairs.

Check answers. For question 17, elicit opinions, but don't tell Sts if they are right or not.

- 13 He arrived at 7.00.
- 14 He got a text message from Olivia. He left her ticket at the box office and went to his seat in the concert hall.
- 15 He phoned Olivia and sent her a text message.
- 16 He left the concert hall and went home.
- 17 Sts' own answers

(4 43)))

See Part 4 in the Student's Book on p.71

Elicit / explain that the man's text says *Where are you?* and that the letter *r* is often used in text messages instead of *are*. Also elicit / teach the meaning of any words you think Sts may not have understood, e.g. the use of *get* in *got the tickets, angry, turn on*.

### Extra support

- You could let Sts listen and read (or just read) the whole story again from the beginning.

- b 4 44))) Focus on the questions and elicit some opinions about what David saw when he opened the door to his flat.

Now play the audio for Sts to find out what happened.

Get them to compare with a partner and then play the audio again.

Check the answer to the first question.

(He saw that) there was no TV and there weren't any pictures on the walls. His laptop wasn't in his bedroom.

4 44)))

**Part 5**

I opened the door of my flat and turned on the light. Oh no! My flat looked very different. There was no TV and there weren't any pictures on the walls. I went into my bedroom. My laptop wasn't there. But there was a nice smell. Chanel Number 5.

Now ask Sts *Who do you think took the things from his flat?* (Olivia). *How did he know?* (Because there was a smell of Chanel No.5 perfume).

Finally, elicit whether Sts think the ending of the story is good or not.

**Extra support**

- If there's time, you could play the audio again while Sts read the scripts, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

**Extra idea**

- You could give Sts extra listening practice by getting them to close their books and listen to (not read) the whole story on audio.

## 2 VOCABULARY & PRONUNCIATION

more irregular verbs

**Pronunciation notes**

- Some verbs which are irregular in the past tense have quite tricky pronunciation, e.g. *buy – bought /bɔ:t/, say – said /sed/ (NOT /sed/), see – saw /sɔ:/, tell – told /təʊld/.*
- As these verbs are very high frequency it is worth spending some time on making sure Sts can pronounce the past simple forms correctly.

- a Focus on the verbs and elicit / explain that they are all verbs which are irregular in the past tense. Check that Sts understand their meaning.

Give Sts a few minutes to find the past forms in the story.

- b 4 45))) Play the audio for Sts to listen and check.

Check answers and get Sts to spell the words to you as you write them on the board.

See script 4.45

4 45)))

buy → bought    say → said    see → saw    tell → told  
leave → left    sit → sat    send → sent    write → wrote

Write the word *bought* on the board and say it /bɔ:t/. Ask Sts *What do you notice about the spelling and pronunciation of this word?* Elicit that the letters *gh* are not pronounced. They are silent. Highlight also that the pronunciation of *said* is /sed/, not /seid/.

Play the audio again, pausing after each verb for Sts to listen and repeat.

- c 4 46))) Focus on the task and the example. Tell Sts they will hear the infinitive and they must say the past simple.

Play the first verb, pausing the audio for Sts to say *said* in chorus.

Play the rest of the audio for Sts to listen and say the past simple of the verb.

4 46)))

1 say (pause) said	5 leave (pause) left
2 tell (pause) told	6 send (pause) sent
3 buy (pause) bought	7 see (pause) saw
4 write (pause) wrote	8 sit (pause) sat

Finally, repeat the activity, eliciting responses from individual Sts.

### 3 GRAMMAR past simple:

regular and irregular verbs (revision)

- a This exercise tests Sts on what they have learnt about the past simple in English so far. Focus on the task and the two conversations.

Give Sts time to read the conversations and choose the correct form.

Get Sts to compare with a partner.

- b (4 47))) Play the audio for Sts to listen and check.

Check answers. You could get pairs to read the conversations out loud.

See verbs in **bold** in script 4.47

#### (4 47)))

- 1 A Where did you **go** on Saturday?  
B I **went** shopping for clothes.  
A What did you **buy**?  
B I **bought** a new jacket.  
A **Was** it expensive?  
B No, it **wasn't**.
- 2 A What **did you do** last night?  
B I **saw** a film – it was a comedy with Brad Pitt.  
A **Did you like** it?  
B No, I **didn't like** it much. It **was** very slow.

#### Extra idea

- Put Sts in pairs and get them to practise the conversations. Make sure they swap roles.

- c (4 48))) to (4 50))) Tell Sts to go to **Grammar Bank 12A** on p.114.

Highlight that this **Grammar Bank** is revision of what they have learnt about the past simple in recent Files.

### 4 SPEAKING

- a Focus on the task and then give Sts time to complete each question with *was*, *were*, or *did*.

Get Sts to compare with a partner and then check answers. Model and drill the pronunciation of some of the questions.

#### This morning

What time **did** you get up this morning? **Were** you tired?  
**Did** you have breakfast at home? What **did** you have?  
What time **did** you leave home to come to class today?  
How **did** you come to class? **Were** you late?

#### Last night

**Were** you at home all evening?  
**Did** you watch TV?  
**Did** you study English? **Was** it difficult?  
What **did** you have for dinner? **Was** it nice?  
What time **did** you go to bed?

#### Last week

**Did** you see a film last week?  
Which film **was** it? **Was** it good?  
**Did** you go shopping last week?  
What **did** you buy? **Was** it expensive?  
**Did** you do any exercise?

- b Demonstrate the activity by getting Sts to ask you some or all of the questions first.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible. Get some feedback.

#### Extra idea

- Put Sts in new pairs and get them to tell their new partner a few things about their first partner.

### WORDS AND PHRASES TO LEARN

(4 61))) Tell Sts to go to p.131 and focus on the **Words and phrases to learn** for 12A. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.



## STUDY LINK

- Workbook 12B
- iTutor
- iChecker on iTutor
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Optional lead-in (books closed)

- Write the sentences below on the board and then complete the title with a place you recently went to for the weekend:  
A WEEKEND IN \_\_\_\_\_  
WHEN DID YOU GO THERE?  
HOW DID YOU GO? (BY CAR, BUS, ETC.)  
WHO DID YOU GO WITH?  
WHERE DID YOU STAY? (WITH FAMILY, HOTEL, ETC.)  
WHAT DID YOU DO THERE?
- Get Sts to ask you the questions and give simple answers.
- Now put Sts in pairs and get them to write the sentence *A weekend in \_\_\_\_\_* and complete it with a real place they went to recently. They then take turns to ask each other the five questions to find out about their partner's weekend.
- Get some feedback from some pairs by asking about their weekends.

## 1 VOCABULARY future time expressions

- a Books open. Focus on the time expressions in the list and the examples on the timeline. Elicit / remind Sts of the meaning of *now*, *tonight*, and *the future*.

Tell Sts they have to write the time expressions in order on the timeline. Point out the examples already done.

Put Sts in pairs and give them a few minutes to complete the rest of the timeline.

- b (451))) Play the audio for Sts to listen and check.

Check answers and model and drill pronunciation. Highlight that we do not usually use *the* with these expressions, e.g. *next week* NOT *the next week*.

- 2 tomorrow
- 4 the day after tomorrow
- 5 next weekend

### (451)))

- 1 tonight
- 2 tomorrow
- 3 tomorrow night
- 4 the day after tomorrow
- 5 next weekend
- 6 next month

## 2 GRAMMAR present continuous for future

- a Focus on the task. Elicit / explain the meaning of *advertisement* and *a city break*. (Sts should already be familiar with *break* = a short period of time when you stop and rest, e.g. *a coffee break*). Model and drill pronunciation. Ask Sts where Venice is (Italy) and find out if any of them have had a holiday there.

Get Sts to read the advertisement (or read it aloud to them) and ask them if they would like to go there or if they have been, would they like to go again.

Elicit opinions.

Deal with any vocabulary problems that arose.

- b (452))) Get Sts to cover the conversation. Focus on the instructions and give Sts time to read sentences 1–5.

Play the audio once the whole way through for Sts to listen and circle **a** or **b**. Play again as necessary.

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

1 a    2 b    3 b    4 a    5 a

### (452)))

F = Fiona, L = Lisa

- F Next weekend's a long weekend. Are you doing anything?  
L I'm going to Venice for three nights.  
F Lucky you! When are you leaving?  
L On Friday morning. My flight's at 8.40.  
F Are you going with somebody?  
L No. I like travelling alone. I can do all my favourite things – go to art galleries, go shopping... But I'm meeting an old school friend. She works in Padua, and that's very near.  
F Where are you staying?  
L I'm staying at a little hotel near St Mark's Square. The Aqua Palace. It looks nice, and it isn't very expensive.  
F What are you planning to do there?  
L On Saturday morning I'm going to Murano – that's the island where they make beautiful glass. Then I'm having lunch at a lovely restaurant called *Ca d'Oro*—  
F Stop, stop, you're making me really jealous!

- c Get Sts to uncover the conversation and look at the verbs in the list. Give them a few minutes to read the conversation and complete each gap with one of the verbs. Point out that the first one has been done for them.

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

Check answers.

- 2 going                      5 meeting                      8 going
- 3 leaving                    6 staying                        9 having
- 4 going                      7 staying

Go through the conversation line by line, making sure Sts understand it. Highlight that *a long weekend* is a weekend when either the previous Friday or the following Monday is a public holiday. Deal with any other new vocabulary, e.g. *somebody*, *alone*, *art gallery*, *island*, *glass*, *lovely*, *jealous*, etc.

- d Do this as an open-class activity and elicit the answer from the class.

2 (in the future)

- e (453))) Tell Sts to go to **Grammar Bank 12B** on p.114.

## 2 GRAMMAR

- f Focus on the instructions and two examples. Either do this as an open-class activity and elicit the sentences onto the board or put Sts in pairs and get them to write the sentences.

If Sts worked in pairs, elicit Lisa's trip from the class.

### Suggested answers

She's travelling alone.  
She's going to art galleries and she's going shopping.  
She's meeting an old friend.  
She's staying in a hotel for three nights.  
She's going to Murano.  
She's eating lunch at a lovely restaurant.

- g Focus on the instructions and the questions in the questionnaire. Now focus on the example and demonstrate the activity by getting a student to ask you the question (*Where are you going after class?*) and answer it.

Then get Sts to form the other questions in the questionnaire and ask you. Give clear simple answers, which you could write on the board.

Now put Sts in pairs and get them to ask and answer the questions. Monitor and help.

Get some feedback from the class.

### Extra support

- Put Sts in pairs and get them to write the questions first. Check the questions with the class before Sts ask and answer them.

## 3 PRONUNCIATION the letters ea

### Pronunciation notes

- The combination of vowels *ea* has several possible pronunciations.
- The most common is /i:/, e.g. *speak*.  
/e/ is less common, e.g. *breakfast*.  
/eɪ/ is very rare, and the only common *ea* words with this sound are *great*, *break*, and *steak*.

- a 4.54))) Read the **Pronunciation notes** and decide how much of the information you want to give your Sts.

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

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

4.54)))

See the words and sounds in the Student's Book on p.73

Now focus on the sound picture *tree*. Play the audio to model and drill the word and the sound (pause after the sound).

Then focus on the words after *tree*. Remind Sts that the pink letters are the /i:/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *egg* /e/ and *train* /eɪ/.

If these sounds are difficult for your Sts, model them yourself so that Sts can see your mouth position, and get Sts to repeat them a few more times.

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

Give further practice as necessary.

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

### Extra support

- If you are using an interactive whiteboard, you can focus on each sound individually before moving on to the next one.

- b 4.55))) Play the audio once the whole way through for Sts just to listen.

4.55)))

See the sentences in the Student's Book on p.73

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

Then repeat the activity, eliciting responses from individual Sts.

## 4 LISTENING

- a 4.56))) Focus on the instructions and the chart.

Tell Sts they are now going to listen to Carol talking to a colleague about her travel plans and they must complete as much of the chart as possible.

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

Give Sts some time to see if they can complete any information in the chart and then play the audio again.

Check answers.

### Carol

- Scotland
- Saturday morning
- by train
- her husband
- with some friends

4.56)))

(script in Student's Book on p.90)

- b 4.57))) 4.58))) Now repeat the process for Martin and play audio 4.57.

### Martin

- Paris
- Monday afternoon
- by train
- his girlfriend
- in a hotel

4.57)))

(script in Student's Book on p.90)

Finally, repeat the process for Sebastian and play audio 4.58.

### Sebastian

- Spain
- Saturday morning
- by car
- three friends
- They're camping.

4 58)))

(script in Student's Book on p.90)

Finally, ask Sts whose holiday they would like to go on.

### Extra support

- If there's time, you could play the audio again while Sts read the scripts on p.90, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

## 5 SPEAKING

- a Focus on the photos and ask Sts what cities they are (Top, left to right: Berlin, Prague, and Paris; bottom: Dublin, Rome, Barcelona). Then ask if Sts would like to go to these places for a city break.

Write DREAM CITY BREAK on the board and elicit the meaning.

Tell Sts they are going to plan their own dream weekend away. Focus on the questions and give Sts time to think of their own answers.

### Extra support

- Elicit the questions before putting Sts in pairs:  
*Where are you going? Who are you going with?*  
*When are you going? Where are you staying?*  
*How are you travelling?*

- b Put Sts in small groups and get them to ask and answer the questions, giving as much information as possible. When they have asked each other all the questions, they should decide whose trip they prefer.

Get some feedback from various groups, finding out where they chose and why.

## WORDS AND PHRASES TO LEARN

4 61))) Tell Sts to go to p.131 and focus on the **Words and phrases to learn** for 12B. Make sure Sts understand the meaning of each phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for the Sts to write next to them. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

### Extra support

- If you would like to end the last lesson with a fun and motivating revision activity, use the board game on p.129 (see instructions in the right hand column).

## FILES 1-12 THE BOARD GAME

The group board game on p.129 revises the main language Sts have learnt in *English File Beginner*. As well as providing a final revision, it allows Sts to measure their own progress over the course in a fun and motivating way.

### LANGUAGE

Grammar and vocabulary of the book

Divide the class into groups of three or four. Tell each group to use one copy of the game on p.129, and give each group a coin and a counter for each student.

Tell Sts what the two sides of a coin are called, *heads* and *tails*. Then write on the board: HEADS = MOVE ONE SQUARE, TAILS = MOVE TWO SQUARES. As a demonstration, ask a confident student to toss the coin and move that number of squares from the start. Get another member of their group to read out the question. The student who tossed the coin then answers the question. Ask the rest of the group *Was that OK?* to encourage Sts to listen to and evaluate what the others in their group say. If the rest of the group say no, ask them what the problem is. If they are happy with the performance, pass the coin to the next student. Tell all groups to start in the same way.

Monitor as the groups play, but don't interfere unless you hear Sts fail to pick up on a serious error. You could make notes on errors to deal with later in class if you like.

Sts continue to play until one student reaches the finish and is the winner. They must throw the exact number needed to land on the finish. If, for example, they need a one, but throw a two, they must move to the finish and then one back, to number 16.

Groups that finish fast can look back through the squares, taking turns to do the ones that were not landed on in the game.

### Extra support

- If you would like to end the last lesson without the Student's Book, there is a **Communicative** revision questions photocopiable activity on p.203 (instructions p.172).

## STUDY LINK

- iTutor
- 

## GRAMMAR

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

## VOCABULARY

- |             |                 |                |
|-------------|-----------------|----------------|
| a 1 next to | 3 on the corner | 5 on the right |
| 2 between   | 4 on the left   |                |

- |                 |              |                |
|-----------------|--------------|----------------|
| b ask, asked    | help, helped | snow, snowed   |
| buy, bought     | leave, left  | start, started |
| carry, carried  | miss, missed | stay, stayed   |
| change, changed | need, needed | study, studied |
| cry, cried      | say, said    | talk, talked   |
| do, did         | send, sent   | tell, told     |
| have, had       | sit, sat     | write, wrote   |

## PRONUNCIATION

- |                      |                      |                    |
|----------------------|----------------------|--------------------|
| a 1 <u>o</u> pposite | 3 <u>de</u> cide     | 5 <u>to</u> morrow |
| 2 <u>bet</u> ween    | 4 <u>un</u> iversity |                    |
| b /b/ clock          | /eɪ/ train           | /t/ tie            |
| /ə/ computer         | /d/ dog              |                    |

# 11 & 12 Revise and Check

## CAN YOU UNDERSTAND THIS TEXT?

- a England and France. There is a tunnel.
- b
- 1 by plane or by train and boat
  - 2 nine (hours)
  - 3 It opened in 1994.
  - 4 It is 37.9 kilometres long.
  - 5 about three hours
  - 6 They first thought of it in 1802.
  - 7 because the snow caused electrical problems

## CAN YOU UNDERSTAND THESE PEOPLE?

4 59))) 1 a 2 b 3 c 4 a 5 b

4 59)))

See the script in the Student's Book on p.91



### Short film: Erasmus

Hi, I'm John and I'm a student. I'm from Canterbury in the UK. At the moment I'm studying at the Erasmus University Rotterdam, in Holland. The university opened in 1913 and today it has over 20,000 students.

I'm studying here for one year. The study programme is called the Erasmus programme. The Erasmus University and the Erasmus programme – so who was Erasmus?

Desiderius Erasmus Roterodamus was born here in Rotterdam in 1466. When he was nine he went to school. He studied religion and languages, like Latin and Greek. His teachers were excellent. The young Erasmus was very clever and he learnt quickly. When he was 25 he became a catholic priest. But he didn't work as a priest for very long. Instead, he continued studying. He went to universities all over Europe, including Paris, Turin, and Cambridge. He studied languages and made new translations of the Bible in Latin and Greek. He also wrote a lot of books.

Erasmus believed in peace and understanding and his ideas became popular all over Europe. He died in Basel, Switzerland, in 1536.

Today there are places all over the world with Erasmus's name. For example, there's the Erasmus Bridge in Rotterdam and there's the Erasmus Hall in Brooklyn, New York.

Erasmus is a good name for the programme because Erasmus worked and studied all over Europe. And he believed that people work well when they work together.

## WRITING Completing a form

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

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

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

Now focus on the instructions for **a**. Point out that the questions correspond to the spaces in the form. The first item *What's your name?* (question f) has been completed as an example.

Give Sts time to match each question with a part of the form.

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

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

### Extra challenge

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

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

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

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

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

## WRITING Posting a photo

Focus on the title and make sure Sts understand it.

Now focus on **a**. Look at the photo and read the instructions. Give Sts time to read the text and write the numbers of the people in the correct place on the photo. Point out that the first one has been done for them.

Check answers. Now ask *Who's Henri?* (to elicit Alice's father) and do the same with the other people.

A 2 (Henri – father)                      D 4 (Alice)  
B 3 (Cécile – mother)                    E 5 (Olivier – brother)  
C 1 (Pauline – sister)                    F 6 (Toto – dog)

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

Finally, focus on **c** and tell Sts they are going to write about their families. Explain that they should follow the model in **a**.

Write the sentence stems MY NAME IS \_\_\_\_.

I'M FROM \_\_\_\_ on the board to show Sts how to begin.

Give Sts time to write their paragraph. Monitor and help with grammar, spelling, and vocabulary. If you don't have enough time, you could set the writing for homework and ask Sts to attach a photo.

Get Sts to exchange pieces of paper.

## WRITING Posting a comment

- a Focus on the title, *Posting a comment*, and make sure Sts understand it.

Focus on the instructions and then give Sts time to read Marco's comment.

Before eliciting Sts' opinions on whether they like Marco's breakfast, elicit each item he has and check Sts know the meaning: *papaya*, *mango*, *bread*, *butter*, *jam*. Model and drill pronunciation.

If you didn't focus on the word *healthy* in Dominic's text in **1**, then focus on it here. If you did, check Sts can remember what it means.

Now tell Sts if you like or don't like Marco's breakfast, and then ask *What about you?* With a show of hands you could find out how many Sts like his breakfast.

- b Focus on the instructions and give Sts time to look at the highlighted words and then complete sentences 1–3.

Check answers.

1 or                      2 and                      3 but

Check Sts know the meaning of the three words.

### Extra support

- Write the following sentences on the board to help Sts understand how to use *and*, *or*, *but*.

I LIKE TEA. I LIKE COFFEE. → I LIKE TEA AND COFFEE.

SOME DAYS I DRINK TEA AND SOME DAYS I DRINK COFFEE. → I DRINK TEA OR COFFEE.

I LIKE CEREAL. I DON'T LIKE TOAST. → I LIKE CEREAL BUT I DON'T LIKE TOAST.

- c Give Sts time to write their own comments. Tell them to use Marco's comment as a model. They can begin with *For breakfast I have...* Give Sts about 6–8 minutes to write about 50 words for this task.

Go around the room to monitor and help as Sts are writing. However, don't make a lot of corrections at this time. Allow Sts to focus on putting their ideas down on paper.

### Extra idea

- You could get Sts to post their comments around the classroom. Then Sts can circulate around the room and read about their classmates' breakfasts. (Check to make sure that comments don't have too many errors before Sts put them up.)

## WRITING An email

Focus on **a** and get Sts to read the email and answer the question.

Check the answer.

Lucy invites Kate to her house (for dinner).

Now focus on **b** and get Sts to read Kate's email and choose the right phrases.

Check answers.

I'm sorry, but I can't come.  
Maybe see you at the weekend?

Focus on the **Emails** box in **c** and go through it with the class.

Focus on the instructions for **d** and put Sts in pairs. Highlight that the invitations have to include the date and time.

Sts write their emails inviting their partner. Monitor and help as needed. Make sure Sts are including all of the information.

Now focus on **e** and get Sts to exchange their invitation with their partner. When Sts have read the invitation they should write a reply, accepting or declining the invitation.

Now focus on **f** and get Sts to give their reply to their partner.

Get some feedback from various pairs and find out what kind of invitations Sts made (i.e. to the cinema, to a party, for coffee, etc.) and what kind of excuses they used if they declined.

Tell Sts to go back to the main lesson **PE5**.

## WRITING A blog post

Focus on the instructions for **a** and read the title of the blog and the introduction. You might want to pre-teach the word *colleague*. Model and drill pronunciation.

Give Sts time to read the blog post and complete the task. Point out that the first one has been done for them.

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

- 2 Then I had a shower and had breakfast. I didn't eat...
- 3 After that, I went to my new office. I got a taxi, because...
- 4 When I arrived, the boss introduced me...
- 5 I didn't go out for lunch – I had a sandwich in the office...
- 6 I went home at 5.30. I had a pizza for dinner...
- 7 I went to bed early, at 9.30. I was really tired, but...

Now go to **b**. Focus on the **Showing the order of events** box and go through it with the class. Elicit / explain that we use these words to show the order in which things happen.

Highlight that *Then* and *After* have the same meaning. *After* must be followed by a noun, e.g. *After lunch*. You can't use *after* by itself. Typical mistake: *We had lunch. After, we went shopping*. It should be *After lunch* / *After that we went shopping*.

Now go to **c**. Explain that Sts are going to write a blog post about their day yesterday.

Write this sentence on the board: YESTERDAY WAS A \_\_\_\_\_ DAY FOR ME. Ask a few Sts what word they would put in the gap. Suggest words like *normal*, *unusual*, *interesting*, *big*.

Tell Sts to use this sentence to begin their blog and make it true for their day. Then they should explain what they did using time-order words to put the events in order. Make sure Sts understand that they don't have to say everything they did, just the most interesting or important events in their day.

Get Sts to work individually to write their blog posts. Set a time limit that will allow most Sts to finish, but will not be too long. Monitor and help as needed. If short of time, you could set this for homework.

Check that Sts are using *Then*, *after that*, etc., and telling events in the order they happened.

## GRAMMAR BANK 1A

Play the audio and ask Sts to listen and repeat the example sentences. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** to help you. You may want to use L1 here.

### 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.

### Additional grammar notes

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

- In English we always use a name or pronoun with the verb.
- *I* is always written with a capital letter.
- There is only **one** form of *you* – i.e. there is no formal and informal form, unlike in many other languages.
- Native and fluent speakers of English nearly always use contractions in conversation.
- The subject usually changes position in questions in English.
- You can answer a question with a short answer in English instead of answering just *yes* or *no*. Emphasize that *you are* in the positive short answer is not contracted.
- The *you* form of the verb *be* has two possible negations: *you aren't* and *you're not*. Both forms are common, but we recommend you teach only *you aren't* so as not to confuse Sts.

Focus on the exercises for **1A** on p.93.

## GRAMMAR BANK 1B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### Verb *be* (singular): *he, she, it*

- In English *he* is used for a male and *she* for a female. Things in English don't have a gender as they do in many languages. *It* is used for everything which is not a man or a woman, e.g. things, countries, places, buildings, etc. Animals are often *it*, but can also be *he* or *she* if they are yours and you know the sex.
- Remind Sts that in conversations it is more common to use contractions than full forms.
- Point out that *is* is contracted in conversation after question words, e.g. *What's your name?* *Where's he from?*, but *are* isn't contracted in *Where are you from?*
- The *he | she | it* form of the verb *be* has two possible negations: *he | she | it isn't* and *he's | she's | it's not*. Both forms are common, but we recommend you teach only *he | she | it isn't* so as not to confuse Sts. Only point out the alternative form if Sts ask about it.

Focus on the exercises for **1B** on p.93.



## GRAMMAR BANK 1A

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- |               |          |
|---------------|----------|
| 1 I'm         | 3 I'm    |
| 2 I'm, You're | 4 You're |
- b
- 1 You aren't
  - 2 You aren't
  - 3 I'm not
- c
- 1 Am I in room 4?
  - 2 Are you Silvia?
  - 3 Am I in class 3?
- d
- |               |               |
|---------------|---------------|
| 1 Am, aren't  | 3 Are, am     |
| 2 Are, 'm not | 4 Am, are, 'm |

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

## GRAMMAR BANK 1B

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

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

- a
- |         |         |        |
|---------|---------|--------|
| 1 She's | 4 It's  | 7 It's |
| 2 It's  | 5 He's  | 8 He's |
| 3 He's  | 6 She's |        |
- b
- |              |                 |
|--------------|-----------------|
| 1 's, Is, is | 4 Is, isn't, 's |
| 2 Is, 's     | 5 Is, isn't, 's |
| 3 's, 's     |                 |
- c
- |                     |                       |
|---------------------|-----------------------|
| 1 's, Is, is        | 3 are, 'm             |
| 2 's, Is, isn't, 's | 4 's, 's, 're, 'm, 's |

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

## GRAMMAR BANK 2A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### verb *be* (plural): *we, you, they*

- *We, you, and they* are plural pronouns.
- *We* and *you* can be used for men or women or both.
- The pronoun *you* and the verb form after it is the same in the singular and the plural.
- *They* can be used for people or things.
- Remind Sts that people normally use contractions after pronouns in conversation, e.g. *We're from Texas.*
- Contractions are not used in positive short answers, e.g. *Yes, they are.* NOT *Yes, they're.*
- ! For *we | you | they* there are two possible negations – *we | you | they aren't* and *we're | you're | they're not* – but we recommend you teach only *we | you | they aren't* so as not to confuse Sts.

Focus on the exercises for **2A** on p.95.

## GRAMMAR BANK 2B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### *Wh-* and *How* questions with *be*

- In English statements with *be*, the subject comes before the verb. The pattern is S + V.
- In questions, the order of the subject and verb is reversed. The pattern is V + S.
- When a question begins with a *Wh-* word or *How*, the pattern is *Wh-* (*How*) + V + S.
- In questions with question words, the verb *is* is often contracted, e.g. *What's, Where's, Who's.* This is especially the case when the subject is a noun, e.g. *What's your name? Where's the toilet?* It is often not contracted when the subject is a pronoun. *Are* is not contracted after a *Wh-* word: *Where are the students?* NOT ~~*Where're the students?*~~

Focus on the exercises for **2B** on p.95.

## GRAMMAR BANK 2A

Get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- |        |        |        |
|--------|--------|--------|
| 1 We   | 4 she  | 7 You  |
| 2 It   | 5 They | 8 We   |
| 3 they | 6 He   | 9 They |

- b
- 1 We aren't Mexican.
  - 2 You're / You are in class 4.
  - 3 Are they English?
  - 4 Are we in class 4?
  - 5 You aren't in class 4.
  - 6 We're / We are on holiday.

- c
- |                    |                |
|--------------------|----------------|
| 1 Are, aren't, 're | 6 Are, are, 's |
| 2 Are, are, 're    | 7 'm not       |
| 3 isn't            | 8 aren't       |
| 4 aren't           | 9 's, Is, is   |
| 5 Is, isn't, 's    |                |

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

## GRAMMAR BANK 2B

Get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

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

- a
- 1 When, Where
  - 2 What
  - 3 Who, Where
  - 4 What
  - 5 Who, How old
- b
- 1 Who is she? (Who's she?)
  - 2 What is your phone number? (What's your phone number?)
  - 3 Where is room 4? (Where's room 4?)
  - 4 Is Marta married?
  - 5 When is your English class? (When's your English class?)
  - 6 Is your phone number 0151 496 0362?
  - 7 What is his email? (What's his email?)
  - 8 How old is Pedro?
- c
- 1 Where are you from?
  - 2 Where's Monterrey?
  - 3 What's your email?
  - 4 What's your phone number?
  - 5 How old are you?

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

## GRAMMAR BANK 3A

Focus first on the rules for **Singular nouns; a / an**. Play the audio for Sts to listen and repeat the sentences.

Go through the rules with the class using the expanded information in the **Additional grammar notes** to help you. You may want to use Sts' L1 here. At this point, use only the notes that deal with singular nouns and the articles *a / an*.

Now focus on the rules for **Plural nouns**. Play the audio and get Sts to listen and repeat the example sentences.

Go through the rules, using the expanded information in the **Additional grammar notes**. Focus on the notes that deal with plural forms.

Now focus on the box about **the** and go through it with the class.

Go through the rules, using the expanded information in the **Additional grammar notes**. Focus on the notes that deal with the article *the*.

### Additional grammar notes

#### singular nouns; a / an

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

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

#### plural nouns

- Irregular plurals are dealt with in **4A**.
- Regular nouns form the plural by adding an *s*. The only problem is the pronunciation as the final *s* is sometimes pronounced /z/, e.g. *keys*, and sometimes /s/, e.g. *books*. This will be dealt with in **Pronunciation**.
- *-es* is added to nouns ending in: *-ch*, *-sh*, *-ss*, and *-x* (e.g. *watch* – *watches*). This is because it would be impossible to pronounce the word if only an *s* were added to the words. (NOT *watchs*)
- With words ending in consonant + *y*, the *y* changes to *i* and *-es* is added.

- With compound nouns, e.g. *credit card*, *identity card*, only the second noun adds an *s* when plural.
- These rules for forming plural nouns are important because they are also true for verbs in the third person in the present simple.

#### the

- Explain that we use *the* to refer to something specific, e.g. *look at the board*, *open the door*, *close the windows*. We can use *the* with singular and plural nouns.
- Articles are easy for some nationalities and more difficult for others depending on their L1. If articles are a problem for your Sts, give more examples to highlight the difference between *a / an* and *the*, e.g. *What is it? It's a door* (explaining what it is) and *Open the door* (talking about a specific door, e.g. the door of the classroom).

Focus on the exercises for **3A** on p.97.

## GRAMMAR BANK 3B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### this | that | these | those

- The words *this* and *these* are used for things within reach of or near the speaker. *That* and *those* are for things that are out of reach or farther away.
- The best way to explain the words is to demonstrate. Touch something that is close to you and say, e.g. *This is a book* or *These are pencils*. Then point at something across the room and say, e.g. *That's a board* or *Those are bags*.
- *This / these* are often used with the word *here*, e.g. *Is this your book here?* *That / those* are often used with *there / over there*, e.g. *Is that your bag (over) there?*
- *That is* is often contracted as *That's*. However, there are no contracted forms for *this is* or *these / those are*.

Focus on the exercises for **3B** on p.97.

## GRAMMAR BANK 3A

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

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

b

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

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

## GRAMMAR BANK 3B

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- |         |         |         |
|---------|---------|---------|
| 1 This  | 3 These | 5 these |
| 2 those | 4 that  | 6 that  |

b

- |         |           |            |           |
|---------|-----------|------------|-----------|
| 1 It's  | 3 They're | 5 they are | 7 is that |
| 2 these | 4 those   | 6 this     | 8 It's    |

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

## GRAMMAR BANK 4A

Focus on **Possessive adjectives**. Play the audio and ask Sts to listen and repeat the sentences. Pause the audio as necessary.

Now focus on the **Possessive 's** and have Sts listen and repeat the sentences. Pause the audio as necessary.

Go through the rules for using possessive adjectives and possessive 's with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

### Additional grammar notes

#### Possessive adjectives

- Some languages use the same possessive adjective for *he*, *she*, and *it*. Highlight that in English we use three different possessive adjectives, i.e. *his* for *he*, *her* for *she*, and *its* for *it*.
- In English, the possessive adjective agrees with the person who possesses something, not the noun that follows it, e.g. *Sam's key = his key* and *Ann's keys = her keys*.
- Remind Sts that *your* is used for singular and plural, formal and informal.
- ! Point out that the possessive adjective *its* has no apostrophe. Sts may confuse this with *it's = it is*.

#### Possessive 's

- Highlight that we use 's with words for people, e.g. *girl*, *boy*, *husband*, and names, e.g. *Jack's car*, *my husband's keys*, to show possession, and as an alternative to a possessive adjective. We do not usually use 's with things, e.g. *the pages of the book* NOT *the book's pages*.
- For plural nouns, the apostrophe goes after the *s*, e.g. *the students' books*.

- NB For irregular plurals, use 's, e.g. *the children's toys*. This isn't focussed on in the lesson, but Sts may ask you about this.
- The pronunciation of the possessive 's follows the same rules as those for the pronunciation of plurals formed with *s*.

Focus on the exercises for **4A** on p.99.

## GRAMMAR BANK 4B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes adjectives

- In English, an adjective can go after the verb *be*, but when it is with a noun it always goes BEFORE the noun, e.g. *My car is fast. It's a fast car*.
- Adjectives are the same for singular and plural nouns, so you never add an *s* to an adjective. This is different from many other languages where adjectives have to 'agree' with nouns.
- Adjectives have no masculine or feminine form.

#### very

- *very* is often used before an adjective to intensify it, e.g. *very fast*.

Focus on the exercises for **4B** on p.99.

## GRAMMAR BANK 4A

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- |         |         |         |        |
|---------|---------|---------|--------|
| 1 Their | 4 its   | 7 Her   | 10 our |
| 2 your  | 5 Their | 8 their | 11 my  |
| 3 His   | 6 Its   | 9 your  | 12 Our |
- b
- 1 Peter is Karen's father.
  - 2 Diana is Sam's mother.
  - 3 Karen is Peter's daughter.
  - 4 Peter is Diana's husband.
  - 5 Sam is Peter's son.
  - 6 Diana is Peter's wife.
  - 7 Sam is Karen's brother.

Tell Sts to go back to the main lesson **4A**.

## GRAMMAR BANK 4B

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- 1 It's an old car.
  - 2 They're black coats.
  - 3 It's a new phone.
  - 4 They're big houses.
  - 5 They're expensive glasses.
  - 6 It's a good book.
- b
- 1 It's a beautiful day.
  - 2 Amy's husband is very nice.
  - 3 They're very difficult questions.
  - 4 This is a cheap phone.
  - 5 It's a terrible photo.
  - 6 Maria is a very tall girl.
  - 7 Our cat is very old.
  - 8 This isn't a very good restaurant.
  - 9 It's a very long exercise.
  - 10 Their dog is very ugly.
  - 11 Italian bags are very expensive.
  - 12 This is a very small room.

Tell Sts to go back to the main lesson **4B**.

## GRAMMAR BANK 5A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### present simple $\oplus$ and $\ominus$ : *I, you, we, they*

- The *I, we, you,* and *they* forms of the present simple are the same, e.g. *I live, you live, we live, they live.* The verb endings don't change, unlike in many languages. Highlight that it is the subject pronoun *I | you | we | they* that changes, not the verb (*live*). For this reason it is essential to always use the pronouns. Otherwise, it wouldn't be clear which person you were talking about.
- In the present simple, for *I, we, you,* and *they,* we use *don't* before the infinitive form of the verb to form negatives. *Don't* is the contraction of *do not.* *Do* and *don't* are called auxiliary verbs. They are used to form negatives and questions. Remind Sts that native speakers nearly always use the contracted form *don't* in spoken English.

Focus on the exercises for **5A** on p.101.

## GRAMMAR BANK 5B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### present simple $\text{?}$ : *I, you, we, they*

- We use the verb *do* + the infinitive form of the verb to form questions. *Do* in this context cannot be translated. It simply indicates to the other person that you are going to ask a question in the present tense.
- Highlight the use of the short answers *Yes, I do* and *No, I don't,* which can be used as an alternative to just answering *Yes* or *No.* You might add that a simple *Yes* or *No* can sound too abrupt to an English speaker.

Focus on the exercises for **5B** on p.101.



## GRAMMAR BANK 5A

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 I have eggs for breakfast.
- 2 We don't drink coffee in the evening.
- 3 They like chocolate.
- 4 You eat meat.
- 5 We eat rice in the evening.
- 6 I don't have sugar in my coffee.
- 7 You don't like cheese.
- 8 The children eat vegetables.

b

- 1 don't have, have
- 2 don't eat, eat
- 3 drink, don't drink
- 4 don't go, go

Tell Sts to go back to the main lesson **5A**.

## GRAMMAR BANK 5B

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- |             |                    |
|-------------|--------------------|
| 1 Do, don't | 6 do, don't        |
| 2 don't     | 7 Do, don't, don't |
| 3 Do, don't | 8 Do, do           |
| 4 don't     | 9 Do, don't        |
| 5 Do, don't | 10 Do, do, don't   |

b

- 1 I don't know.
- 2 Do you live near here?
- 3 I don't like football.
- 4 Do you want a coffee?
- 5 They work in the city centre.
- 6 I have two sisters.
- 7 Do you speak French?
- 8 I don't need a big car.
- 9 Do you go to German classes?
- 10 I don't have a watch.
- 11 Do you listen to music in the car?
- 12 I don't work on Saturdays.

Tell Sts to go back to the main lesson **5B**.

## GRAMMAR BANK 6A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary. You may want to point out that the sentences *It works.* / *It doesn't work* are a different meaning of the verb *work* = It isn't broken. / It's broken.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### present simple: *he, she, it*

- The *he, she,* and *it* forms of the present simple are different from the other forms. The positive form of the verb always finishes with an *-s* (or *-es*). At this low level Sts will find it difficult to remember to add the *-s* / *-es* and will need constant reminding.
  - Highlight that we form negatives by putting *doesn't* /'dʌznt/ (NOT *don't*) before the infinitive form. Emphasize that there is no *s* on the main verb in these sentences. Typical mistake: *He doesn't works here.*
  - *Doesn't* is the contracted form of *does not*. Remind Sts that native speakers usually use contractions in spoken English.
  - Highlight that we use *does* (NOT *don't*) with *he, she,* or *it* and the infinitive to make questions, e.g. *Does she work for our magazine?*
- ! If Sts ask about the meaning of *does*, tell them that, like *do*, it is a word we need in the present simple to help make negatives and questions and it cannot be translated.

#### Spelling rules third person -s

- Highlight that most verbs make the *he | she | it* form by adding *-s*, e.g. *eats, drinks.*
- Verbs ending in *-ch, -sh, -s, -z, -ss, -zz,* and *-x* make the *he | she | it* form by adding *-es*, e.g. *watches, finishes, kisses.*
- Verbs ending in a consonant + *y* make the *he | she | it* form by changing the *y* to *i* and adding *-es*, e.g. *studies.* This change does not occur when the verb ends in a vowel + *y*, e.g. *plays.*

- Point out that spelling rules for verbs in the third person singular are the same as those for plural nouns (see Student's Book p.96, **3A**, and **Pronunciation notes** below).
- The verbs *have, do* and *go* are irregular in the *he | she | it* form and change to *has, does,* and *goes.* Highlight that *goes* /gəʊz/ and *does* /dʌz/ are pronounced differently.

Focus on the exercises for **6A** on p.103.

## GRAMMAR BANK 6B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### adverbs of frequency

- With all verbs except *be*, adverbs of frequency go before the main verb. At this level we have not focussed on adverbs of frequency with *be*. This is taught in *English File Elementary*.
  - In positive sentences they usually go between the pronoun and the verb, e.g. *I always have coffee for breakfast.*
- ! *Sometimes* and *usually* can also be used at the beginning of a sentence, but it is probably best to just give Sts a simple rule at this level.
- You may want to tell Sts that in a negative sentence they go between *don't | doesn't* and the main verb, e.g. *I don't usually have breakfast.* However, this is not practised in the exercises.
  - Highlight that we always use a positive verb with *never*, e.g. *I never eat meat.* NOT *I never don't eat meat.*

Focus on the exercises for **6B** on p.103.

## GRAMMAR BANK 6A

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 He reads magazines.
- 2 My sister studies Italian.
- 3 Does he speak English?
- 4 My brother doesn't eat fish.
- 5 Where does your wife work?
- 6 Tom doesn't speak Italian.
- 7 Does she like cats?
- 8 Andrew has two brothers.
- 9 What does he eat for lunch?
- 10 My mother watches a lot of TV.
- 11 What does your son do?
- 12 Maria doesn't need a new car.

b

- |               |                 |
|---------------|-----------------|
| 1 listens     | 7 don't watch   |
| 2 goes        | 8 Do...want     |
| 3 don't work  | 9 do...go       |
| 4 Does...live | 10 doesn't eat  |
| 5 finishes    | 11 Does...like  |
| 6 has         | 12 doesn't have |

Tell Sts to go back to the main lesson **6A**.

## GRAMMAR BANK 6B

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 My husband sometimes goes to the gym.
- 2 I always have a shower in the morning.
- 3 We usually have breakfast at home.
- 4 I never go to bed before 12.00.
- 5 They always go to work by bus.
- 6 He sometimes has a sandwich for lunch.
- 7 The restaurant usually closes late.
- 8 She never goes shopping after work.
- 9 I usually do my homework at the weekend.
- 10 I sometimes make fish for dinner.

b

- 1 Alex **sometimes goes** to bed very late.
- 2 We **always do** housework at the weekend.
- 3 We **usually have** lunch at home at the weekend.
- 4 I **never drink** coffee in the evening.
- 5 My sister **always gets** up early.
- 6 I **never speak** English at work.
- 7 We **sometimes watch** TV after dinner.
- 8 My husband **usually finishes** work at 7.30 p.m.
- 9 I **never have** a bath, I **always have** a shower.
- 10 We **sometimes drink** tea with milk, but I prefer it with lemon.

Tell Sts to go back to the main lesson **6B**.

## GRAMMAR BANK 7A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### Word order in questions

##### Questions with *be*

- Remind Sts that to make a question with the verb *be*, you simply invert the subject and the verb, so *They are American* becomes *Are they American?* and *This is your coat* becomes *Is this your coat?* It's important to highlight again that questions with *be* do not use the auxiliaries *do* or *does*.
- In questions with *be* Sts sometimes forget to invert the subject and verb. Typical mistakes include:  
*Ana's a student? What they're doing?*

##### Questions with other verbs

- Remind Sts that with other main verbs in the present simple, you need to first use the auxiliary *do* or *does*, then the subject, and then the main verb in the infinitive, so *She lives in London* becomes *Does she live in London?*
- If a question has a question word, e.g. *What* or *Where*, etc. then the question word always comes first.
- The acronyms **ASI** (Auxiliary verb + Subject + Infinitive) and **QuASI** (Question word + Auxiliary verb + Subject + Infinitive) will help Sts remember the correct word order in questions in the present simple (with verbs other than *be*).
- In questions with the auxiliaries *do* or *does* Sts may leave out the auxiliary or get the word order wrong. Typical mistakes include:  
*You live with your parents? How you do spell it?*

Focus on the exercises for **7A** on p.105.

## GRAMMAR BANK 7B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### Imperatives

- Highlight the simplicity of imperatives in English. There are only two forms – positive and negative, e.g. *Wait, Don't wait*. Elicit / give a few more examples of imperatives, encouraging Sts to give the negative forms, e.g. *Sit down, Look, Listen, Don't write, Don't look*, etc.

#### Object pronouns

- Like subject pronouns, object pronouns are used to refer to people and things when we don't want to repeat a noun, e.g. *Rachel likes **Jim**, but she doesn't love **him***.
- Highlight that *it* is used for things, *him* for a man or boy, and *her* for a woman or girl. You may want to remind Sts that *her* is also the possessive adjective for a woman. The plural form *them* is used for both people and things.
- Highlight that the object pronouns for *it* and *you* are the same as the subject pronouns.

Focus on the exercises for **7B** on p.105.

## GRAMMAR BANK 7A

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- |        |         |
|--------|---------|
| 1 What | 5 When  |
| 2 How  | 6 How   |
| 3 What | 7 Where |
| 4 Who  | 8 Where |

b

- 1 Where do your brothers work?
- 2 Is this your phone?
- 3 What time does the film start?
- 4 Does your husband speak Spanish?
- 5 How is your family?
- 6 Are we late for class?
- 7 Do your children like sushi?
- 8 What time does your wife finish work?

c

- |       |        |        |
|-------|--------|--------|
| 1 Is  | 4 Are  | 7 is   |
| 2 do  | 5 do   | 8 does |
| 3 are | 6 Does | 9 Do   |

Tell Sts to go back to the main lesson **7A**.

## GRAMMAR BANK 7B

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- |              |              |               |
|--------------|--------------|---------------|
| 1 Close      | 4 Speak      | 7 Sit, open   |
| 2 Don't eat  | 5 Go         | 8 Don't read  |
| 3 Don't play | 6 Don't make | 9 Don't worry |

b

- |        |        |       |
|--------|--------|-------|
| 1 it   | 4 her  | 7 us  |
| 2 him  | 5 them | 8 you |
| 3 them | 6 me   |       |

Tell Sts to go back to the main lesson **7B**.

## GRAMMAR BANK 8A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### *can* / *can't*

- *Can* / *can't* are used to talk about permission (*you can park there* = it is permitted) and possibility (*Can I book some driving lessons?* = Is it possible for me to book some lessons?). NB *Can* for ability is taught in *English File Elementary*.
- There are only two possible forms, *can* or *can't* (there is no change for the third person).
- The negative *can't* is a contraction of *cannot*. *Can't* is almost always used in both conversation and informal writing.
- Questions with *can* are formed by inverting the subject and the auxiliary *can*, not with *do*.
- The verb after *can* is the infinitive, e.g. *You can park here* NOT *to + infinitive* ~~*You can to park here.*~~

Focus on the exercises for **8A** on p.107.

## GRAMMAR BANK 8B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### *like* / *love* / *hate* + verb + *-ing*

- When another verb follows *love*, *like*, or *don't like*, the *-ing* form is normally used, e.g. *camping*, *cooking*, not the infinitive, e.g. NOT ~~*Hike camp.*~~
- *to* + the infinitive after *like* and *love* is sometimes used (especially in US English), e.g. *I like to swim*, but it is easier for Sts at this level to learn the most common form.
- Highlight that *I hate getting up early* is a stronger way of saying that you don't like getting up early.

### Spelling rules

- most verbs simply add *-ing* to the infinitive to make the *-ing* form, e.g. *reading*, *watching*.
- verbs ending in *y* don't change from *y* to an *i* (as they do in 3rd person singular, present tense), e.g. *fly* – *flying* NOT ~~*fliing*~~.
- verbs ending in *e* drop the *e* before adding *-ing*, e.g. *cycle* – *cycling*.
- verbs ending in consonant + one vowel + consonant: double the final consonant and add *-ing*, e.g. *running*, *swimming*.

Focus on the exercises for **8B** on p.107.

## GRAMMAR BANK 8A

Get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 Can we sit here?
- 2 You can't start classes until next week.
- 3 James can help us tomorrow.
- 4 Can you come to lunch on Sunday?
- 5 You can use my phone if you like.
- 6 We can't park here.
- 7 Can we watch TV after dinner?
- 8 He can't go to the cinema tonight.

b

- |               |                |
|---------------|----------------|
| 1 can't drive | 5 can...go     |
| 2 Can...pay   | 6 can watch    |
| 3 Can...swim  | 7 Can...come   |
| 4 can walk    | 8 can't listen |

Tell Sts to go back to the main lesson **8A**.

## GRAMMAR BANK 8B

Get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers. For **a**, get Sts to write the answers on the board or elicit how to spell each verb. For **b**, get Sts to read the full sentences.

a

- |            |           |
|------------|-----------|
| 1 meeting  | 5 crying  |
| 2 stopping | 6 writing |
| 3 buying   | 7 running |
| 4 going    | 8 cycling |

b

- 1 She likes cooking.
- 2 Do you like travelling?
- 3 I love shopping for presents.
- 4 They don't like watching TV.
- 5 Does your father like playing chess?
- 6 I don't like doing exercise.
- 7 My mother loves reading detective novels.
- 8 We don't like going to bed late.

Tell Sts to go back to the main lesson **8B**.

## GRAMMAR BANK 9A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### present continuous (*be + verb + -ing*)

- Highlight that when we talk about activities we are doing right now, we need to use the present continuous, not the present simple, e.g. *I'm watching TV now.* NOT ~~*I watch TV now.*~~
- Other typical mistakes Sts make are in word order, e.g. *You're working now?* *What you are doing?*, or leaving out the verb *be*, e.g. *I working now.*
- ! You may want to point out to Sts that some verbs, e.g. *like* and *love*, are not usually used in the present continuous. They are normally used in the present simple, e.g. *I like this music,* NOT ~~*I'm liking this music.*~~

#### Spelling rules

- Highlight that the spelling rules for the *-ing* form in the present continuous are the same as those Sts learnt for activities, e.g. *camping, travelling*, in **8B** (See the **Additional grammar notes** in **8B**).

Focus on the exercises for **9A** on p.109.

## GRAMMAR BANK 9B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### present continuous or present simple?

- It is important to make clear that there is a definite distinction in the use of the two present forms in English, which may (or may not) exist in your Sts' own language(s).
- In English you have to use the present continuous (not the present simple) to talk about things which are happening at the moment of speaking, e.g. *Hello! What are you doing?* NOT ~~*Hello! What do you do?*~~
- You have to use the present simple (not the present continuous) for habitual actions, e.g. *I live in Berlin.* NOT ~~*I'm living in Berlin.*~~
- If you know your Sts' L1, you might want to make some comparisons.
- NB The use of the present continuous with a future meaning is taught in **12B**.

Focus on the exercises for **9B** on p.109.



## GRAMMAR BANK 9A

Get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 'm driving
- 2 're doing
- 3 's working
- 4 's playing
- 5 're studying
- 6 're swimming

b

- 1 're sitting
- 2 isn't watching, 's sleeping
- 3 are...doing, 'm shopping
- 4 'm going, 'm not working
- 5 ls...doing, 's playing
- 6 'm not reading, 'm watching
- 7 's talking
- 8 Are...having, 're having
- 9 's visiting, 'm calling
- 10 Are...getting

Tell Sts to go back to the main lesson **9A**.

## GRAMMAR BANK 9B

Get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner. Tell Sts to refer to the spelling rules if they are not sure how to spell the *-ing* forms.

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

a

- 1 I'm working
- 2 Are you doing, I'm playing
- 3 She works
- 4 We're staying
- 5 are you driving, I'm not driving, I'm talking
- 6 rains
- 7 have, I'm having

b

- 1 is raining
- 2 have
- 3 're skiing
- 4 Are...watching, 'm doing
- 5 get up, have
- 6 is travelling
- 7 do...go
- 8 's wearing
- 9 are...going, go

Tell Sts to go back to the main lesson **9B**.

## GRAMMAR BANK 10A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### *there's a... / there are some...*

- Sts may have trouble remembering that *there is* is used with singular nouns and *there are* with plural nouns.
- Highlight that:
  - *there is* contracts to *there's*, but we write *there are* NOT *there're*.
  - *there is* isn't contracted in short answers, i.e. *Yes, there is.* NOT *Yes, there's.*
  - negative sentences are formed with the negative of *be*, i.e. *isn't* and *aren't*.
  - questions are formed by inverting *there* and *is / are*, e.g. *There is* → *Is there...?* and *There are* → *Are there...?*
- When giving a list of things we use *There is* if the first word in the list is singular, e.g. *There's a bed, a table, and two chairs.*

#### *some and any*

- Highlight that we use *some* in positive plural sentences, e.g. *There are some pictures.* We use *any* in negative plural sentences and questions, e.g. *There aren't any towels, Are there any pillows?*
- NB The use of *some* and *any* with uncountable nouns, e.g. *There's some bread,* is not taught here. This grammar point is taught in *English File Elementary*.

Focus on the exercises for **10A** on p.111.

## GRAMMAR BANK 10B

Focus on the example sentences and play the audio for Sts to listen and repeat (see the **Pronunciation notes** for the pronunciation of *was / were*). Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### past simple: *be*

- *Was* is the past of *am* and *is*. *Were* is the past of *are*. Like *is* and *are*, *was* and *were* can be used to describe permanent and temporary states, e.g. *I was a teacher.* | *I was at home last night.*
- *Was* and *were* are used exactly like *is* and *are*, i.e. they are inverted to make questions (e.g. *he was* → *was he?*) and *not* (*n't*) is added to make negatives (*wasn't*, *weren't*).
- The past simple is used to talk about finished time, especially with past time expressions, e.g. *last night*, *last week*. It is used to refer to both the near and distant past.
- ! Highlight that past time expressions do **not** have an article, i.e. *last week* NOT *the last week*.
- ! Some Sts tend to remember *was* and forget *were*.

Focus on the exercises for **10B** on p.111.

## GRAMMAR BANK 10A

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- |        |        |
|--------|--------|
| 1 any  | 6 a    |
| 2 some | 7 any  |
| 3 a    | 8 some |
| 4 any  | 9 some |
| 5 a    | 10 any |
- b
- |                |               |
|----------------|---------------|
| 1 Are there    | 6 There are   |
| 2 There aren't | 7 Is there    |
| 3 There's      | 8 There are   |
| 4 Is there     | 9 There isn't |
| 5 There isn't  | 10 Are there  |

Tell Sts to go back to the main lesson **10A**.

## GRAMMAR BANK 10B

Get Sts to do the exercises individually or in pairs.  
If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- 1 Were you at school yesterday?
  - 2 James wasn't very well yesterday.
  - 3 We were on the plane at 4.00.
  - 4 Were they in class yesterday?
  - 5 David wasn't very happy last night.
  - 6 I was in a meeting until 7.00 last night.
  - 7 Was your sister in London last week?
  - 8 It was a terrible film.
- b
- |           |          |           |           |
|-----------|----------|-----------|-----------|
| 1 was     | 5 Was    | 8 Were    | 11 Was    |
| 2 weren't | 6 wasn't | 9 weren't | 12 wasn't |
| 3 were    | 7 was    | 10 were   | 13 was    |
| 4 wasn't  |          |           |           |

Tell Sts to go back to the main lesson **10B**.

## GRAMMAR BANK 11A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### past simple: regular verbs

- The past simple is used for finished actions and states in the past however distant or recent. For example, we can say *I phoned you yesterday* and *I phoned you earlier today*. This may be different in your Sts' L1.
- The past simple of regular verbs is very easy. There is no third person change. The basic rule is to add *-ed* to the infinitive.
- Negative sentences use the auxiliary *did + not (didn't)* + the infinitive.
- Questions use the formula (*Wh-*) + *did* + subject + infinitive. In other words, they follow the same pattern as questions in the present simple: **(Qu) + A + S + I**. For information on the acronyms **QuASI** and **ASI** see the **Additional grammar notes** in 7A.
- Most verbs in English are regular, although some of the most common verbs happen to be irregular, e.g. *go, have* (see **11B**).

#### Spelling rules

- The basic rule for forming the past tense in positive sentences with regular verbs is add *-ed* (e.g. *worked*) or *-d* with verbs ending in *e* (e.g. *lived*).

- Highlight that you do not add *-ed* / *-d* to regular past verbs in questions and negatives.  
Typical mistakes: *Did you worked yesterday? I didn't lived in London.*

Focus on the exercises for **11A** on p.113.

## GRAMMAR BANK 11B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### past simple irregular verbs: *do, get, go, have*

- A small number of verbs (several of which are very common) are irregular in the past simple. The change of form can be just one or two letters, e.g. *get* → *got*, or can be a completely new word, e.g. *go* → *went*.
- As with regular verbs, irregular verbs are only irregular in positive sentences. In negative sentences *didn't* is used with the infinitive (not the past) and questions are formed using *did* + infinitive.  
Some typical mistakes include: *Did you went to the cinema? I didn't had breakfast.*
- As with regular verbs all forms are the same for all persons.

Focus on the exercises for **11B** on p.113.

## GRAMMAR BANK 11A

Get Sts to do the exercises individually or in pairs. If Sts do the exercises individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences. Get them to spell any verbs where the spelling in the past changes.

a

- 1 They worked in a bank.
- 2 He finished work late.
- 3 We lived in Brazil.
- 4 I carried a big bag.
- 5 She walked to work.
- 6 The train stopped in Barcelona.
- 7 We played tennis.
- 8 You talked a lot!
- 9 I relaxed at the weekend.
- 10 He waited for the bus.
- 11 They travelled by train.
- 12 She needed a new coat.

b

- 1 did...park, parked
- 2 Did...finish, didn't finish
- 3 did...study, studied
- 4 Did...like, didn't like
- 5 Did...watch, watched
- 6 Did...close, closed
- 7 Did...cry, cried
- 8 did...arrive, arrived

Tell Sts to go back to the main lesson **11A**.

## GRAMMAR BANK 11B

Get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 I had eggs for breakfast this morning.
- 2 Did she go to Spanish classes last year?
- 3 We didn't have lunch at home last week.
- 4 Mike didn't go to work by car yesterday.
- 5 They went to school by bus yesterday.
- 6 What time did you get up this morning?
- 7 Did you do sport or exercise last weekend?
- 8 You didn't do the housework yesterday.
- 9 I didn't get up early this morning.

b

- 1 did...have, had
- 2 Did...do, did
- 3 did...go, didn't go
- 4 did...get up, got up
- 5 did...have, didn't have, had
- 6 Did...go, went, didn't go

Tell Sts to go back to the main lesson **11B**.

### Extra idea

- Get Sts to practise the conversation in **2b** on p.66, with one student taking the part of Ben (the father) and the other student the part of Linda and then swapping roles. You could rehearse the conversation before you start with Sts repeating the conversation after you or the audio.

## GRAMMAR BANK 12A

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### past simple: regular and irregular verbs (revision)

- Remind Sts:
  - that you don't use the auxiliaries *did* / *didn't* to make questions with the verb *be* in the past tense, e.g. *Were you at home last night?*  
NOT *Did you be at home last night?*
  - regular verbs add *-ed* or *-d* to the infinitive in positive sentences
  - most verbs are regular (e.g. *like, live*), but some common verbs are irregular and change their form in the past simple (e.g. *go – went, have – had*)
  - use *did* / *didn't* + infinitive to make questions and negatives with all verbs except *be* (and *can*), e.g. *Did you like it? Did you go?* NOT *Did you liked it? Did you went?*
- (4 62))) (4 63))) Refer Sts to the **Appendix** on p.132, listing the regular and irregular verbs which have been taught in the Beginner Student's Book.

Focus on the exercise for **12A** on p.115.

## GRAMMAR BANK 12B

Focus on the example sentences and play the audio for Sts to listen and repeat. Pause the audio as necessary.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

### Additional grammar notes

#### Present continuous for future

- This is the first time that Sts meet a future form in English. At this level we think that this is the easiest one to learn as Sts already know the form of the present continuous and how to use it to talk about things which are happening now.
- Some Sts, depending on their L1, may find this future use (e.g. *What are you doing at the weekend?*) strange as in their language the present simple may be used for this.
- Typical mistakes include: *What do you at the weekend? I go to the cinema after the class tonight.*
- Highlight that this form of the future is used to talk about our plans and arrangements for the near future, the kind of things we would write in our diary for the immediate future.

Focus on the exercises for **12B** on p.115.

## GRAMMAR BANK 12A

Get Sts to do the exercise individually or in pairs. If they do it individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

1 rented	11 answered	21 told
2 was	12 saw	22 waited
3 did	13 looked	23 went
4 went	14 was	24 was
5 visited	15 wasn't	25 had
6 stayed	16 did...see	26 did...leave
7 had	17 asked	27 were
8 were	18 Did...talk	28 wanted
9 arrived	19 didn't speak	
10 said	20 said	

Tell Sts to go back to the main lesson **12A**.

## GRAMMAR BANK 12B

Get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

- a
- 1 Are...meeting
  - 2 'm not cooking, 're going
  - 3 isn't coming
  - 4 are...going
  - 5 Are...flying, 're getting
  - 6 is leaving
  - 7 are...staying, aren't staying, 're renting
- b
- 1 are...wearing
  - 2 is...leaving
  - 3 are...doing
  - 4 are...coming
  - 5 are...going, 'm meeting
  - 6 am playing

Tell Sts to go back to the main lesson **12B**.

## VOCABULARY BANK Numbers and days

Write the page number on the board. Highlight that these pages (**Vocabulary Banks**) are the vocabulary section, where Sts will first do all the exercises as required by the Student's Book, and will then have the pages for reference to help them remember the words.

**1 9**))) Look at **1, 0–10** and focus on **a**. Play the audio for Sts to listen and repeat the numbers in chorus. Pause the audio as necessary. Give special attention to words which Sts find difficult. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

**1 9**)))

See numbers 0–10 in the Student's Book on p.116

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

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

Focus on **b**. Get Sts to cover the words and say the numbers. Sts can do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having. Point to the numbers you wrote on the board earlier and model and drill the ones that Sts find difficult.

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

### Extra challenge

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

**1 14**))) Look at **2 Days of the week** and focus on **a**. Play the audio for Sts to listen and repeat the days in chorus. Pause the audio as necessary.

**1 14**)))

See the days of the week in the Student's Book on p.116

Then repeat the activity, getting individual Sts to repeat the words. Make sure Sts know what the words are in their L1. Give extra practice of the words which are causing them the most problems. Highlight the silent *d* in *Wednesday* /'wenzdeɪ/, and the pronunciation of *Tuesday* /'tju:zdeɪ/ and *Thursday* /'θɜ:zdeɪ/, which Sts usually find tricky.

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

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

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

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

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

**1 65**))) Look at **3 11–100** and focus on **a**. Play the audio and get Sts to repeat numbers 11 to 20 in chorus. Remind Sts that the underlined syllables are stressed more strongly. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

**1 65**)))

See numbers 11–20 in the Student's Book on p.116

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

**1 66**))) Now focus on **c**. Play the audio and get Sts to repeat numbers 21 to 100 in chorus. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

**1 66**)))

See numbers 21–100 in the Student's Book on p.116

Explain that both *a hundred* and *one hundred* are acceptable.

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

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

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

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



## VOCABULARY BANK

### Countries and nationalities

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

**1 18)))**

See the list of countries in the Student's Book on p.117

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

Then play the audio again, getting individual Sts to repeat the countries.

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

Now do **b**. Get Sts to cover the words in **a**, look at the photos, and say the countries. Sts can do this individually or with a partner. Monitor and help. Listen for any general pronunciation mistakes. Write the words on the board, and model and drill them with choral and individual repetition.

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

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

**1 47)))** Look at **2 Nationalities** and focus on **a**. Play the audio and get Sts to repeat the countries and nationalities. Pause the audio as necessary. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

**1 47)))**

See the countries and nationalities in the Student's Book on p.117

Focus on *the UK / British*. Remind Sts that the UK (the United Kingdom) = England, Scotland, Wales, and Northern Ireland. The official nationality for people from these countries is *British*. If somebody is from

England, they may describe themselves as *English* or *British*. *Great Britain* is also often used and technically refers to the island including England, Scotland, and Wales, but not Northern Ireland.

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

- in all multi-syllable English words one syllable is stressed more than the other syllable(s).
- there aren't any firm rules governing word stress, although the majority of two-syllable words are stressed on the first syllable. The number of syllables a word has is determined by the way it is pronounced, not by how it is written, e.g. *nice* = one syllable, not two, because the *e* is not pronounced.
- there are no written accents in English. A dictionary shows which syllable in a word is stressed, e.g. *Brazilian* /brə'zɪliən/. The syllable after the apostrophe is the stressed one.
- Sts need to be careful with the pronunciation of words which are the same or similar to ones in their language as the stress pattern may be different.

### Extra support

- Write **BRAZIL** and **BRAZILIAN** on the board. Ask Sts how many syllables there are in *Brazil* to check Sts know the meaning of *syllable* (2). Then ask Sts to tell you which syllable is stressed in each word (*the second*). Underline the stressed syllables (**BRAZIL**, **BRAZILIAN**).
- Repeat for *China* and *Chinese* (**CHINA**, **CHINESE**) and elicit that the stress in the words is different.

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

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

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

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

Focus on **d**. Give Sts time to answer the question. Ask individual Sts for feedback.

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

## VOCABULARY BANK The classroom

**1 36**))) Look at **1 Things in the classroom** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Remind Sts that the stressed syllable is underlined. Highlight the pronunciation of the words Sts find most difficult, e.g. *board*, *window*, *coat*, and *dictionary*. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

**1 36**)))

See the things in the classroom in the Student's Book on p.118

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

Monitor and help as necessary, correcting any pronunciation errors.

If your Sts ask why some words are preceded by *the* (*the door*) and others *a* (*a window*), explain that we say *a window* because it is one of many, but we say *the door* because there is usually one door in a room. The same is true of *the board*. This difference is focussed on in more detail in **2A**.

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

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

**1 37**))) Now look at **2 Classroom language** and focus on **a**. Point out the two sections: phrases Sts will hear you say and phrases they will need in the classroom. Focus on the pictures and the phrases. Elicit / explain the meaning of any words or phrases that Sts don't understand.

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

**1 37**)))

See the list of phrases in the Student's Book on p.118

Then play it again for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

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

There may be other classroom instructions you use frequently yourself. You could teach them here too.

Tell Sts to go back to the main lesson **PE1**.

## VOCABULARY BANK Small things

**1 74)))** Focus on the title, *Small things*, tell Sts to quickly look at the pictures, and guess what the title means.

Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus. Pause the audio as necessary. Give further practice of words which your Sts find most difficult.

**1 74)))**

See the list of small things in the Student's Book on p.119

Point out that we only use *a* or *an* with singular nouns. *Glasses* is a plural noun (although it is one object). For this reason we don't say *a glasses*.

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

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

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

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

## VOCABULARY BANK People and family

23))) Look at **1 People** and focus on **a**. Play the audio and get Sts to repeat the words in chorus. Pause the audio as necessary. Remind Sts that the underlined syllables are stressed more strongly. Give extra practice as necessary, modelling the words yourself or using the audio, especially for the words which your Sts find difficult.

23)))

See the words in the Student's Book on p.120

Now focus on **b**. Get Sts to cover the words and then look at the photos and say the family members. They could do this individually or with a partner.

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

24))) Focus on the **Irregular plurals** box in **c** and go through it with the class. Explain that these four words have irregular plurals. Play the audio and get Sts to listen and repeat the plural words in chorus and individually. Highlight how the pronunciation changes in *child* / *children* and *woman* / *women*. Pause and play again as necessary. Model and drill any words that are difficult for your Sts and give extra practice as necessary.

24)))

See the words in the Student's Book on p.120

### Extra support

- Get Sts to look at the words in **a** and elicit which are plural (*children* and *friends*).

Focus on **d**. Get Sts to cover the plural words and say them. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems Sts are having. Write these words on the board, and model and drill them.

25))) Now look at **2 Family** and focus on **a**. Play the audio and get Sts to repeat the words in chorus and individually. Give extra practice as necessary, modelling the words yourself or using the audio, especially for the words which your Sts find difficult.

25)))

See the words in the Student's Book on p.120

You may also want to teach the word *partner*, which is very common nowadays to describe the person you are either married to or in a relationship with. Highlight that this word is also used to describe the person you work with in class.

### Extra challenge

- You could teach Sts a few other family words such as *grandmother* / *grandfather*, but don't overload them with too much new lexis.

Now focus on **b**. Get Sts to cover the words and look at the photos. Tell them to say the words. They could do this individually or with a partner.

### Extra idea

- Put Sts in pairs **A** and **B**. Get the **As** (books open) to ask the **Bs** (books closed) to spell five words. **A** chooses the words and reads them for **B** to spell, e.g. *How do you spell 'husband'*? Demonstrate with a pair of Sts.
- When Sts have finished, tell them to swap roles.

Tell Sts to go back to the main lesson **4A**.

## VOCABULARY BANK Adjectives

**2 16**))) Look at **1 Colours** and focus on **a**. Play the audio and get Sts to repeat the colours in chorus. Pause the audio as necessary. Give extra practice of words which your Sts find difficult.

**2 16**)))

See the colours in the Student's Book on p.121

Now focus on **b**. Ask Sts to cover the words, look at the photos, and ask and answer about the colours in pairs.

Monitor and help. Make a note of any pronunciation problems. Write the words on the board. Model and drill difficult ones, e.g. *orange* and *yellow*.

### Extra idea

- You could point to different objects in the classroom and say *What colour is it?* to practise the ten colours in the **Vocabulary Bank**.

### Extra challenge

- Sts may ask for the words for other colours, e.g. *purple*, *beige*. Write them on the board, and model and drill pronunciation.

**2 17**))) Look at **2 Common adjectives** and focus on **a**. Play the audio and get Sts to repeat the adjectives in chorus. Pause the audio as necessary. Give extra practice of words which your Sts find most difficult.

**2 17**)))

See the common adjectives in the Student's Book on p.121

Explain that we normally use *beautiful* for a woman (not a man) or an animal, place, piece of music, etc. You could remind Sts that they saw *pretty* in **4A** and say that it is normally used for a woman or child and also a place. You could also elicit *good-looking*, which Sts saw in **2B**, and tell them that it is used for both men and women.

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the adjectives. They could do this individually or with a partner.

Now focus on **c**. Model and drill the question *What's the opposite of 'new'?* and elicit / explain the meaning of *the opposite*.

Put Sts in pairs and give them a few minutes to test each other on the adjectives.

Monitor and correct any pronunciation mistakes on the board.

**2 18**))) Focus on the **Positive and negative adjectives** box in **d** and go through it with the class. Then play the audio for Sts to listen and repeat the adjectives. Point out that *very* can be used with any adjective, e.g. *very big*, *very expensive*, etc., apart from adjectives that already have an extreme meaning, e.g. *great* | *fantastic* | *terrible*.

**2 18**)))

See the positive and negative adjectives in the Student's Book on p.121

Tell Sts to go back to the main lesson **4B**.

## VOCABULARY BANK Food and drink

**2 27**))) Focus on **a**. Play the audio and get Sts to repeat the words in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice. Remind Sts that the underlined syllables are stressed more strongly.

**2 27**)))

See the list of food and drink in the Student's Book on p.122

You may want to highlight that:

- *ea* is pronounced /i:/ in *tea* and *meat*, but /e/ in *bread* and *breakfast*, and /iə/ in *cereal*.
- *vegetables* and *chocolate* both have a syllable which is not pronounced.
- the *d* in *sandwich* /'sænwɪtʃ/ is not usually pronounced.
- the *s* in *sugar* is pronounced /ʃ/.

Focus on the **Meals** box and go through it with the class. Remind Sts that *breakfast* is a meal in the

morning. Elicit / explain that *lunch* is in the early afternoon, and *dinner* is usually in the evening (although in some parts of the UK, some people call the midday meal *dinner* if it is their main meal of the day).

! Highlight that the verbs *eat* and *drink* describe the general actions, e.g. *I eat a lot of bread. I don't drink coffee*. However, we usually use *have* with meals, e.g. *have breakfast*, and to describe what we eat / drink at a particular meal, e.g. *I have toast and tea for breakfast*.

Now focus on **b**. Ask Sts to cover the words with a piece of paper, look only at the photos (they do this for each row of photos), and say the words. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems they are still having to focus on at the end of the activity.

Tell Sts go back to the main lesson **5A**.

## VOCABULARY BANK

### Common verb phrases 1

**2 36)))** Focus on the instructions for **a**. Play the audio and get Sts to repeat the phrases in chorus and individually as necessary. Make sure Sts understand the meaning of each phrase.

#### **2 36)))**

See the common verb phrases in the Student's Book on p.123

Highlight the irregular pronunciation of the verb *live* /lɪv/. Sts might expect /laɪv/, especially as *like* /laɪk/ is taught here, too. You could tell Sts that *i* + consonant + *e* is usually /aɪ/.

Highlight also the use of the preposition *to* in *listen to the radio*, but remind Sts that if there is no object after *listen*, you don't use *to*. Compare *Please listen!* and *Listen to me*.

**2 37)))** Now focus on **b**. Focus on the example and then demonstrate the activity by saying part of a phrase, omitting the verb, and eliciting the complete phrase from the class, e.g. *tea* (drink tea).

Play the audio and pause after the first prompt (*in a flat*) and elicit the phrase (*live in a flat*) from the class. Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the phrases in chorus.

#### **2 37)))**

##### Common verb phrases 1b

- 1 in a flat (*pause*) live in a flat
- 2 breakfast (*pause*) have breakfast
- 3 TV (*pause*) watch TV
- 4 to the radio (*pause*) listen to the radio
- 5 the newspaper (*pause*) read the newspaper
- 6 fast food (*pause*) eat fast food
- 7 tea (*pause*) drink tea
- 8 English (*pause*) speak English
- 9 a coffee (*pause*) want a coffee
- 10 a dog (*pause*) have a dog
- 11 cats (*pause*) like cats
- 12 in a bank (*pause*) work in a bank
- 13 Spanish (*pause*) study Spanish
- 14 to English classes (*pause*) go to English classes
- 15 a new car (*pause*) need a new car

Then repeat the activity, eliciting responses from individual Sts.

Now focus on **c** and the example. Put Sts in pairs and get them to ask and answer questions.

Get some pairs to ask and answer in front of the class.

Tell Sts to go back to the main lesson **5B**.

## VOCABULARY BANK

### Jobs and places of work

2 57))) Look at **1 What do they do?** and focus on **a**. Play the audio and get Sts to repeat the words in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice. Remind Sts that the underlined syllables are stressed more strongly.

2 57)))

See the jobs in the Student's Book on p.124

Highlight:

- that in English after *He's*, *She's*, etc., we always use *a* or *an* before jobs, e.g. *He's a teacher*, *She's an actress*.
- *waiter* is used for a man and *waitress* for a woman.
- an *assistant* is someone who helps others do their job. For example, a shop assistant helps customers in shops and serves them.

Now focus on **b**. Get Sts to cover the words and look at the questions in the speech bubbles, *What does she / he do?* Model and drill the examples in chorus and individually.

Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

2 58))) Now focus on **c**. Play the audio for Sts to listen and repeat the sentences.

2 58)))

See the sentences in the Student's Book on p.124

Highlight that we say *work for a company*, *at school / university*. Elicit / explain the meaning of *unemployed* and *retired*.

Now focus on **d**. If Sts are working, check that they know how to say their own job and get them to write it on the line. Write any new jobs on the board. Get Sts to underline the stress in these words.

If Sts are not working, get them to write what is true for them, e.g. *I'm at school*. / *I'm a student*. / *I'm unemployed*. / *I'm retired*.

2 59))) Look at **2 Where do they work?** and focus on **a**. Play the audio and get Sts to repeat the words in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice.

2 59)))

See the phrases in the Student's Book on p.124

Highlight that we use usually say *work in a place*, but with *home* we use the preposition *at*, i.e. *at home*.

Now focus on **b** and get Sts to cover the phrases, look at the photos, and say the phrases. they could do this individually or with a partner.

Now focus on **c**. Model and drill the example question and answer in chorus and individually.

Then get Sts to ask and answer questions about the jobs in pairs. Monitor and help, correcting pronunciation where necessary.

Finally, focus on **d**. Get Sts to write a sentence with their place of work or study. Write any new places on the board.

Tell Sts to go back to the main lesson **6A**.



## VOCABULARY BANK A typical day

2 65))) Focus on **a**. Play the audio and get Sts to repeat the phrases in chorus and individually as necessary. Model and drill any words / phrases which are difficult for your Sts and give further practice.

2 65)))

See the phrases in the Student's Book on p.125

Focus on **make and do** in the box and go through it with the class.

! Stress that *housework* means doing things to take care of a house like cooking and cleaning. Sts may confuse this with *homework* (= work a teacher gives you to do at home).

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

2 66))) Focus on the instructions for **b**. Demonstrate the activity by playing the first two sentences and asking Sts to point to the pictures. Each time ask them *What number is the picture?*

Now play the audio from the beginning, pausing after each sentence for Sts to listen and point to the picture.

2 66)))

She has lunch at one o'clock.  
She finishes work at six o'clock.  
She goes to the gym.  
She watches TV.  
She goes shopping.  
She goes to work.  
She does housework.  
She gets up at a quarter to seven.  
She goes to bed at half past eleven.  
She makes dinner.  
She has a coffee.  
She has dinner at half past eight.

Focus on the instructions for **c**. Elicit the first five sentences, i.e. **In the morning** *She gets up at a quarter to seven; She has breakfast; She has a shower; etc.*

Then get Sts to continue in pairs. Remind them to use the third person -s. Monitor and help. Make a note of any mistakes and correct them on the board later.

Finally, elicit Lisa's day from the whole class, picture by picture.

Tell Sts to go back to the main lesson **6B**.

## VOCABULARY BANK

### Common verb phrases 2

3 8))) Look at **1 Free time** and focus on **a**. Play the audio and get Sts to repeat the verbs and verb phrases in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice.

3 8)))

See 1 Free time in the Student's Book on p.126

You might want to highlight that:

- we use *play* + names of ball and racket sports, e.g. *golf, football, tennis*, etc.
- we use *play* with musical instruments, e.g. *play the piano*. With musical instruments we use *the* (*play the piano*), but not with sports (*play football*).
- we say *do sport* (in general).

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the verbs or verb phrases. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems.

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

Now focus on **c**. Write **SOMETIMES** and **NEVER** on the board. Demonstrate the activity by making sentences

about yourself, e.g. *I sometimes go to the beach, I never play the piano*. Elicit sentences with *sometimes* and *never* from two or three Sts and then ask Sts to continue in pairs.

Monitor and help. Make a note of any common mistakes and deal with them afterwards on the board.

Tell Sts to go back to the main lesson **7A**.

3 51))) Look at **2 Travelling** and focus on **a**. Play the audio and get Sts to repeat the verbs and verb phrases in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice.

3 51)))

See the common verb phrases in the Student's Book on p.126

Now focus on **b**. Get Sts to cover the words, look at the photos, and say the verbs or verb phrases. They could do this individually or with a partner.

Now focus on **c**. Get Sts to cover the words and look at the questions *What's she / he doing?* Model and drill the questions in chorus and individually.

Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

Tell Sts to go back to the main lesson **9A**.

## VOCABULARY BANK

Months and ordinal numbers

**3 20**))) Look at **1 Months** and focus on **a**. Give Sts time to read the list of months. Now play the audio and get Sts to repeat the words in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice.

**3 20**)))

See the months in the Student's Book on p.127

Focus on the information box and explain that in English months begin with a capital letter. If appropriate, compare this with Sts' L1.

Now focus on **b**. Get Sts to cover the months and focus on the abbreviations. Get them to remember and say the months individually or with a partner.

### Extra idea

- Test Sts by telling them to close their books. Write the abbreviations for the months on the board in order (numbered 1–12), e.g. JAN, FEB, MAR, and elicit the month from the class.

### Extra idea

- Get Sts to test each other in **A / B** pairs. **A** says a number, e.g. *five*, and **B** then says the month (*May*).

Tell Sts to go back to the main lesson **PE4**.

**3 22**))) Look at **2 Ordinal numbers** and focus on **a**. Play the audio and get Sts to repeat the ordinal numbers in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice. Remind Sts that the underlined syllables are stressed more strongly. You may want to model and drill some of the trickier ones yourself, e.g. *fifth* /fɪfθ/, *eighth* /eɪtθ/, and *twelfth* /twelfθ/.

**3 22**)))

See the ordinal numbers in the Student's Book on p.127

Highlight that:

- we put the two small letters after the number to distinguish it from a normal (cardinal) number. Remind Sts again that the two letters are the last two letters of the ordinal number, e.g. *first* → *1st*.
- *first*, *second*, and *third* are irregular in that they are completely different in form from the cardinal numbers *one*, *two*, and *three*.
- all the other ordinals are formed by adding *th* to the cardinal number, pronounced /θ/.
- the following ordinals are slightly irregular in their full written form:
  - fifth* /fɪfθ/ (compare with ordinal, *five*)
  - eighth* /eɪtθ/ (compare with ordinal, *eight*)
  - ninth* /naɪnθ/ (compare with ordinal, *nine*)
  - twelfth* /twelfθ/ (compare with ordinal, *twelve*)

**3 23**))) Now focus on **b**. Point out that we say *twenty-first*, *twenty-second*, *twenty-third* NOT *twenty-oneth*, *twenty-twoth*, *twenty-threeth*. Play the audio and get Sts to repeat the ordinal numbers in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice.

Give Sts time to practise saying the ordinal numbers. Monitor and help. Make a note of any general problems they are having and focus on these when Sts finish.

**3 23**)))

See the ordinal numbers in the Student's Book on p.127

Tell Sts to go back to the main lesson **PE4**.

## VOCABULARY BANK Hotels

**4 2)))** Look at **1 In a hotel room** and focus on **a**. Play the audio and get Sts to repeat the words in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice.

**4 2)))**

See the hotel room words in the Student's Book on p.128

Highlight that:

- the letter *h* in *hotel*, as with most words beginning with *h*, is pronounced /h/ (it is not silent as in some languages).
- the letters *ow* are pronounced /aʊ/ in *towel*, but /əʊ/ in *pillow*.
- the *p* in *cupboard* is silent.

Remind Sts that we usually use *the* with *bedroom*, *bathroom*, and *floor* because it is clear which one you are talking about.

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

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

**4 3)))** Look at **2 In a hotel** and focus on **a**. Play the audio and get Sts to repeat the words in chorus and individually as necessary. Model and drill any words which are difficult for your Sts and give further practice.

**4 3)))**

See the hotel words in the Student's Book on p.128

Highlight pronunciation, especially the /ɑː/ sound in *spa*, *bar*, *garden*, and *car park*.

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

Focus on the **ground floor** box and go through it with the class. In some countries, e.g. the USA, people refer to the ground floor of a building as the *first floor*.

Highlight that *floor* has two different meanings – the part of the room below your feet and the different levels in a building.

Finally, focus on **c** and the speech bubbles. Look at the drawing of the hotel and highlight that we use ordinal numbers to talk about the floors of a hotel. Model and drill *the ground floor*, *the first floor*, *the second floor*, etc. in chorus and individually. Highlight that we use the preposition *on* to talk about the floors of a building.

Demonstrate the activity by asking a student *Where's the bar?* (It's on the first floor). Elicit a question from the same student and answer the question yourself.

Put Sts in pairs and give them a few minutes to ask and answer questions about the hotel. Monitor and help. Make a note of any problems they are having and correct any mistakes on the board.

Tell Sts to go back to the main lesson **10A**.