OXFORD



American English File

fourth edition

Teacher's Guide with Digital Pack

Includes photocopiable Grammar, Communicative, and Vocabulary activities

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert
with Sue Meri ield

OXFORD
UNIVERSITY PRESS

Starter

American English File

fourth edition

Teacher's Guide with Digital Pack

Includes photocopiable Grammar, Communicative, and Vocabulary activities

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert
with Sue Merifield

MELAL LANGUAGE INSTITUTE

OXFORD
UNIVERSITY PRESS

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

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2026

The moral rights of the author have been asserted

First published in 2026
2030 2029 2028 2027 2026
10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted, used for text and data mining, or used for training artificial intelligence, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

The manufacturer's authorised representative in the EU for product safety is Oxford University Press España S.A. of El Parque Empresarial San Fernando de Henares, Avenida de Castilla, 2 – 28830 Madrid (www.oup.es/en or product.safety@oup.com). Oxford University Press España S.A. also acts as importer into Spain of products made by the manufacturer.

Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 418517 2	Teacher's Guide with Digital Pack
ISBN: 978 0 19 418516 5	Teacher's Guide
ISBN: 978 0 19 418513 4	Digital Pack
ISBN: 978 0 19 417042 0	Student Book Classroom Presentation Tool
ISBN: 978 0 19 418519 6	Workbook Classroom Presentation Tool
ISBN: 978 0 19 417010 9	Teacher's Skills Confidence
ISBN: 978 0 19 418515 8	Teacher's Online Resources

Printed in China

FSC logo placed here by printer

ACKNOWLEDGMENTS

The publisher would like to thank the following for the permission to reproduce photographs: 123RF; Alamy (Alamy Stock Photo, Alistair Heap, Craig Steven Thrasher, Everett Collection Inc, Geoffrey Kidd, Greg Balfour Evans, icebergstock, Leonid Nyshko, Lev Dolgachov, Manor Photography, MBI, MediaPunch Inc, Newscom, Nicholas Eveleigh, ONOKY – Photononstop, Rob Wilkinson, StockPhotosArt – Technology, Tetra Images, LLC, Walters Digital, WENN Rights Ltd, wonderlandstock, Zoonar GmbH); Corbis (© Hill Street Studios/Blend Images); Getty Images (blackCAT, Boy_Anupong, Chris Hondros/Staff, Cohen/Ostrow, Corbis RF Stills, Corbis/Fuse, David Ramos/Staff, Dia Dipasupil/Staff, Digital Vision, eclipse_images, fstop.123, Getty Images, iStockphoto, iStockphoto, LauriPatterson, Maskot, Matthew Horwood/Stringer, Matthew Stockman/Staff, Mike Coppola/Staff, PeopleImages, Photodisc, photolibrary.com, Stephane Cardinale – Corbis/Contributor); Oxford University Press (Oxford University Press, Mark Manson); photolibrary.com (Fotosearch); Shutterstock (123dartist, Africa Studio, Africa Studio, Aki 2007, Akimov Igor, Aleksandra Duda, Anan Kaewkhammul, Anatoliy Sadovskiy, Andrii Kobryn, Anna Kucherova, arka38, baranq, Basileus, Brocreative, Cara-Foto, CCISUL, cinemafestival, Ciprian Stremtan, Damian Dovarganes/AP/Shutterstock, David Tadevosian, Davor Geber, design56, DFree, Diana Taliun, Elnur, ESB Basic, ESB Professional, Eva Marchenko, Evgeny Karandaev, Featureflash, Featureflash Photo Agency, FernandoMadeira, Fulop Zsolt, Gayvoronskaya_Yana, Gregory Gerber, Ground Picture, Happy Foods Tube, Image Point Fr, Imcsike, ISA HARSIN/SIPA/Shutterstock, Ivan Soto Cobos, Jaguar PS, Jiri Hera, JStone, Juergen Faelchle, Julia Kuznetsova, Karkas, Kathy Hutchins, Kicking Studio, Kiselev Andrey Valerevich, Krakenimages.com, Kuttelvaserova Stuchelova, Liv friis-larsen, Lotus Images, Lucky Business, Madlen, Maks Narodenko, margouillat photo, Maxim Khytra, merzzie, michaeljung, Minerva Studio, Monkey Business Images, Natalia Barsukova, Natalia Lebedinskaia, Naypong Studio, naytoong, NDAB Creativity, Patricia_studioX, photastic, photka, Planner, Prostock-studio, Robert Kneschke, Robyn Mackenzie, rvlsoft, Smit, StockImageFactory.com, stockphoto-graf, stocksolutions, Street style photo, tacar, takayuki, Tanachot Srijam, Tinseltown, Valentina_G, vovan, wavebreakmedia, WBMUL, Yanas, Yuriy Kulik); WireImage; Zamrznuti tonovi.

Illustrations by: Oxford University Press, Q2A Media

Contents

p.4 **Student Book contents**

p.6 **Course overview**

- Introduction
- What do Starter students need?

p.8 **Print components**

- For students
- For teachers

p.9 **Digital components on *Oxford English Hub***

- For students
- For teachers

p.10 **File overview**

p.16 **The role of video in language learning**

p.17 **Video in *American English File fourth edition***

p.18 **How to exploit video in the classroom**

p.20 **Lesson plans**

p.20	File 1 A–B	Practical English Episode 1
p.33	File 2 A–B	1&2 Review and Check
p.44	File 3 A–B	Practical English Episode 2
p.54	File 4 A–B	3&4 Review and Check
p.63	File 5 A–B	Practical English Episode 3
p.74	File 6 A–B	5&6 Review and Check
p.84	File 7 A–B	Practical English Episode 4
p.95	File 8 A–B	7&8 Review and Check
p.104	File 9 A–B	Practical English Episode 5
p.115	File 10 A–B	9&10 Review and Check
p.124	File 11 A–B	Practical English Episode 6
p.135	File 12 A–B	11&12 Review and Check

p.140 **Photocopiable activities**

p.140	Introduction
p.141	Grammar activity answers
p.143	Grammar activity worksheets
p.167	Communicative activity instructions
p.177	Communicative activity worksheets
p.209	Vocabulary activity instructions
p.215	Vocabulary activity worksheets

p.233 **Workbook answer key**

Student Book contents

		GRAMMAR	VOCABULARY	PRONUNCIATION	
1					**Practical English** p.10
6	**A Nice to meet you**	verb *be* (singular): *I* and *you*	numbers 0–10, days of the week, saying goodbye	/h/, /aɪ/, and /i/	**Episode 1** *How do you spell it?* **Practical English** checking into a hotel, booking a table **Vocabulary** the classroom **Pronunciation** the alphabet
8	**B Music around the world**	verb *be* (singular): *he*, *she*, *it*	countries	/ɪ/, /oʊ/, /s/, and /ʃ/	
2					**Review and Check** p.16
12	**A Are you on vacation?**	verb *be* (plural): *we*, *you*, *they*	nationalities	/dʒ/, /tʃ/, and /ʃ/	Review and Check 1&2
14	**B What number is the bus?**	*Wh-* and *How* questions with *be*	phone numbers, numbers 11–100	understanding numbers	
3					**Practical English** p.22
18	**A Where's my phone?**	singular and plural nouns, *a* / *an*	small things	/z/ and /s/, plural endings	**Episode 2** *An orange juice, please* **Practical English** understanding prices, buying lunch **Pronunciation** /ɹ/, /s/, and /k/
20	**B Souvenirs**	*this* / *that* / *these* / *those*	souvenirs	/ð/, sentence rhythm	
4					**Review and Check** p.28
24	**A This is my family**	possessive adjectives, possessive *'s*	people and family	/ʌ/, /æ/, and /ə/	Review and Check 3&4
26	**B The right car for me**	adjectives	colors and common adjectives	/ɑr/ and /ɔr/, linking	
5					**Practical English** p.34
30	**A My favorite meal**	simple present + and −: *I*, *you*, *we*, *they*	food and drink	/dʒ/ and /g/	**Episode 3** *What time is it?* **Practical English** telling the time **Vocabulary** the time, saying how you feel **Pronunciation** /ɑ/, silent consonants
32	**B A very long flight**	simple present ?: *I*, *you*, *we*, *they*	common verb phrases 1	/w/ and /v/, sentence rhythm and linking	
6					**Review and Check** p.40
36	**A Old friends?**	simple present: *he*, *she*, *it*	jobs and places of work	third person *-es*, sentence rhythm	Review and Check 5&6
38	**B Good morning, good night**	adverbs of frequency	a typical day	/y/ and /yu/, sentence rhythm	

78 **Communication** 86 **Writing Bank** 88 **Listening** 92 **Grammar Bank** 116 **Vocabulary Bank**

		GRAMMAR	VOCABULARY	PRONUNCIATION	
7					**Practical English** p.46
42	**A On the weekend**	word order in questions: *be* and simple present	common verb phrases 2: free time	/w/, /h/, /ɛr/, and /aʊ/	**Episode 4** *What's the date?* **Practical English** saying the date, talking on the phone **Vocabulary** months, ordinal numbers **Pronunciation** /θ/
44	**B Lights, camera, action!**	imperatives, object pronouns: *me*, *him*, etc.	kinds of movies	sentence rhythm	
8					**Review and Check** p.52
48	**A Can I park here?**	*can* / *can't*	more verb phrases	*can* / *can't*: /ə/ and /æ/, sentence rhythm	Review and Check 7&8
50	**B I ♥ shopping**	*like* / *love* / *hate* + verb + *-ing*	activities	/ʊ/, /u/, and /ŋ/, sentence rhythm	
9					**Practical English** p.58
54	**A What are they *really* doing?**	present continuous	common verb phrases 2: traveling	sentence rhythm	**Episode 5** *Would you like to come?* **Practical English** inviting and offering **Pronunciation** sentence rhythm
56	**B Watching and waiting**	present continuous or simple present?	clothes	/ər/, other vowel sounds	
10					**Review and Check** p.64
60	**A A room with a view**	*there's a...* / *there are some...*	hotels; *in*, *on*, *under*	/ɪr/ and /ɛr/	Review and Check 9&10
62	**B Where was he?**	simple past: *be*	*in*, *on*, *at*	*was* and *were*, sentence rhythm	
11					**Practical English** p.70
66	**A A new life in the US**	simple past: regular verbs	regular verbs	regular simple past endings	**Episode 6** *Is there a bank near here?* **Practical English** asking for and giving directions **Vocabulary** prepositions of place **Pronunciation** sentence rhythm and polite intonation
68	**B How was your day?**	simple past irregular verbs: *get*, *go*, *have*, *do*	verb phrases with *get*, *go*, *have*, *do*	sentence rhythm	
12					**Review and Check** p.76
72	**A Strangers on a train**	simple past: regular and irregular verbs	regular and irregular verbs	irregular verbs	Review and Check 11&12
74	**B Review the past**	simple past review	review of past verb forms	review of vowel sounds	

131 **Words and phrases to learn** 133 **Regular and irregular verbs** 134 **Sound Bank**

Course overview

Introduction

Our aim with *American English File fourth edition* has been to improve every lesson, and to make it more engaging, motivating, and relevant to today's students. New video content is integrated into the lessons, which helps the students learn and practice Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. Please refer to page 17 for more information on the video offer in *American English File fourth edition*.

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

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

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

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

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

What do Starter students need?

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

Starters' language level is low, but they need interesting topics and texts just as much as Level 3 or Level 5 students.

Grammar, Vocabulary, and Pronunciation

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

Grammar

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

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

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

Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practice vocabulary

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

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

Pronunciation

- Intensive practice of vowel and consonant sounds
- Systematic practice of other aspects of pronunciation, e.g., stress and sentence rhythm
- Awareness of rules and patterns

Starter learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. There is a pronunciation focus in every lesson that integrates clear pronunciation into grammar

and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. The **Sound Bank** on pages 134–135 of the Student Book helps students see the many clear sound–spelling patterns that do exist in English and gives common examples of them. There is also a full set of **Sound Bank** videos in the resources section on *Oxford English Hub*.

There is more practice of pronunciation in the **Workbook**.

Speaking

- Topics that will inspire students' interest and prompt them to describe their experiences and express their ideas
- Achievable, motivating tasks
- Regular opportunities to use new language

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

Listening and viewing

- A reason to listen
- Building confidence by listening to short accessible texts and conversations with achievable tasks
- Exposure to as much aural English as possible
- Video listening tasks

The listenings in *American English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students get the gist on the first listen and then be able to understand more the second time. Video listenings provide visual contexts to traditional audio and help develop students' viewing skills.

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

- Grammar presentation and practice
- Vocabulary presentation and practice
- Sound Bank videos on *Oxford English Hub*
- Documentaries
- Dramas
- "On the street" interviews
- Practical English videos

Reading

- Engaging topics and stimulating texts
- Manageable tasks that help students read
- Strategies for dealing with unknown words in a text

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

Writing

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

The growth of the internet and email means that people worldwide are writing in English more than ever before, both for business and personal communication. *American English File Starter* provides guided writing tasks covering a range of writing types from a formal email to a social media post.

Practical English

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

The Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering food and drink. To make these everyday situations come alive, the language is presented in a series of videos with two characters, Rob (from London) and Jenny (from New York). The lessons also highlight other useful everyday phrases such as *Can I help you? How much is it? Don't worry. See you there*. The **Workbook** provides practice of all the language from the Practical English lessons.

Review

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

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. After every two Files there is a two-page Review and Check section. Students first review the Grammar, Vocabulary, and Pronunciation of each File. Then a series of skills-based challenges, including street interviews, helps students measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students.

Print components

FOR STUDENTS

Student Book

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

A and B lessons

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

Practical English

Every two Files (starting from File 1), there is a two-page lesson with integral video which teaches high-frequency, everyday English (e.g., language for spelling your name, booking a table, or telling the time) and social English (useful phrases like *That's right* and *I'm really sorry*).

The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline that runs through the level.

Review and Check

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

The back of the Student Book

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

The Student Book is also available as an e-Book.

Workbook

For language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio
- Words and Phrases to Learn

The Workbook is also available as an e-Book.

FOR TEACHERS

Teacher's Guide

Step-by-step procedural notes for all the lessons

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

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

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

Extra ideas for optional activities.

All lesson plans include answer keys and audio scripts.

Photocopiable materials

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

Grammar

see pp.141–166

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

Communicative

see pp.167–208

Extra speaking practice for every A, B, and PE lesson

Vocabulary

see pp.209–232

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

There is more information on page 140 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

Digital components
on Oxford English Hub

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

FOR STUDENTS

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

Workbook e-Book
- A digital version of the Workbook with audio

Course resources
- All course audio and video

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



FOR TEACHERS

Classroom Presentation Tool
The Classroom Presentation Tool digital component is for use in conjunction with the Student Book and Workbook print materials. It is a valuable tool for classroom management, providing a clear focus in the classroom and strong visual support for students, as well as additional material.
- The complete Student Book and Workbook
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and Workbook

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

Teacher resources
- Course audio and video
- Photocopiable materials
- Downloadable wordlists

Professional Development
- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson

Reading and listening activities

Opportunities for personalized speaking throughout the lesson

Additional practice of the grammar in the Grammar Bank

9B Watching and waiting

G present continuous or simple present?
V clothes
P /ɒ/, other vowel sounds

What are you doing today? *I usually go to the office, but today I'm watching somebody.*

1 READING

a Look at the two photos in the article. Which photo do you think shows a private investigator on a normal day?

b 9.9 Read and listen to the article by Matt, a private investigator, and check. Do you think he a) loves, b) likes, c) doesn't like his job?

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

1 Matt doesn't usually wear a suit when he goes to his office.
2 He works from 9:00 to 5:00.
3 He meets new clients online.
4 Some of his jobs are for companies.
5 Today, Matt is watching a client.
6 He's wearing sunglasses because it's very hot.
7 When he's working on the street, it's always exciting.
8 The life of a real private investigator is different from the life of those in movies.

d Would you like to be a private investigator?

2 GRAMMAR present continuous or simple present?

a Look at two sentences about Matt. Complete the sentences with the simple present or present continuous of *work* and *wear*.

He usually [1] works in an office, but today he [2] _____ on the street. He usually [3] _____ a shirt and pants. Today he [4] _____ a jacket and sunglasses, too.

b 9.10 Listen and check.

c Complete the rules with *every day* and *today / now*.

Use the simple present to talk about _____.
Use the present continuous to talk about _____.

d G Grammar Bank 9B p.108

A day in the life of… a private investigator

People think a private investigator's job is exciting, but is it really true? See what you think.



On a typical day, I get up early and I go to my office. I don't need to wear a suit. I usually wear a shirt and pants. I start work at about 9:00. I sit at my desk and work at my computer. I answer phone calls. I speak to colleagues. Then, at about 6:00, I finish work and go home.

The calls are usually from clients – new clients or current clients. With a new client, first I usually meet them in person in our office. Some clients are private individuals. Perhaps they want us to find a missing person. Other clients are companies. Perhaps they want us to check if an employee is really sick or not. Then we need to investigate the problem. We usually do this online. Clients pay for each day we work, and they don't want to pay a lot of money, so we try to work fast.

But sometimes our work is different, and today is one of those days. I'm not working in the office, I'm working on the street. I'm sitting in my car with my camera. I'm watching and waiting. I'm hoping to see a man. He lives in the building across the street, and my client wants me to follow him. I'm wearing a jacket, and I'm wearing sunglasses because I don't want the man to see my face. Is this more exciting than being in the office? Sometimes. But waiting in a car is often boring, and it's a long day, not just from 9:00 to 6:00. Sometimes it's difficult to stay awake!

The life of a private investigator is not like in movies and on TV. But each case is different, and solving a case feels great.



Glossary
my colleague a person I work with
my client a person who pays me to do a job
my employee a person who works for me

56

Vocabulary development in context

3 VOCABULARY & PRONUNCIATION
clothes; /ɚ/, other vowel sounds

a Look at some clothes words from the article in **1**. Match them to the photos.

☐ a jacket ☐ pants ☐ a suit ☐ a shirt



b Vocabulary Bank Clothes *p.129*

c 9.13 Listen and repeat the sound and words.

bird	shirt skirt T-shirt person early work

d Put the clothes words in the correct column.

cap coat dress hat jacket jeans
shoes sneakers suit sweater



e 9.14 Listen and check.

f Practice saying the sentences.

I'm wearing...

a shirt and a skirt
a red sweater
a new suit
an old coat
a black jacket
blue shoes
clean jeans
green sneakers

g Video Watch the video. You are a private investigator and you are watching people. What are they wearing?

1 *She's wearing an orange...*



4 LISTENING & SPEAKING



a Look at the photos and read about Neah. Do high school and college students do internships in your country?



In the US, high school and college students can do internships to get work experience. Neah is working as a fashion intern at a clothing store called Rue21 in Pittsburgh, Pennsylvania.

b 9.15 Listen to an interview with Neah. Is she positive or negative about her work experience?

c Listen again and answer the questions.

1 What kinds of clothes does Rue21 have?
2 What does Neah do in the store?
3 What does Neah like about the job?
4 What doesn't she like?
5 What can Neah do when she ends her internship?
6 Where are the clothes she is wearing today from?

d Talk to a partner.

1 What are you wearing today?
2 What colors do you like wearing?
3 What clothes do you usually wear...?
– in the summer
– in the winter
– to work / school
– for a party

57

Vocabulary Bank extends students' vocabulary.

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

Speaking activities at the end of the lesson allow students to communicate using the grammar and vocabulary they have learned in the lesson.

Pronunciation integrated into each lesson

Vocabulary and Grammar videos bring language learning to life.

Practical English lessons teach functional English.

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

The language is presented in the form of drama videos.

PRACTICAL ENGLISH 5

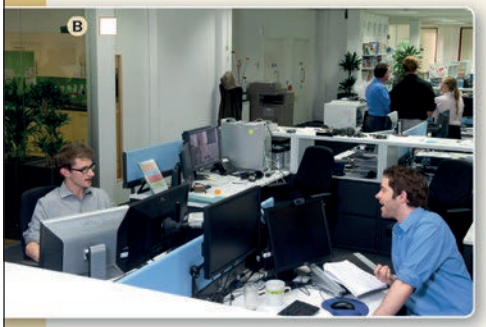
Would you like to come?

Practical English inviting and offering P sentence rhythm

1 INVITING AND OFFERING

a Video Watch *Inviting and offering.* Number the photos 1–3.







b Watch again. Complete the conversations with a word or time from the lists.

birthday 4:00 lunch Sunday 3:30 two

1 Rob Hey, Alan. Would you like to come to the match with me on [1]_____? It's Norwich against Chelsea, and I have [2]_____ tickets.
Alan Wow! What time's the match?
Rob It's at [3]_____.
Alan Yeah, I'd love to. Thanks.
Rob Would you like to meet for [4]_____ first?
Alan Sorry, I can't. It's my mum's [5]_____, and I need to have lunch with her. But I can meet you there.
Rob Great. Let's meet at [6]_____ at the entrance to the Tube station.
Alan Fine. See you there.

burger coffee hungry know milk water

2 Alan They are playing really badly. I hope the second half is better.
Rob Me too. I [7]_____ they can win. Would you like a [8]_____?
Alan No, thanks. I'm not very [9]_____.
Rob How about a [10]_____?
Alan Yeah, great.

Rob A burger and a [11]_____, please.
Alan And I'd like a coffee.
Server [12]_____ and sugar?
Alan Yes, please.

Glossary
match (sports) a game between two people or teams
the entrance the door where you go into a place
the Tube the London subway

c Look at the highlighted phrases in the conversations. What do you think *Would you like?* and *I'd like* mean?

Would you like...?
***Would you like* + noun**
Would you like a burger?
Yes, please. / No, thanks.
***I'd like* (= *I would like*) + noun**
I'd like a burger, please.
I'd like a coffee, please.
***Would you like to* + verb**
Would you like to come to the match?
Yes, I'd love to. / Sorry, I can't.
! Compare
Do you like dancing? = in general
Would you like to dance? = invitation

58

Information boxes focus on the functional language.

2 PRONUNCIATION sentence rhythm

a 9.16 Listen and repeat.

*a **pizza**?*
↳ *like a **pizza**?*
↳ *Would you **like** a **pizza**?*
*see a **movie**?*
↳ *to **see** a **movie**?*
↳ *Would you **like** to **see** a **movie**?*

b Work in pairs. Use the photos. Ask a partner.

Would you like a...?






Would you like to go to a...?






c In pairs, practice the conversations in **1b**. Change roles.

3 MEETING AN OLD FRIEND



a Video Watch *Meeting an old friend.* Jenny meets her ex-boyfriend Steve, a journalist, on the street. What three things does Steve invite Jenny to do?

b Watch again. Then circle the correct answer.

1 Jenny is looking *well* / *tired*.
2 It's *raining* / *starting to rain* on the street.
3 Jenny's meeting is in *half an hour* / *an hour*.
4 Jenny *can* / *can't* go to the exhibition.
5 Jenny thinks it *is* / *isn't* a good idea to meet Steve one evening.

4 USEFUL PHRASES

Video Watch and repeat the useful phrases.

Would you like to come to the match with me on Sunday?
Yeah, I'd love to.
Let's meet at half past three.
See you there.
Would you like a burger?
How about a coffee?
I'd like to ask you something.
I don't think it's a good idea.

5 SPEAKING & WRITING an email

a 9.17 Listen and repeat the conversations. Then practice them with a partner.

1 A Would you like to come to a party at my house?
B Yes, I'd love to. Thanks! When is it?
A It's on Friday at 8:00.
B Great! See you there.

2 A Would you like to come to a party on Saturday?
B Sorry, I can't. I'm busy on Saturday night.

b Imagine it's your party. Choose a day and time. Invite your partner. Can he / she come?

c Invite the other students in your class. How many people can come?

d Writing Bank 4 *p.87* Write an email to invite someone to do something.

59

Focus on key phrases from the episode

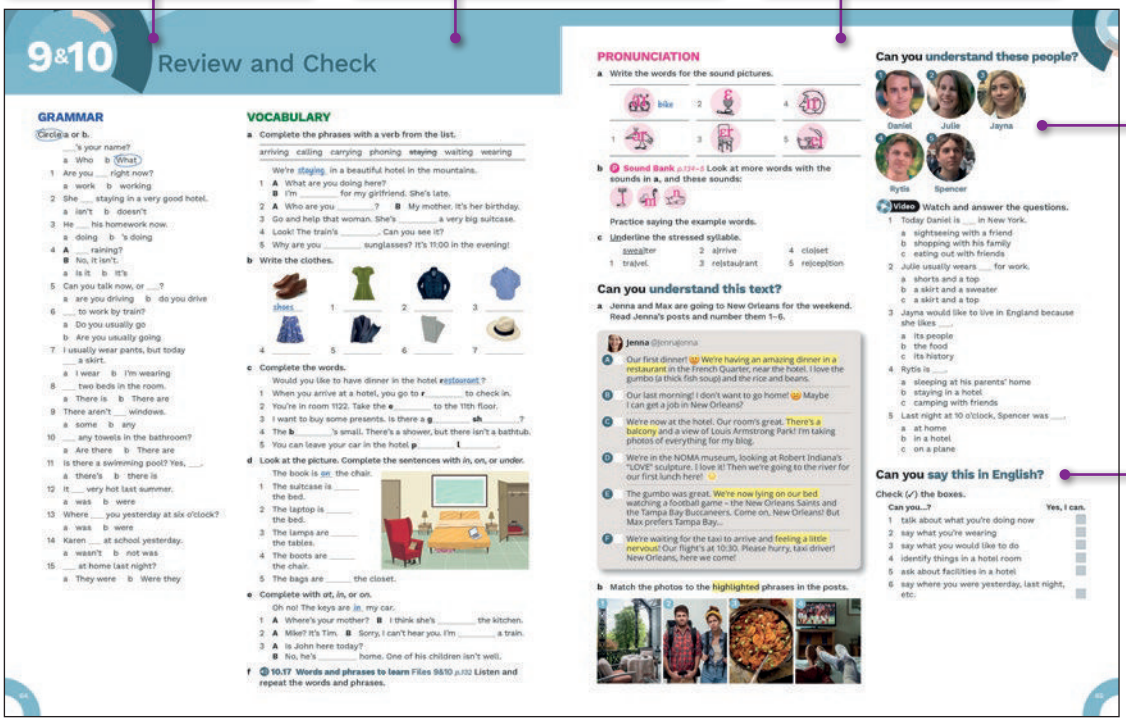
Speaking activities allow students to put into practice what they have learned in the lesson.

Pairwork for students to practice the key language

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

Review of the Grammar, Vocabulary, and Pronunciation of the previous Files

A series of skills-based challenges



"On the street" interviews with real people can be done in class or at home.

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

Vocabulary sections in the Student Book are linked to the Vocabulary Bank section on pages 116–130 of the Student Book to provide further development of lexical sets.

Students can easily review and test their vocabulary.

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

Each Vocabulary Bank has an Activation activity that provides additional practice of the vocabulary.



Photos and illustrations give context to vocabulary items.

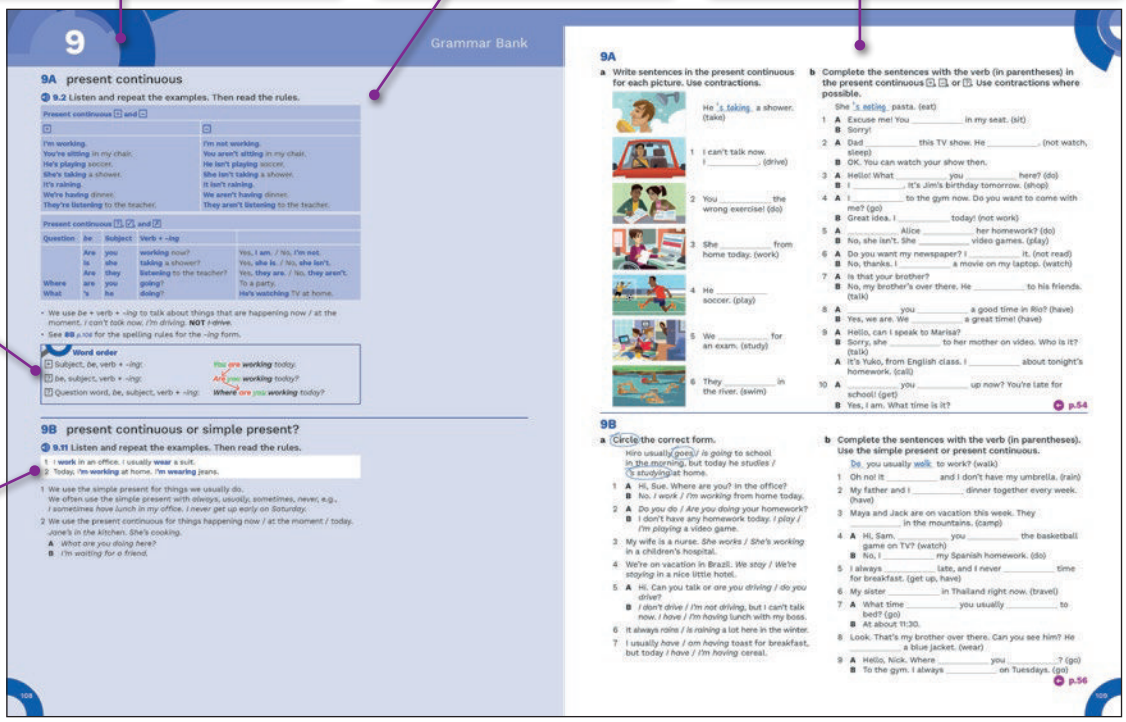
The Grammar Banks provide a single, easy-to-access grammar reference section to provide further grammar explanation.

Extended grammar rules for every lesson in the Student Book

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

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

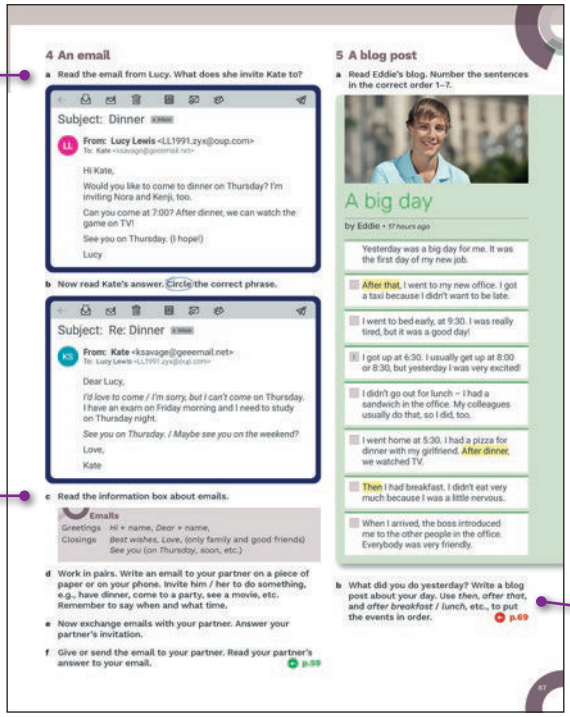
Example sentences with audio provide context and focus on pronunciation.



Writing Banks provide guided writing tasks to develop students' writing skills, covering a range of writing genres.

A model text provides a clear context for writing.

Focus on key language needed for the writing task



Short writing tasks for a variety of writing genres

The role of video in language learning

Introduction

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

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

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

The benefits of using video in the classroom

Motivation and engagement

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

Providing a context for language input

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

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

Language practice

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

Skills practice

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

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

Achieve learning goals

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

Multimodal learning

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

Cultural aspects

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

Integrating videos into a lesson

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

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

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

Video in *American English File fourth edition*

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

Look out for the Video icons Video in every File.

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

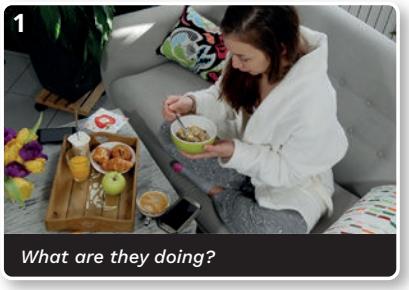
The three key language elements of the course are Grammar, Vocabulary, and Pronunciation, and the video content sets out to help students learn and practice these elements as well as develop their listening and speaking skills.

The video content in *American English File fourth edition* also develops viewing skills, with tasks that focus on what they can see, and other nonverbal communication.

Types of video in the course include:







Grammar videos

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

Vocabulary videos

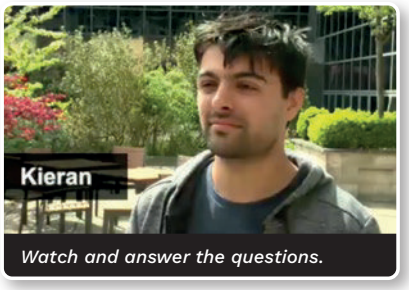
Video helps contextualize language through carefully selected images and clips that are visually engaging and motivating. The videos include clips and visual prompts, games, and animations.

Pronunciation videos

Videos produce natural language that enable students to practice intonation and sentence rhythm. There is also a full set of Sound Bank videos, which can be found in the resources section on *Oxford English Hub*.







Dramas

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

Documentaries

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

Interviews and teacher-generated content

Videos of street interviews expose students to authentic content from real people around the world and provide stimulating examples of language they can relate and aspire to.



Practical English videos

A series of drama videos with two main characters, Rob (from London) and Jenny (from New York), provides valuable input and practice for functional language and useful phrases.



How to exploit video in the classroom

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

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

Written and oral practice

Written practice

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

Oral practice

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

Using subtitles

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

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

Alternative video suggestions

Once you are familiar with the way a video works in a lesson, you may want to try exploiting it in different ways, or even to reuse a video for a different purpose. The following list of tasks are things that you might choose to use with different videos and apply to different levels. However, at lower levels make sure that you do not introduce an activity requiring language that Sts have not yet been taught. We have included this list of activities so that it provides you with a range of ideas, most of which can be adapted to suit lower levels.

Noticing sounds

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

Watching with the sound off 1

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

Watching with the sound off 2

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

Screenshots

1 Before the lesson, watch the video and make five or six screenshots. Make a handout or a PowerPoint slide of the screenshots in a random order.
2 Distribute / Display the handout and ask Sts to discuss what the video is going to be about.
3 Ask Sts to put the screenshots in the order they expect to see them.
4 Compare their ideas as a group and then play the video to check them.

Watching on fast-forward

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

Emotions

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

"Thing" bingo

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

Pause and predict

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

Predicting images

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

Colors

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

Memory / Observation

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

One-sentence video review

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

Memory test

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

1A Nice to meet you

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

Lesson plan

In this first lesson, Sts learn to introduce themselves and give basic greetings, and to use the *I* and *you* forms of the verb *be* in affirmative and negative sentences, questions, and short answers. The lesson begins with a video of scenes in a café where people order coffee and are asked their names, which the barista gets confused about when she writes them on the cups. This leads into the grammar presentation and practice. Sts then learn numbers 0–10, and in Pronunciation, are introduced to the *American English File* system of teaching the sounds of English with three sounds: **/h/**, **/aɪ/**, and **/i/**. The language is brought together in a Speaking activity that also gives Sts the opportunity to introduce themselves to other Sts and to learn their names. The lesson finishes with a focus on the days of the week and ways of saying goodbye.

Video material

Listening – *In a coffee shop*

More materials

For teachers

Photocopiables

Grammar verb *be* (singular): *I* and *you* *p.143*
Communicative Are you…? *p.177* (instructions *p.167*)
Vocabulary Numbers 0–10 and days *p.215* (instructions *p.209*)

For students

Workbook 1A

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 them to respond *Hello. I'm* (…). At this stage, do not correct anything they say. If the student fails to respond, move on to another student until you get the correct response.
Repeat this process with other Sts around the class. With a stronger 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 This video shows four scenes in a coffee shop where two people meet and order coffee.

Tell Sts in their L1 that they are going to watch a video, and that they should have their books closed. Play the video once with the subtitles on.

b Now tell Sts to open their books. Demonstrate this by opening your own book and saying *Open your books*. Say the page number and write it on the board.

Focus on the photos and elicit that they are from the video. See if Sts can remember the names of the woman in photo 1, and the man in photo 3 (*Helen and Tom*).

Then focus on the conversations. Ask Sts to read them, and find the conversation that goes with photo 1. Elicit that it is the second one, which begins with *A cappuccino, please.* Then tell Sts to continue, and match the other three conversations to the photos.

Play the video again without subtitles for Sts to check.

Check answers.

See conversations in Student Book on *p.6*

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.6* for comments on the use of Sts' L1.) You might also want to tell Sts that the word *barista* is originally Italian and is a person who works in a café. Point out that the response to *Nice to meet you* is *Nice to meet you.* (*Nice to meet you*, *too* is also taught later.)

ANSWERS
3, 1, 4, 2

VIDEO See *pp.18–19* for a list of suggestions for different ways to exploit videos in the classroom.

c Play conversation 1 again and get Sts to repeat each phrase in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly. Get individual Sts to say the phrases after you.

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

Same as conversations in Student Book on *p.6,* with repeat pauses

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

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

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

d Put Sts in pairs, **A** and **B**. Demonstrate the activity with a strong pair. **A** takes the roles of Helen in conversations 1, 2, and 4, and Barista 1 in the third conversation, and **B** takes all the other roles.

Now ask Sts to practice the conversations. When they have finished, tell them to change 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, modeling and drilling the pronunciation, then practicing in pairs before moving on to the next conversation.

MELAL LANGUAGE INSTITUTE

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

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

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

Check answers.

ANSWERS
A I **B** You

b 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.

Grammar notes

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

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

In English we always use a name or pronoun with the verb.

I is always written with a capital letter.

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

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

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

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

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

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

Focus on the example sentences and symbols and teach Sts the words + = *affirmative*, − = *negative*, and ? = *question*.

Play audio **1.2** and **1.3** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **1A** on *p.93* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 I'm **2** I'm, You're **3** I'm **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 room 3?
d 1 Am, aren't **2** Are, 'm not **3** Are, am **4** Am, are, 'm

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

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

c **1.4** Tell Sts that they are going to practice saying contractions. Focus on the example. Remind Sts that *I'm* is the contraction of two words. Establish a gesture to remind Sts to contract verb forms, e.g., a scissor or concertina gesture. Highlight and drill the pronunciation of *I'm* /aɪm/.

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

1.4
1 I am *(ping)* I'm
2 You are *(ping)* You're
3 I am not *(ping)* I'm not
4 You are not *(ping)* You aren't

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

3 VOCABULARY numbers 0–10

a **1.5** Some Sts may already know some numbers in English, but real beginners probably won't know the correct pronunciation or spelling of all the numbers 0–10. Focus on the photos and elicit, if possible, what Sts can see, i.e., two cappuccinos, one cappuccino and two teas, etc.

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

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

Check the answer.

ANSWER
2

1.5
(script in Student Book on *p.88*)

M = Maria, A = Andrew, S = Sally, B = barista
M A cappuccino, please.
A A tea for me.
S And a tea for me, too.
B What's your name?
M Maria.
A I'm Andrew.
S I'm Sally.
B Two teas and one cappuccino.

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

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

b Tell Sts to go to **Vocabulary Bank** Numbers on *p.116*. Write the page number on the board. Highlight that these pages (**Vocabulary Banks**) are the vocabulary section, where Sts will first do all the exercises, and will then have the pages for reference to help them remember the words.

Vocabulary notes

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

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

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

1.6
See 0–10 in Student Book on *p.116*

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 *American English File*, word stress is marked by underlining the stressed syllable. You could point out that stress is marked in phonetic transcription with a stress mark (see the transcription for *seven*).

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

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

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

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

EXTRA SUPPORT Get Sts to count up and down in twos, i.e., *one, three, five,* etc.; *two, four, six,* etc.

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

c **1.7** Focus on the squares and the example (*7* in the first square). Demonstrate / Explain the activity by playing the first number on the audio.

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

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

ANSWERS
3, 0, 8, 9, 1, 4, 5, 6, 2, 10

1.7
seven, three, zero, eight, nine, one, four, five, six, two, ten

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

d **1.8** Focus on the instructions and example. Demonstrate by saying two numbers yourself and eliciting the next one from the class.

Play the audio and pause after the second 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.

1.8
one, two *(ping)* three
seven, eight *(ping)* nine
three, four *(ping)* five
five, six *(ping)* seven
four, five *(ping)* six
two, three *(ping)* four
six, seven *(ping)* eight
zero, one *(ping)* two
eight, nine *(ping)* ten

Then repeat the activity, eliciting responses from individual Sts.

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

4 PRONUNCIATION /h/, /aɪ/, and /i/

Pronunciation notes

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

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

a **1.9** Focus on the three sound pictures *house*, *bike*, and *tree*. Tell Sts that they are example words to help them remember English sounds.

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

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

1.9
See sounds and words in Student Book on *p.7*

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.

MELAL LANGUAGE INSTITUTE

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

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat. Give further practice if these sounds are a problem for your Sts.

Then repeat the activity, eliciting responses from individual Sts.

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

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

b **1.10** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

1.10
See sentences in Student Book on *p.7*

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

Then repeat the activity, asking individual Sts to repeat the sentences.

Get Sts to practice 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 practice 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 and write them on 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 closest to them.

6 VOCABULARY days of the week, saying goodbye

Vocabulary notes

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

a **1.11** Focus on the task and tell Sts those are the seven days of the week.

Play the audio for Sts to listen and repeat the days in chorus. Pause the audio as necessary. Make sure Sts know what the words are in their L1. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Highlight the silent *d* in *Wednesday* /ˈwɛnzdeɪ /, and the pronunciation of *Tuesday* /ˈtuzdeɪ/ and *Thursday* /ˈθərzdeɪ/, which Sts usually find tricky.

1.11
See days of the week in Student Book on *p.7*

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

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

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

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

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

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

d **1.12** Focus on the photo and elicit who the two people are (*Helen and Tom*). Now focus on the phrases for saying goodbye. Demonstrate by pretending that you are leaving for the day. Walk toward the door and say, for example, *Goodbye! See you tomorrow / on Wednesday*, etc. Play the audio once the whole way through for Sts just to listen.

1.12
See sentences in Student Book on *p.7*

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

e Get Sts to practice 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.

1B Music around the world

G verb *be* (singular): *he, she, it*
V countries
P /ɪ/, /oʊ/, /s/, and /ʃ/

Lesson plan

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

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

Video material

Vocabulary – countries

More materials

For teachers

Photocopiables

Grammar verb *be* (singular): *he, she, it p.144*
Communicative Where are they from? *p.178* (instructions *p.167*)
Vocabulary Countries *p.216* (instructions *p.209*)

For students

Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Pin a world map to the wall, or project one onto the board. Point to the Sts' country / countries and elicit the name(s). Write it / them on the board. Model and drill the pronunciation. Point to the US 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 **1.13** Books open. Focus on the five countries and use a map or Sts' L1 to elicit what the countries are. Tell Sts that they are going to hear a short piece of music from each of the countries in the list. They have to guess where each one is from. Tell them to write the number of their guess in the box.

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

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

1.13
(extracts of different kinds of music)

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

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

1.14
1 Mexico
2 the United States
3 China
4 Egypt
5 Brazil

c Tell Sts to go to **Vocabulary Bank** Countries and nationalities on *p.117*. Write the page number on the board.

Vocabulary notes

As Sts are beginners, we have restricted the number of countries taught in the **Vocabulary Bank** to 16, and these same countries are then recycled and reviewed in subsequent lessons. Teachers will probably also want to teach Sts their own and neighboring countries if these do not appear in the **Vocabulary Bank**.

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.

1.15 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, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

1.15
See Countries in Student Book on *p.117*

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

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

Now do **Activation**. Get Sts to cover the words in **a**, look at the photos, and say the countries. Sts can do this individually or with a partner. Monitor and help. Listen for any general pronunciation mistakes. Write the words on the board, and model and drill them with choral and individual repetition.

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

MELAL LANGUAGE INSTITUTE

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

d In this video Sts will see 11 clips of different countries.

Focus on the photo, and ask *What country is it?* Elicit the answer *Brazil*.

Tell Sts they are going to watch a video, and they should think about what each country is and how to say it, but stress that they should not shout out the answer.

Pause the video when the final grid appears (at 04:01). Put Sts in pairs and get them to write down the names of the countries.

Check answers, correcting any pronunciation mistakes, and write the countries on the board to make sure Sts have spelled them correctly, or get Sts to come up and write them.

ANSWERS
1 Brazil **2** England / the UK **3** China **4** France **5** Peru
6 Japan **7** Mexico **8** Spain **9** the United States
10 Thailand **11** Egypt

e **1.16** Sts have already seen that one syllable in a multisyllabic word is pronounced more strongly than others (= word stress). Here they see that certain words (the ones that 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*. This is because *Where* and *from* are important to understand the question.

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

Focus on the instructions and the conversation.

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

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

1.16
See conversation in Student Book on *p.8*

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

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

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

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

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

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

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

g Tell Sts that they are going to ask each other where certain places are.

Now put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where is it?**, **A** on *p.78* and **B** on *p.82*. Go over the instructions and make sure Sts understand what they have to do. Focus on the question in the speech bubble and the three possible answers. Stress that they must answer each question using one of the three options in the speech bubbles, depending on whether they know the answer.

Demonstrate by asking Sts about different cities that are not in the exercise, but are in countries they know how to say, e.g., *Where's Beijing?*

Now get Sts to sit face-to-face if possible, and get Sts **A** to start by asking their questions. Tell Sts not to worry about the pronunciation of the city names. Either get Sts **A** to ask all their questions and then change roles, or you could get Sts to ask alternate questions. When Sts have finished, find out who got most of the answers correct.

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

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

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

a **1.17** Focus on the poster and the conversation. You could ask Sts if they know any of the people on the poster. Then tell Sts to read and listen to the conversation and complete each blank with a country.

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

Play the audio again, as necessary.

Check answers. You could tell Sts that Lucas Santtana is a Brazilian singer and composer, and Lila Downs is a Mexican-American singer-songwriter and actor.

ANSWERS
1 Brazil **2** Brazil **3** Mexico

1.17
See conversation in Student Book on *p.8* and answer key

b **1.18** 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/.

1.18
Same as script 1.17 with repeat pauses

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

Now ask Sts to practice the conversation.

Make sure they change roles. Monitor and help.

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

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

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

ANSWERS
1 he **2** she **3** it

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

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

ANSWERS

+		−	
	he**'s**		he **isn't**
	she**'s**		she **isn't**
	it**'s**		it **isn't**

f Tell Sts to go to **Grammar Bank 1B** on *p.92*.

Grammar notes

In English, *he* is used for a male person and *she* for a female person. Things in English don't have a gender as they do in many languages. *It* is used for everything that is not a man or a woman, e.g., objects, countries, places, buildings, etc. Animals are often *it*, but can also be *he* or *she* if they are yours and you know the sex. You may want to point out that in the US and other countries nowadays, some people prefer to be referred to using the neutral pronoun *they*, rather than *he* or *she*.

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, e.g., *Where are you from?*

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

Focus on the example sentences and play audio **1.19**, **1.20**, and **1.21** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **1B** on *p.93* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read out the full sentences.

ANSWERS
a 1 She's **2** It's **3** He's **4** It's **5** He's **6** She's **7** It's **8** He's
b 1 's, Is, is **2** Is, 's **3** 's, 's **4** Is, isn't, 's **5** Is, isn't, 's
c 1 's, Is, is **2** 's, Is, isn't, 's **3** are, 'm **4** 's, 's, 'm, 're, 'm, 's

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

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

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

Pronunciation notes

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

- /ɪ/ The letter *i* between consonants is usually pronounced /ɪ/, e.g., *fish*. NB *England* (the *e* = /ɪ/) is irregular.
- /oʊ/ In English, the sound of the letter *o* in *phone* is a diphthong (literally "two sounds"). It is usually spelled by the letter *o* or *o* + consonant + *e*.
- /s/ The letter *s* at the beginning of a word is almost always pronounced /s/, e.g., *sit*, *stand*.
- The letter *c* is pronounced /s/ before *i* and *e*, e.g., *city*, *center*, but /k/ before *a*, *o*, *u*, and before consonants, e.g., *cat*, *cot*, *cut*, *close*, etc.
- /ʃ/ The consonants *sh* are always pronounced /ʃ/, e.g., *she*. The letters *ti* also produce this sound in words that include the syllable - *tion*, e.g., *nationality*. NB *ss* is usually pronounced /s/, but there are a few words where it is pronounced /ʃ/, e.g., *Russia*.
- The letter *e* at the end of a word is not pronounced, e.g., *phone*, *nice*, *snake*.

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

a **1.22** Focus on the four sound pictures (*fish*, *phone*, *snake*, and *shower*). Remind Sts that they are example words to help them remember English sounds, and that the phonetic symbol in the picture represents the sound.

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

1.22
See sounds and words in Student Book on *p.9*

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

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

Now play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat. Then repeat the activity, eliciting responses from individual Sts. Give further practice as necessary.

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

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

b **1.23** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1.23
See sentences in Student Book on *p.9*

MELAL LANGUAGE INSTITUTE

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

Then repeat the activity, eliciting responses from individual Sts.

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

4 LISTENING & SPEAKING

a **1.24** This section gives Sts practice in distinguishing aurally between *he* and *she* and then in trying to make the distinction themselves. Depending on their nationality, many Sts will find this pretty tricky.

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

1.24
See sentences in Student Book on *p.9*

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

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

Get Sts to practice saying them.

c **1.25** Focus on the questions and sentences in **a** again. Explain that Sts are going to hear only one of the sentences for each number and they have to check the one they hear.

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

Play the audio again for Sts to listen and check.

Check answers.

ANSWERS
1 b 2 a 3 a 4 b 5 a

1.25
1 Is she from Vietnam?
2 He's from Argentina.
3 Where's he from?
4 She's nice.
5 Where is he?

d **1.26** Tell Sts they are going to hear six statements or questions and they must write them down. Point out that the first one (*He's from Vietnam.*) has been done for them.

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

1.26
1 He's from Vietnam.
2 She's from Peru.
3 She isn't from Japan.
4 Is he from Chile?
5 He isn't from England.
6 Is she from Thailand?

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 and write them on the board.

ANSWERS
See script 1.26

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

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

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

He / She / It's from…

I think he / she / it's from…

I don't know.

EXTRA SUPPORT Write the options on the board for reference.

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

f **1.27** When Sts have finished, play the audio for them to listen and check. Don't write the answers on the board, as Sts will be testing each other in the next exercise.

1.27
1 He's from the US.
2 She's from Japan.
3 It's from Spain.
4 She's from Egypt.
5 He's from France.
6 He's from Peru.
7 It's from China.
8 He's from Mexico.
9 It's from South Korea.
10 She's from Canada.
11 It's from Brazil.
12 She's from the UK.

g This exercise practices *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.

PRACTICAL ENGLISH 1

How do you spell it?

Practical English checking into a hotel, booking a table
Vocabulary the classroom
Pronunciation the alphabet

Lesson plan

This is the first in a series of six Practical English lessons (one every other File) that teach Sts basic functional language to help them "survive" in an English-speaking environment. Each lesson has two or more video scenes where functional language is introduced by two characters: Rob Walker, who is British, and Jenny Zielinski, who is American, who work for the same company, but in different cities.

First, Sts learn the alphabet and how to spell their names. In Vocabulary, they learn the words for things in the classroom, and useful classroom language that will help them communicate with the teacher and their classmates in English right from the start. Sts then watch videos of two situations where they might need to spell their names – Rob checking into a hotel, and Jenny booking a table in a restaurant. They practice the new language in role-plays, and the lesson ends with a focus on all the useful phrases Sts saw in the lesson.

Sts can find the video and extra activities on *Oxford English Hub*.

Video material

Practical English Episode 1

More materials

For teachers

Photocopiables
Communicative Who are you? *p.179* (instructions *p.167*)
Vocabulary Classroom language *p.217* (instructions *p.209*)

Oxford English Hub
Quick Test 1
File 1 Test

For students

Workbook Practical English 1

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *OK* and *US* 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 PRONUNCIATION the alphabet

a **1.28** Books open. Choose a student with a short name and ask *What's your name?* Show that you want to write their name on the board, and pretend that you don't know how to spell it. Ask *How do you spell it?* Let Sts try and tell you the letters in English (they may know one or two).

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

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

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

1.28
See the alphabet in Student Book on *p.10*

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

b **1.29** This exercise helps Sts learn the alphabet by dividing letters that share the same vowel sound into three groups. Focus on the task. Point out the three words and sounds: *tree* /i/, *egg* /ɛ/, and *train* /eɪ/. Model and drill pronunciation.

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

1.29
See sound words, sounds, and letters in Student Book on *p.10*

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

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

c **1.30** This activity is to help Sts distinguish between letters that are sometimes confused. Depending on your Sts' L1, some of these pairs will be more difficult than others.

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

1.30
See pairs of letters in Student Book on *p.10*

d **1.31** Now tell Sts they're only going to hear <u>one</u> of the letters from each pair in **c**. Explain that they have to circle the letter they think they hear.

Play the audio once for Sts to circle the letter.

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

Check answers by playing the audio again, pausing after each letter to elicit the answer, and writing it on the board.

MELAL LANGUAGE INSTITUTE

1.31
1 A 2 E 3 W 4 I 5 B 6 V 7 J 8 K 9 N 10 C
11 T 12 W

e **1.32** Focus on the photos and the task. Demonstrate / Explain that the letters are abbreviations (you could use *TV = television* as an example).

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

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

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

1.32
1 VIP 2 CNN 3 FBI 4 BBC 5 ATM 6 USB-C
7 BMW 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** *Two;* **Sts** *CNN.*

EXTRA IDEA If your Sts are interested or ask, you could tell them the full form of each abbreviation:
1 Very Important Person
2 Cable News Network
3 Federal Bureau of Investigation
4 British Broadcasting Corporation
5 Automated Teller Machine
6 Universal Serial Bus Type-C
7 *Bayerische Motoren Werke* (in German) or Bavarian Motor Works (in English)
8 European Union

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

f Put Sts in pairs, **A** and **B**. Tell them to go to **Communication Hit the ships**, **A** on *p.78* and **B** on *p.82*.

This game is an adapted version of *Battleship*. 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 practice 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 have been hit, the ship is "sunk." The winner is the first person to "sink" all the other person's ships.

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

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

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

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

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

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

EXTRA IDEA Play ten chances.
- Think of a word Sts know, preferably of at least eight letters, e.g., *Wednesday*. Write a dash on the board for each letter of the word and the numbers 1–10 below:

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

1	6
2	7
3	8
4	9
5	10

- Sts call out letters one at a time. If the letter is in the word (e.g., E), fill it in each time it occurs, e.g., ___ E ___ ___ E ___ ___ ___ ___. Only accept correctly pronounced letters. If the letter is not in the word, write the letter next to the number 1 on the board. Write the next wrong letter next to number 2, then number 3, and so on.
- The object of the game is to guess the word before they have used up all ten chances.
- Sts can guess the word at any time, but each wrong guess is punished with "wrong guess" written next to the next available number.
- The student who correctly guesses the word comes to the board and chooses a new word. Sts can also play in pairs / groups, writing on a piece of paper.

EXTRA PRACTICE OPTION Use the **Practical English 1 Communicative** photocopiable activity.

2 VOCABULARY the classroom

a **1.33** Focus on the conversation and the words in the list.

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

1.33
See conversation in Student Book on *p.10* and answer key

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

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

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 practice it in pairs, swapping roles.

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

b Tell Sts to go to **Vocabulary Bank The classroom** on *p.118*. Write the page number on the board.

Vocabulary notes

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

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

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

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

1.34
See Things in the classroom in Student 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 only one door in a room. The same is true of ***the*** *board*. This difference is focused on in more detail in **3A**.

Look at **Activation** and focus 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.

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

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

1.35
See Classroom language in Student Book on *p.118*

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

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

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

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

d **1.36** Play the audio for Sts to listen and check.

Check answers and write them on the board.

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

1.36
See conversations in Student Book on *p.10* and answer key

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

Make sure they change roles. Monitor and help.

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

f **1.37** Tell Sts they are going to hear the instructions they have just learned and they have to do the actions.

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

1.37
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.

EXTRA PRACTICE OPTION Use the **Practical English 1 Vocabulary** photocopiable activity.

3 CHECKING INTO A HOTEL

a 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 that they will have to circle options *a* or *b* for each question.

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

Play the video, *Meet Rob*, once the whole way through for Sts just to watch and listen.

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

MELAL LANGUAGE INSTITUTE

Get Sts to compare with a partner, and then check answers. Tell Sts that *on holiday* is British English for *on vacation* and point out the **American English and British English** box.

ANSWERS
1 a **2** b **3** b

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

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

b In this video Rob checks into a hotel.

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

You may want to point out that *last name* is more commonly used in the US, but *surname* may also be used in more formal situations or on forms. In British English, it is common to say *surname*.

EXTRA SUPPORT To make the distinction clear between *name* and *last name*, write your first name and your last name on the board (or the first name and last name of a well-known celebrity). Elicit which is your first name and which is your last name.
Highlight that you can say *name* (or *first name*), and *last name* (or *surname*). When asked *What's your name?*, you usually reply with your first name in an informal situation, or your last name 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 our first name, then last name.
Ask a few Sts *What's your first name?* and *What's your last name?* to practice the difference between the two. Then get Sts to ask each other the questions.

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 last name?*

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

Tell Sts to cover the sentences. Play the video, *Checking into a hotel*, once the whole way through for Sts just to watch and listen.

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

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

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

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

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

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

c Play the video *Checking into a hotel (Listen and repeat)*, pausing for Sts to listen and repeat each sentence. Give further practice as necessary.

Same as previous video with repeat pauses

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

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

! *Good afternoon* and *Good evening* are fairly formal in English. People often just say *Hello* when they greet each other. You may also want to teach *Good night*, 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 or 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.

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

Make sure Sts change roles. Monitor and help as needed. Have one or two pairs present their role-play to the class.

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

4 BOOKING A TABLE

a Tell Sts they are now going to meet the other main character who will appear in all the **Practical English** lessons.

Focus on the photo and tell Sts they are going to listen to a woman named Jenny. Focus on sentences 1–3 and make sure Sts know the meaning of *birthday*.

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

Play the video, *Meet Jenny*, once the whole way through.

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.

ANSWERS
1 a **2** b **3** a

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

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

b In this video Jenny calls a restaurant to book a table.

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

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

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

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

Get Sts to compare with a partner, and then check answers. Elicit Jenny's last name and write it on the board.

ANSWERS
Day **Tuesday**
Table for **3** / **three** people
Time **7 / seven** (o'clock)
Name Jenny Ziel**inski**

S = server, J = Jenny
S Locanda Verde. Good morning. How can I help you?
J Hello. A table for tomorrow, please.
S Tomorrow…uh, Tuesday?
J Yes, that's right.
S How many people?
J Three.
S What time?
J Seven o'clock.
S What's your name, please?
J Jenny Zielinski. That's Z-I-E-L-I-N-S-K-I.
S Thank you, Ms., uh, Zielinski. OK. So, a table for three on Tuesday at seven.
J Great. Thanks. Bye.
S Goodbye. See you tomorrow.

EXTRA CHALLENGE Ask *What is Ms. Zielinski's first name?* to elicit *Jenny*. Ask *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 watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 USEFUL PHRASES

Focus on the phrases and go through them with the class to make sure they are clear about the meaning.

Play the video once the whole way through for Sts just to watch and listen.

See Useful phrases in Student Book on *p.11*

Now play the video again, getting Sts to repeat the words and phrases.

Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the video, 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.

2A Are you on vacation?

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

Lesson plan

This lesson is centered around a conversation where a Canadian couple meets a British couple at a café. Sts complete their knowledge of the verb *be*, and study the affirmative and negative forms for *we*, *you*, and *they*.

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

More materials

For teachers

Photocopiables

Grammar verb *be* (plural): *we, you, they p.145*
Communicative Match the sentences *p.180* (instructions *p.168*)
Vocabulary Nationalities and languages *p.218* (instructions *p.210*)

For students

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED) Give Sts a quick quiz on capital cities to review some of 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)
Brasília (Brazil)
Cairo (Egypt)
Beijing (China)
Santiago (Chile)
Ottawa (Canada)
Washington, DC (the United States)
Buenos Aires (Argentina)
Madrid (Spain)
Seoul (South Korea)
Mexico City (Mexico)
Hanoi (Vietnam)

1 VOCABULARY nationalities

a Books open. Focus on the instructions and the photos.

Then focus on the first photo and elicit what it is (*a logo*). Point out that *Korean* has been circled, as it is the nationality word. Make sure Sts understand what they have to do.

Give Sts time to circle the other nationality words.

Check answers.

ANSWERS
2 American **3** Chinese **4** English / British

EXTRA SUPPORT Do this as a whole-class activity.

b Point to the logo in **a** and ask the class *Where is it from?* to elicit (*It's from*) *(South) Korea*. Point out the example. Give Sts time to write the other countries.

Check answers.

ANSWERS
2 the United States (US) **3** China
4 England / the UK / the United Kingdom

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

Vocabulary notes

Nationality endings

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

Word stress

The *-ese* ending is always stressed (*Chinese*). With other nationality words, the stress is usually the same as on the country word. However, it sometimes changes, e.g., *Egypt – Egyptian*.

The UK

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

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

2.1
See nationalities in Student Book on *p.117*

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 multisyllable 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* /brəˈzɪlyən/. The syllable after the stress mark is the stressed one.
- Sts need to be careful with the pronunciation of words that 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 they know the meaning of *syllable* (two). Then ask Sts to tell you which syllable is stressed in each word (the second). Underline the stressed syllables (Brazil, Brazilian). Repeat for *China* and *Chinese* (China, Chinese) and elicit that the stress in the words is different.

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

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

Give Sts time to answer the question.

Ask individual Sts for feedback.

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

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

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

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

2 PRONUNCIATION /dʒ/, /tʃ/, and /ʃ/

Pronunciation notes

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

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

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

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

2.2
See sounds and words in Student Book on *p.12*

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.

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

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

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

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

2.3
See sentences in Student Book on *p.12*

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

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

c **2.4** 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.

2.4
1 I'm from Japan. (*ping*) He's Japanese.
2 I'm from Spain. (*ping*) She's Spanish.
3 I'm from China. (*ping*) He's Chinese.
4 I'm from Vietnam. (*ping*) She's Vietnamese.
5 I'm from the US. (*ping*) He's American.
6 I'm from Chile. (*ping*) She's Chilean.
7 I'm from Argentina. (*ping*) He's Argentinian.
8 I'm from Mexico. (*ping*) She's Mexican.
9 I'm from England. (*ping*) He's English.
10 I'm from Egypt. (*ping*) She's Egyptian.
11 I'm from South Korea. (*ping*) He's South Korean.
12 I'm from Canada. (*ping*) She's Canadian.
13 I'm from Brazil. (*ping*) He's Brazilian.
14 I'm from France. (*ping*) She's French.
15 I'm from Thailand. (*ping*) He's Thai.
16 I'm from the UK. (*ping*) She's British.
17 I'm from Peru. (*ping*) He's Peruvian.

Then repeat the activity, eliciting responses from individual Sts.

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

a Focus on the picture and the conversation. Tell Sts to fill in each blank with a word from the list. Point out that the first one (*are*) has been done for them.

Get Sts to compare with a partner.

b **2.5** Now play the audio for Sts to listen and check. Check answers. Make sure Sts understand all the lexis, e.g., *free*.

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

2.5
See conversation in Student Book on *p.12* and answer key

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

MELAL LANGUAGE INSTITUTE

Give Sts time to complete the chart.

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

ANSWERS

+	−
you**'re**	you **aren't**
they**'re**	they **aren't**

c Tell Sts to go to **Grammar Bank 2A** on *p.94*.

Grammar notes

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 affirmative short answers, e.g., *Yes, they are*. NOT ~~*Yes, they're*~~.

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

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

Then go through the rules with the class.

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

Now focus on the exercises for **2A** on *p.95* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** We **2** It **3** they **4** she **5** They **6** He **7** You **8** We **9** They

b **1** We aren't Mexican.
2 You're in class 4.
3 Are they English?
4 Are we in class 4?
5 You aren't in class 4.
6 We're on vacation.

c **1** Are, aren't, 're **2** Are, are, 're **3** isn't **4** aren't **5** Is, isn't, 's **6** Are, are, 's **7** 'm not **8** aren't **9** 's, Is, is

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

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

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

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

2.9

1 You're Chinese. (*ping*) Are you Chinese?
2 We're late. (*ping*) Are we late?
3 They're in class two. (*ping*) Are they in class two?
4 You're Mexican. (*ping*) Are you Mexican?
5 They're American. (*ping*) Are they American?
6 We're in room five. (*ping*) Are we in room five?
7 They're Japanese. (*ping*) 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 & LISTENING

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

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

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

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

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

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

ANSWERS

A 2 **B** 5 **C** 3 **D** 1 **E** 4

2.10

See conversation in Student Book on *p.13*

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

Give them time to write the four short answers.

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

ANSWERS

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

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

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

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

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

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

2.11

1 Excuse me. Are these seats **free**?
2 Are you on **vacation**?
3 We're here on **business**.
4 What's **that**?
5 Have a nice **day**.
6 Nice to meet you, **too**.

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

5 SPEAKING

a In this speaking activity, Sts practice nationality adjectives and the third-person singular and plural of the verb *be*.

Focus on the instructions and four questions. Point out the three possible answers for the first one. Make sure Sts understand what they have to do. You could do the first one with the class.

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

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

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

ANSWERS

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

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Is sushi Chinese?, **A** on *p.78* and **B** on *p.82*.

Go through the instructions and speech bubbles. Sts **A** start and ask their partner questions about photos 1–5.

Then Sts change roles and Sts **B** ask about photos 6–10.

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

EXTRA SUPPORT Before Sts ask and answer the questions, put Sts **A** and Sts **B** 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.

MELAL LANGUAGE INSTITUTE

2B What number is the bus?

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

Lesson plan

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

The lesson starts with Sts listening to two conversations that provide the context for asking for and giving personal information, and learning how to introduce other people and to ask how people are. This is followed by a grammar focus on question words and word order in questions.
In Vocabulary, Sts learn how to say phone numbers and numbers from 11 to 100. These are practiced with a video showing different numbered buses. This is followed by a pronunciation focus on the difference between pairs of numbers that sound similar, e.g. *13* and *30*, etc., and then a listening to reinforce their understanding. Then in Writing, Sts focus on words related to personal information, e.g., *address*, *zip code*, *married*, etc., and practice giving their own personal information by filling out a form. We have avoided forcing Sts to ask what may be sensitive questions, e.g., *How old are you? Are you married?*, but these questions are practiced in the speaking exercise where Sts take on a role. Finally, Sts watch a video about a language school in the US.

Video material

Vocabulary – numbers 11–100
Listening – *Meet the students* (full video, extracts)

More materials

For teachers

Photocopiables
Grammar *Wh-* and *How* questions with *be* p.146
Communicative Remember the sentences p.181 (instructions p.168)
Vocabulary Numbers dictation p.219 (instructions p.210)

For students

Workbook 2B

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

1 READING & LISTENING

a **2.12** Books open. Focus on the first picture, the student ID card, and the task, and elicit who Bia and Lin are (*They're the women in the picture*).

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

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

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

ANSWERS
Name: **Alex** Martínez
Nationality: **Mexican**
Age: **22**

2.12
See conversation in Student Book on *p.14*

b **2.13** Focus on the pictures and elicit who the people are (*Bia*, *Alex*, and *Lin*). Explain that it's the next day.

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

2.13
See conversation in Student Book on *p.14* and answer key

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

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

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

ANSWERS
1 class **2** What **3** tomorrow **4** Where **5** Brazil **6** phone

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

c **2.14** Play the audio, pausing after each sentence for Sts to listen and repeat.

2.14
Same as script 2.13 with repeat pauses

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

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

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

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

a **2.15** Focus on the four question words and play the audio for Sts to listen and repeat. Elicit their meaning, and highlight the two different pronunciations of *wh*.

2.15
See words in Student Book on *p.14*

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

Get Sts to compare with a partner.

c **2.16** Play the audio for Sts to listen and check.

Check answers.

2.16
1 A **Where** are you from?
B I'm from China.
2 A **How** are you?
B Fine, thanks.
3 A **Who**'s Alex?
B He's a friend.
4 A **What**'s your name?
B Molly.
5 A **Where**'s Alberta?
B It's in Canada.
6 A **How** old are you?
B Twenty-six.
7 A **What**'s your phone number?
B six one seven, five five five, six eight seven nine.

d Tell Sts to go to **Grammar Bank 2B** on *p.94*.

Grammar notes

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 restroom?* It is often not contracted when the subject is a pronoun.

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

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

Focus on the example sentences and play audio **2.17** for Sts to listen and repeat. Encourage them to copy the rhythm. Pause the audio as necessary.

Then go through the rules with the class.

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

Now focus on the exercises for **2B** on *p.95* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 When, Where 2 What 3 Who, Where 4 What
5 Who, How old
b 1 Who is she?
2 What's your phone number?
3 Where's room 4?
4 Is Marta married?
5 When's your English class?
6 Is your phone number 917-555-0362?
7 What's his email?
8 How old is Pedro?
c 1 Where are you from?
2 Where's
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**.

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

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

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

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

3 VOCABULARY phone numbers, numbers 11–100

Vocabulary notes

When saying phone numbers, we give the individual digits, (usually in blocks of three or four), so that 555-4128 is said as five five five, four one two eight. We don't say fifty-five, fifty-four, a hundred and twenty eight, as in some languages.

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

Point out that *0* is usually said as *zero*, but sometimes people also say *oh*. Both forms are used in audio **2.19**.

a **2.18** Focus on the phone number and the instructions, and play the audio once the whole way through for Sts just to listen.

2.18
two one two, five five five, zero three seven five

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

Check answers, by writing the number on the board.

ANSWER
212-**55**5-0**375**

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

MELAL LANGUAGE INSTITUTE

b **2.19** Focus on the first phone number. Ask a student to say it, and write what they say on the board for the class to check.

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

Play the audio for Sts to listen and check.

Check answers.

2.19

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

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, which they should write down, but with a normal number of digits for the area where they live.

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

Get some feedback by eliciting some numbers and writing them on the board.

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

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

Vocabulary notes

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

Sts also have problems with the numbers that change slightly, e.g., *three*, *thirteen*, *thirty* and *five*, *fifteen*, *fifty*. For the number 100, both *a hundred* and *one hundred* are acceptable.

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

2.20

See 11–20 in Student Book on *p.116*

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

2.21

See 21–100 in Student Book on *p.116*

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

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

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

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

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

e **2.22** 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 and write them on the board.

ANSWERS

97 11 100 40 29 16 62 56 78 34 81

2.22

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

f This video shows nine clips of buses with different numbers.

Focus on the photo. Ask *What number is the bus?* and elicit *78*.

Tell Sts they are going to watch a video, and that they should write down the numbers of the buses they see. Play the video once. Pause at 01:36 when the blank grid appears. Get Sts to compare their numbers with a partner and practice saying them.

Play the rest of the video until the grid is complete and pause again (01:44). Check answers.

ANSWERS

78, 32, 43, 19, 65, 87, 59, 24, 98

EXTRA IDEA Play a number game with your Sts.

- Game 1: buzz
  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, they are out. The next player then starts from the beginning again.
  Continue until there is only one student left, or until the class reaches, for example, 30.
  NB You can use any number between three and nine as the "buzz" number.
- Game 2: *Two-digit number chains*
  Write three two-digit numbers on the board, e.g.,
  27 71 13
  Elicit the numbers from the class. Then show Sts that the second number begins with seven because the previous one ended with seven, and the third number begins with one because the second number ended with one. Then ask Sts what the fourth number could be and elicit a

number, e.g., *32*, and then another, e.g., *26*, and write the numbers on the board.
Tell Sts that the numbers can't have a zero, i.e., not *20*, *30*, etc. Now make a chain around 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 PRONUNCIATION & LISTENING
understanding numbers

a **2.23** Remind Sts of the rule about stress on numbers like *thirteen* and *thirty*.

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

2.23
See numbers in Student Book on *p.15*

b **2.24** Focus on the instructions and play the audio once for Sts to circle *a* or *b*. Play again as necessary.

Play the audio again to check answers.

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

2.24
1 thirteen
2 forty
3 fifty
4 sixteen
5 seventy
6 eighteen
7 nineteen

Get Sts to practice saying the numbers in pairs.

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

c **2.25** Focus on the instructions and the four questions.

Tell Sts they are going to hear four mini conversations, and in each one they will hear one of the four questions.

Play the audio and pause after the first conversation.

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

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

Check answers.

ANSWERS
2 What's your address?
4 What's your email?
3 How old are you?
1 What's your phone number?

2.25
(script in Student Book on *p.88*)
1 **A** Great. OK, see you on Tuesday.
B Yes. Oh, what's your phone number?
A It's, uh, three eight six, five five five, zero one four two.
2 **A** Thank you. What's your address, please?
B It's sixty-seven Oak Street. It's near here.
3 **A** Come in, sit down. You're Martin Lee, right?
B Yes.
A And how old are you, Mr. Lee?
B I'm thirty-nine.
4 **A** Thank you very much. Uh, one more thing. What's your email?
B It's james eighty-five at geemail dot com.

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

Focus on 1–4 and elicit that *Oak Street* is part of an address, and elicit the meaning of the two words. You may want to point out that in English we give the name before *Street*, *Road*, etc., as in their L1 the order may be the other way around. Focus on the **Email addresses** box and go through it with the class.

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

Get Sts to compare with a partner. Check answers.

ANSWERS
1 0142 **2** 67 **3** 39 **4** 85

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.88*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 WRITING & SPEAKING a form

This is the first time Sts are sent to the **Writing Bank** at the back of the Student 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 assign the actual writing (the last activity) in class, except maybe Writing 2, which could be assigned for homework.

Tell Sts to go to **Writing Bank** A form on *p.86*.

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

Note that there is no question for the *Title* line. This is because people would not normally ask *What is your title?* these days. Now focus on the instructions for **a**. Point out that the questions correspond to the spaces in the form. Also point out to Sts that the first one, (*What's your name?*) has been done for them.

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

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 **Titles** and **Capital letters** 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.

MELAL LANGUAGE INSTITUTE

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

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

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

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Personal information, **A** on *p.79* and **B** on *p.83*.

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

Sit **A** and **B** face-to-face if possible. Sts **A** start by interviewing Sts **B** and writing the information in the form. Monitor and help. Encourage Sts to use the correct sentence rhythm when asking the questions.

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

When they have finished, get them to compare forms.

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

6 LISTENING

a Tell Sts they are going to watch a video about a language school in the US. Focus on the task, and make sure Sts remember what all the words in the list mean.

Play the video once, and tell Sts to check words as they see the things. Get Sts to compare with a partner, and then check answers.

ANSWERS
a car, a school, a student, a class, a dictionary, a teacher, a computer, a house a bike, a bus

Today we're in San Francisco. San Francisco is in California, in the United States. It's on the West Coast. It's a fantastic city, and it's famous for the Golden Gate Bridge, Pier 39, and cable cars. But we're not on vacation. We're here to visit an English language school. This is the school. It's a big school with about three hundred and fifty students.
Rike and Hyeongwoo are students at the school. Hyeongwoo is twenty-three years old. He's from Korea. He's a beginner student. His class is small, with only five students. His teacher is Stephen. He's American. He's very friendly, and he's a very good teacher.
Rike is nineteen years old. She's from Brazil. She's an intermediate student, and her class is big, with eleven students. Her teacher is Laura. She's American. 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 cafeteria. 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 yard.
San Francisco is great for students like Rike and Hyeongwoo. The people are friendly, and the city is exciting and fun!

b Focus on the task and give Sts time to read sentences 1–8.

Play the video again.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

ANSWERS
1 United States **2** an English **3** students **4** 23 **5** Stephen **6** Brazilian **7** teacher **8** is

c Focus on the task and make sure Sts know all the words in the list.

Give Sts time to read the four sentences from the video.

Play the extracts video once the whole way through.

See sentences in Student Book on *p.15* and answer key

Then play the video again, pausing after each phrase for Sts to fill in the blanks.

Check answers, and model and drill pronunciation.

ANSWERS
1 big **2** small **3** computer room, cafeteria **4** bedrooms, kitchen, yard

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

1&2 Review and Check

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

The first part reviews the Grammar, Vocabulary, and Pronunciation of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first part as a mini-test on Files 1 and 2. The pronunciation section sends Sts to the **Sound Bank** on *pp.134–135*. Explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns for each of the sounds. Highlight the **Sound Bank** video showing the mouth position for each sound. If you don't want to use this in class, tell Sts to look at it at home and to practice making the sounds and saying the words.

At the end of the vocabulary section, Sts are referred to *p.131* at the back of the book to practice words and phrases from the two Files. If you have assigned these pages for homework, tell Sts to listen to the audio and repeat, and check they remember the meaning of the words and phrases. If you are doing it in class, make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat.

The second part presents Sts with a series of skills-based challenges. First, in Can you understand this text?, there is a reading text that is of a slightly higher level than those in the Files, but reviews grammar and vocabulary Sts have already learned. In the listening in Can you understand these people?, there is a video of some unscripted street interviews, where people are asked questions related to the topics in the Files. You can find the video on *Oxford English Hub* and *Classroom Presentation Tool*. Alternatively, you could assign these activities as homework.

Finally, in Can you say this in English?, there is a speaking challenge that assesses Sts' ability to use the language of the Files orally. You could get Sts to do these activities in pairs, or Sts can check the boxes if they feel confident that they can do them.

Video material

Can you understand these people? 1&2

More materials

For teachers

Oxford English Hub
Quick Test 2
File 2 Test

GRAMMAR

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

VOCABULARY

ANSWERS
a 1 Peruvian **2** Thailand **3** American **4** England **5** Egypt **6** Vietnamese
b 1 two **2** seven **3** thirteen **4** twenty-one **5** Thursday **6** Sunday
c 1 Open **2** Sorry, down **3** know **4** me, what's, repeat **5** number, email
d 1 a board **2** a door **3** a chair **4** a pen

e **2.26** Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for Files 1 and 2. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

You might want to divide these up so that Sts work on one lesson at a time.

2.26
See words and phrases in Student Book on *p.131*

PRONUNCIATION

ANSWERS
a 1 /i/ tree **2** /oʊ/ phone **3** /ɪ/ fish **4** /ʃ/ shower **5** /h/ house
c 1 Chinese **2** fifty **3** fifteen **4** tomorrow **5** Korean

CAN YOU understand this text?

ANSWERS

First name	**Mark**	**Bianca**	**Roger**
Last name	Davis	Costa	Ford
Age	**28**	20	40
Nationality	American	Brazilian	Canadian
Marital status	single	**single**	married
Occupation	teacher	student	**doctor**

CAN YOU understand these people?

ANSWERS
1 c **2** b **3** c **4** b **5** c

MELAL LANGUAGE INSTITUTE

1 Jayna

I = interviewer, J = Jayna

I What's your name?
J Jayna.
I How do you spell it?
J J-A-Y-N-A.

2 Brian

I = interviewer, B = Brian

I Where are you from?
B I'm from California.
I Where in California?
B Sacramento, but I also lived in LA.

3 Richard

I = interviewer, R = Richard

I How old are you?
R I'm sixty-six.

4 Rytis

I = interviewer, R = Rytis

I What's your cell phone number?
R My phone number is three four seven, two two two, one two eight nine.

5 Christopher

I = interviewer, C = Christopher

I What's your email address?
C My email address is cyoonit123 at yahoo dot com.

3A Where's my phone?

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

Lesson plan

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

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

Video material

Pronunciation – /z/ and /s/, plural endings

More materials

For teachers

Photocopiables

Grammar singular and plural nouns; *a / an p.147*
Communicative The same or different? *p.182* (instructions *p.168*)
Vocabulary Things *p.220* (instructions *p.210*)

For students

Workbook 3A

OPTIONAL LEAD-IN (BOOKS CLOSED) To review vocabulary and spelling, play ten chances with a word from **Vocabulary Bank The classroom** in **1 Things in the classroom** on *p.118*, e.g., *dictionary*, *chair*, *coat*, etc. (See *p.29* for instructions on how to play ten chances.) Don't use any of the four words in **1a**.

1 VOCABULARY small things

a Books open. Focus on the task.

Give Sts time to write the words for the four objects. Check answers by eliciting the missing letters and writing them on the board.

ANSWERS
1 book **2** laptop **3** phone **4** photo

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

Vocabulary notes

Point out that we only use *a* or *an* with singular nouns (this will be focused on in detail in **Grammar Bank 3A**).

Glasses is a plural noun, although it is one object, like *pants*, *headphones*, *scissors*, and other things that have two parts. For this reason, we don't say *a glasses*.

Complete beginners may feel a little overwhelmed with the number of new items to learn. This would be a good moment to talk about strategies to help them remember new words, e.g., writing them on cards and sticking them up around their room, copying them into a vocabulary notebook, and above all, using all the resources on *Oxford English Hub* to test themselves.

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

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

3.1
See words in Student Book on *p.119*

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

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

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

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

EXTRA PRACTICE OPTION Use the **3A Vocabulary** photocopiable activity.

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

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

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

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

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

MELAL LANGUAGE INSTITUTE

Play the audio again as necessary.

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

ANSWERS

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

3.2

(script in Student Book on *p.88*)

What are the top things people look for every day?
At number eight, it's…wallets and change purses.
At number seven, umbrellas.
At number six, bank cards – credit cards or debit cards.
At number five, phone chargers.
And now for the top four:
At number four, glasses and sunglasses.
At number three, pens and pencils.
And at number two, cell phones.
And at number one – yes, that's right – keys. House keys and car keys. So try to find a safe place…

Find out if any Sts guessed all of the top four correctly. Help with any vocabulary problems that came up.

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

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

singular = (a) pen *plural = pens*

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

Now give Sts time to complete the chart.

Check answers.

ANSWERS

1 pencils
2 laptop, laptops
3 umbrella, umbrellas

d Tell Sts to go to **Grammar Bank 3A** on *p.96*.

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 /yu/, 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 like this that 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 later in the lesson.

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

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

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

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

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

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

Focus on the example sentences and play both audio **3.3** and **3.4** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **3A** on *p.97* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS

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

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

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

EXTRA PRACTICE OPTION Use the **3A Grammar** photocopiable activity.

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

3 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 almost always pronounced /s/. This is an unvoiced* sound.

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

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

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

Plural endings

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

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

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

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

The letters *ies* are always pronounced /ɪz/ in words of two or more syllables e.g., *countries*. In one syllable words it is pronounced /aɪz/, e.g., *fries*, *lies*, etc.

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

The most important thing with plurals at this level is to help Sts learn when final *-es* is pronounced /ɪz/, e.g., *watches*, and when it isn't, e.g., *phones*.

***Voiced and unvoiced consonants**

- **Voiced** consonant sounds are made in the throat by vibrating the vocal chords, e.g., /b/, /l/, /m/, /v/, /z/.
- **Unvoiced** consonant sounds are made in the mouth, without vibration in the throat, e.g., /f/, /k/, /p/, /t/, /s/.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds. However, a common error, which is easy to help Sts with, is the tendency to add the /ɪz/ pronunciation to nouns that don't need it, e.g., *files* as /faɪlɪz/, etc. This rule, i.e., when to pronounce *-es* as /ɪz/, is the main focus of the exercises here.

a **3.5** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

3.5
See sound and words in Student Book on *p.18*

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

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

Give further practice as necessary.

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

b **3.6** Focus on the three sounds for plural endings and elicit that the second picture is the *snake* (/s/ sound), and the third is /ɪz/.

Explain to Sts that the plural *s* is usually pronounced /z/, e.g., *bags*, but can also be /s/, e.g., *books*. Highlight that the *-es* ending is pronounced /ɪz/ after certain combinations of letters, and give Sts the spelling rules in the **Pronunciation notes**. It would help to give them an example for each spelling of the final *-es* ending, e.g., *pieces*, *watches*, *pages*, *brushes*, *buses*, *boxes*.

Focus on the sound picture *zebra* and on the plural words after it. Now play the audio again for Sts to listen and repeat. Give further practice, as necessary, using choral and individual repetition.

Now repeat the same process for *snake* /s/ and the /ɪz/ sound.

3.6
See sounds and words in Student Book on *p.18*

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

c This video consists of 12 photos showing a mixture of singular and plural things, which are slowly revealed as each piece of a jigsaw appears. Use the photo to explain the process to Sts. Ask them what they think the photo shows, but don't confirm. Write *I think it's / they're…* on the board and encourage Sts to use it when they're not sure.

Play the video to show them how the pieces appear. Pause when the first picture is complete, and ask *What are they?* Elicit the answer *They're passports*. Then play the next image. Pause when four or five jigsaw pieces have appeared, and elicit ideas, encouraging Sts to use *I think…* Then play until a few more have appeared, and repeat. Finally, reveal the whole image, and ask *What it it?* Repeat this process with the remaining images, making sure Sts pronounce the plurals correctly. Pause the video at 03:18 when the completed grid is shown.

ANSWERS

1 They're passports.
2 They're buses.
3 It's an ID card.
4 They're chairs.
5 It's a (phone) charger.
6 It's an umbrella.
7 They're change purses / wallets.

MELAL LANGUAGE INSTITUTE

8 They're bikes.
9 It's a notebook.
10 They're watches.
11 It's a piece of paper.
12 They're windows.

d Put Sts in pairs and get them to practice asking each other *What are they* or *What is it?* for each photo.

4 LISTENING & SPEAKING

a **3.7** Focus on the instructions and the photos. Explain that Sts are going to hear five short conversations and they have to match them to the photos. You could tell them that in each conversation, they will hear a word that they have just learned in the **Vocabulary Bank**.

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

3.7
(script in Student Book on *p.88*)
1 Please take out your laptops… All laptops out, please.
2 A Hi. My name's Sam Smith. I have a reservation.
B Can I see your passport, please?
A Sure, here you are.
3 A Thank you. Goodbye.
B Excuse me, is this your credit card?
A Oh, yes! Whew, thank you so much!
4 Please turn off all cell phones and electronic devices.
5 A OK, Ms. Jones. Here's your key. You're in room three one five.
B Thanks.
A Hasan, please take Ms. Jones to room three one five.
C Follow me.

Now play the first situation again, pause, and elicit the answer (*photo B*). Make sure Sts write *1* in the correct box. Then play the other four situations, pausing after each one to give Sts time to write the numbers.

Check answers and elicit where each situation is taking place (*A and D in hotels*, *B at airport security*, *C on a plane*, *E in a taxi*).

ANSWERS
A 2 B 1 C 4 D 5 E 3

b Now tell Sts to listen again. This time they must write the word for the small thing(s) from the **Vocabulary Bank** that they hear in each conversation. Tell them to listen carefully to hear whether the things are singular or plural. Play the audio, pausing after each situation to give Sts time to write.

Check answers.

ANSWERS
1 laptops 2 passport 3 credit card 4 cell phones 5 key

EXTRA CHALLENGE Before playing the audio again, get Sts to look at the photos and write the name of each small thing. Then play the audio for them to listen and check.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.88*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the instructions and make sure Sts know the meaning of *pocket*. Demonstrate the activity by taking something out of your bag / pocket and asking Sts which word to check.

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

Ask them to check the things they have.

d Focus on the instruction and the speech bubble, and elicit / explain the meaning of *I have*.

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

EXTRA IDEA Tell Sts which of the things in the list you have in your bag / pocket.

EXTRA CHALLENGE Get Sts to guess what they think their partner has. Write on the board: *I think you have…* You could get them to guess about you first.

e This exercise gives Sts the opportunity to name other things they have in their bag / pocket. Encourage them to ask you the question (*What's…in English? How do you spell it?*), and spell the words for them.

Finally, write all the new words on the board.

3B Souvenirs

G *this / that / these / those*
V souvenirs
P /ð/, sentence rhythm

Lesson plan

The topic of this lesson is buying souvenirs.

First, a photo of a souvenir stall in New York is used to teach Sts the vocabulary for typical souvenirs. Then a conversation between a tourist and the vendor provides the context for introducing the grammar of demonstrative pronouns *this*, *that*, *these*, and *those*.

In Pronunciation, Sts practice the voiced *th* sound **/ð/** used in the demonstrative pronouns, and work on sentence rhythm. The language is brought together in the final speaking activity, in which Sts role-play buying and selling souvenirs.

More materials

For teachers

Photocopiables
Grammar this / that / these / those *p.148*
Communicative What's this? What are these? *p.183* (instructions *p.169*)

For students

Workbook 3B

OPTIONAL LEAD-IN (BOOKS CLOSED) To review vocabulary for small things, put Sts in pairs or small groups. Give them 30 seconds to look at **Vocabulary Bank** Small things on *p.119*. Then get them to close their books. Give them one minute exactly to write down as many small things as they can. When the time is up, ask Sts how many words they have. Get the pair / group with the most words to spell them to you as you write them on the board. They get a point for each correct answer.
Finally, tell Sts that in this lesson, they are now going to learn vocabulary for souvenirs. Check they understand the meaning, and model and drill pronunciation /suvəˈnɪrz/.

1 VOCABULARY souvenirs

a 3.8 Books open. Focus on the photo of the souvenir stall in **b** and, if you didn't do the **Optional lead-in**, make sure Sts understand the meaning of the word *souvenir*. Model and drill pronunciation /suvəˈnɪr/.

Now focus on the instructions in **a** and make sure Sts understand what each item is.

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

3.8
See words in Student Book on *p.20*

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

b Focus on the photo of the souvenir stall and point out that all the items in **a** are numbered in the photo. Tell Sts to cover **a**, look at the photo, and say the words. They could do this individually or in pairs.

ANSWERS
A sunglasses **B** a map / maps **C** a cap **D** a key chain / key chains **E** a T-shirt **F** a water bottle / water bottles **G** a toy **H** a mug / mugs

EXTRA SUPPORT Say a letter to the class to elicit the souvenir, e.g.: **T** *H;* **Sts** *a mug.*

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

2 LISTENING

a 3.9 Focus on the instructions and make sure Sts understand that they have to write the prices of the items. Elicit that the $ symbol is for US dollars, and model and drill the pronunciation /ˈdɑlər/.

Give Sts time to look at the pictures and read the conversation. Ask Sts where the people are (*probably in New York*) and elicit that the woman is probably a tourist.

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

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

ANSWERS
1 15 **2** 6 **3** 14 **4** 25

3.9
See conversations in Student Book on *p.21* and answer key

Go through the conversation and explain / elicit the following:

- *oh* is not a word, just a noise we make when we react to something that someone has said.
- the question *How much is it / are they?* is used to ask about the price.

b 3.10 Play the audio again and get Sts to repeat each line in chorus.

3.10
Same as script 3.9 with repeat pauses

Now put Sts in pairs and get them to practice the conversation.

c 3.11 Focus on the instructions and elicit / explain the meaning of the question *What does the woman buy?*

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

3.11
(script in Student Book on *p.88*)
A Excuse me. Is this your cell phone?
B Oh! Yes, it is. Thank you very much.
A You're welcome. It's a very nice phone! The new iPhone.
B Sorry? Oh, yes.
A A souvenir for your family? A T-shirt is only twenty-five dollars!
B OK. A Mets T-shirt, please.
A And a mug?
B Yes, and a mug!

MELAL LANGUAGE INSTITUTE

Then play it again and get Sts to answer the question. Check the answer.

ANSWERS
A Mets T-shirt and a mug.

Go through the conversation and explain / elicit that *You're welcome* is a common response to *Thanks* or *Thank you*.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.88*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 GRAMMAR *this / that / these / those*

a Focus on the chart and elicit the meaning of *singular* and *plural*. Elicit / Demonstrate the difference between *here* and *there*. Point out that the first one (*this*) has been done for Sts.

Get Sts to complete the chart.

Check answers.

ANSWERS

	here	there
singular	**this**	that
plural	these	those

b Tell Sts to go to **Grammar Bank 3B** on *p.96*.

Grammar notes

The words *this* and *these* are used for things within reach of or near the speaker. *That* and *those* are for things that are out of reach or farther away.

The best way to explain the words is to demonstrate. Touch something that is close to you and say, e.g., *This is a book* or *These are pencils*. Then point at something across the room and say, e.g., *That's a board* or *Those are bags*. *This / These* are often used with the word *here*, e.g., *Is this your book here? That / Those* are often used with *there / over there*, e.g., *Is that your bag (over) there?*

That is is often contracted as *That's*. However, there are no contracted forms for *this is* or *these / those are*.

Focus on the example sentences and play audio **3.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the ***here***, ***there***, ***over there*** box and go through it with the class.

Now focus on the exercises for **3B** on *p.97* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 those **2** These **3** that **4** these **5** that
b 1 It's **2** these **3** They're **4** those **5** they are **6** this **7** 's that **8** It's

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

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity

4 PRONUNCIATION & SPEAKING

/ð/, sentence rhythm

Pronunciation notes

/ð/

The letters *th* can be pronounced two ways in English, /θ/ or /ð/. Sts have already been exposed to both sounds, /θ/ in *three*, *thirteen*, *Thursday*, *thank you*, etc., and /ð/ in *they* and *the*.

Here the focus is on the /ð/ sound, which occurs in *this*, *that*, *these*, and *those*.

Sts may have problems with this sound, as it may not exist in their language.

Show Sts the correct position of the mouth with the tongue behind the teeth and moving forward between the teeth as the /ð/ sound is made, or use the **Sound Bank** videos on *Oxford English Hub*. Model the sound and have Sts put their hands on their throats to feel the vibration of the voiced sound.

It is worth making Sts aware that *th* can be pronounced in two different ways, but at this stage it may not be helpful to compare them too much.

Sentence rhythm

Remind Sts that in English the words that carry the important information are said more strongly than others, e.g., in *What's your name?*, *What* and *name* are stressed more strongly than *your*.

Generally speaking, question words, nouns, verbs, adjectives, etc., are usually stressed, whereas small words like articles, pronouns, and prepositions are not. It is this mixture of stressed and unstressed words that gives English its characteristic rhythm.

Even at this low level, it is good to help Sts through these exercises, so they can begin to get a feel for English sentence rhythm.

As well as helping their spoken English, an awareness that important words are stressed more strongly will help with Sts' understanding. They can be encouraged to listen out for the stressed words in a sentence and deduce overall meaning from them.

a **3.13** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

3.13
See sound and words in Student Book on *p.21*

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

Now focus on the words after *mother*. Remind Sts that the pink letters are the /ð/ sound.

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

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

Give further practice as necessary.

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

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b **3.14** Focus on the task and questions 1–5. Ask Sts what kind of information these questions are asking for (*prices*). Elicit that the missing words are either a thing or things, and prices.

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

3.14
See conversations in Student Book on *p.21* and answer key

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

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

ANSWERS
1 mug, 9 **2** cap, 12 **3** toys, 15 **4** T-shirts, 20 **5** caps, 24

c This exercise focuses on sentence rhythm. Play the audio again and tell Sts to listen to the sentence rhythm. You could also point out that in the questions *What are these?* and *What are those?*, *are* is pronounced **/ər/** because it is unstressed.

Now play the audio again, pausing once after each question for Sts to listen and repeat, and then again after each answer for Sts to repeat that, too. Encourage them to try and copy the rhythm of the audio. Give further practice as necessary, using choral and individual repetition.

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

Then get Sts to change roles.

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** How much are these watches?, **A** on *p.79* and **B** on *p.83*.

Go over the instructions and speech bubbles, and make sure Sts are clear about what they have to do. They take turns asking their partner questions about the items with blank price tags. They need to use *this / these* for things that are close enough to touch, at the front of the stall, and *that / those* for things that 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…

MELAL LANGUAGE INSTITUTE

PRACTICAL ENGLISH 2

An orange juice, please

Practical English understanding prices, buying lunch
Pronunciation /ʊr/, /s/, and /k/

Lesson plan

In this lesson, Sts learn how to ask for food and drink in a restaurant or café, and how to say prices in pounds, dollars, and euros. They also review asking how much something is, which they learned in the previous lesson. There is a pronunciation focus on the **/ʊr/**, **/s/**, and **/k/** sounds, which they need to get right in order to pronounce the currencies correctly. Language for buying something to eat and drink is presented through Rob, who Sts met in episode 1, buying lunch in a London pub. Sts then go on to practice buying a drink and something to eat from the same menu.

The language is further reinforced through listening to Jenny, who Sts also met in episode 1, and her friend buying lunch in a New York deli. Finally, Sts focus on the useful phrases from the lesson.

Video material

Practical English Episode 2

More materials

For teachers

Photocopiables
Communicative An orange juice, please *p.184* (instructions *p.169*)

Oxford English Hub
Quick Test 3
File 3 Test

For students

Workbook Practical English 2

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

1 UNDERSTANDING PRICES

a **3.15** Books open. Focus on the money pictures and elicit where they are from (*the UK*, *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* /piː/.

3.15
See money in Student Book on *p.22*

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 help with any problems.

Get Sts to compare with a partner.

c **3.16** Play the audio once for Sts to listen and check.

Check answers.

3.16
1 H twelve pounds seventy-five
2 D fifteen euros ninety-nine
3 A fifty dollars and nineteen cents
4 C five pounds thirty-five
5 J thirteen dollars and twenty-five cents
6 G three euros twenty
7 F twenty-five cents
8 I one pound fifty
9 E sixty pence
10 B eighty cents

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

Highlight that, in British English, they don't use *and* between pounds and pence or between euros and cents (e.g., NOT ~~*two pounds and twenty*~~), and that they usually only use the word *pence* / *cents* for an amount that is less than a pound / euro (e.g., *fifty cents*). However, in American English, we always use *and* in between dollars and cents, and we say *cents* after any amount that includes cents.

d Tell Sts to cover the words A–J and look at the prices 1–10. Give them time to practice saying the prices. Monitor and correct any mistakes.

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

EXTRA IDEA Write some more prices in the three currencies on the board for extra practice.

e **3.17** Focus on the four items and the different prices, and elicit them from the class.

Play the audio, pausing after each conversation for Sts to listen and circle the correct price. Play again.

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

You could point out to Sts that native speakers are often unsure whether a price is, for example, 2.50 or 2.15 and might question it, asking *Five zero or one five?*

ANSWERS
1 $6 **2** £15 **3** $18.49 **4** £30.20

3.17
(script in Student Book on *p.88*)

1 A *The New York Times*, please.
B Here you are.
A How much is it?
B It's six dollars.
A Card OK?
B Sure.
2 A Excuse me, how much are those umbrellas?
B They're fifteen pounds.
A Ah, OK, no thanks.
3 A A charger, please, for this phone.
B Yes. Here you are.
A Thanks. How much is it?
B Eighteen dollars and forty-nine cents. Bag?
A No, thanks.
4 A A one-way ticket to Oxford, please.
B Thirty pounds twenty pence, please.
A Here you are.
B Thank you.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.88*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 PRONUNCIATION /ʊə/, /s/, and /k/

Pronunciation notes

The /ʊr/ sound is not a very common sound in English.

eur is usually pronounced /ʊr/, and three of the most common words with *eur* are *euro*, *Europe*, and *European*.

The goal 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., *center*, *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*, *cup*.

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

3.18
See sounds and words in Student Book on *p.22*

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 /ʊr/ sound.

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

Now repeat the same process for *snake* /s/ and *key* /k/. Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

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 pencil 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 practice saying the sentences. Get a few Sts to say the sentences in front of the class.

3 BUYING LUNCH

a **3.19** Focus on the title and photo, and explain / elicit the meaning of *Buying lunch*. Model and drill pronunciation.

Now focus on the menu and answer any questions about vocabulary. If possible, show pictures of the different foods and drinks, e.g., *pie*, *cheese*, *tuna*, *mineral water*, etc. If Sts don't recognize the word *burger*, write *hamburger* on the board and strike through *ham*. You might also want to point out that *Coca-Cola* is the real name for *Coke*, but people sometimes just say *Coke*.

Give Sts time to read the menu.

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

3.19
See menu in Student Book on *p.22*

You could help Sts by writing the multisyllable 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 price 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 that are plural on the menu, because they are just asking for the price of an individual one (e.g., *How much is a pie / a sandwich?*). Quickly elicit the questions from the class and then demonstrate a couple of questions and answers with a strong student. Remind Sts to use *an*, not *a*, with *orange juice*.

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

Make sure they change roles.

c In this video Rob buys lunch in a pub.

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 server, and model and drill pronunciation.

MELAL LANGUAGE INSTITUTE

Focus on the menu. Explain that they have to check the items that Rob asks for. Make sure they cover the conversation in **d**.

Play the video, *Buying lunch in a pub*, once or twice for Sts to do the task.

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

ANSWERS
Sts should check: a cheese sandwich and a Coke.


See conversation in Student Book on *p.23* and answer key for **d**

d Focus on the instructions and the conversation.

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

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

ANSWERS
1 cheese **2** Coke **3** thanks **4** are

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

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

e Play the video, *Buying lunch in a pub (Listen and repeat)*, for Sts to watch and repeat, encouraging them to copy the rhythm. Give further practice as necessary.


Same script as previous video with repeat pauses

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

Make sure Sts change roles.

f Focus on the instructions. Sts role-play a conversation using the food items on the menu. Demonstrate the activity with a strong student. The student is the server and you order a different food item and a different drink. Put Sts in pairs, **A** and **B**, and assign roles. Give them time to roleplay the conversation, ordering different food items and drinks. Monitor and help.

Make sure Sts change roles.

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

g In this video Jenny and her friend Amy buy lunch in a New York deli.

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 named Amy*).

Focus on the instructions and tell Sts they need to watch and listen and find out how much Jenny's lunch is. Play the video, *Buying lunch in a deli*, for Sts to complete the task. Play again as necessary. Get Sts to compare with a partner, and then check the answer.

ANSWER
$9.70


A = assistant, J = Jenny, Am = Amy
A Hi. How can I help you?
J Hi. How much is this tuna salad?
A It's seven twenty.
J OK, fine. And a mineral water, please.
A That's nine dollars seventy cents.
J Here you are.
A Thank you. Have a nice day.
Am Jenny!
J Amy! Hi! How are you?
Am I'm fine. How are you?
J I'm fine, too.
Am What's that?
J Oh, just a salad and some water.
Am You are good! Look, wait for me. We can have lunch together in the park.
J Sure! Great idea.
Am Can I have a cheese sandwich, a cappuccino, and a brownie, please?

h Focus on the chart and tell Sts they need to watch and listen to find out what Jenny and Amy have for lunch. Play the video again for Sts to listen and complete the chart.

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

ANSWERS
Jenny: a tuna salad and mineral water
Amy: a cheese sandwich, a cappuccino, and a brownie

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

EXTRA PRACTICE OPTION Use the **Practical English 2 Communicative** photocopiable activity.

4 USEFUL PHRASES

Focus on the phrases and make sure Sts understand what each one means.

Play the video once the whole way through for Sts just to watch and listen.


See Useful phrases in Student Book on *p.23*

Now play the video again for Sts to repeat the words and phrases.

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

4A This is my family

G possessive adjectives, possessive *'s*
V people and family
P /ʌ/, /æ/, and /ə/

Lesson plan

The topic of this lesson is the family.

Sts start by learning the words for people and family members in the **Vocabulary Bank** and also some irregular plurals. Then the new vocabulary is supported by the pronunciation section, which highlights common sounds in the new words. In Grammar, possessive adjectives and the possessive *'s* are presented through a conversation where Sarah, a babysitter, arrives at a couple's house and is introduced to the family. Then the grammar and vocabulary are practiced in a video activity with two family trees.

In the second half of the lesson, Sts listen to an American woman showing her birthday card to a Mexican friend, and explaining who the people who signed it are. The lesson ends with Sts talking and writing about their own family.

Video material

Grammar – possessive *'s*

More materials

For teachers

Photocopiables

Grammar possessive adjectives; possessive *'s p.149*
Communicative Family tree *p.185* (instructions *p.169*)
Vocabulary People and family *p.221* (instructions *p.211*)

For students

Workbook 4A

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

1 VOCABULARY people and family

a Books open. Focus on the instructions and the four words. Give Sts time to match the words and photos. Even complete beginners will probably recognize at least two of these words, but if some Sts don't, then you can elicit suggestions from the whole class.

b **4.1** Now play the audio for Sts to listen and check. Check answers and make sure Sts are clear about the meaning of *boy*, *girl*, *woman*, *and man*. Model and drill the pronunciation, especially *woman* /ˈwʊmən/.

4.1
1 a woman
2 a boy
3 a girl
4 a man

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

Vocabulary notes

Family words in English are different from those in some languages where, for example, the word for *sister* is the same as that for *brother*, but with a feminine ending, e.g., *hermano*, *hermana*. If this is the case in your Sts' L1, it's important to point out that if you want to talk about brothers and sisters, you must use both words, not just the plural of the masculine word, e.g., *How many brothers and sisters do you have?* (= boys or girls), but *How many brothers do you have?* (= only boys). The same applies to *sons* and *daughters*, though here we tend to use *children*, which covers both.

Depending on your Sts, you may want to teach a few other family words, such as *stepmother / stepfather*, but try not to overload them with too much new lexis.

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

4.2
See People in Student Book on *p.120*

4.3 Focus on the **Irregular plurals** box in **b** and go through it with the class. Explain that these four words have irregular plurals. Play the audio for Sts to listen and repeat the plural words in chorus and individually. Highlight how the pronunciation changes in *child / children* and *woman / women*. Pause and play again as necessary. Give further practice as necessary, modeling and drilling the words yourself, or using the audio, and getting choral and individual responses.

4.3
See Irregular plurals in Student Book on *p.120*

EXTRA SUPPORT Get Sts to look at the words in **a** and elicit which are plural (*children* and *friends*).

Now focus on **Activation**. Get Sts to look at the photos in **a** and say the words in both the singular and the plural. They could do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

4.4 Now look at **2 Family**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the words yourself, or using the audio, and getting choral and individual responses.

4.4
See Family in Student Book on *p.120*

MELAL LANGUAGE INSTITUTE

Focus on the **Other family words** box and go through it with the class. Model and drill pronunciation of *parents* and *grandparents*.

You may want to highlight that the word *partner* is also used to describe the person you work with in class.

Now focus on **Activation**. Get Sts to cover the words, look at the photos, and say the family members. They could do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Get Sts **A** (books open) to ask Sts **B** (books closed) to spell five family 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 change roles.

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

EXTRA PRACTICE OPTION Use the **4A Vocabulary** photocopiable activity.

2 PRONUNCIATION /ʌ/, /æ/, and /ə/

Pronunciation notes

Sts may have problems with the first two sounds, /ʌ/ and /æ/, as they may not have exactly the same vowel sounds in their language. You may want to show them the mouth position video for these two sounds or use the **Sound Bank** videos on *Oxford English Hub*.

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

- /ʌ/ The letter *u* is usually pronounced /ʌ/, especially between consonants, e.g., *husband*, *Russia*. The letter *o* is sometimes pronounced /ʌ/, e.g., *mother*.
- /æ/ The letter *a* between consonants is often pronounced /æ/, e.g., *man*, *thanks*.
- /ə/ This is the most common vowel sound in English. It is called the *schwa*. Many unstressed syllables have this sound, e.g., the *e* in the second syllable of *par**e**nts* and the *a* in the second syllable of *husb**a**nd*.

a **4.5** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

4.5
See sounds and words in Student Book on *p.24*

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

Now focus on the words after *up*. Remind Sts that the pink letters are the /ʌ/ sound.

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

Now repeat the same process for *cat* /æ/ and *computer* /ə/.

Play the audio again from the beginning, pausing after each group of words for Sts to repeat. Give further practice as necessary.

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

Finally, focus on the /ə/ box and go through it with the class. Give some other examples of words Sts already know that have the /ə/ sound, e.g., *c**o**mputer*, *t**o**morrow*, *childr**e**n*, *wom**a**n*, etc. Highlight that this very common sound often occurs after (and sometimes before) a stressed syllable, which is why knowing which syllable in a word is stressed helps so much with getting the sounds right.

b **4.6** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

4.6
See sentences in Student Book on *p.24*

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

Finally, get Sts, in pairs, to practice saying the sentences.

3 GRAMMAR possessive adjectives, possessive *'s*

a **4.7** Focus on the instructions and the conversations on *pp.24 and 25*. Elicit the meaning of *babysitter* (= someone who takes care of the children when the parents are out).

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

Check the answer.

ANSWER
b

4.7
See conversations in Student Book on *pp.24* and *25*

b Focus on photo 1 and the example. Then get Sts to point to the people and say their names.

Check answers. Say *Who's the man?*, etc.

ANSWERS
[father] He's Mark.
[mother] She's Maria.
[babysitter] She's Sarah.
[daughter] She's Emma.
[son] He's Oliver.

c **4.8** Focus on the question and play the audio once the whole way through for Sts to listen.

Elicit opinions.

4.8
(script in Student Book on *p.88*)

M = Maria, C = children, S = Sarah, E = Emma
M Now, children. Sarah is your babysitter. Be good.
C OK, Mom.
M Goodbye, Sarah.
S Bye, Mrs. Taylor. 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?

d Play the audio again and go through the conversation with Sts line by line. Elicit / Explain / Demonstrate any new words or phrases, e.g., *come in*.

Focus on the instructions and point out that the first two (*my husband* and *our children*) have been done for them.

Give Sts a few minutes to complete the chart.

Check answers, writing the missing words on the board.

You could also ask Sts to spell the words, to review spelling.

! Remind Sts that animals are usually *it*. However, if you know whether an animal is male or female, for example because it is a pet, you can say *he* or *she*. (Sts might be interested to know that about 66 percent of all US households have a pet, usually a fish, a cat, or a dog.)

ANSWERS

I	**my husband**	**it**	its name
you	your number	**we**	**our children**
he	his name	**you (plural)**	your babysitter
she	her name	**they**	their names

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

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

ANSWERS

1 Marc's **2** husband's

f Tell Sts to go to **Grammar Bank 4A** on *p.98*.

Grammar notes

Possessive adjectives

In English, the possessive adjective agrees with the person who possesses something, not the noun that follows it, e.g., *Sam's key = his key* and *Ann's keys = her keys*.

Remind Sts that *your* is used as a singular and plural, formal and informal possessive adjective.

Some languages use the same possessive adjective for *he*, *she*, and *it*. Highlight that in English, we use three different possessive adjectives, i.e., *his* for *he*, *her* for *she*, and *its* for *it*.

Point out that the possessive adjective *its* has no apostrophe. Sts may confuse this with *it's = it is*.

Possessive *'s*

Highlight that we use *'s* with words for people, e.g., *girl*, *boy*, *husband*, and names, e.g., *Jack's car*, *my husband's keys*, to show possession, and as an alternative to a possessive adjective. We do not usually use *'s* with things, e.g., *the pages of the book* NOT ~~*the book's pages*~~.

For plural nouns, the apostrophe goes after the *s*, e.g., *the students' books*.

NB For irregular plurals, use *'s*, e.g., *the children's toys*. This isn't focused on in the lesson, but Sts may ask you about this.

The pronunciation of the possessive *'s* follows the same rules as those for the pronunciation of plurals formed with *s*.

Focus on the example sentences and play both audio **4.9** and **4.10** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **4A** on *p.99* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** Their **2** your **3** His **4** its **5** Their **6** Its **7** Her **8** their **9** your **10** our **11** my **12** Our / My

b **1** Peter is Kayla's father.
2 Diana is Sam's mother.
3 Kayla 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 Kayla's brother.

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

EXTRA PRACTICE OPTION Use the **4A Grammar** photocopiable activity.

g Focus on the instructions and demonstrate the activity, which reinforces 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 This video shows the family tree of two people, first Paula, and then Scott. Sts have to identify the people's relationship, first to Paula, and then to Scott.

Focus on the two photos, and then play the video. Pause after each person appears and the red line showing their connection to Paula is complete, and elicit the answer to the questions from the class or from individual Sts, e.g., *Who's Angela? She's Paula's grandmother.*

Pause the video after the last person (*Luis*) has been identified (01:47) and leave Paula's tree up so Sts can practice in pairs asking each other about the different family members.

Repeat with Scott's family tree, finally pausing at 03:34.

ANSWERS

1 Angela is Paula's grandmother.
2 Carlos is Paula's grandfather.
3 Sara is Paula's mother.
4 Andres is Paula's father.
5 Luis is Paula's husband.
6 Eddie is Scott's brother.
7 Linda is Scott's sister.
8 Sandra is Scott's wife.
9 Evie is Scott's daughter.
10 Alan is Scott's son.

Who are the people?
This is Paula. This is her family.
Who's Angela?
Who's Carlos?
Who's Sara?
Who's Andres?
Who's Luis?
This is Scott. This is his family.
Who's Eddie?
Who's Linda?
Who's Sandra?
Who's Evie?
Who's Alan?

MELAL LANGUAGE INSTITUTE

4 LISTENING

a **4.11** Focus on the instructions and photo. Ask a couple of questions about it, e.g., *Who are these people?* (*Carly and Marina / Two girls / Two women*), *Whose birthday is it?* (*Carly's*).

Tell Sts that they are going to hear Carly and Marina talking about the birthday card.

Focus on the example and make sure Sts understand that they have to fill in the blanks with a family member for 2–4, and a name and a family member for 5.

Play the audio and pause after Carly says *and Hayley's his girlfriend*. Ask *Who's Hayley?* and elicit that she is Paul's girlfriend.

Then continue playing the audio for Sts to complete 3–5. Play it again as necessary.

Check answers.

EXTRA SUPPORT Draw a circle on the board. In it write *wife girlfriend boyfriend sister*.
Tell Sts that to complete 2–4, they need to use a family word from the circle. For 5, they will need to write a name and a family word.

ANSWERS
2 girlfriend
3 wife
4 sister
5 Nicole's boyfriend

4.11
(script in Student Book on *p.88*)

M = Marina, C = Carly
M What a nice card!
C Yeah, it's from my family.
M Can I see?
C Sure.
M Who's Paul? Is he your brother?
C Yes, he's my brother, and Hayley's his girlfriend.
M How old is Paul?
C He's twenty-nine. No, he's thirty.
M What about Shira? Is she your sister?
C No, Shira's my brother Jerry's wife. And Mia's their daughter.
M Oh, yeah, I remember. The baby in the photo on your phone.
C Yes. She's so beautiful.
M So who's Nicole?
C She's my sister.
M Is John her husband?
C No, he's her boyfriend – they aren't married. Maybe one day.
M And how old's Nicole?
C She's twenty-six.
M And who's Buddy?
C He's my dog!
M Oh! What kind of dog is he?

b Give Sts time to read the two questions.

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

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

ANSWERS
1 Paul is 30. Nicole is 26.
2 Mia is Jerry and Shira's daughter. Buddy is Carly's dog.

Remind Sts of the meaning and pronunciation of the adjective *beautiful* /'byutəfl/.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.88*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 SPEAKING & WRITING a post about a photo

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

Read the instructions and the example with the whole class. Model the activity by looking at a list from a strong student and ask about the first name on the list *Who's* (name)*?* Elicit the response *He / She's my* (e.g., *brother*).

Sts continue asking and answering in pairs.

EXTRA IDEA Get Sts to show each other photos of friends and family members on their phones, and explain who they are. If you can, demonstrate by showing some of your own photos and telling Sts about the people.

b Tell Sts to go to **Writing Bank** A post about a photo on *p.86*.

Focus on the title and make sure Sts understand it.

Now focus on **a**. Look at the photo and read the instructions. Give them time to read the text and write the numbers of the people in the correct place on the photo.

Check answers. Now ask *Who's Ron?* (*Ava's father*), and do the same with the other people.

ANSWERS
A 1 – Ron **B** 2 – Linda **C** 3 – Ariana **D** 4 – Will
E 5 – Rocky

Elicit the meaning of the final question, *Do you like my photo?*

Focus on the **Punctuation** box in **b** and go through it with the class.

Finally, focus on **c** and tell Sts they are going to write about their families. Explain that they should follow the model in **a**.

To show Sts how to begin, write the sentence stems on the board *My name is* _____. *I'm from* _____.

Assign this for homework so that Sts can attach a photo of their family (or friends).

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

4B The right car for me

G adjectives
V colors and common adjectives
P /ɑr/ and /ɔr/, linking

Lesson plan

This lesson uses the context of a man and his mother buying a car for Sts to learn some common adjectives and how to use them. The vocabulary load at the beginning of the lesson is high, as it includes both colors and adjectives, although some beginners may already know a few of these words. Sts then move on to the grammar of adjectives, which is relatively straightforward. Vocabulary and grammar are then practiced together in a video activity. Pronunciation focuses on the sounds /ɑr/ and /ɔr/, and on how words are linked in English, which will help Sts understand when they hear words run together. Sts then use adjectives in a speaking activity where they talk about their preferences, and the lesson ends with a video about the Beaulieu Motor Museum.

Video material

Grammar – adjectives
Listening – *Beaulieu Motor Museum*

More materials

For teachers

Photocopiables
Grammar adjectives *p.150*
Communicative What is it? *p.187* (instructions *p.169*)
Vocabulary Colors and common adjectives *p.222* (instructions *p.211*)

For students

Workbook 4B

OPTIONAL LEAD-IN (BOOKS CLOSED) Review nationality adjectives. Call out the names of the countries in **Vocabulary Bank Countries and nationalities** on *p.117* and get the class or individual Sts to say the word for the nationality. You may also want to pre-teach the countries *Germany* and *Italy*, and the nationalities *German* and *Italian*, as they will be used in the lesson.

1 LISTENING & VOCABULARY colors and common adjectives

a Books open. Focus on the quiz and the speech bubble. If you didn't do the optional lead-in, pre-teach the nationalities *German* and *Italian*. Then drill the English pronunciation of the car makes:
Chevrolet /ˈʃɛvrəleɪ/, *Ferrari* /fəˈrɑri/, *Honda* /ˈhɑndə/, *Hyundai* /ˈhʌndeɪ/, *Jaguar* /ˈdʒægwɑr/, *and Mercedes* /məˈseɪdiz/.

Put Sts in pairs and give them time to match the car logos to the car makes and then write the nationalities.

b **4.12** Play the audio for Sts to listen and check.

Check answers.

4.12
(script in Student Book on *p.88*)
1 Mercedes. It's German.
2 Jaguar. It's British.
3 Ferrari. It's Italian.
4 Chevrolet. It's American.
5 Hyundai. It's South Korean.
6 Honda. It's Japanese.

c **4.13** Focus on the instructions and the photo. Get Sts to cover the conversation in **d** with a piece of paper.

Before playing the audio, you might want to elicit from Sts that the woman and her son in the photo are looking at cars with a car salesperson.

Focus on the task and make sure Sts understand *opinion* and *perfect*.

Play the audio once the whole way through for Sts to listen and answer the questions. Play again if necessary.

Check answers.

ANSWERS
a the red car **b** the blue car

4.13
See conversation in Student Book on *p.26*

d Focus on the instructions and get Sts to uncover the conversation. Play the audio again for Sts to read and listen at the same time.

Then focus on the first highlighted word and elicit / explain its meaning with the photo or something blue in the classroom. Point out that the first one (*blue*) has been done for them. Then tell Sts that the highlighted words are all colors or adjectives, i.e., words that describe the cars.

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

Get Sts to work with a partner.

Check answers. Mime, explain, or translate any words Sts couldn't figure out.

ANSWERS
blue car: small, slow, ugly
red car: red, fast, expensive, beautiful

Help with any other new vocabulary in the conversation.

e **4.14** Play the audio, pausing after each phrase for Sts to listen and repeat. Encourage Sts to copy the rhythm and intonation on the audio. Give further practice as necessary, using choral and individual repetition.

4.14
Same as script 4.13 with repeat pauses

Put Sts in groups of three. Assign roles and get them to practice the conversation.

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

MELAL LANGUAGE INSTITUTE

You could get some groups to act out the conversation for the class.

f Tell Sts to go to **Vocabulary Bank** Adjectives on *p.121*.

Vocabulary notes

Common adjectives

beautiful

We generally use *beautiful* for a woman (not a man) or an animal, place, piece of music, etc. You could also elicit *good-looking*, which Sts saw in **2B**, and tell them that it is used for both men and women.

Positive and negative adjectives

very good / very bad

Sts have already seen *very* in the phrase *very well*. Highlight that it can be used with many adjectives, e.g., *very big*, *very small*, etc., but not with adjectives that already have a strong meaning, so NOT ~~*very fantastic*~~ or ~~*very awful / terrible*~~.

4.15 Focus on **1 Colors**. Play the audio for Sts to listen and repeat the colors in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

4.15
See Colors in Student Book on *p.121*

Focus on **Activation**. Ask Sts to cover the words, look at the photos, and ask and answer about the colors in pairs.

EXTRA IDEA You could point to different objects in the classroom and say *What color is it?* to practice the ten colors in the **Vocabulary Bank**.

4.16 Look at **2 Common adjectives** and focus on **a**. Play the audio for Sts to listen and repeat the adjectives in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

4.16
See Common adjectives in Student Book on *p.121*

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the adjectives. They could do this individually or with a partner.

Now focus on **Activation**. Model and drill the question *What's the opposite of new?* and elicit / explain the meaning of *the opposite*.

Put Sts in pairs and give them a few minutes to test each other on the adjectives.

Monitor and correct any pronunciation mistakes on the board.

4.17 Focus on the **Positive and negative adjectives** box in **c** and go through it with the class. Then play the audio for Sts to listen and repeat the adjectives.

4.17
See Positive and negative adjectives in Student Book on *p.121*

Now focus on the ***very*** box and go through it with the class.

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

EXTRA PRACTICE OPTION Use the **4B Vocabulary** photocopiable activity.

g Focus on the instructions and the example. Give Sts a few minutes to think of adjectives to describe their own car or their family's car.

EXTRA SUPPORT Sts could write a sentence with two adjectives about their car, e.g., *My car is a Kia. It's small and cheap.*

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

Monitor and help.

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

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 salesperson, the woman, and her son, e.g., *a good car*.

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

ANSWERS
1 a **2** b

b Tell Sts to go to **Grammar Bank 4B** on *p.98*.

Grammar notes

In English, an adjective can go after the verb *be*, but it always goes before the noun, e.g., *My car is fast. It's a fast car*.

Adjectives are the same for singular and plural nouns, so you never add an *s* to an adjective. This is different from many other languages, where adjectives have to "agree" with nouns.

Adjectives have no masculine or feminine form.

Focus on the example sentences and play audio **4.18** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **4B** on *p.99* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 It's an old car.
2 They're black coats.
3 It's a new phone.
4 They're big houses.
5 They're expensive (sun)glasses.
6 It's a good book.
b 1 It's a beautiful day.
2 Amy's husband is very nice.
3 They're very difficult questions.
4 This is a cheap phone.
5 It's a terrible photo.
6 Laura is a fantastic teacher.
7 Our cat is very old.

8 This isn't a very good restaurant.
9 It's a very long exercise.
10 Their dog is very ugly.
11 Italian bags are very expensive.
12 This is a very small room.

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

EXTRA PRACTICE OPTION Use the **4B Grammar** photocopiable activity.

c In this video Sts will see 11 images that first appear as silhouettes and then as colored images.

Focus on the task and the photo and ask *What are they?* and elicit *They're cats*.

Play the video for 1 so that Sts can see how the silhouette changes into the color photo. Ask again *What are they?* Elicit *They're black cats*.

Play 2 and pause when the silhouette appears to elicit what it is. Remind Sts to say *I think…* if they're not sure. Then reveal the color, and elicit *It's a green scarf.* Repeat with the other photos. Pause the video at 02:09 when the completed grid appears.

ANSWERS
2 They're green sunglasses.
3 It's a white T-shirt.
4 They're yellow cars / taxis.
5 They're green trees.
6 It's an orange mug.
7 It's a gray bag.
8 They're red pens.
9 They're blue boots.
10 It's a pink umbrella.
11 It's a brown dog.

d Focus on the task and the examples. Put Sts in pairs and get them to use the grid to ask and answer about each image. Remind them to use *What is it?* for singular things and *What are they?* for plural things, and to say the color for each.

3 PRONUNCIATION /ɑr/ and /ɔr/, linking

Pronunciation notes

/ɑr/ and /ɔr/

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

- /ɑr/ The letters *ar* are usually pronounced /ɑr/, e.g., *car*, *are*.
- /ɔr/ The letters *or* are usually pronounced /ɔr/, e.g., *short*, but sometimes /ər/ after *w*, e.g., *world*.

Linking

It is very common in English to link words together, especially when one word finishes with a consonant sound and the next word begins with a vowel sound, e.g., *an old umbrella*. Being aware of this will help Sts "separate" words in their head when people speak to them.

a **4.19** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

4.19
See sounds and words in Student Book on *p.27*

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

Now focus on the words after *car*. Remind Sts that the pink letters are the /ɑr/ sound.

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

Now repeat the same process for *horse* /ɔr/.

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

Give further practice as necessary.

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b **4.20** Focus on the word *linking* in the title and tell Sts that when one word ends with a consonant, e.g., *bi**g***, and the next word begins with a vowel, e.g., ***u**mbrella*, we link the two words: *big umbrella*.

Now focus on the phrases and highlight the linking marks. Remind Sts that the underlined syllables in the multisyllable words are stressed more.

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

4.20
See phrases in Student Book on *p.27*

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 practice saying the phrases.

c **4.21** Focus on the instructions.

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

4.21
1 an ugly house
2 an easy book
3 my old ID card
4 good evening
5 an American friend

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

Check answers by eliciting each phrase and writing it on the board.

EXTRA IDEAS

- Put Sts in pairs and get them to practice saying the phrases.
- Tell Sts to go back to **Vocabulary Bank** Adjectives on *p.121*. Focus on the photo of the bag, and elicit *It's a black bag*. Do the same with *blue keys*. You may want to highlight that *It's a* is linked.
  Put Sts in pairs and get them to make ten sentences about the photos.
  Then use the numbers to elicit the phrases from the class or from individual Sts. Sts could also write their ten sentences.
  Tell Sts to go back to the main lesson **4B**.

MELAL LANGUAGE INSTITUTE

4 SPEAKING

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

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

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

Demonstrate the activity by saying what you prefer for a couple of categories, or get a strong pair to demonstrate the activity for the class.

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

Get some feedback from individual Sts.

5 LISTENING

a This video is a documentary about the Beaulieu Motor Museum.

Focus on the task.

Play the video once the whole way through for Sts to watch and answer the question.

Elicit Sts' opinions.

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 *Byuli*, but in French it's *Beau lieu* – beautiful place.
And it really is beautiful! Beaulieu is in the New Forest. It's famous for its big house, old church, and fantastic motor museum.
The National Motor Museum in Beaulieu is sixty-two years old. It's a very interesting place, with lots and lots of cars. Let's go and see!
These are some of the cars. This is a very small car.
These are old, vintage cars. These are fast, modern cars.
This is my favorite car. It's British and its name is Bluebird. It's fifty-five years old and it's very, very fast!
These cars are from lots of different countries.
This is a Mercedes sixty hp. It's a German car. It's a hundred and ten years old, and it's black and gold.
This is a Ferrari Dino. It's Italian. It's forty years old. It's red and it's great.
This is a Ford Anglia. Ford is an American company, but the Anglia is a British car.
This blue Ford Anglia is very famous. It's the Weasley's car in the Harry Potter films!
But the National Motor Museum isn't just famous for cars. It's also famous for motorbikes.
This is an American Harley Davidson, this is an Italian Ducati, and this is a German BMW.
The National Motor Museum is fantastic, and Beaulieu is a beautiful village. Come and see!

b Focus on the task and give Sts time to read 1–8, making sure they understand all the lexis, e.g., *famous*, *host*, etc. Point out that *films* is British English for *movies*.

Play the video again the whole way through.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

ANSWERS
1 F **2** F **3** T **4** T **5** F **6** F **7** F **8** F

EXTRA CHALLENGE Get Sts to correct the False sentences (playing the video again if necessary). Check answers.

ANSWERS
1 Beaulieu is a small village in **England**.
3 The village **is** famous. It's famous for its big house, old church, and fantastic motor museum.
5 The Ferrari Dino is **red**.
6 The Ford Anglia is a **British** car.
7 It's famous because it's in the **Harry Potter** films.
8 It has **motorbikes/motorcycles**, too.

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

c Do this as a whole-class activity.

3&4 Review and Check

For instructions on how to use these pages, see *p.42*.

Video material

Can you understand these people? 3&4

More materials

For teachers

Oxford English Hub
Quick Test 4
File 4 Test

GRAMMAR

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

VOCABULARY

ANSWERS
a 1 a credit/debit card **2** a map **3** an umbrella **4** a key **5** a cap
b 1 mother **2** husband **3** daughter **4** brother **5** girlfriend
c 1 women **2** children **3** men **4** people
d 1 blue **2** green **3** red **4** yellow **5** black **6** pink
e 1 small **2** cheap **3** short **4** old **5** beautiful

f **4.22** For instructions on how to use this section, see *p.42*.

4.22
See words and phrases in Student Book on *p.131*

PRONUNCIATION

ANSWERS
a 1 /ə/ computer **2** /ʌ/ up **3** /ɔr/ horse **4** /ɑr/ car **5** /æ/ cat
c 1 woman **2** sunglasses **3** orange **4** expensive **5** sister

CAN YOU understand this text?

ANSWERS
a 1 Joseph **2** Grace **3** Brandon **4** Beverley **5** Stella **6** Maddie **7** Finn
b 1 Joseph's last name is Fisher.
2 He's from Vancouver, in Canada.
3 His son's name is Brandon.
4 Grace is 19 / nineteen.
5 She's American.
6 Stella is Maddie's sister.
7 She's 24.
8 No, she isn't.

CAN YOU understand these people?

ANSWERS
1 b **2** c **3** a **4** c **5** c

1 Richard

I = interviewer, R = Richard
I What's in your bag?
R Uh, my coat, and water, and wallet.

2 Josh

I = interviewer, J = Josh
I What's in your bag?
J I have a laptop in my bag, a charger in my bag, and some books.

3 Kieran

I = interviewer, K = Kieran
I Are you from a big or small family?
K I'm from a small family. I have my mum, my dad, and one little sister.

4 Debra

I = interviewer, D= Debra
I How much is a cup of coffee in your local coffee shop?
D It's four dollars.
I Do you think it's cheap or expensive?
D I think it's expensive.

5 Daniel

I = interviewer, D = Daniel
I Do you have a car?
D I do have a car.
I Can you describe your car?
D I have a white Honda Civic.

MELAL LANGUAGE INSTITUTE

5A My favorite meal

G simple present + and −: *I, you, we, they*
V food and drink
P /dʒ/and /g/

Lesson plan

The context of this lesson is what people have for breakfast and how important breakfast is.

Sts begin by reviewing some food and drink words that have already come up, before going to the **Vocabulary Bank** to learn more. The vocabulary is then recycled in a video activity. Sts read an article where different people talk about their breakfasts, and the article is then used to present the *I*, *you*, *we*, and *they* forms of verbs in the simple present. Sts then listen to three people talking about their favorite meal of the day, where they have it, and what they have. In Pronunciation, Sts have more practice in word stress and pronouncing consonant sounds. The lesson builds up to a speaking activity, where Sts talk about their eating habits and what people eat in their country. Finally, Sts write a paragraph about their own typical breakfast.

Video material

Vocabulary – food and drink

More materials

For teachers

Photocopiables

Grammar simple present + and −: *I, you, we, they p.151*
Communicative Talk about food *p.188* (instructions *p.170*)
Vocabulary Food and drink *p.223* (instructions *p.211*)

For students

Workbook 5A

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 *Where are these foods from?* and elicit a response, e.g., *Pasta and pizza are from Italy,* etc.

1 VOCABULARY food and drink

a Books open. Focus on the photos and elicit any words that Sts know.

Focus on the task and make sure Sts understand what they have to do.

b **5.1** Play the audio for Sts to listen and check.

Check answers by getting Sts to spell the words for you to write on the board, and then to tell you the letter of the photo. Model and drill the pronunciation of the food and drink words: *tea* /ti/, *cheese* /tʃiz/, *orange juice* /ˈɔrɪndʒ dʒus/, *sandwich* /ˈsæn(d)wɪtʃ/, and *eggs* /ɛgz/.

5.1
1 E tea
2 C cheese
3 B orange juice
4 A sandwich
5 D eggs

c Tell Sts to go to **Vocabulary Bank** Food and drink on *p.122*.

Vocabulary notes

Pronunciation

You may want to highlight that:

- *ea* is pronounced /i/ in *tea* and *meat*, but /ɛ/ in *bread* and *breakfast*.
- *vegetables* and *chocolate* both have a syllable that is not pronounced: /ˈvɛdʒtəblz/, /ˈtʃɑklət/.
- the *d* in *sandwich* /ˈsænwɪtʃ/ is not often pronounced.
- the *s* in *sugar* is pronounced /ʃ/.

Meals

Lunch is the word we use for the meal eaten at midday or in the early afternoon, and *dinner* is usually in the evening (however, in some parts of the US, some people call the midday meal *dinner* if it is their main meal of the day).

Supper can also be used to refer to the evening meal.

Verbs

The verbs *eat* and *drink* describe the general actions, e.g., *I eat a lot of bread. I don't drink coffee.* However, we usually use *have* with meals, e.g., *have breakfast*, and to describe what we eat / drink at a particular meal, e.g., *I have toast and tea for breakfast*.

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

5.2
See Food and drink in Student Book on *p.122*

5.3 Now focus on the **Meals** box in **b**. Play the audio for Sts to listen and repeat the words and phrases in chorus. Highlight the word stress and pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

5.3
See **Meals** box in Student Book on *p.122*

Finally, focus on **Activation** and ask Sts to cover the words in **a** with a piece of paper, look only at the photos (they do this for each row of photos), and say the words. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems they are still having to focus on at the end of the activity.

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

d In this video Sts see clips of a supermarket. Different products are circled and an arrow shows that they have been put into a shopping cart. Sts have to watch and try to remember what the person bought.

Focus on the task and the photo, and elicit that what they can see is a shopping cart. Tell Sts that they must just watch the video and not write anything down, but try to remember what goes into the shopping cart.

Play the video once and pause when the pause symbol appears. Then put Sts in groups or teams, and set a time limit for them to try to remember the 13 things in the shopping cart.

When time is up, play the video to see the blank grid. Then reveal the pictures one by one, and elicit the words from Sts, who also check them off their lists.

Get feedback to see which pair or team got the most items.

ANSWERS
1 orange juice **2** potatoes **3** pasta **4** rice **5** yogurt **6** bread **7** cereal **8** milk **9** chocolate **10** salad **11** butter **12** fish **13** meat

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopiable activity.

2 READING & SPEAKING

a Focus on the instructions and the photos of breakfasts, and elicit the food words that Sts already know, e.g., *coffee*, *fruit*, etc.

Now focus on the question and make sure Sts understand the meaning of *important*. Model and drill pronunciation. Give Sts time to read the article and comments, and answer the question. Tell them not to worry about the blanks in the comments.

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

ANSWERS
a Ashley, Paulo, Sakura **b** Rob

EXTRA SUPPORT Read the article out loud with the class to help Sts understand the comments.

b **5.4** Now tell Sts to read the comments again and this time to fill in the blanks with words for food or drink. Tell them to look at the photos. Point out that the first one (*croissant*) has been done for them.

Give Sts time to fill in the blanks.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS
2 milk **3** fruit **4** yogurt **5** coffee **6** rice **7** fish

5.4
See article and comments in Student Book on *p.30* and answer key

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words. Other lexis Sts may ask about are *healthy*, *I'm (not) hungry*, *traditional*, and *different*. Highlight that we use *I'm* before *hungry*, not *I have*, which may be what Sts use in their L1. You may also need to explain that *miso* is a paste made from beans, used in Japanese cooking, especially soup.

c Tell Sts to read the comments again and circle the places people have their breakfast and underline any other words for food and drink that they didn't write in the blanks. Check answers.

ANSWERS
places: a café (Ashley), at home (Paulo, Sakura), at work (Rob)
other words for food and drink: espresso, toast, miso soup, green tea

d Focus on the questions. You could tell Sts if breakfast is important for you, what you have, and where you have it. Give Sts time to think about their answers.

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

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

3 GRAMMAR simple present ⊞ 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.

ANSWERS
1 have **2** like **3** have **4** don't have **5** don't eat **6** don't drink

b Tell Sts to go to **Grammar Bank 5A** on *p.100*.

Grammar notes

The *I*, *you*, *we*, and *they* forms of the simple present are the same, e.g., *I have*, *you have*, *we have*, *they have*. The verb endings don't change, unlike in many languages. Highlight that it is the subject pronoun *I* / *you* / *we* / *they* that changes, not the verb (*have*). For this reason, it is essential to always use pronouns – otherwise it won't be clear which person you are talking about.

In this context, *do* is called an *auxiliary verb*. It is used to form negatives and questions. In the simple present, for *I*, *you*, *we*, and *they*, we use *don't* before the base form of the verb to form negatives. *Don't* is the contraction of *do not*. Remind Sts that native speakers almost always use the contracted form *don't* in spoken English.

Focus on the example sentences and play audio **5.5** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **5A** on *p.101* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 have eggs **2** don't drink coffee **3** like chocolate **4** eat fish **5** eat rice **6** don't have sugar **7** don't like cheese **8** 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**.

MELAL LANGUAGE INSTITUTE

EXTRA PRACTICE OPTION Use the **5A Grammar** photocopiable activity.

c Focus on the emojis in the instructions and the speech bubble, and elicit the meaning of *I like* / *I don't like*. Model and drill the pronunciation.

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

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

EXTRA SUPPORT Write *I like* and *I don't like* on the board for reference. Demonstrate first by telling Sts about foods you like and don't like.

Get some feedback from the class.

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

4 LISTENING

a 5.6 Focus on the instructions and the phrase *favorite meal*. Tell Sts they are going to listen to three people talking about their favorite meal. Point out each person's answer in the chart (i.e., Anna – *dinner*, Will – *lunch*, etc.). Tell Sts they are going to listen to Anna and they must complete the first column in the chart. If you know your Sts' L1, you may want to pre-teach the adverbs of frequency *usually* and *always*, which come up in this audio.

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

Check answers.

ANSWERS
1 home, restaurant **2** Meat, fish, vegetables **3** tea

5.6
(script in Student Book on *p.88*)
Anna My favorite meal of the day is dinner. I usually have dinner at home, but sometimes I have dinner at a restaurant. I usually have meat or fish and vegetables, and if I'm at a restaurant, I have a glass of iced tea.

b 5.7 Now tell Sts to focus on the second column in the chart.

Play the audio, pausing after Will to give Sts time to write.

Play again as necessary.

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

ANSWERS
4 work **5** Water, coffee

Finally, repeat the process for Sarah.

ANSWERS
6 home, café **7** Fruit, egg **8** Coffee, tea, hot chocolate

5.7
(script in Student Book on *p.88*)
Will My favorite meal of the day is lunch. I'm always hungry then. I have lunch at work – we have a cafeteria there. I have different things for lunch, but always with French fries – I love French fries. Sometimes a burger and French fries, sometimes fish and French fries. I drink water with my lunch, but after lunch, I have a coffee, an espresso.
Sarah My favorite meal of the day is breakfast. I usually have it at home, but on Wednesdays, I have my yoga class, and I have breakfast at a café near the yoga studio. At home, I have fruit and an egg, and coffee or tea. But at the café, I have a muffin and hot chocolate.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.88*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the question and give Sts a few minutes to think about their answer.

Put Sts in pairs or small groups and get them to tell each other what their favorite meal is.

Get some feedback from the class. With a show of hands, you could find out which is the class's favorite meal.

5 PRONUNCIATION /dʒ/ and /g/

Pronunciation notes

The sounds in this lesson are both consonant sounds. For information on /dʒ/, see the **Pronunciation notes** in **2A**. You might want to highlight the following sound–spelling rule.

- /g/ This sound only occurs where there is the letter *g*. You could remind Sts that the letter *g* is always pronounced /g/ when it comes after a vowel at the end of a word, e.g., *bag* and *dog*, and often at the beginning and in the middle of a word, e.g., *glasses* and *sugar*, before *a*, *o*, and *u*. However, before *e* and *i*, the letter *g* is often pronounced /dʒ/, e.g., *German*, *orange*.

a 5.8 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.8
See sounds and words in Student Book on *p.31*

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

Then focus on the words after *jazz*. Remind Sts that the pink letters are the /dʒ/ sound.

Play the audio, pausing after each word for Sts to listen and repeat. You might want to highlight the silent letter in *veg**e**tables*.

Now repeat the same process for *girl* /g/.

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

Give further practice as necessary.

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

Finally, focus on the ***g* and *j*** box and go through it with the class.

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

b 5.9 Focus on the sentences and play the audio once the whole way through for Sts just to listen.

5.9
See sentences in Student Book on *p.31*

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

Finally, put Sts in pairs and get them to practice saying the sentences. Monitor and help.

Get individual Sts to say the sentences to the class.

EXTRA CHALLENGE Dictate some more words with the letter *g* in them and get Sts to write them in the correct row in **a**, e.g., *Egypt*, *bag*, *dog*, *glasses*, *mug*, *charger*, *green*, *ugly*, *good*.

6 SPEAKING

a Focus on the task and make sure Sts understand the meaning of *true*.

Now focus on the questionnaire and the two sections, *You* and *Your country*, and make sure Sts understand all the phrases. Highlight that where there is a question word, it tells Sts what kind of word or phrase they should put in the blanks, and where there are two alternatives (as in some of the sentences in the *Your country* section), they should choose one of the words / phrases to complete the blanks. Demonstrate by telling them a few sentences about you and your country.

Give Sts time to complete the sentences so that they are true for them and their country.

b Focus on the first speech bubble and the question *What about you?*, used to check the listener's statement. You could tell the class where you have breakfast, and then ask a student *What about you?* If you are not from your Sts' country, focus on the first phrase in the *Your country* section, and say what people from your country have for breakfast, then ask *What about in your country?*

Then put Sts in pairs and give them time to talk about each sentence. In the *You* section, they should say alternate sentences, but each time finish with *What about you?* In the *Your country* section, if Sts are from the same country, they should compare their answers. If they are not from the same country, they just tell each other what happens in their country.

Monitor and help.

Get some feedback from individual Sts.

EXTRA SUPPORT If your Sts are all from the same country, you could do the *Your country* section as a whole class.

7 WRITING a comment post

Tell Sts to go to **Writing Bank A comment post** on *p.86*.

a Focus on the title, *A comment post*, and make sure Sts understand it.

Focus on the instructions and then give Sts time to read Marcos's comment.

Before eliciting Sts' opinions on whether they like Marcos's breakfast, elicit each item he has and check Sts know the meaning: *orange*, *apple*, *bread*, *butter*, *jam*. Model and drill pronunciation.

If you didn't focus on the word *healthy* in Paulo's text in **2**, then focus on it here. If you did, check Sts can remember what it means.

Now tell Sts if you like or don't like Marcos's breakfast, and then ask *What about you?* With a show of hands, you could find out how many Sts like his breakfast.

b Focus on the instructions and give Sts time to look at the highlighted words and then complete sentences 1–3. Check answers.

ANSWERS
1 but **2** or **3** and

Check Sts know the meaning of the three words.

EXTRA SUPPORT Write the following sentences on the board to help Sts understand how to use *and*, *or*, and *but*.
I like tea. I like coffee. → *I like tea* ***and*** *coffee.*
Some days I drink tea. Some days I drink coffee. → *I drink tea* ***or*** *coffee.*
I like cereal. I don't like toast. → *I like cereal,* ***but*** *I don't like toast.*

c Give Sts time to write their own comments. Tell them to use Marcos's comment as a model. They can begin with *For breakfast, I have…* Give Sts six to eight minutes to write about 50 words for this task.

Go around the room to monitor and help as Sts are writing. However, don't make a lot of corrections at this time. Allow Sts to focus on putting their ideas down on paper.

EXTRA IDEA You could get Sts to post their comments around the classroom. Then Sts can circulate around the room and read about their classmates' breakfasts. (Check to make sure that their comments don't have too many errors before Sts put them up.)

MELAL LANGUAGE INSTITUTE

5B A very long flight

G simple present ?: *I, you, we, they*
V common verb phrases 1
P /w/ and /v/, sentence rhythm and linking

Lesson plan

The focus of this lesson is on forming questions in the simple present using *I / you / we / they* with some common verb phrases.

A conversation between an American and a British woman traveling on a plane provides the context for Sts to review affirmative and negative forms of *I*, *you*, *we*, and *they* in the simple present, and it also introduces the grammar of question formation. After the grammar presentation and practice, Sts go to the **Vocabulary Bank** to learn a group of common verb phrases, which are then recycled in the listening (the two women from the first activity meet again on the return flight). In Pronunciation, Sts focus on two consonant sounds, /w/ and /v/, and they practice sentence rhythm and linking. Finally, all the language is brought together in the speaking activity, where Sts ask and answer questions about lifestyle before writing a few sentences about themselves.

More materials

For teachers

Photocopiables

Grammar simple present ?: *I, you, we, they p.152*
Communicative Do you…? *p.189* (instructions *p.170*)
Vocabulary Common verb phrases 1 *p.224* (instructions *p.211*)

For students

Workbook 5B

OPTIONAL LEAD-IN (BOOKS CLOSED) Review simple present + and − sentences by writing the following on the board:

I like	*soccer.*
I don't like	*tennis.*
	dogs.
	cats.
	tea.
	coffee.

Model and drill pronunciation of the nouns and then of *I like / I don't like.*
Put Sts in pairs and demonstrate the activity yourself by making true sentences using *I like / I don't like*. Point out that you don't use *the* before the nouns, e.g., NOT ~~*I like the soccer*~~ (because you are making general statements).
Sts practice in pairs, taking turns saying what they like / don't like.
Get some feedback.

1 GRAMMAR simple present ?: *I, you, we, they*

a 5.10 Books open. Focus on the lesson title and elicit / explain *flight*. Then focus on the pictures and ask Sts a few questions about them, e.g., *Where are the people? Who is the man?*, etc.

Now focus on the task and get Sts to cover the conversation.

Play the audio once the whole way through for Sts to listen and number the pictures. Make it clear to Sts that at this stage, they are not expected to understand every word of the conversation; they just need to get a general idea of what is happening. Sts will get help here from the sound effects and from words they already know.

Get Sts to compare with a partner, and then play the audio again, pausing after each section to check answers.

ANSWERS
A 3 **B** 1 C **4** D **2**

5.10
See conversation in Student Book on *p.32* and answer key for **c**

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 a lot of new vocabulary in the conversation, so Sts will need to use the pictures as a guide.

Give Sts time to read the conversation and decide what the missing words are.

c Get Sts to compare answers, and then play the audio again for them to listen and check.

Play again, pausing after each blank, elicit the answers, and write them on the board.

ANSWERS
1 book **2** New York **3** children **4** meat **5** pasta **6** time

Go through the conversation with Sts line by line. Elicit / Explain any words or phrases that Sts don't understand, e.g., *writer*, *Do you know…?*, *Do you want…?*, etc. Highlight that *oops* (**Part 4**) is an exclamation word that we sometimes use when someone has a small accident or does something by mistake. Here, Eve knocks Wendy as she gets out of her seat.

Highlight also the sentence *I need to go to the restroom.* Elicit the meaning of *need* and explain that after *need*, you can use a noun, e.g., *I need a piece of paper*, or a verb in the infinitive, e.g., *I need to be home at five o'clock.*

! 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*.

! Sts may ask about the meaning of *do* here. Explain that we use *do* to make a question, in the same way as they learned in the last lesson that we use *don't*. This will be explained later in the grammar section.

Elicit a reaction from the class, using L1 if necessary, by asking *Is the British woman happy that it's almost the end of the flight? Why?*

EXTRA IDEA Get Sts to practice the conversation in pairs.

d Get Sts to complete the missing words in the question and short answers.

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

ANSWERS
1 Do **2** do **3** don't

EXTRA CHALLENGE Put Sts in pairs to underline all the questions and short answers in **Part 2** of the Listening. Check answers together.

ANSWERS
Eve Do you live in New York?
Wendy No, I don't. I live in London. My husband and I work for an American company.
Eve Oh! I live in London, too. Do you have children?
Wendy No, we don't.
Eve I have two sons and a daughter. David and Andrew are in college and Carla's in high school. Look. Here are some photos… This is a photo of our vacation in Costa Rica. Do you know Costa Rica?
Wendy No, I don't.

e Tell Sts to go to **Grammar Bank 5B** on *p.100*.

Grammar notes

We use the auxiliary verb *do* + the base form of a verb to form simple present 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. Explain to Sts, using L1 if necessary, that the base form is the dictionary form of a verb. It is the form used after verbs like *can*, e.g., *Can I **have** a coffee, please?*

Highlight the use of the short answers *Yes, I do* and *No, I don't*, which can be used as an alternative to just answering *Yes* or *No*. You might add that a simple *Yes* or *No* can sound too abrupt to an English speaker.

Focus on the example sentences and play audio **5.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **5B** on *p.101* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences. If necessary, remind Sts to use capital letters at the beginning of the sentences and questions in **b**.

ANSWERS
a **1** Do, don't **2** don't **3** Do, don't **4** don't **5** Do, don't **6** do, don't **7** Do, don't, don't **8** Do, do **9** 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 soccer.
4 Do you want a sandwich?
5 They work in that school.
6 I have two sisters.
7 Do you speak French?
8 I don't need a big car.
9 Do you go to Chinese classes?
10 I don't have a watch.
11 Do you listen to music in the car?
12 I don't work on Sundays.

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

EXTRA PRACTICE OPTION Use the **5B Grammar** photocopiable activity.

2 VOCABULARY common verb phrases 1

a Focus on the instructions and point out that the first one (*1 d*) has been done for them.

Give Sts a few minutes to match the phrases.

Check answers.

ANSWERS
2 a **3** c **4** e **5** b

b Tell Sts to go to **Vocabulary Bank** Common verb phrases 1 on *p.123*.

Vocabulary notes

Highlight the irregular pronunciation of the verb *live* /lɪv/. Sts might expect /laɪv/, especially as *like* /laɪk/ is taught here, too. You could tell Sts that *i* + consonant + *e* is usually /aɪ/.

Highlight also the use of the preposition *to* in *listen to the radio*, but remind Sts that if there is no object after *listen*, you don't use *to*. Compare *Please listen!* and *Listen to me*.

5.12 Focus on the instructions for **a**. Play the audio and get Sts to listen and repeat the phrases in chorus. Make sure Sts understand the meaning of each phrase. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

5.12
See Common verb phrases 1 in Student Book on *p.123*

5.13 Now focus on **b**. Focus on the example and then demonstrate the activity by saying part of a phrase, omitting the verb, and eliciting the complete phrase from the class, e.g.: **T** *tea;* **Sts** *drink tea.*

Play the audio and pause after the first prompt (*in an apartment*) and elicit the phrase (*live in an apartment*) from the class. Make sure Sts are clear what they have to do before continuing. Play the rest of the audio, and give Sts time to say the phrases in chorus.

5.13
1 in an apartment (*ping*) live in an apartment
2 breakfast (*ping*) have breakfast
3 TV (*ping*) watch TV
4 to the radio (*ping*) listen to the radio
5 the newspaper (*ping*) read the newspaper
6 fast food (*ping*) eat fast food
7 tea (*ping*) drink tea
8 English (*ping*) speak English
9 a coffee (*ping*) want a coffee
10 a dog (*ping*) have a dog
11 cats (*ping*) like cats
12 in a bank (*ping*) work in a bank
13 Spanish (*ping*) study Spanish
14 to English classes (*ping*) go to English classes
15 a new car (*ping*) need a new car

Then repeat the activity, eliciting responses from individual Sts.

Now focus on the speech bubbles in **Activation**. Put Sts in pairs and get them to ask and answer questions.

Get some pairs to ask and answer in front of the class.

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

MELAL LANGUAGE INSTITUTE

EXTRA PRACTICE OPTION Use the **5B Vocabulary** photocopiable activity.

c Focus on the instructions and the examples.

Give Sts time to write their four true sentences.

d Get Sts to read their sentences to each other and see if any of them are the same.

Get some feedback from various pairs.

3 LISTENING

a **5.14** Focus on the picture and establish the context for the listening by asking questions, e.g., *Who is she?* (*She's Eve, the American woman from the flight.*), *Where is she?* (*She's in a taxi.*)

Focus on the instructions and check that Sts understand *end* and *back to the airport*.

Focus on the options in sentences 1–10. Give Sts time to read them and ask you about any words they don't understand, e.g., *traffic*, *gate*.

Play the audio for Sts to circle the correct option. You could pause after each question and give Sts time to choose the correct answer. Play the audio again as necessary.

Get Sts to compare with a partner, and then check answers. For 8, you could ask Sts if they can remember a similar expression to *Have a good day.* which they saw in **2A** (*Have a nice day.*).

ANSWERS
1 b **2** a **3** a **4** b **5** b **6** b **7** a **8** b **9** a **10** a

5.14
(script in Student Book on *p.89*)

T = taxi driver, E = Eve, A = announcement
T Where to, ma'am?
E Hello. To the airport, please.
T LaGuardia or JFK?
E JFK, please.
E The traffic is bad this morning.
T Yes. It's terrible. Where are you from?
E I'm from Boston, but I live in London. Are you from New York?
T No, ma'am, I'm from Puerto Rico.
E Oh!… Do you like New York?
T It's a great city, but it's very expensive.
E London is very expensive, too. Do you have children?
T I have two daughters.
E Oh, really? I have two sons and a daughter. David and Andrew are in college, and Carla's in high school…
T OK. Here we are.
E How much is that?
T That's eighty-seven dollars and fifty cents.
E Oh. Here's a hundred dollars. Keep the change.
T Thanks. Have a good flight!
E I need to hurry. I'm late!
A This is the final call for flight BA one-seven-four to London Heathrow. Would all passengers please proceed to gate twelve?

b **5.15** Focus on the task, making sure Sts know what a *surprise* is.

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

Check the answer.

ANSWER
Because Wendy, the British woman, is on the same flight.

5.15
(script in Student Book on *p.89*)

An = announcement, At = attendant, E = Eve, W = Wendy
An This is the final call for flight BA one-seven-four to London Heathrow. Would all passengers please proceed to gate twelve?
At1 Can I see your passport and boarding pass, please?
E Here you are.
At2 Good afternoon, ma'am. Your boarding pass, please. Seat thirty-D. This way, please.
E Oh, what a nice surprise! We meet again!
W Oh…hello…

Finally, ask *Is the British woman happy to see the American woman again?*

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 PRONUNCIATION & SPEAKING /w/ and /v/; sentence rhythm and linking

Pronunciation notes

/w/ and /v/

The /w/ and /v/ sounds are often confused because in several languages *w* is pronounced /v/.

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

- /w/ The letter *w* (without *h*) is always pronounced /w/ at the beginning of a word, e.g., *watch*. The letters *wh* are usually pronounced /w/, e.g., *what* and *where*, but there are some exceptions, e.g., *who* /hu/.
- /v/ The letter *v* is always pronounced /v/, e.g., *live*.

Sentence rhythm and linking

For information on sentence rhythm, see the **Pronunciation notes** in **3B**.

For information on linking, see the **Pronunciation notes** in **4B**.

a **5.16** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.16
See sounds and words in Student Book on *p.33*

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

Now repeat the same process for *vase* /v/.

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

Give further practice as necessary.

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b **5.17** Focus on the sentences and remind Sts that the words in **bold** are the ones that are stressed (because they carry the important information).

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

Highlight the linked phrases, e.g., *live in a* / *Yes, I do*, and model and drill the pronunciation.

5.17
See sentences in Student Book on *p.33*

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

Then repeat the activity, eliciting responses from individual Sts.

d **5.18** Tell Sts they are going to hear five short sentences or questions and they must write them down.

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

5.18
1 I work in a café.
2 I eat a lot of fruit.
3 Do you need an umbrella?
4 Do you have a cat?
5 I want a sandwich.

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

Get Sts to compare with a partner, and then check answers, eliciting the sentences and writing them on the board.

ANSWERS
See script 5.18

EXTRA IDEA Play the audio again, pausing after each item and getting Sts to listen and repeat. Then put Sts in pairs and get them to practice saying the sentences.

e Focus on the instructions and the example. Elicit / Explain the meaning of *near*. Model and drill pronunciation.

Go through the other nine questions, checking Sts know the meaning of all the lexis, e.g., *a gym*. Model and drill any words you think Sts might have problems with.

Give Sts time to complete 2–10 with the verbs from the list. Check answers by asking individual Sts to read the two phrases aloud (they should include the verb with each phrase, e.g., *live near here*, *live in a house*).

ANSWERS
2 have **3** watch **4** listen **5** read **6** eat **7** drink **8** speak **9** need **10** go

Remind Sts that *have* has two meanings: *have* = possession, as in *have a dog*, and *have* = eat, as in *have breakfast*.

f Focus on the instructions and speech bubbles. Remind Sts that we use *do* to make questions in the simple present. Elicit the possible answers (*Yes* or *Yes, I do.* / *No* or *No, I don't.*).

Model and drill some or all of the questions. Encourage Sts to use the correct sentence rhythm and not to overstress *Do you…?*

Demonstrate the activity by getting the class to interview you first, asking you some or all of the questions. Give true answers and, where possible, try to give some extra information, but use language within the Sts' range.

Put Sts in pairs and get them to take turns asking and answering questions with the phrases. Encourage them to give extra information in their answers.

Monitor and help with pronunciation and sentence rhythm. Correct any mistakes on the board.

MELAL LANGUAGE INSTITUTE

PRACTICAL ENGLISH 3

What time is it?

Practical English telling the time
Vocabulary the time, saying how you feel
Pronunciation /ɑ/, silent consonants

Lesson plan

In this lesson, Sts learn how to tell the time. In most languages, there are two possible ways of telling the time: digital (hour + minutes), e.g., *seven forty*, *six twenty*, and analogue (minutes before (*to*) or after (*after / past*) the hour), e.g., *twenty to six*, *twenty after six*. Sts will hear both if they travel to an English-speaking country. To avoid confusing them with two forms, the focus here is on the more common analogue time. Teachers may want to point out the alternative (digital time) to Sts, so they will recognize it if they hear it, and can use it if they find it easier. After Sts have learned and practiced telling the time, they focus on words with silent consonants, such as *half* and *Wednesday*. The next vocabulary focus is on a few adjectives describing how you feel. After listening to Jenny and her friend, Amy, on a night out, Sts practice some useful phrases.

Video material

Practical English Episode 3

More materials

For teachers

Photocopiables

Communicative Time bingo *p.190* (instructions *p.170*)

Oxford English Hub

Quick Test 5

File 5 Test

For students

Workbook Practical English 3

OPTIONAL LEAD-IN (BOOKS CLOSED) Review 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 In this video, *Telling the time*, there are three short scenes in which Rob either asks or is shown the time.

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, the classroom clock, or at your cell phone. Now model and drill the question and write it on the board.

Books open. Focus on the instructions and ask Sts to cover the conversations with a piece of paper.

Play the video for Sts to watch and listen and match the conversations and photos. Play again as necessary.

Check answers.

ANSWERS
1 A **2** C **3** B

See conversations in Student Book on *p.34*

Now tell Sts to uncover the conversations. Play the video again and tell Sts to read and listen at the same time.

Explain / Elicit new vocabulary as you go, e.g., *tired*, *hurry*. Sts will be able to understand the times (*eleven o'clock*, *a quarter to eight*, etc.) because of the clocks in the photos.

Highlight that *seven forty-seven* is digital time, but Sts should have no problem with this. Point out that *half past ten* is British English. In American English it is more common to say *ten-thirty*.

You could focus on the sentences with *need* (*I need to go* and *You need to hurry*) and remind Sts that after *need*, you can use a noun, e.g., *I need a coffee*, or a verb in the infinitive, e.g., *I need to go*.

Finally, ask *Is Rob usually early or late for things?* and elicit that he's usually late.

b Play the video, *Telling the time (Listen and repeat)*, for Sts to watch and repeat. Make sure Sts pronounce *quarter* as /'kwɔrtər/ and *half* as /hæf/ (pointing out the silent *l*). Give further practice of any phrases Sts found difficult.

Same as previous video with repeat pauses

Then get Sts to practice 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 simple present, like *What time do you finish work?*

c Focus on the instructions and either get Sts to do it in pairs or do it as a whole-class activity. Tell Sts to look at the clock in photo A and ask *What time is it?* (*It's eleven o'clock.*) Do the same for photo B (*It's ten-thirty / half past ten.*) and photo C (*It's (a) quarter to eight / seven forty-five.*).

2 VOCABULARY the time

a **5.19** Give Sts time to look at the clocks and read the times.

Then play the audio and get Sts to listen and repeat the times in chorus. Pause the audio as necessary. Give further practice of words that your Sts find difficult.

5.19
See times in Student Book on *p.34*

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 after four* NOT ~~*It's twenty after 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 after three*. Both are correct.

b Tell Sts to cover the times and look at the clocks. Give them time to practice 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 *Watch one. What time is it?* Do the same for all the watches, calling on Sts at random. Sts could also practice this in pairs.

c **5.20** Focus on the instructions. Draw a clock on the board like the ones in the Student Book, with no hands. Play the audio and pause after the first time. Ask a student to come to the board and draw the time. Then get Sts to draw the time (*twenty to nine*) on the first clock in their books.

Play the rest of the audio, pausing after each item to give Sts time to draw the hands on their clocks.

Get Sts to compare with a partner, and then check answers by writing the times on the board, or by getting individual Sts to come to the board to draw the time on each clock.

5.20
(script in Student Book on *p.89*)
1 It's twenty to nine.
2 It's quarter after seven.
3 It's five after two.
4 It's twelve o'clock.
5 It's eight-thirty.
6 It's quarter after eleven.

Focus on the **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 cell phone use. However, the analog use of telling the time is still widely used by native speakers.

d Put Sts in pairs to practice asking and answering about the clocks.

Monitor and help as needed. Note any problems and write these on the board.

e Put Sts in pairs, **A** and **B**. Tell them to go to **Communication** What time is it?, **A** on *p.79* and **B** on *p.83*.

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 strong pair to demonstrate. Monitor and help.

When Sts have finished, get them to compare their clocks and check the times.

Tell Sts to go back to the main lesson **Practical English 3**.

EXTRA PRACTICE OPTION Use the **Practical English 3 Communicative** photocopiable activity.

3 PRONUNCIATION /ɑ/, silent consonants

Pronunciation notes

/ɑ/

The sound /ɑ/ is sometimes the letter *o*, e.g., *college* and *not*, but can exceptionally be the letter *a*, especially after *w*, e.g., *want*, *watch*, *what*. However, you may want to remind Sts to be careful with the letters *o* and *a*, as they have several other pronunciations, depending on the word.

Silent consonants

English words frequently have consonants that are not pronounced, i.e., that are "silent." It is important for Sts to realize that in English, spelling and pronunciation do not always go together.

Encourage Sts to cross out silent letters when they learn new words, e.g., *listen*.

It is also common for English words to be pronounced with fewer syllables than appear in the written word, e.g., *Wednesday* /'wɛnzdeɪ/ and *interesting* /'ɪntrəstɪŋ/.

a **5.21** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.21
See sound and words in Student Book on *p.35*

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

Play the audio again from the beginning for Sts to listen and repeat.

Give further practice as necessary.

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

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b **5.22** Write the word *half* on the board and say it /hæf/. Ask *Which letter is not pronounced?* Elicit that the letter *l* is not pronounced: it is silent.

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

Now focus on the instructions. Play the audio once the whole way through for Sts just to listen. Highlight that the letters with a red strikethrough line are silent.

5.22
See words in Student Book on *p.35*

Now play the audio again for Sts to listen and repeat. Remind Sts that *Wednesday* looks like it has three syllables, but in fact it is pronounced as a two-syllable word /'wɛnzdeɪ/. The first *d* and the second *e* are both silent.

Put Sts in pairs and get them to practice saying the words. Finally, get a few individual Sts to say the words.

c **5.23** 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.

MELAL LANGUAGE INSTITUTE

5.23
See conversations in Student Book on *p.35*

Put Sts in pairs and get them to practice the conversations.

Ask two or three pairs to practice each conversation for the class.

EXTRA SUPPORT Before Sts practice in pairs, play the audio, pausing after each line for Sts to listen and repeat.

4 VOCABULARY saying how you feel

a **5.24** Pretend to be, for example, very hot, by miming. Write on the board: *I'm hot. = I feel hot*. Focus on the title, *saying how you feel*, and explain / elicit its meaning.

Now focus on sentences 1–5 and make sure Sts understand what they mean.

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

5.24
See sentences in Student Book on *p.35*

Now play the audio again, pausing after each sentence for Sts to listen and repeat. Give extra practice as necessary, focusing on the words that Sts find most difficult.

b Focus on the instructions and give Sts a few minutes to match 1–5 in **a** to a–e.

Get Sts to compare with a partner.

c **5.25** Play the audio for Sts to listen and check.

Check answers.

5.25
a **3** I'm hungry. Time for lunch.
b **1** I'm tired. Time for bed.
c **2** I'm cold. It's five degrees this morning.
d **5** I'm thirsty. I need a glass of water.
e **4** I'm hot. It's thirty-five degrees Celsius!

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 right now?*, or do it as a whole-class activity.

If Sts worked in pairs, ask a few pairs how they feel.

5 A NIGHT OUT

a In another situation where the time is important, Jenny meets Amy as they are going to a show together.

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, *A night out*, once the whole way through for Sts to watch and listen and check the two places Jenny and Amy go to.

Check answers.

ANSWER
Sts should check: a theater and a restaurant.

A = Amy, J = Jenny
A Hi. Sorry I'm late. What time's the show?
J Don't worry. It's at eight o'clock.
A What time is it now?
J It's OK. It's only twenty to eight.
A What a great show!
J Yes, fantastic. I'm hungry. Do you want a pizza?
A What time is it?
J Um, quarter to eleven.
A It's late and I'm tired.
J Come on. I know a really good Italian restaurant near here.
A Oh, OK. Let's go.

EXTRA CHALLENGE You could play the video again and write these questions on the board:
Who is late, Amy or Jenny? (Amy)
Is the show good? (Yes)
Who is tired? (Amy)
What restaurant do they go to? (An Italian restaurant)
What do they eat? (Pizza)

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

b Focus on the instructions and give Sts time to read 1–3. Make sure they understand what the sentences mean.

Play the video for Sts to watch and listen and complete the sentences with the times. Play again as necessary.

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

ANSWERS
1 eight o'clock **2** twenty to eight **3** (a) quarter to eleven

6 USEFUL PHRASES

Focus on the phrases and make sure Sts understand what each one means.

Play the video once the whole way through for Sts just to watch and listen.

See Useful phrases in Student Book on *p.35*

Now play the video again for Sts to repeat the phrases.

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

6A Old friends?

G simple present: *he*, *she*, *it*
V jobs and places of work
P third person *-es*, sentence rhythm

Lesson plan

This lesson starts with Vocabulary, where Sts learn the words for some common jobs and places of work (e.g., *in an office*). They are then introduced to the third person singular (*he*, *she*, *it*) of the simple present. This is the only verb form in the present tense that is different, as there is a change to the verb ending (+ *-s* or *-es*, e.g., *works*, *teaches*), and the auxiliary used (*does* / *doesn't* rather than *do* / *don't*) to form questions and negatives. For this reason, a whole lesson has been devoted to this point as beginners will need time to assimilate it. The context of this lesson is a school reunion. The new grammar point is presented through a video, where two old school friends are in a café talking (not always very sympathetically) about a school reunion that took place the day before, and other classmates they haven't seen for years. This leads into Pronunciation, where Sts practice the three possible third person *-es* sounds, /s/, /z/, and /ɪz/. Then Sts read about people who use English in their work, e.g., a Spanish server serving tourists in Madrid. There is a second pronunciation focus on sentence rhythm, and then Sts talk about the jobs of two people they know and whether they use English at work. Finally, Sts write a couple of paragraphs about the two people they spoke about.

Video material

Grammar – simple present: *he*, *she*, *it*

More materials

For teachers

Photocopiables

Grammar simple present: *he*, *she*, *it p.153*
Communicative What do they do? Where do they work? *p.191* (instructions *p.171*)
Vocabulary Jobs and places of work *p.225* (instructions *p.212*)

For students

Workbook 6A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write six dashes on the board and play ten chances with the word *doctor* (see *p.29* for how to play). Tell Sts that the word is a job, making sure Sts know what *job* means. When the word has been guessed, ask Sts if they know any other English words for jobs, and write them on the board.

1 VOCABULARY jobs and places of work

a **6.1** Focus on the task. Play the audio once the whole way through for Sts just to listen.

Play it again and give Sts time to do the task.

Check answers.

ANSWERS
1 taxi driver **2** teacher **3** receptionist

6.1
1 A Where to?
B Grand Central Terminal, please.
2 Can you be quiet, please? Open your books to page fifty-nine. Quadratic equations.
3 A Here's your key, Mr. Abrams. It's room two oh five on the second floor.
B Thanks.

b Tell Sts to go to **Vocabulary Bank** Jobs and places of work on *p.124*.

Vocabulary notes

Highlight that:

- in English, we always use *a* or *an* before jobs, e.g., *He's a teacher. My sister's an actor.*
- You may still hear words like *policewoman*, *actress,* or *salesman* being used but *police officer, actor,* and *salesperson* are more commonly used for both sexes nowadays.

There are various different prepositions used when saying what people do, e.g., *work **for** a company*, *be **at** school*, *work **in** an office*, etc. It is important to highlight these from the beginning, but it will take Sts time to use them correctly.

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

6.2
See What do they do? in Student Book on *p.124*

Now focus on **b**. Get Sts to cover the words and look at the questions in the speech bubbles, *What does he / she do?*, and explain / elicit that this is the same as *What is his / her job?* Model and drill the examples in chorus and individually.

Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

6.3 Now focus on **c**. Play the audio for Sts to listen and repeat the sentences.

6.3
See sentences in Student Book on *p.124*

Highlight that we say *work **for** a company*, *be **at** school, be **in** college*. 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.

MELAL LANGUAGE INSTITUTE

If Sts are not working, get them to write what is true for them, e.g., *I'm at school. / I'm a student. / I'm unemployed. / I'm retired*.

6.4 Look at **2 Where do they work?** and focus on **a**. Play the audio for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

6.4
See Where do they work? in Student Book on *p.124*

Highlight that we use usually say *work **in** a place*, but with *home*, we use the preposition *from*, i.e., *from 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**. Get Sts to write a sentence with their place of work or study. Write any new places on the board.

Finally, focus on **Activation**. Model and drill the example question and get Sts to 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.

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Vocabulary** photocopiable activity.

c Focus on the instructions. Give Sts time to choose a 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.

2 GRAMMAR simple present: *he, she, it*

a In this video drama, two old school friends, Sarah and Julia, are having a coffee together. Sarah was at a school reunion the previous night, and she is showing Julia some photos on her phone. While they are criticizing some of their old school friends, one of them suddenly appears.

Focus on the photos. Elicit / Explain that the two women in the larger photo are looking at photos of a school reunion that took place the day before (if necessary, explain that a *school reunion* is when people from the same school meet again some years later). The smaller photos are ones that were taken at the reunion.

Focus on the task and model and drill the pronunciation of the names. You may want to tell them that *Matt* is short for *Matthew*.

Play the video once with subtitles. Then give Sts time to do the task. Get them to compare with a partner and then check answers.

EXTRA SUPPORT You may want to put the subtitles on for the first watch.

ANSWERS
Anna C Julia A Laura E Matt D Sarah B

J = Julia, S = Sarah, L = Laura
J So, who's that with you?
S It's Anna, you know, that really intelligent girl.
J Anna, wow! She's very different. Her hair's blond.
S Yes, and she doesn't wear glasses anymore.
J What does she do?
S She's a journalist. She works for a newspaper – *The Times*, I think.
J Is she good?
S I don't know. I don't read *The Times*.
J And who's that?
S It's Matt! Remember? He has gray hair now.
J Matt! No! What does he do?
S He's a teacher. He teaches Spanish.
J Where does he work?
S At our old school.
J At our old school?
S Yes, and he's married to Laura.
J Laura? From our class? Really?
S Yes.
J Is that her?
S Yes, that's her, with Matt.
J Look at those red shoes!
S Yes, very interesting shoes…
L Sarah, hi! Great to see you again!
J Laura?
L Oh, and Julia.
J Yes…uh… Hi, Laura. Great photos.
L What? Oh, yes. Good party.
J I love your shoes. They're beautiful.

b Focus on the task. Go through sentences 1–8 and make sure Sts understand them. Play the video again. Then give Sts time to complete the sentences with names. Get them to compare with a partner and then check answers.

Ask them if they like Laura's shoes or not.

EXTRA CHALLENGE Get Sts to try to complete the sentences from what they remember from the first watch, and then watch the video again without subtitles to check.

ANSWERS
1 Anna **2** Matt **3** Laura **4** Anna **5** Matt **6** Laura **7** Matt **8** Anna

c Focus on the instructions and give Sts time to read sentences 1–8 again and to complete the chart.

Check answers and write them on the board. Highlight the changes from first person singular to third person.

ANSWERS
He works in a school.
He has a good job.
She doesn't wear glasses.

d Tell Sts to go to **Grammar Bank 6A** on *p.102*.

Grammar notes

Simple present: *he, she, it*

The *he*, *she*, and *it* forms of the simple present are different from the other forms. The affirmative form of the verb always finishes with an *-s* (or *-es*). At this level, Sts will probably find it difficult to remember to add the *-s* / *-es* and will need constant reminding.

Highlight that we form *he / she / it* negatives by putting *doesn't* /ˈdʌznt/ (NOT *don't*) before the base form. Emphasize that there is no *-s* on the main verb in these sentences. A typical mistake is: *He doesn't works here.*

Doesn't is the contracted form of *does not*. Remind Sts that native speakers usually use contractions in spoken English.

Highlight that we use *does* (NOT *do*) with *he*, *she*, or *it* and the base form 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 simple present 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., *eat**s**, drink**s***.

Verbs ending in *-ch*, *-sh*, *-s*, *-z*, *-ss*, *-zz*, and *-x* make the *he / she / it* form by adding *-es*, e.g., *watch**es**, finish**es**, kiss**es***.

Verbs ending in a consonant + *y* make the *he / she / it* form by changing the *y* to *i* and adding *-es*, e.g., *studi**es***. 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 **Grammar Bank 3A** (Student Book *p.96*) and the **Pronunciation notes** in **3 PRONUNCIATION** in the next section 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 example sentences and play audio **6.5** for Sts to listen and repeat. Encourage them to copy the rhythm. You may want to point out that the sentences *It works* / *It doesn't work* are a different meaning of the verb *work* (= *It isn't broken* / *It's broken*).

Then go through the rules with the class.

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

Now focus on the exercises for **6A** on *p.103* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** reads magazines
2 studies French
3 Does, speak English
4 doesn't eat fish
5 does, work
6 doesn't speak Italian
7 Does, like cats
8 has two brothers
9 does, eat for lunch
10 watches a lot of TV
11 does, do
12 doesn't need a new car

b **1** listens **2** goes **3** don't work **4** Does, live **5** finishes **6** has **7** don't watch **8** Do, want **9** do, go **10** doesn't eat **11** Does, like **12** doesn't have

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar** photocopiable activity.

3 PRONUNCIATION third person *-es*

Pronunciation notes

The rules for pronouncing the third person *-s* are the same as those for pronouncing the *-s* of plural nouns (see **Pronunciation notes** in **3A** on *p.46*).

The difference between the /s/ and /z/ endings is small, and you may not wish to focus too much on it at this level. We suggest you highlight the /ɪz/ pronunciation of the *-es* ending in verbs that end in *-sh* and *-ch*, e.g., *watches*, *teaches*. Stress that this adds an extra syllable to the word: *watch* = one syllable; *watches* = two syllables. Write examples on the board showing the stressed syllables, e.g., *watches*, *teaches*.

a **6.6** Focus on the aim, *third person -es*, and tell Sts that the endings of simple present verbs with *he*, *she*, and *it* have the same pronunciation rules as plural nouns, e.g., *books* /s/, *bags* /z/, *watches* /ɪz/.

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

6.6
See list of words in Student Book on *p.37*

Now play the audio again for Sts to listen and circle the verbs where the final *-es* is pronounced /ɪz/.

Check answers.

ANSWERS
finishes, teaches, watches

Play the audio again from the beginning, pausing after each verb for Sts to listen and repeat.

Give further practice as necessary.

EXTRA CHALLENGE Get Sts to circle the verbs before playing the audio.

b **6.7** Focus on the instructions and the example, and tell Sts they will hear a sentence with *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.

6.7
1 I live in New York. He (*ping*) He lives in New York.
2 I finish work at eight. She (*ping*) She finishes work at eight.
3 I teach English. My brother (*ping*) My brother teaches English.
4 I watch CNN. She (*ping*) She watches CNN.
5 I write books. He (*ping*) He writes books.
6 I go to college. John (*ping*) John goes to college.
7 I don't eat meat. My sister (*ping*) My sister doesn't eat meat.

MELAL LANGUAGE INSTITUTE

8 I don't read newspapers. My husband (*ping*) My husband doesn't read newspapers.
9 Do you work? He (*ping*) Does he work?
10 Do you drink coffee? She (*ping*) Does she drink coffee?

Then repeat the activity, eliciting responses from individual Sts.

4 READING

a Do this as a whole-class activity. Write any new jobs on the board. Model and drill their pronunciation.

b Focus on the article and read the introduction together (as far as *Write and tell us*.). Make sure Sts understand the phrase *have in common*.

Tell Sts to read the rest of the article and fill in the two blanks with jobs from the **Vocabulary Bank** Jobs and places of work on *p.124*.

Get Sts to compare with a partner.

c **6.8** Play the audio for Sts to read and listen at the same time.

Check answers.

ANSWERS
1 server 2 receptionist

6.8
See article in Student Book on *p.37*

d Focus on the ***Why…? Because…*** box and go through it with the class. Model and drill the pronunciation of the two words.

Now focus on the instructions and give Sts time to read questions 1–5.

Give Sts time to read the article again.

Put Sts in pairs and get them to answer the questions. Check answers.

ANSWERS
1 Because a lot of tourists don't speak Spanish.
2 He helps customers with the menu and he says what the special dishes are.
3 She works for a multinational company.
4 She welcomes people and she answers the phone.
5 Because it's the language of the company.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

5 PRONUNCIATION & SPEAKING
sentence rhythm

Pronunciation notes
For information on sentence rhythm, see the **Pronunciation notes** in **3B**.

a **6.9** Focus on the instructions and the conversation. Remind Sts that the words in **bold** are the ones that are stressed (because they carry the important information). Also remind them that the underlined syllables in the multisyllable words are stressed more.

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

6.9
See conversation in Student Book on *p.37*

b **6.10** Play the audio again, pausing after each line if necessary, for Sts to listen and repeat. Encourage them to try and copy the rhythm in the audio by stressing the words in **bold** more strongly and by saying the others more lightly and quickly.

6.10
Same as script 6.9 with repeat pauses

EXTRA SUPPORT Put Sts in pairs and get them to practice the conversation. Make sure they change roles.

c Focus on the instructions and tell Sts they are going to have a similar conversation to the one in **a**, but about two people they know.

Focus on the question prompts and the example. Elicit the other questions Sts will need to ask, using the prompts:

Where does she work?

Does she speak English at work?

Does she like her job?

Model and drill the questions. Then put Sts in pairs, **A** and **B**. Get **A** to tell **B** who their first person is.

B then asks the four questions.

Then **B** tells **A** who their first person is. **A** then asks the four questions.

They then repeat this for their second person. Monitor and help with vocabulary.

Get feedback and find out about some of the Sts' friends' or relatives' jobs. If some Sts discuss jobs that aren't on the vocabulary list, write these on the board and encourage Sts to add them to their notebooks.

EXTRA SUPPORT Demonstrate the activity by getting Sts to ask you first about a friend's or a relative's job.

EXTRA IDEA If most of your class have jobs, elicit the questions *What do you do? Where do you work? Do you speak English at work? Do you like your job?* Then get them to ask each other the questions.

6 WRITING

Focus on the instructions and get Sts to read the model paragraph. Point out that the sentences are the answers to the questions in **5c**.

Give Sts time to write about their two people. Monitor and help. Correct any mistakes on the board.

6B Good morning, good night

G adverbs of frequency
V a typical day
P /y/ and /yu/, sentence rhythm

Lesson plan

The context of this lesson is daily routine, and it begins with a questionnaire, *Are you a morning person?*, about typical morning activities. This leads into learning the vocabulary to talk about daily routines, and a grammar focus on using adverbs of frequency. We have deliberately limited the choice of adverbs to the four most common ones – *always*, *never*, *usually*, and *sometimes*. The focus is on their position with the simple present (other adverbs of frequency, and their position after *be*, are taught in *American English File Level 1*). Pronunciation focuses on the **/y/** sound, e.g., *usually*, and on sentence rhythm. Sts then consolidate the grammar and vocabulary in a speaking and writing activity where they first talk about their typical evening, and then write about their typical morning. The lesson ends with a video about a day in the life of a tour guide in New York.

Video material

Listening – *A day in the life of a New York tour guide* (full video, extracts)

More materials

For teachers

Photocopiables

Grammar adverbs of frequency *p.154*
Communicative What do you usually do? *p.192* (instructions *p.171*)
Vocabulary What's the word? *p.226* (instructions *p.212*)

For students

Workbook 6B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *a.m.* and *p.m.* on the board and elicit that they refer to the time (before noon and after).
Then tell Sts you want them to say either *Good morning*, *Good afternoon*, or *Good evening* when you say what the time is.
Then say, e.g., *It's 9 a.m.*, and elicit *Good morning*. Continue to give Sts practice with all three expressions.

1 LISTENING & SPEAKING

a Books open. Focus on the questionnaire *Are you a morning person?* and elicit / explain what *morning person* means (a person who is very awake and energetic in the morning, but is usually tired in the evening). Give Sts time to read the questions. Then go through them, making sure Sts understand each one.

Give Sts time to think about their answers.

b 6.11 Focus on the photo and caption. Tell Sts that they are going to listen to Hannah answering the eight questions in the questionnaire, but the first time they listen, they only need to find out if she likes mornings. Go through the Glossary and model and drill the pronunciation of the words. Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

ANSWER
Yes, she does.

6.11
(script in Student Book on *p.89*)

I = interviewer, H = Hannah

I Hannah is a concert planner. She has a son, Kit, who's three years old. Hannah, what time do you usually get up?
H I get up at seven. But I also get up in the night because Kit usually calls me. I tell him to sleep, but he usually comes into my bed.
I Do you usually feel tired?
H Yes, I always feel tired!
I Do you take a shower or a bath in the morning?
H I turn on the TV for Kit and then I take a bath in five minutes.
I Do you always have breakfast?
H Yes, I need breakfast every day!
I Where do you have it?
H I have it in a café on the way to work.
I What do you have for breakfast?
H I have a coffee and sometimes I have some toast with avocado. It's delicious.
I What time do you go to work?
H The perfect time to leave the house is at eight, but we usually leave at twenty after eight.
I Do you usually need to hurry in the morning?
H Yes, always!
I Do you like mornings?
H Yes. I love mornings.
I Why?
H Because I love my job, and I'm happy to go to work!

c Play the audio again for Sts to listen for Hannah's answers to questions 1–8 in the questionnaire. They can write the question number and a short answer on a piece of paper. Play the audio again as necessary.

Check answers by playing the audio again and pausing after Hannah answers each question.

Check answers.

ANSWERS
1 She gets up at 7:00.
2 Yes, she always feels tired.
3 Yes, she takes a bath in the morning.
4 Yes, she always has breakfast. In a café.
5 She has a coffee and sometimes some toast with avocado.
6 She goes to work at 8:20.
7 Yes, she always needs to hurry.
8 Yes, because she loves her job and is happy to go to work.

Highlight any new useful lexis, e.g., *leave*, etc.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d 6.12 Tell Sts they are now going to listen and repeat questions 1–8 in **a**.

MELAL LANGUAGE INSTITUTE

Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm.

Give further practice as necessary.

6.12
See questions 1–8 in **a** in Student Book on *p.38*

e Tell Sts they are now going to interview each other. Demonstrate the activity by getting Sts to ask you some or all of the questions in the questionnaire. Give simple answers that Sts can understand.

Put Sts in pairs, **A** and **B**. Ask Sts **B** to close their books. Tell Sts **A** to ask Sts **B** the questions and to write down their answers on a piece of paper.

Then they change roles. Monitor and help.

When Sts have finished, get some feedback. Ask a few Sts to tell you if their partner is a morning person or not, and why.

EXTRA CHALLENGE You could get Sts to change pairs and tell another student what they know about their first partner, e.g., *Amy gets up at 7:30. She has a shower*, etc.

2 VOCABULARY a typical day

a Tell Sts to go to **Vocabulary Bank** A typical day on *p.125*.

Vocabulary notes

make* and *do

Make and *do* are problematic verbs for many Sts who use one verb in their L1 for both meanings. If Sts want to know more about the difference, you could tell them that *make* usually means *create* (*something new*).

Highlight that *do housework* means doing jobs in the house, like cleaning or ironing. Sts may confuse this with *homework* (= work a teacher gives you to do at home).

go* with *to* and *the

If Sts want more information about why we don't use *the* before *work*, *school*, and *bed*, give them a simplified rule and tell them that we don't use *the* with more general words for places, only with more specific ones that not everyone goes to, e.g., *the gym*. If you have college students in the class, tell them that we also say *go to college* NOT ~~*go to the college*~~.

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

6.13
See A typical day in Student Book on *p.125*

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

6.14 Focus on the instructions for **b** and the example. Demonstrate the activity by playing the first two sentences and asking Sts to point to the pictures. Each time, ask them *What number is the picture?*

Now play the audio from the beginning, pausing after each sentence for Sts to listen and point to the picture.

ANSWERS
She finishes work at six o'clock: Picture 7
She goes to the gym: Picture 10
She watches TV: Picture 14
She goes shopping: Picture 9
She goes to work: Picture 4
She does housework: Picture 13
She gets up at quarter to seven: Picture 1
She goes to bed at eleven-thirty: Picture 16
She makes dinner: Picture 11
She has a coffee: Picture 5
She has dinner at eight-thirty: Picture 12

6.14
Lisa has lunch at one o'clock.
She finishes work at six o'clock.
She goes to the gym.
She watches TV.
She goes shopping.
She goes to work.
She does housework.
She gets up at quarter to seven.
She goes to bed at eleven-thirty.
She makes dinner.
She has a coffee.
She has dinner at eight-thirty.

Focus on the instructions for **Activation**. Elicit the first five sentences, i.e., ***In the morning:*** *She gets up at quarter to seven*; *She has breakfast*; *She takes a shower*; etc.

Then get Sts to continue in pairs. Remind them to use the third person *-s*. Monitor and help. Make a note of any mistakes and correct them on the board later.

Finally, elicit Lisa's day from the whole class, picture by picture.

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Vocabulary** photocopiable activity.

b Focus on the instructions and demonstrate the activity, or get a strong 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 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 checks and crosses and asking *How many days?* (*always* = five days, *never* = no days, *usually* = four days, *sometimes* = two days).

If you know your Sts' L1, you may want to elicit a translation of these words.

Focus on the matching task. Tell Sts that 1–4 are the first halves of a sentence and a–d are the second halves. Tell Sts they have to read the sentences and match the two parts. Point out that the first one (*1 c*) has been done for them.

Give Sts time to complete the task.

Get Sts to compare with a partner, and then check answers by asking individual Sts to read out the complete sentence.

ANSWERS
2 d **3** a **4** b

b Tell Sts to go to **Grammar Bank 6B** on *p.102*.

Grammar notes

With all verbs except *be*, adverbs of frequency go before the main verb. At this level, we have not focused on adverbs of frequency with *be*. This is taught in *American English File Level 1*.

In affirmative sentences, adverbs of frequency 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.

In questions, adverbs of frequency go before the main verb.

Highlight that we always use an affirmative verb with *never*, e.g., *I never eat meat*. NOT ~~*I never don't eat meat*~~.

You may want to tell Sts that in a negative sentence, adverbs of frequency go between *don't / doesn't* and the main verb, e.g., *I don't usually have breakfast*. However, this is not practiced in the exercises.

Focus on the example sentences and play audio **6.15** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **6B** on *p.103* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 My husband sometimes goes
2 I always take
3 We usually have
4 I never go
5 Do they usually go
6 Jan sometimes has
7 Does the restaurant usually close
8 She never goes
9 I usually do
10 I sometimes make
b 1 sometimes goes **2** always do **3** usually have
4 never take, always take **5** always gets **6** never speak
7 sometimes watch **8** never drink **9** usually finish
10 sometimes drink

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar** photocopiable activity.

4 PRONUNCIATION /y/ and /yu/, sentence rhythm

Pronunciation notes

/y/

You might like to highlight the following sound–spelling patterns.

- /y/ The letter *y* at the beginning of a word is pronounced /y/, e.g., *yes*.

/yu/

In many English words, a /y/ sound is inserted before the /u/ sound, either at the beginning of a word e.g., *use*, *usually*, *university*, or in the middle of a word, after some consonants, e.g., *music*, *beautiful*, *new*.

Sentence rhythm

For information on sentence rhythm, see the **Pronunciation notes** in **3B**.

a **6.16** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

6.16
See sounds and words in Student Book on *p.39*

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 /y/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for the /yu/ sound.

Then play the audio again from the beginning, pausing at the end of the group of words for Sts to listen and repeat. Give further practice as necessary.

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b **6.17** Focus on the conversation and play the audio once the whole way through for Sts just to listen. Remind them that the words in **bold** are the ones that are stressed (because they carry the important information). Also remind them that the underlined syllables in the multisyllable words are stressed more.

6.17
See conversation in Student Book on *p.39*

Now play the audio again for Sts to listen and repeat, encouraging them to try to copy the rhythm in the audio by stressing the **bold** words more strongly and by saying the others more lightly and quickly. Pause and play again as necessary. Highlight that *about* means more or less, approximately.

EXTRA IDEA Put Sts in pairs and get them to practice the conversation. Make sure they change roles.

MELAL LANGUAGE INSTITUTE

c Now tell Sts they are going to ask and answer the questions in **b** about a typical weekday. Demonstrate the activity by getting Sts to ask you the questions and answer them. Try to use *about* in one of your answers, e.g., *I go to bed at about 10:30*, and write the sentence on the board.

Put Sts in pairs and get them to ask and answer the questions, paying special attention to sentence stress. Monitor and help. You could expand this activity by writing a few more verb prompts on the board, e.g., *have breakfast*, *go to work*, etc.

Make a note of any general problems Sts are having and help with these on the board at the end.

Get some feedback from various Sts.

EXTRA SUPPORT Draw a clock on the board and use it to quickly review the time with the class before they ask each other the questions.

d Focus on the instructions and make sure Sts understand all the lexis, e.g., *outside class, fast food*. Then focus on the example and highlight the extra information. Demonstrate the activity by telling Sts about yourself with some of the phrases. Encourage Sts to add some extra information or a reason.

Ask a few Sts to make a true sentence with the first prompt. If they use *always* or *usually*, you could ask them *What music?*

Now put Sts in pairs and tell them to make true sentences. Monitor and help. Make a note of any general problems and help with them at the end.

Get some feedback from various pairs.

EXTRA SUPPORT You could ask Sts to write the sentences and then read them out to a partner.

EXTRA CHALLENGE At the end, you could get Sts to tell the class a sentence about their partner, e.g., *Gabriel always drinks espresso after lunch*.

5 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 six-thirty. 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 on *p.125* (*get up*) on the board, e.g., *I usually get up at seven o'clock.*

Ask Sts to copy the title from the board 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.

If you are short of time, Sts could do this for homework.

EXTRA IDEA Get Sts to write their texts on a piece of paper, and not in their notebooks. Take in Sts' texts, and read one out to the class. Ask Sts to guess who wrote it. Repeat with as many other texts as you have time for.

6 LISTENING

a ▶ This video is a short documentary about a day in the life of a New York tour guide.

Focus on the photo. Ask Sts to identify which person in the photo is a tour guide (the man on the right of the group).

Focus on the task and model and drill the pronunciation of the places in the list, especially *Greenwich* (= /ˈgrɛnɪtʃ/) You may want to explain the meaning of *village* (= a very small town), and that Greenwich Village was originally separate from New York City.

Play the video once. Get Sts to compare with a partner and check answers.

ANSWERS
1 Brooklyn
2 Times Square
3 Central Park
4 Greenwich Village
5 Wall Street

▶

L = Louisa; N = narrator; P = Peter

L Hi! I'm Louisa. I'm in New York. I'm from England, but I'm here to learn about the life of a tour guide.

N 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 omelet. He leaves the house at nine o'clock.
Peter works for a company called Real New York Tours. His tours always begin in Times Square. Every morning, he goes there by subway. Peter usually arrives at about nine forty-five. He meets his group and tells them about the tour. At ten o'clock, the tour begins.

P OK, let's go!

N Peter takes them to places of interest all around Manhattan. They have lunch in Greenwich Village. Peter usually has a real New York pizza. The tour ends on Wall Street.

P Wall Street is a very old street. The New York Stock Exchange is here.

N After work, Peter takes the subway back to Brooklyn. Then he relaxes. He usually reads a book. Sometimes, he watches TV. He goes to bed at about eleven o'clock. He needs to sleep. Every day, he walks about six miles!

L Peter is an excellent tour guide: he loves his job, and he loves New York.

b Focus on the task, and give Sts time to read the sentences and options. Play the video again. Then get Sts to choose the right option. After they have compared with a partner, check answers.

ANSWERS
1 b **2** b **3** c **4** b **5** b **6** b **7** c **8** a

c Focus on the task and give Sts time to read sentences 1–3. Play the extracts from the video for Sts to watch and complete the sentences.

Check answers.

ANSWERS
1 Every morning **2** After **3** Then

See sentences in Student Book on *p.39* and answer key

d Do this as a whole-class activity.

Elicit answers from individual Sts. Encourage them to say why if possible.

MELAL LANGUAGE INSTITUTE

5&6 Review and Check

For instructions on how to use these pages, see *p.42*.

Video material

Can you understand these people? 5&6

More materials

For teachers

Oxford English Hub
Quick Test 6
File 6 Test
Progress Test Files 1–6

GRAMMAR

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

VOCABULARY

ANSWERS
a 1 water **2** sugar **3** milk **4** cheese **5** orange juice
b 1 read **2** listen **3** go **4** live **5** get **6** watch **7** do
8 speak **9** have **10** drink
c 1 unemployed **2** server **3** retired **4** nurse **5** journalist
d 1 (a) quarter to eight / seven forty-five
2 ten after nine / nine ten
3 twenty-five after five / five twenty-five
4 three-thirty / half past three
5 five to seven / six fifty-five

e **6.18** For instructions on how to use this section, see *p.42*.

6.18
See words and phrases in Student Book on *p.131*

PRONUNCIATION

ANSWERS
a 1 /y/ yacht **2** /dʒ/ jazz **3** /w/ witch **4** /v/ vase **5** /g/ girl
c 1 potatoes **2** police officer **3** always **4** usually **5** cereal

CAN YOU understand this text?

ANSWERS
a 1 don't **2** vegetables **3** good **4** potatoes **5** meat
6 hamburgers **7** every **8** coffee **9** small **10** Stop

CAN YOU understand these people?

ANSWERS
1 b **2** c **3** c **4** a **5** a

1 John
I = interviewer, J = John
I What do you usually have for breakfast?
J Um, just toast and a cup of tea, maybe.

2 Josh
I = interviewer, J = Josh
I Do you live in a house or an apartment?
J I live in an apartment.
I Where is it?
J It's in Chinatown.

3 Lisa
I = interviewer, L = Lisa
I Do you have children?
L I have children, yes, I do. I have one son. He is sixteen.

4 Susan
I = interviewer, S = Susan
I What do you do?
S I'm retired.
I Do you like being retired?
S I do…very much.

5 Shrenik
I = interviewer, S = Shrenik
I What time do you get up during the week?
S I wake up around 5:50 every morning.
I And on weekends?
S About 6:30 or 7:00.

7A On the weekend

G word order in questions: *be* and simple present
V common verb phrases 2: free time
P /w/, /h/, /ɛr/, and /aʊ/

Lesson plan

The topic of this lesson is free-time activities. The lesson begins with an article about what people do on the weekend. This is followed by an interview with an American woman who talks about her typical weekend. Then in Vocabulary, Sts learn some more common verb phrases to describe free-time activities, which are then practiced with a video. In Grammar, the focus is on word order in questions (both with the verb *be* and the simple present of other verbs). The pronunciation focus is on four more sounds, /w/, /h/, /ɛr/, and /aʊ/. The lesson ends with a speaking activity where Sts use the grammar and vocabulary to talk about what they do on the weekend.

Video material

Vocabulary – common verb phrases: free time

More materials

For teachers

Photocopiables

Grammar word order in questions: *be* and simple present *p.155*
Communicative Free-time questionnaire *p.193* (instructions *p.171*)
Vocabulary Common verb phrases 2: free time *p.227* (instructions *p.212*)

For students

Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *Saturday* and *Sunday* on the board. Ask Sts what we call these two days, and elicit *the weekend*.
Then ask *Who needs to work or study on Saturdays?* and get a show of hands. Then do the same for Sundays.
Ask Sts who said they worked on Saturday or Sunday what free days they have during the week.

1 READING & LISTENING

a Books open. Focus on the photos and the percentages in the list. Point out how to say the symbol %. Then focus on the title of the article and elicit / explain what it means. Give Sts time to read the article and then, in pairs, ask them to try to fill in the blanks with the percentages in the list.

b 7.1 Play the audio for Sts to listen and complete the article.

Check answers.

ANSWERS
1 75% 2 66% 3 46% 4 48% 5 10%

7.1
See article in Student Book on *p.42* and answer key

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

c 7.2 Focus on the task and make sure Sts understand the question.

Play the audio once the whole way through.

Check the answer.

ANSWER
Yes. She does the same thing every weekend, except when she's on vacation.

7.2
(script in Student Book on *p.89*)

I = interviewer, A = Amelia

I Do you go out on Friday night?
A Yes, my husband, Ben, and I always go out for dinner or a movie.
I Where do you go?
A We usually go to a nearby sushi restaurant because they have good food there. We sometimes meet friends there, too.
I What time do you get up on Saturday and Sunday?
A On Saturday, at five a.m. On Sunday, it depends. At about nine a.m.
I What do you usually do on Saturdays?
A I work from six a.m. to six p.m. I'm a nurse, and, as you know, hospitals are open on Saturdays. Then after work, I go to the supermarket and buy food for the week. In the evening, we usually stay at home and watch TV. We like to watch comedy shows on Netflix.
I Where do you usually have lunch on Sunday?
A With my sister and her family, or sometimes Ben's parents. My sister's husband usually makes a very good Sunday lunch. He's the cook in the family.
I Are you tired on Sunday evening?
A Yes, because in the afternoon we need to do housework – cleaning, washing, things like that.
I Do you do the same thing every weekend?
A Yeah – more or less. Except when we're on vacation.
I What's your favorite part of the weekend?
A Friday night, definitely!

d Focus on the task and give Sts time to read the sentences. Point out the example.

Play the audio again for Sts to listen and mark each sentence with a day of the week.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

ANSWERS
1 Su 2 Sa 3 Su 4 *Fr* 5 Sa 6 Su 7 Fr 8 Sa 9 Sa

EXTRA CHALLENGE Get Sts to look at what Amelia does on Saturday and Sunday, and number the things in the order she does them. Play the audio again for Sts to check. Check answers.

MELAL LANGUAGE INSTITUTE

ANSWERS

Saturday

1 She gets up at 5:00 a.m.
2 She works until 6:00 p.m.
3 She goes to the supermarket.
4 She watches TV.

Sunday

1 She gets up at about 9:00 a.m.
2 She has lunch with her sister.
3 She does housework.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs or small groups to answer the question.

Get some feedback from various pairs or groups. You could tell the class if your weekends are all the same or different.

2 VOCABULARY common verb phrases 2: free time

a This exercise focuses on three verb–noun collocations that Sts heard in the interview with Amelia. Focus on the instructions and give Sts a few minutes to complete the sentences.

b **7.3** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 go 2 meet 3 stay

7.3
See sentences in Student Book on *p.42* and answer key

c Tell Sts to go to **Vocabulary Bank** Common verb phrases 2 on *p.126*.

Vocabulary notes

You might want to highlight that:

- we use *play* + names of ball and racket sports, e.g., *golf, soccer*, *tennis*, etc.
- we also use *play* with musical instruments, e.g., *play the piano*. With musical instruments, we use *the (play **the** piano*), but not with sports *(play soccer)*.
- we say *play sports* (in general).

7.4 Look at **1 Free time** and focus on **a**. Play the audio for Sts to listen and repeat the verbs and verb phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.4
See Free time in Student Book on *p.126*

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 **Activation**. Write *sometimes* and *never* on the board. Demonstrate the activity by making sentences about yourself, e.g., *I sometimes go to the beach*, *I never play the piano*. Elicit sentences with *sometimes* and *never* from two or three Sts, and then ask Sts to continue in pairs.

Monitor and help. Make a note of any common mistakes and go over them afterward on the board.

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Vocabulary** photocopiable activity.

d This video consists of ten clips of free-time activities. Tell Sts that they are going to watch the video, and then need to try to remember the ten activities.

Focus on the photo and elicit that the first verb phrase is *meet friends*.

Play the video and pause when the blank grid appears (at 01:50). Put Sts in pairs and tell them that they must try as quickly as possible to remember what the other nine phrases are. When one pair has finished, elicit their answers and write them on the board. Then play the video to check with the completed grid.

ANSWERS

1 go out / meet friends
2 play the piano
3 meet friends / go out / go to the movies
4 go for a walk
5 play tennis / play sports / exercise
6 exercise
7 swim
8 go to the beach
9 travel
10 play video games

3 GRAMMAR word order in questions: *be* and simple present

a Focus on the task. Elicit the first question and write it on the board (*What's your favorite part of the weekend?*).

Give Sts a few minutes to write the other three questions. Check answers and write them on the board.

ANSWERS

1 What's your favorite part of the weekend?
2 Are you tired on Sunday evening?
3 What do you usually do on Saturdays?
4 Do you do the same thing every weekend?

Give Sts time to see if they can remember Amelia's answers. Elicit the answers from individual Sts.

ANSWERS

1 Friday night
2 Yes
3 I work from six a.m. to six p.m. After work, I go to the supermarket and buy food for the week. In the evening, I usually stay at home and watch TV.
4 Yes, except when we're on vacation.

b Tell Sts to go to **Grammar Bank 7A** on *p.104*.

Grammar notes

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 auxiliary *do*.

In questions with *be,* Sts sometimes forget to invert the subject and verb. Typical mistakes include: ~~*Ana's a student? Your brother's at college?*~~

Questions with other verbs

Remind Sts that with other main verbs in the simple present, you need to first use the auxiliary *do* or *does*, then the subject, and then the main verb in the base form, so *She lives in London* becomes *Does she live in London?*

If a question has a question word, e.g., *What* or *Where*, then the question word always comes first.

In questions with the auxiliaries *do* or *does*, Sts may leave out the auxiliary or get the word order wrong.

Typical mistakes include: ~~*You live with your parents? How you do spell it?*~~

Focus on the example sentences and play both audio **7.5** and **7.6** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **7A** on *p.105* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** What **2** How **3** What **4** Who **5** When **6** How **7** Where **8** Where

b **1** Where do your brothers work?
2 Is this your phone?
3 What time does the movie start?
4 Does your husband speak Spanish?
5 How is your family?
6 Are we late for class?
7 Do your children like sushi?
8 What time does your wife finish work?
9 Why are you tired?
10 Who do you play tennis with?

c **1** Is **2** do **3** are **4** Are **5** do **6** Does **7** is **8** does **9** Do

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Grammar** photocopiable activity.

4 PRONUNCIATION /w/, /h/, /ɛr/, and /aʊ/

Pronunciation notes

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

- /w/ For information on this sound, see the **Pronunciation notes** in **5B**. Note that most question words, e.g., *What*, *Where*, *Why*, are pronounced /w/. The most common exception is *Who*, which is pronounced /hu/.
- /h/ For information on this sound, see the **Pronunciation notes** in **1A**.
- /ɛr/ The letters *ere* are sometimes pronounced /ɛr/, e.g., *where*, but can also be /ɪr/, as in *here*.
- /aʊ/ The letters *ou* and *ow* are often pronounced /aʊ/, e.g., *house*, *brown*. NB *ow* can also be /oʊ/, as in *window*.

a **7.7** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

7.7
See sounds and words in Student Book on *p.43*

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* /ɛr/, and *owl* /aʊ/.

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

Give further practice as necessary.

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b **7.8** Focus on the conversations and play the audio once the whole way through for Sts just to listen.

7.8
See conversations in Student Book on *p.43*

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

Finally, give Sts time in pairs to practice the activity, asking and answering the questions.

Make sure Sts change roles.

5 SPEAKING

a Focus on the task and questions. Elicit from the class what the missing words are.

ANSWERS

1–8 Do you, do you **9** Are you **10** do you **11** 's / is

Check Sts are forming the questions correctly by getting them to ask you all of them. Give answers for yourself.

Explain that later they will ask the questions, but now they just have to think about their answers.

MELAL LANGUAGE INSTITUTE

b Focus on the examples. Demonstrate the activity by asking a few Sts the first question, *Do you go out on Friday or Saturday night?*

Then put Sts in pairs to ask and answer the questions and write their partner's answers.

Monitor and help.

EXTRA CHALLENGE Encourage Sts to ask for and add extra information.

c Focus on the task and example. Get Sts to find new partners. With their new partners, they ask and answer questions about their first partner's weekend. Remind them to use *does* in non-*be* questions and to use the correct pronouns and possessive forms (*he*, *she*, *his*, *her*). For question 9, they will need to ask *Is he / she…?* and for question 11, they will have to change *your* to *his* or *her*. Monitor and help. Make notes of any problems and go through these at the end.

7B Lights, camera, action!

G imperatives, object pronouns: *me*, *him*, etc.
V kinds of movies
P sentence rhythm

Lesson plan

In this lesson, actors on a movie set provide the context for introducing imperatives and object pronouns.

The lesson starts with a conversation in which two actors are acting a scene in a movie and the movie director is giving them instructions. This allows Sts to see the new grammar in context before going to the **Grammar Bank** to practice it. In Vocabulary, Sts learn words for different movie genres, e.g., *a comedy*, *a drama*, etc. Then Sts listen to five people talking about the Spider-Man movies and the actors in them, with more practice of object pronouns. This leads into Pronunciation, where Sts practice sentence rhythm in conversations similar to the listening. The lesson ends with Sts giving their own opinions about actors and movies.

More materials

For teachers

Photocopiables

Grammar imperatives; object pronouns: *me, him,* etc. *p.156*
Communicative What do you think of…? *p.194* (instructions *p.172)*

For students

Workbook 7B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the names of some actors and movie directors on the board.
Then ask *What does he / she do?* and elicit *He's / She's an actor. He's / She's a movie director.*, etc.
You may need to remind Sts that nowadays we use *actor* for both men and women. Then ask Sts if they know any more movie directors, and if they think they are good.

1 GRAMMAR imperatives, object pronouns: *me*, *him*, etc.

a 7.9 Books open. Focus on the instructions and questions. Tell Sts not to write anything the first time they listen.

Play the audio once the whole way through for Sts to read and listen at the same time and answer the questions. Tell them not to worry about the blanks.

EXTRA CHALLENGE Get Sts to cover the conversation and just listen.

Check answers.

ANSWERS
She doesn't know if she loves Sam.
She likes Paul, but she doesn't love him.

7.9
See conversation in Student Book on *p.44*

b Now play the audio again and get Sts to circle the correct verbs. Point out that the first one (*Be*) has been done for them.

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

ANSWERS
2 Come **3** Listen **4** Don't talk **5** Don't cry **6** go **7** Open **8** Stand **9** look at **10** Don't say

c 7.10 Tell Sts to cover the conversation and to look at sentences 1–6 and the words in the list. Point out that the first one (*Us*) has been done for them. You could tell Sts that the blanks 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.

Check answers, getting Sts to read the sentences in full. Highlight that although the word *them* is pronounced /ðɛm/ when said in isolation, it is usually pronounced /ðəm/ when it follows other words, e.g., *Open them* /ðəm/.

ANSWERS
2 me **3** you, me **4** him **5** it **6** them

7.10
See extracts in Student Book on *p.44* and answer key

Help with any vocabulary problems that came up.

d Tell Sts to go to **Grammar Bank 7B** on *p.104*.

Grammar notes

Imperatives

Highlight the simplicity of imperatives in English. There are only two forms: affirmative and negative, e.g., *Wait*, *Don't wait*. Elicit / Give a few more examples of imperatives, encouraging Sts to give the negative forms, e.g., *Sit down*, *Look*, *Listen*, *Go*, *Speak*, etc.

Object pronouns

Like subject pronouns, object pronouns are used to refer to people and things when we don't want to repeat a noun, e.g., *Rachel likes **Jim**, but she doesn't love **him**.*

Highlight that *it* is used for things, *him* for a man or boy, and *her* for a woman or girl. You may want to remind Sts that *her* is also the possessive adjective for a woman. The plural form *them* is used for both people and things.

Highlight that the object pronouns for *it* and *you* are the same as the subject pronouns.

Focus on the example sentences and play both audio 7.11 and 7.12 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **7B** on *p.105* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

MELAL LANGUAGE INSTITUTE

ANSWERS
a **1** Close **2** Don't eat **3** Don't play **4** Speak **5** Go **6** Don't make **7** Sit, open **8** Don't read **9** Don't worry
b **1** it **2** him **3** them **4** her **5** them **6** me **7** us **8** you

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar** photocopiable activity.

e **7.13** Focus on the example and explain to Sts that they will hear a subject pronoun and they should say the object pronoun.

Play the example, pausing after the speaker says *I* for Sts to say *me* in chorus.

Continue playing the audio, pausing after each item for Sts to listen and respond in chorus.

7.13
1 I (*ping*) me
2 you (*ping*) you
3 he (*ping*) him
4 she (*ping*) her
5 it (*ping*) it
6 we (*ping*) us
7 they (*ping*) them

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write all the object pronouns on the board for Sts to look at while listening.

f **7.14** Focus on the instructions and example. Ask why the new sentence uses *her* and elicit that it is because Scarlett is a woman.

Play the audio, pausing after each item for Sts to listen and respond in chorus.

7.14
1 I love Scarlett. (*ping*) I love her.
2 I don't like dogs. (*ping*) I don't like them.
3 I like your house. (*ping*) I like it.
4 Wait for Daniel. (*ping*) Wait for him.
5 Read the book. (*ping*) Read it.
6 I love cats. (*ping*) I love them.
7 Speak to your mother. (*ping*) Speak to her.
8 I don't like your brother. (*ping*) 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.

g Put Sts in groups of three and get them to act out the conversation in **b**.

Monitor and help. Make sure they change roles.

You could get a group to perform the role-play for the class.

2 VOCABULARY kinds of movies

Vocabulary notes
This list of kinds of movies is deliberately restricted. You may want to teach other types, e.g., *rom-coms*, or *superhero movies*, which could be used to describe Marvel movies like the Spider-Man franchise.

a Focus on the instructions. Tell Sts to match movie types 1–7 to movie titles A–G.

Put Sts in pairs and give them time to do the task.

b **7.15** Play the audio for Sts to listen and check.

Check answers. You could ask Sts if they know any of the movies in A–G.

7.15
1 D action movies
2 C animated movies
3 E comedies
4 F dramas
5 A horror movies
6 G science fiction movies
7 B westerns

c **7.16** Play the audio for Sts to listen and repeat. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.16
1 action movies
2 animated movies
3 comedies
4 dramas
5 horror movies
6 science fiction movies
7 westerns

EXTRA IDEA You could write each kind of movie on the board and elicit from the class titles of recent movies, or movies everyone knows, for each category.

3 LISTENING

a Focus on the posters and photos, and do the question as a whole-class activity.

Ask Sts if they have seen any of the movies. You could tell them that the first movies about Spider-Man were made in the 1970s and there have been many since then, most recently *The Amazing Spider-Man* (2012), and three sequels, *Spider-Man: Homecoming* (2017), *Spider-Man: Far From Home* (2019), and *Spider-Man: No Way Home* (2021).

The most recent movies are part of the Marvel Cinematic Universe. (Tom Holland stars as Spider-Man in several other Marvel movies, too.)

Now ask Sts if they know any of the actors. You could tell Sts that Tom Holland is British, (1996–) and that Zendaya (1996–) and Emma Stone (1988–) are both American.

b **7.17** Focus on the instructions. Make sure Sts understand that the speakers are answering questions about the Spider-Man franchise, not just one movie.

Play the audio once the whole way through for Sts to listen and find out which speakers liked all the movies.

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

ANSWER
Speakers 2 and 4

7.17
(script in Student Book on *p.89*)

1 A Do you like the Spider-Man movies?
B I like the last one. It's great. I don't know the others.
2 A Do you like the Spider-Man movies?
B Yes. They're really good.
A Do you like Emma Stone?
B She's OK, but I prefer Zendaya in *No Way Home*.
3 A Do you like the Spider-Man movies?
B No, I hate action movies. I think they're awful.
4 A Do you like the Spider-Man movies?
B Yes, I love them. And the actors are fantastic.
A Do you like Tom Holland?
B I really like him. I think he's great.
5 A Do you like the Spider-Man movies?
B Sorry, I don't know them.

You could highlight the meaning of *really* (= *very* or *very much*) in *I really like him*.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the instructions and give Sts time to read the five extracts. You could put Sts in pairs and get them to see if they can remember who or what the **bold** pronouns refer to.

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

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

ANSWERS
1 It = the last Spider-Man movie
2 She = Emma Stone
3 they = action movies
4 him, he = Tom Holland
5 them = the Spider-Man movies

d Do this as a whole-class activity. You could elicit more examples of action movies that Sts know. You could tell Sts what you think of action movies, too.

4 PRONUNCIATION & SPEAKING sentence rhythm

Pronunciation notes

Remind Sts that in English, the words that carry the important information are said more strongly than others, e.g., in *Do you like Tom Holland?*, the words *like Tom Holland* are stressed more strongly than *Do you*. For more information on sentence rhythm, see the **Pronunciation notes** in **3B**.

When we give a positive or negative opinion, we often stress the adjective more strongly, e.g., *I don't like him. He's **awful***.

a **7.18** Focus on the task and the conversations. Remind Sts that the words in **bold** are stressed.

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

7.18
See conversations in Student Book on *p.45*

Now play the audio again, pausing after each question and answer for Sts to listen and repeat. Encourage them to copy the rhythm.

b Put Sts in pairs and get them to practice the conversations in **a**.

You could get some pairs to read the conversations in front of the class.

c Focus on the instructions and the chart. For the first column, you could elicit the Star Wars movies as an example of a franchise. Make sure Sts understand that a franchise is a series of movies. You could also remind Sts that nowadays the word *actor* is used for both men and women.

Give Sts time to complete their chart with movies / people that they like (or don't like). Make sure they write the kinds of movie in the plural, e.g., *action movies*.

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 movies do you like?*

MELAL LANGUAGE INSTITUTE

PRACTICAL ENGLISH 4

What's the date?

Practical English saying the date, talking on the phone
Vocabulary months, ordinal numbers
Pronunciation /θ/

Lesson plan

In this lesson, Sts learn how to say the date in English. This involves first teaching Sts the months of the year. Sts then learn ordinal numbers, which are presented through a general knowledge quiz. Saying the date is then presented through a video where Rob realizes that he has forgotten his father's birthday. As this is the Starter level, Sts are just taught one way of saying the date, i.e., *May first* (as opposed to *the first of May*). Sts then listen to a telephone conversation between Rob and Jenny about her forthcoming trip to Britain, which involves them understanding various dates, and they learn some useful phrases.

Video material

Practical English Episode 4

More materials

For teachers

Photocopiables
Communicative Famous birthdays *p.195* (instructions *p.172)*
Vocabulary Months and ordinal numbers *p.228* (instructions *p.212)*

Oxford English Hub
Quick Test 7
File 7 Test

For students

Workbook Practical English 4

OPTIONAL LEAD-IN (BOOKS CLOSED) Play the number game buzz. For instructions, see **2B**, **3 Vocabulary**, exercise **f** on *p.39*.

1 VOCABULARY months

Vocabulary notes

- Independence Day (US): The day celebrated as the birth of the US on July 4th.
- New Year's Day: The first day of the new year, in most countries January 1st.
- Halloween: A holiday celebrated on October 31st in which children dress up and go around the neighborhood, calling out *Trick or treat?* People then give them candy or other "treats."
- Valentine's Day: Celebrated on February 14th, it is the day of romance.
- Thanksgiving: Each year on the fourth Thursday in November, American families get together for Thanksgiving.

a Books open. Focus on the instructions. Explain / Elicit what *special* means.

Focus on the names of the special days. Ask Sts which of these special days are celebrated in their country. If Sts are not familiar with a holiday, explain it without saying which month it is in.

Focus on the months and model and drill pronunciation. Sts may have difficulty with *January* /ˈdʒænyuˌɛri/ and *February* /ˈfɛbyuˌɛri/.

Now get Sts to match the special days to the months. Tell them to guess if they are not sure.

Check answers.

ANSWERS
1 C **2** A **3** E **4** B **5** D

b Tell Sts to go to **Vocabulary Bank** Months and ordinal numbers on *p.127*.

Vocabulary notes

Depending on your Sts' L1, some of the months of the year in English may be similar in their language. However, the word stress is probably different, and it's important that Sts focus on this.

7.19 Look at **1 Months**. Give Sts time to read the list of months. Now play the audio for Sts to listen and repeat the months in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult months. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.19
See Months in Student Book on *p.127*

Focus on the **Capital letters** box and explain that, in English, months begin with a capital letter. If appropriate, compare this with Sts' L1.

Now focus on **Activation**. Get Sts to cover the months and focus on the abbreviations. Get them to remember and say the months individually or with a partner.

EXTRA IDEAS

- Test Sts by telling them to close their books. Write the abbreviations for the months on the board in order (numbered 1–12), e.g., *Jan*, *Feb*, and elicit the month from Sts.
- Get Sts to test each other in **A** / **B** pairs. **A** says a number, e.g., *five*, and **B** then says the month (*May*).

Tell Sts to go back to the main lesson **Practical English 4**.

c Put Sts in small groups of three or four and get them to answer questions 1–4.

Check answers.

ANSWERS
1 February
2 May
3 January, June, July
4 September, October, November, December

2 VOCABULARY & PRONUNCIATION ordinal numbers; /θ/

a Focus on the quiz and go through the nine questions, making sure Sts understand them and the three options. You may want to point out that in question nine, "Rome" refers to "Ancient Rome" (the Roman Empire). Now focus on the words in bold (*first*, *second*, etc.) and elicit / explain that these are "ordinal numbers," so called because they tell us the order of something.

Now put Sts in pairs and give them time to circle the answers. Tell them to guess if they are not sure of an answer. Monitor and help with any vocabulary problems.

b **7.20** Play the audio, pausing after each number for Sts to listen and check.

Check answers and elicit more information for each question, e.g., *Who is Lionel Messi?* Find out who got the most correct answers.

ANSWERS
1 a 2 c 3 b 4 b 5 a 6 a 7 c 8 b 9 a

7.20
(script in Student Book on *p.89*)
1 Messi's first name is Lionel.
2 The second meal of the day is lunch.
3 The third book in the trilogy *The Lord of the Rings* is *The Return of the King*.
4 The fourth letter on the top row of a keyboard is *R*.
5 The city with a famous street called Fifth Avenue is New York.
6 The sixth president of the US was John Quincy Adams.
7 The seventh Star Wars movie is *The Force Awakens*.
8 The eighth month of the year is August.
9 The Ninth Legion was a group of soldiers from Rome.

Tell Sts to cover the quiz. Write the number *1* on the board and ask *What's the number?* (*one*), *What's the ordinal?* (*first*). Do the same for *2* and *3*. Finally, write the 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*.

Vocabulary notes

Highlight that:

- we put the two letters after the number to distinguish it from a normal (cardinal) number. The two letters are the last two letters of the ordinal number, e.g., *fir**st*** → *1**st***.
- *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, *fi**ve***)
  - *eighth* /eɪtθ/ (compare with ordinal, *eight*)
  - *ninth* /naɪnθ/ (compare with ordinal, *nine*)
  - *twelfth* /twɛlfθ/ (compare with ordinal, *twel**ve***)

7.21 Look at **2 Ordinal numbers** and focus on **a**. Play the audio and get Sts to repeat the ordinal numbers in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses. You may want to model and drill some of the trickier ones yourself, e.g., *fifth* /fɪfθ/, *eighth* /eɪtθ/, and *twelfth* /twɛlfθ/.

7.21
See Ordinal numbers in Student Book on *p.127*

7.22 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. Pause the audio as necessary. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.22
See Ordinal numbers in Student Book on *p.127*

Give Sts time to practice saying the ordinal numbers. Monitor and help. Make a note of any general problems they are having, and focus on these when Sts finish.

Focus on **Activation**. Get Sts to cover the words, look at the numbers, and say the numbers. They can do this individually or with a partner.

Tell Sts to go back to the main lesson **Practical English 4**.

EXTRA PRACTICE OPTION Use the **Practical English 4 Vocabulary** photocopiable activity.

Pronunciation notes

The letters *th* can only be pronounced in two ways: /θ/ as in *thumb* /θʌm/ or /ð/ as in *mother* /ˈmʌðər/, and there are no easy rules to give Sts. They have already focused on this voiced* sound /ð/ in **3B**. The /θ/ sound in *thumb* is unvoiced*.

*For an explanation of voiced and unvoiced sounds, see the **Pronunciation notes** in **3A** on *p.46*.

It is hard for many Sts to produce the /ð/ sound, and so the aim here should be for intelligibility and helping Sts at least make a reasonable approximation of the sound.

d **7.23** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

7.23
See sound and words in Student Book on *p.46*

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

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

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

Give further practice as necessary.

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

MELAL LANGUAGE INSTITUTE

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

e **7.24** Focus on the instructions and the example.

Play the example, pausing after *one* for Sts to say *first* in chorus.

Play the audio and pause after the next number (*three*). Ask Sts what the ordinal number is (*third*). Play the audio, so Sts can hear the correct answer. Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the ordinal numbers in chorus.

7.24
one (*ping*) first
three (*ping*) third
five (*ping*) fifth
nine (*ping*) ninth
twelve (*ping*) twelfth
sixteen (*ping*) sixteenth
twenty (*ping*) twentieth
twenty-two (*ping*) twenty-second
twenty-seven (*ping*) twenty-seventh
thirty-one (*ping*) thirty-first

Then repeat the activity, eliciting responses from individual Sts.

3 SAYING THE DATE

a This is the first of two video scenes. Here Rob is at work when he realizes that he has forgotten his father's birthday.

Focus on the title, *Saying the date*, and explain / elicit the meaning of *date*.

Now focus on the instructions and the conversation. Highlight that three of the missing words in the spaces are ordinal numbers.

Play the video, *Saying the date* **Part 1**, once the whole way through for Sts just to watch and 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*.

ANSWERS
1 2nd / second **2** 1st / first **3** 2nd / second **4** birthday

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 again, pausing after each line for Sts to watch and repeat.

Put Sts in pairs and get them to practice the conversation. Make sure they change roles. Monitor and help.

Get some pairs to perform the role-play for the class.

c In the second scene, Rob visits his father to wish him a happy birthday.

Focus on the instructions and give Sts time to read questions 1–3.

Play the video, *Saying the date* **Part 2**, for Sts to watch and complete the task. Play again as necessary.

Check answers.

ANSWERS
1 Rob goes to his father's house.
2 to say "happy birthday" to his father / Because he thinks it's his father's birthday
3 July 2nd / second

R = Rob, H = Henry
R Dad!
H Rob, hi!
R Hi. This is for you.
H For me? It's my favorite wine. Thanks, Rob. But why?
R For your birthday, of course! Happy birthday!
H Rob, it isn't my birthday today! My birthday's on the second of July! Today's the second of June.
R Oh no!
H Don't worry. Come in! Have a glass of wine…

Now focus on the **Saying the date** box and go through it with the class.

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: *May fourth NOT ~~May four~~.*

Highlight that although we usually say *May fourth* in American English, we sometimes say but don't write, *the* and *of*, e.g., (*the*) *4th* (*of*) *May*.

Focus on the **American and British English** box and go through it with the class.

d **7.25** Focus on the instructions and the dates.

Play the audio for Sts to listen and repeat. Give further practice as necessary.

7.25
See dates in Student Book on *p.47*

Focus on the first date again. Elicit how to say it (*January first*) and write it on the board.

Put Sts in pairs and give them time to practice saying the dates. Note any problems and focus on them at the end.

Finally, ask individual Sts to say each of the dates.

e Focus on the instructions and make sure Sts know the word *tomorrow*. Put Sts in pairs to answer the three questions.

Elicit answers.

f Focus on the instructions. Model and drill *When's your birthday?* Elicit an answer (month and day, not year) from a student.

Get Sts to stand up and ask other Sts *When's your birthday?* Tell them to make a list of names and dates.

! If your class is very large, tell them just to ask ten Sts. Put Sts in pairs or small groups to compare lists. Get them to make a list with the number of birthdays in each month. Which month has the most birthdays?

If Sts see they are missing a birthday on their lists, they should ask *When is* (name)*'s birthday?*

g Focus on the instructions and the speech bubble. Demonstrate the activity yourself by writing down three

birthdays on the board, and telling Sts whose birthdays they are, e.g., *My mother's birthday is October fourth.*

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.

EXTRA PRACTICE OPTION Use the **Practical English 4 Communicative** photocopiable activity.

4 TALKING ON THE PHONE

a In this scene Rob calls Jenny to talk about her trip to London, but it is not a good moment for her to talk so they reschedule the call.

Focus on the photo and ask Sts to describe it (*Jenny is on the phone*).

Focus on the question and then play the video, *Talking on the phone,* once the whole way through for Sts to watch and answer the questions. You may want to pre-teach the word *trip* before Sts watch and listen.

Check the answer.

ANSWER
He wants to talk about her trip to London (in March).

J = Jenny, R = Rob, JM = Jenny's mom
J Hello?
R Hello. Is that, uh, Jennifer Zielinski?
J Yes. Who's that?
R This is Rob Walker.
J I'm sorry, who?
R Rob Walker. I work for *London24seven*. We need to talk about your trip to London in March. Uh, you arrive on the twelfth of March and you leave on the nineteenth, is that right?
J I'm really sorry, Mr. Walker…uh, Rob, but I'm not at work. Today is a holiday here.
R A holiday?
J Yes, you know, it's Thanksgiving. I'm at my parents' house, with my family.
R Thanksgiving. Of course. Sorry. We don't have Thanksgiving in England.
J No problem. Listen, call me on Monday at work. No, not Monday, Tuesday.
R Tuesday, the third of December?
J Yes.
JM Jenny! Hurry up!
J Talk to you on Tuesday. Thanks for calling.
R Bye.
J Bye.

b Focus on the instructions and give Sts time to read sentences 1–5.

Play the video 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.

ANSWERS
1 F 2 F 3 T 4 F 5 F

EXTRA CHALLENGE Get Sts to correct the false sentences. Check answers.

ANSWERS
1 Rob thinks Jenny arrives in London on **March 12th**.
2 He thinks she leaves on the **19th**.
4 She is with her **family**.
5 Rob needs to call Jenny on Tuesday **December 3rd**.

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

5 USEFUL PHRASES

Focus on the phrases and make sure Sts understand what each one means.

Play the video once the whole way through for Sts just to watch and listen.

See Useful phrases in Student Book on *p.47*

Now play the video again for Sts to repeat the phrases.

Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the video, 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.

8A Can I park here?

G *can / can't*
V more verb phrases
P *can / can't*: /ə/ and /æ/, sentence rhythm

Lesson plan

Can is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests.

This lesson focuses on two of the most common uses: permission and possibility. *Can* for ability is mentioned briefly in the **Grammar Bank**, but is taught in *American English File Level 1*.

The lesson begins with a text about driver's tests and licenses in different countries. The grammar is presented in a series of posts and a conversation about a young woman learning to drive. Then there is a pronunciation focus on sentence rhythm and on *can / can't* (particularly the difference between the affirmative and negative forms).

The vocabulary focus is on more verb phrases, especially those used in the context of permission / possibility, e.g., *pay*, *park*.

Finally, Sts role-play conversations between tourists and locals about what people can / can't do in their town, and then they write a few sentences to give tourists useful information.

More materials

For teachers

Photocopiables
Grammar *can / can't* *p.157*
Communicative Can you? *p.196* (instructions *p.172*)

For students

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board: _____ *a car*. Use mime to elicit *drive a car*, *start a car*, *stop a car*, and *park a car*. Write them on the board. Model and drill pronunciation.
Then teach *driver's license and driver's test*, and explain that you can *pass* or *fail* a test.

1 READING & SPEAKING

a Books open. Focus on the instructions and the title of the text. If you didn't do the **Optional lead-in**, make sure Sts know the verb *drive*. Model and drill pronunciation.

Put Sts in pairs. Give them time to read the text and fill in the blanks.

Get Sts to compare with a partner.

b **8.1** Play the audio for Sts to listen and check.

Check answers and make sure Sts understand *to pass* and *fail* (*a test*), and the difference between *a written test* and *a driver's test* (a *written test* focuses on the rules of the road, whereas *a driver's test* focuses on practical driving skills). See if any pairs guessed all answers correctly.

ANSWER
test

8.1
See text in Student Book on *p.48* and answer key

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

c Focus on the task. Go through the questions with the class. Put Sts in pairs to ask and answer the questions.

Elicit answers from individual Sts.

EXTRA SUPPORT Get Sts to ask you the questions. Answer for your country as an example.
If you are from the same country as the Sts, you could answer about the US, using this information: *You can get a driver's licence between 16 and 18 years old, depending on state laws. You need to take a written test, a vision test, and a driver's test. The driver's test is not that difficult. Many people take driver's education courses in high school and practice driving in their family's car. A lot of people pass their test the first time.*

2 GRAMMAR *can / can't*

a Focus on the instructions and remind Sts what a *post* is (= a message sent using social media).

Give Sts time to match the posts and photos.

b **8.2** Play the audio for Sts to listen and check.

Check answers. You could explain the meaning of *instructor* and remind Sts what you need to do to get a driver's license in the US (i.e., pass a written test, a vision test, and a driver's test).

ANSWERS
1 B **2** C **3** A

8.2
See posts in Student Book on *p.48*

Help with any vocabulary problems that come up.

c **8.3** Focus on the instructions and make sure Sts understand the situation.

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

8.3
See conversation in Student Book on *p.48* and answer key

Now play the audio again and get Sts to complete the conversation with the verbs in the list. Play again as necessary.

Check answers. You could explain the meaning of *book lessons*.

ANSWERS
1 help **2** book **3** start **4** meet **5** come **6** come

d **8.4** Focus on the instructions. You might want to pre-teach *turn right / left* and *traffic lights*.

Play the audio once the whole way through for Sts to listen and answer the question. Play again as necessary. Check the answer. You could try to elicit why she doesn't pass. (*Because she turns left, not right. / She doesn't stop at a red traffic light. / She doesn't see that it is "no parking."*)

You could also try to elicit what the examiner says to her. (*You need more driving lessons.*)

ANSWER
No, she doesn't.

8.4
(script in Student Book on *p.89*)

E = examiner, A = Anna

E Good morning, Anna.
A Uh, good morning. I'm very nervous.
E Can you start the car, please?
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.
E Well, Anna, I'm sorry, but you need more driving lessons.

e Tell Sts to look at the posts in **a** and the conversation in **c** and to complete the chart. Point out that the first one (*can*) has been done for them.

Check answers.

ANSWERS

–	I **can't** answer the questions.
?	**Can** you come at 8:30?
✓	Yes, I **can**.
✗	No, I **can't**.

f Tell Sts to go to **Grammar Bank 8A** on *p.106*.

Grammar notes

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 *American English File Level 1*.

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 *can*. *Can* is the auxiliary, not *do*.

The verb after *can* is the base form, e.g., *You can park here.* NOT *the infinitive ~~You can to park here~~.*

Focus on the example sentences and play audio **8.5** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **8A** on *p.107* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** Can we sit here?
2 I can't drink this.
3 James can help us tomorrow.
4 Can you come to lunch on Sunday?
5 You can finish work early today.
6 We can't park here.
7 Can we watch TV after dinner?
8 He can't go to school today.
b **1** can't drive **2** Can, stay **3** Can, swim **4** can walk
5 can, go **6** can watch **7** Can, come **8** can't listen

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Grammar** photocopiable activity.

3 PRONUNCIATION & LISTENING *can / can't*: /ə/ and /æ/, sentence rhythm

Pronunciation notes

There are two main pronunciation problems related to *can / can't*:

1

- *Can* is usually unstressed = /kən/ in affirmative sentences, e.g., *You can take photos*. Your Sts may find this difficult to hear and to say. However, getting the stress correct is vital because if they stress *can*, the listener may think they are saying a negative sentence.
- *Can* in *Can I park here?* can be stressed /kæn/ or unstressed /kən/ depending on how fast you are speaking. It is always stressed in affirmative 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 /kɑnt/. If your own pronunciation of *can't* is different from what is on the audio, you may want to model the sentences yourself. The important thing is for Sts to make sure that they stress *can't* and, as always, the aim in pronunciation is intelligibility rather than perfection.

a **8.6** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

8.6
See sounds and sentences in Student Book on *p.49*

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

Now focus on the question and answer after *computer*. Remind Sts that the pink letter is the /ə/ sound, and that the words in **bold** are stressed. Play the audio, pausing after each sentence for Sts to listen and repeat, encouraging them to copy the rhythm.

Now repeat the same process for *cat* /æ/. Play the audio again from the beginning, pausing after each question and answer for Sts to listen and repeat. Give further practice as necessary.

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

MELAL LANGUAGE INSTITUTE

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b 8.7 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* /kænt/ is longer and is stressed compared to the shorter and unstressed *can* /kən/.

8.7
See sentences in Student Book on *p.49*

c 8.8 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.

ANSWERS
1 a 2 b 3 b 4 a

8.8
1 We can park here.
2 I can't help you.
3 You can't sit here.
4 Max can go with me.

EXTRA CHALLENGE Put Sts in pairs, **A** and **B**. Get Sts **A** to say either sentence *a* or *b* for items 1–4 to Sts **B**, who listen and say *a* or *b*, depending on which sentence they understand. Sts **A** say *yes* or *no*. Then they change roles.

d Focus on the conversation in **2c**. Put Sts in pairs and assign roles (Anna and the instructor). Tell Sts to practice the conversation and then change roles.

Monitor and make a note of any pronunciation problems. Correct any mistakes on the board.

You could get some pairs to perform the conversation for the class.

e 8.9 Tell Sts they are going to listen to four conversations with *can* and they have to figure out where the people are.

Play the audio once the whole way through and get Sts to fill in the blanks in 1–4 with places.

Get Sts to compare with a partner, and then play again if necessary.

Play the audio from the beginning, pausing after each conversation, and elicit where the people are. You could ask Sts to say how they guessed. If Sts ask why we use the different prepositions *on* and *in*, tell them they will focus on this later in **10B**.

ANSWERS
1 train 2 store 3 restaurant 4 street

8.9
(script in Student Book on *p.90*)
1 A Excuse me, can I sit here?
B Uh, yes, I think it's free.
A Thanks.
2 A Can I help you?
B Do you have this T-shirt in large?
A Just a moment. Sorry, we only have small and medium right now. I can call and see if they have a large in another store.
B No, that's OK, thanks.
3 A Are you ready to order?
B Yes, can I have the burger, but with salad, not fries?
A Yes, ma'am, that's fine. And for you, sir?
C The pasta, please.
A And to drink?
4 A Hey! You can't sing here.
B Why not?
A Because you need a permit.
B Where can I get a permit?
A You need to go online and look for…

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.90*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 VOCABULARY more verb phrases

a Focus on the instructions and make sure Sts know the meaning of *sign*. If you have any on the classroom wall, you could point to them. Tell Sts they need to complete each sentence with *can* or *can't* and a verb from the list.

Go through the list of verbs and make sure Sts know what they all mean.

Focus on the example and remind Sts of the use of the impersonal form of *you* in the sentence *You can't swim here* (*you* = people in general).

Give Sts time to complete the sentences, and then get them to compare with a partner.

b 8.10 Play the audio for Sts to listen and check. Check answers, getting Sts to read full sentences.

8.10
1 You **can't swim** here.
2 You **can park** here.
3 You **can have** a coffee here.
4 You **can't pay** cash here.
5 You **can't use** your phone here.
6 You **can use** the internet here.
7 You **can't take** photos here.
8 You **can't play** soccer here.
9 You **can change** money here.
10 You **can't drive** fast here.

c Ask Sts to cover sentences 1–10 and look at the signs.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to say the *can* / *can't* sentences for 1–5 and Sts **B** for 6–10. Then they should change roles.

Monitor and make a note of any pronunciation problems and drill any sentences that Sts are mispronouncing.

5 SPEAKING & WRITING

a Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** I'm a tourist. Where can I…?, **A** on *p.80* and **B** on *p.84*.

Give Sts time to read the instructions and check they understand them.

! If your Sts are all from the same town, encourage Sts **A** to pretend that they don't know anything about the town. If all the Sts are from different countries or towns / cities, get them to do the activity about their hometown, so for example, if a **B** student is from Lima, they should answer (and later write) about Lima.

Tell Sts they are going to do a role-play where **A** is a tourist and **B** lives in the town **A** is visiting.

Demonstrate the activity by getting a student **A** to ask **B** the first question in each of the two sections (*Where can I have a good, cheap meal? / Can I go shopping in the evening?*). Encourage **B**, the local person, to give a clear answer, e.g., *You can have a good, cheap meal in* (name of restaurant or part of town), and if possible to add some extra information, e.g., *It's a very nice restaurant*. For the second question, encourage **B** to use a short answer (*Yes, you can / No, you can't*).

Give Sts **A** time to ask their questions. Monitor and help.

EXTRA SUPPORT Give Sts time to read the questions they will be asked and to think of their answers.

Get Sts to change roles, so **B** is now the tourist. Monitor and help.

If there's time, get one or two pairs to perform their role-play for the class.

Tell Sts to go back to the main lesson **8A**.

b Focus on the instructions and the example. Make sure Sts write about their hometown.

Elicit a couple more examples from Sts and write them on the board (*You can go to good concerts*; *You can't smoke in restaurants*…).

Give Sts time to write their four sentences. Monitor and help.

Get some general feedback from the class. If all the Sts are from the same town, see if they agree with the sentences that other Sts have written.

MELAL LANGUAGE INSTITUTE

8B I ♥ shopping

G *like / love / hate* + verb + *-ing*
V activities
P /ʊ/, /u/, and /ŋ/, sentence rhythm

Lesson plan

This lesson focuses on things that people like doing.

Sts begin by learning some common free-time activities in Vocabulary, e.g., *swimming*, *traveling*, which is practiced with a video. Then the grammar (*like / love / hate* + verb + *-ing*) is presented through the context of a dating website. In Pronunciation & Speaking, Sts practice the short and long vowel sounds /ʊ/ and /u/, and the /ŋ/ sound, as well as sentence rhythm. They then say whether they like the activities in the Vocabulary section. Next, Sts read various posts in which people around the world say what they like doing alone and what they like doing with friends, and then write their own post. Finally, Sts watch a video about a choir.

Video materials

Vocabulary – activities
Listening – *Singing in a choir*

More materials

For teachers

Photocopiables
Grammar *like, love, hate* + verb + *-ing* *p.158*
Communicative What do you like doing? *p.197* (instructions *p.173*)
Vocabulary Activities *p.229* (instructions *p.213*)

For students

Workbook 8B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *free time* on the board and elicit the meaning (Sts saw this phrase in **7A**). Ask *What do people do in their free time?* and elicit verbs and write them on the board, e.g., *read*, *watch TV*, etc.

1 VOCABULARY activities

a Books open. Focus on the task and either do this as a whole-class activity or get Sts to complete the missing letters individually.

Ask *What's the activity in 1?* and elicit *running*. Don't ask *What's she doing?*, as the present continuous is not taught until **9A**. Check answers.

ANSWERS
1 running **2** watching TV **3** traveling

b Tell Sts to go to **Vocabulary Bank** Activities on *p.128*.

Vocabulary notes

When we talk about activities, we usually use the *-ing* form of the verb, because we see the activity as a noun, e.g., *Swimming is good exercise*, *I love walking*, etc.

You may want to focus on the spelling rules for the *-ing* form (see Grammar Notes) when teaching the vocabulary.

8.11 Play the audio for Sts to listen and repeat the activities in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Highlight that the *-ing* ending is not stressed. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

8.11
See Activities in Student Book on *p.128*

Focus on **Activation**. Get Sts to cover the activities and give them time to look at the photos and say the activities. They could do this individually or with a partner. Monitor and correct any mistakes in pronunciation while Sts do this.

Then, with Sts looking only at the photos, elicit all the activities from the class, helping them with pronunciation. Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Vocabulary** photocopiable activity.

c The video consists of 12 clips showing activities. Each clip begins with a small circle in the center that expands until the whole screen is revealed.

Focus on the photo and elicit that the activity is *shopping*. Then play the video. Sts will see with the first clip (*shopping*) how it works. With clip two, pause as soon as it begins (00:20) and elicit guesses. Then reveal a little more and elicit more ideas until the whole screen is revealed. Repeat for the rest of the clips.

When the final grid comes up, tell Sts to write down the 12 words. Check the spelling of each activity and write them on the board.

ANSWERS
1 shopping **2** riding a bike **3** painting **4** singing
5 swimming **6** sleeping **7** running **8** doing yoga
9 camping **10** traveling **11** cooking **12** going for a walk

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 *I love you*, but we also use it 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 help with any vocabulary problems. Highlight the difference between *shopping* and *buying*: *shopping* = going to (usually several) stores 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 shoes*, *books*, etc., but not after *shopping*.

Now ask Sts to read the information again and, in pairs, match the women and men. Explain that they need to complete 1–3 with the name of the most suitable man.

Focus on the incomplete sentence and get Sts to say who they think are a good "match." Encourage them to explain their choices. Get them to begin *We think…* and then ask the rest of the class if they agree.

ANSWERS

1 Isabella and Ryan because she loves playing the piano and he likes classical music; she likes playing sports and he loves running and riding his bike, and she doesn't like traveling and he hates flying.
2 Angie and Luke, because she loves buying clothes and he loves shopping, and she likes going to the movies and he likes watching movies.
3 Adriana and Daniel, because she loves walking in the mountains and he likes camping, and she likes good food and he loves cooking.

b Focus on the instructions and make sure Sts understand what they have to do. Do this as a whole-class activity.

ANSWERS

1 love 2 like 3 don't like 4 hate

c Tell Sts to go to **Grammar Bank 8B** on *p.106*.

Grammar notes

When another verb follows *love*, *like*, or *hate*, the *-ing* form is normally used, e.g., *camping*, *cooking*, not the base form, e.g., *I like camping*. NOT ~~*I like camp*~~.

The infinitive after *like* and *love* is sometimes used (especially in American English), e.g., *I like to swim*, but it is easier for Sts at this level to learn the verb + *-ing* form.

Highlight that *I hate getting up early* is a stronger way of saying that you don't like getting up early.

Spelling rules

- For most verbs, simply add *-ing* to the base form to make the *-ing* form, e.g., *reading*, *watching*.
- For verbs ending in *-y*, don't change the *y* to an *i* (as we do in third person singular, present tense), e.g., *fly – flying* NOT ~~*fliing*~~.
- For verbs ending in *-e*, drop the *e* before adding *-ing*, e.g., *ride – riding*.
- Highlight also that there are a few exceptions to the rule about dropping the final *e* before adding *-ing*. These are *be*, and verbs ending in *-ee*, e.g., *see* and *agree*.
- For verbs ending in consonant + one vowel + consonant, double the final consonant and add *-ing*, e.g., *running*, *swimming*. We don't double *x*, e.g., *boxing*, or *w*, e.g., *snowing*.

Focus on the example sentences and play audio **8.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **8B** on *p.107* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers. For **a**, get Sts to write the answers on the board or elicit how to spell each verb. For **b**, get Sts to read the full sentences.

ANSWERS

a 1 meeting 2 stopping 3 buying 4 going 5 crying 6 writing 7 running 8 riding 9 getting 10 driving 11 sitting 12 using 13 putting 14 hearing 15 finishing

b 1 She likes cooking.
2 Do you like traveling?
3 I love shopping for presents.
4 They don't like watching TV.
5 Does your father like playing chess?
6 George doesn't like doing exercising.
7 My mother loves reading detective novels.
8 We don't like flying.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Grammar** photocopiable activity.

3 PRONUNCIATION & SPEAKING /ʊ/, /u/, and /ŋ/, sentence rhythm

Pronunciation notes

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 **3B**.

a **8.13** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

8.13
See sounds and words in Student Book on *p.51*

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

Give further practice as necessary.

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

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

b **8.14** Focus on the conversation. Remind Sts that the words in **bold** are the ones that are stressed (because they carry the important information). Also remind them that the underlined syllables in the multisyllable 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.

MELAL LANGUAGE INSTITUTE

8.14
See conversation in Student Book on *p.51*

Now play the audio again, pausing after each statement or question for Sts to listen and repeat. Encourage them to copy the rhythm in the audio by stressing the words in **bold** more strongly and by saying the others more lightly and quickly.

Now get Sts to practice the conversation in pairs.

Then get them to change roles.

c Focus on the task. In the examples, highlight the use of *What about you?* to return the question and the use of *Me too!* in the answer.

Tell Sts to go to **Vocabulary Bank** Activities on *p.128*. You could demonstrate the activity by telling Sts whether you like / love or don't like / hate the first three or four activities.

Put Sts in pairs and give them a few minutes to talk about the rest of the activities. Monitor and make a note of any difficulties Sts are having.

Highlight any general mistakes on the board.

Get some feedback from various pairs.

Tell Sts to go back to the main lesson **8B**.

4 READING & WRITING

a Focus on the instructions and the title of the posts. Make sure Sts understand the meaning of *alone*.

Give Sts time to read the posts and complete the activities. Point out that the first one (*cooking*) has been done for them.

b **8.15** Play the audio for Sts to listen and check.

Check answers.

ANSWERS
1 eating **2** traveling **3** shopping **4** dancing **5** watching
6 running **7** going **8** driving **9** listening **10** singing

8.15
See posts in Student Book on *p.51* and answer key

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

Finally, tell Sts to check two people they agree with.

NB Some of the people like doing two different things, but Sts can check the person even if they only like doing one of the things.

c Put Sts in pairs and get them to compare who they checked.

d Focus on the title of the posts again.

Tell Sts to write their own answer to the questions on a piece of paper, but not to put their name on it. Tell them that they can write unrelated answers if they like, e.g., *I like driving alone. I like going to concerts with friends*.

Monitor and help with vocabulary and spelling.

Collect the answers and shuffle them. Read out each answer in turn and then ask the class *Who do you think it is?* Elicit from the class the name of the student who wrote it.

EXTRA IDEA With a small class, you could number the answers and stick them on the wall for Sts to read and guess the name of the student who wrote each one. Then check answers to find out who guessed the most correctly.

5 LISTENING

a This video is about a group of people who love singing. We see them rehearse, and then individual members answer questions. Finally, we hear the first two verses from one of their performances.

Focus on the photo and tell Sts that they're going to watch a video about a choir. Model and drill the pronunciation /ˈkwaɪər/ and elicit that it means a group of people who sing together.

Focus on the task, and if necessary elicit / explain the meaning of *pop*, *folk*, and *jazz*.

Play the video. Check the answer and ask Sts' opinions about the song and the choir's singing.

ANSWER
b

Cultural notes

"Scarborough Fair" is an old English folk song. It dates from the early eighteenth century, and is about a man and a woman who used to be lovers. The song can have many verses, but only three are performed in this video. The singer tells somebody who is going to Scarborough to say hello to his old lover, and to give her a series of impossible tasks that she must perform if she wants to be with him again – making a shirt with no seams or stitching, and finding an acre of land between the sea and the beach. The implication is that they will never be together again. In some versions the woman also gives the man impossible tasks to perform.

Many artists have performed this song, most famously Simon and Garfunkel in 1966, whose version appeared on the soundtrack of the movie *The Graduate* in the following year.

I = interviewer, F = Freddie, S = Steph, A = Alex, T = Tegan, N = Nell

I This is a choir. They're called The Oxford Gargoyles. A gargoyle is a type of statue. You see them on a lot of old buildings in Oxford and other cities.
Today the Oxford Gargoyles have a rehearsal. They have a new song to practice, a folk song called "Scarborough Fair." Let's find out more about the choir and the people in it. How many people are in the choir?
F There are thirteen people in the choir.
I Are you all students?
S Yes, we're all students at Oxford University.
I What do you study?
S I study music.
A I study music.
T I study music.
N I study languages, specifically French and Italian.
I How often do you practice?
N We practice twice a week – on Wednesdays and Saturdays.
I How long do you practice for?
S Each rehearsal is three hours long.
I How often do you give concerts?
T We usually give concerts once a month.
I Where do you give concerts?
N We give concerts in lots of different locations. We give concerts in bars and in theaters, and in churches.
I What kind of music do you like singing?

S I like singing lots of different types of music, especially jazz and opera.
I Do you think everybody can sing?
F I think everyone can sing because everyone can talk.
T I think everybody can learn how to sing.
A I think everyone apart from my dad can sing. Yes.
I Why do you like singing?
F I love music and I love being able to make music with my own body, my own voice, without needing any extra tools.
N I enjoy singing a lot because I think it's a really fun thing to do. And it's also a very social activity, so you can do it with anyone, with any of your friends, and you can do it at any time, or in any place.
S I like singing because I feel happy when I sing.
I Do you prefer singing solo or with a group?
T I definitely prefer singing in a group because I like singing with my friends and I think it's really fun to be able to sing together.
A It's nice to sing solos, but it is more pressure as well.
S I like both solo singing and choir singing.

b Give Sts time to read the 12 sentences.

Play the video again, encouraging Sts just to watch and not write. Pause at 01:20 and give them time to circle the correct options in 1–6. Play until the end, then get Sts to do 7–12 and compare with a partner. Check answers.

Finally, find out how many of the class like singing, and if any of them sing in a choir.

EXTRA CHALLENGE First put Sts in pairs and ask them to try to circle some of the correct options from memory. Then play the video again.

ANSWERS
1 Oxford **2** old **3** thirteen **4** college **5** music
6 Saturdays **7** three **8** month **9** theaters **10** jazz
11 father **12** in a group

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

MELAL LANGUAGE INSTITUTE

7&8 Review and Check

For instructions on how to use these pages, see *p.42*.

Video material

Can you understand these people? 7&8

More materials

For teachers

Oxford English Hub
Quick Test 8
File 8 Test

GRAMMAR

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

VOCABULARY

ANSWERS
a 1 play **2** pay **3** stay, relax **4** meet, go **5** go, swim **6** do, play
b 1 seventh **2** twelfth **3** twentieth **4** thirty-first **5** March **6** May **7** July **8** November
c 1 cooking **2** camping **3** traveling **4** flying / traveling **5** painting **6** running **7** swimming

d **8.16** For instructions on how to use this section, see *p.42*.

8.16
See words and phrases in Student Book on *pp.131–132*

PRONUNCIATION

ANSWERS
a 1 /aʊ/ owl **2** /θ/ thumb **3** /u/ boot **4** /ŋ/ singer **5** /ʊ/ bull
c 1 thirtieth **2** January **3** July **4** seventeenth **5** single

CAN YOU understand this text?

ANSWERS
a 1 The Philadelphia Museum of Art
2 Professional sports
3 Reading Terminal Market
b Sts should check 2, 6, and 7

CAN YOU understand these people?

ANSWERS
1 a **2** b **3** a **4** c **5** b

1 Spencer

I = interviewer, S = Spencer
I What do you usually do in the evening after school?
S Uh, I usually go to sports practices, and finish homework, and have dinner and things.

2 Sahil

I = interviewer, S = Sahil
I What kind of movies do you like?
S Normally, action movies or comedy.
I Do you usually watch movies at home or at the movie theater?
S Depends. If it's a good action movie, I like to go out and watch.

3 Monica

I = interviewer, M = Monica
I When's your birthday?
M My birthday is May first.
I How do you celebrate it?
M I usually celebrate it by having lunch or dinner with family and friends.

4 Brian

I = interviewer, B = Brian
I Do you drive to work?
B I do not. I actually take the train to work every day.
I How long does it take to get to work?
B Um, to get to work on the train, it takes about 20 minutes each direction.

5 Richard

I = interviewer, R = Richard
I What do you like doing on the weekend?
R Uh, I like cycling, walking, um, socializing, cooking.

9A What are they *really* doing?

G present continuous
V common verb phrases 2: traveling
P sentence rhythm

Lesson plan

In this lesson, Sts learn a new verb form, the present continuous, used to talk about actions happening now. The lesson begins with a presentation of the new grammar through a phone call between a woman who is on a business trip and her husband at home. Then, in Pronunciation, Sts focus on sentence rhythm in present continuous sentences, and get further practice with a video activity. In Vocabulary, Sts learn common verb phrases related to travel, and then they listen to some short travel-related conversations. In Reading, Sts read and match messages sent between two people trying to meet at the movie theater. The lesson ends with a communication activity in which Sts describe pictures to each other.

Video material

Pronunciation – sentence rhythm

More materials

For teachers

Photocopiables

Grammar present continuous *p.159*
Communicative Guess what I'm doing! *p.198* (instructions *p.173)*
Vocabulary Common verb phrases 2: traveling *p.230* (instructions *p.213)*

For students

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these phrases on the board:

1 *st_____ in a hotel*
2 *d_____ your homework*
3 *r_____ a book*
4 *w_____ a movie on TV*
5 *m_____ dinner*

Then get Sts to complete the phrases with the correct verb. Check answers.

ANSWERS
1 stay 2 do 3 read 4 watch 5 make

Make sure Sts understand the meaning of all the phrases. Model and drill pronunciation.

1 GRAMMAR present continuous

a 9.1 Books open. Focus on the task and the picture, and elicit where everyone is (*Tony is in the kitchen, Amy is in her hotel room, the grandmother and daughter are in the living room, and the two sons are in the bedroom.*).

Play the audio once the whole way through for Sts to read and listen, and underline the three things that Tony says that aren't true.

Check answers.

ANSWERS
1 She's doing her homework.
2 They're reading.
3 I'm making dinner.

9.1
See conversation in Student Book on *p.54*

Help with any vocabulary problems that come up.

b Focus on the instructions. Give Sts time to read all the highlighted verbs in the phone conversation and then circle the correct option in the rule.

Check the answer.

ANSWER
now

c Tell Sts to go to **Grammar Bank 9A** on *p.108*.

Grammar notes

Present continuous (*be* + verb + *-ing*)

Highlight that when we talk about activities we are doing right now, we use the present continuous, not the simple present, e.g., *I'm watching TV now.* NOT ~~*I watch TV now.*~~

Other typical mistakes include: incorrect word order, e.g., ~~*You're working now? What you are doing?*~~, or leaving out the verb *be*, e.g., ~~*I working now.*~~

! You may want to point out to Sts that some verbs, e.g., *like*, *love*, *want*, and *need*, are not usually used in the present continuous. They are normally used in the simple present, e.g., *I like this music.* NOT ~~*I'm liking this music.*~~

Spelling rules

Highlight that the spelling rules for the *-ing* form in the present continuous are the same as those Sts learned for activities, e.g., *camping*, *traveling*, in **8B** (see the **Grammar notes** in **8B** on *p.100*).

Focus on the example sentences and play audio 9.2 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **9A** on *p.109* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS
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 Is…doing, 's playing
6 'm not reading, 'm watching
7 's talking
8 Are…having, 're having
9 's talking, 'm calling
10 Are…getting

Tell Sts to go back to the main lesson **9A**.

MELAL LANGUAGE INSTITUTE

EXTRA PRACTICE OPTION Use the **9A Grammar** photocopiable activity.

d 9.3 Explain to Sts that they are going to hear some sounds that represent things that a man is doing. They have to use the present continuous to describe the actions.

Play the audio for the sound effect for 1, then pause the audio and focus on the example.

Now play each sound effect, and then pause the audio to give Sts time to write their answers.

Get Sts to compare with a partner, then play the audio again, pausing after each sound effect, and elicit answers.

ANSWERS

2 He's watching (soccer on) TV.
3 He's drinking (a soda).
4 He's playing a video game.
5 He's taking a shower.
6 He's going to bed.

9.3
(sound effects)

e Focus on the instructions and example. Get Sts to write the names of people in their family or friends, and as they write the names, tell them to think about what the people are doing now. If they don't know, tell them to guess.

EXTRA SUPPORT Give Sts time to write their sentences.

Put Sts in pairs and get them to tell their partner about the people on their lists.

Get some feedback from various Sts and find out if any of the people are doing the same thing.

EXTRA IDEA Sts can do this by asking and answering questions with their partner. Model a conversation like this one and write it on the board for Sts to refer to:
A (looking at **B**'s list of names) *Who's Maria?*
B *She's my mother.*
A *What's she doing now?*
B *I think she's working.*

2 PRONUNCIATION sentence rhythm

Pronunciation notes

Remind Sts that words that carry important information are said more strongly than others, e.g., in "***What*** *are you* ***doing***?" "*I'm* ***making dinner***." (The bold words are the ones that communicate the message.) To pronounce well, with a good rhythm, Sts need to stress these words more strongly and pronounce unstressed words less strongly. Obviously, the ability to do this will improve with time and is not something Sts can pick up immediately.

Being aware of the way important words are stressed in English will also help Sts with understanding English, as these are the words they need to listen out for when listening.

a 9.4 Focus on the conversation and remind Sts that the words in **bold** are stressed.

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

9.4
See conversation in Student Book on *p.55*

Now play it again, pausing after each question or statement for Sts to listen and repeat.

b Put Sts in pairs and get them to practice the conversation in **2a**.

Make sure they change roles. Monitor and help.

You could get some pairs to perform the conversation for the class.

c This video has 12 clips and shows people doing things on repeat.

Focus on the photo and elicit what the girl is doing (*she's having breakfast / eating cereal*).

Play the video once for Sts to watch. Now tell Sts you're going to play it again and when you say a student's name, they have to very quickly say what the person is doing before the clip changes. Turn the sound down a little and replay the video, calling out a different student's name at the beginning of each clip.

Pause the video when the final complete grid appears.

ANSWERS

1 She's having breakfast / eating cereal.
2 He's taking a shower.
3 She's walking / exercising / going to the gym.
4 They're having dinner / lunch.
5 They're doing housework.
6 They're watching TV / a movie.
7 She's listening to music.
8 He's reading a book.
9 She's eating an orange.
10 He's drinking (a) coffee.
11 She's studying / practicing English / a language.
12 They're traveling / walking.

d Focus on the instructions and the two speech bubbles with the questions.

Put Sts in pairs and use the video grid to get them to practice the questions and answers for each picture. Monitor and help Sts with sentence rhythm.

3 VOCABULARY & LISTENING common verb phrases 2: traveling

a Focus on the instructions and do this as a whole-class activity.

ANSWERS

1 staying 2 calling

b Tell Sts to go to **Vocabulary Bank** Common verb phrases 2 on *p.126*.

9.5 Focus on **2 Traveling**. Play the audio for Sts to listen and repeat the verb phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

9.5
See Traveling in Student Book on *p.126*

Now focus on **Activation**. Get Sts to cover the verb phrases and look at the questions *What's she / he doing?* and *What are they doing?* Model and drill the questions in chorus and individually. Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

EXTRA SUPPORT Before putting Sts in pairs to ask and answer about the photos, get them to cover the verb phrases, look at the photos, and say the verbs or verb phrases. They could do this individually or with a partner.

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary** photocopiable activity.

c **9.6** Focus on the instructions and sentences 1–4. You could point out that in 1 and 2 the auxiliary is already there for Sts.

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

9.6
(script in Student Book on *p.90*)

1 **A** Oh look! An LA Galaxy shirt. It's perfect for Henry!
B Yes, good idea. Oh…it's very expensive.
A Soccer shirts are always expensive. OK. What can we get for Jessica?
B She likes soccer, too.
A Yeah, but she never wears soccer shirts. What about this bag?
B I don't know. Does she like bags?
A She loves bags…

2 **A** Tom, do I need my swimming things?
B Yes, the hotel's near the beach. Do you see my phone charger?
A Yes, here it is. Do you want me to put it in the suitcase or in your bag?
B In my bag, please. Thanks.

3 **A** Good morning. How can I help you?
B Hello, I want a car for three days, please – for today, Tuesday, and Wednesday.
A No problem. What kind of car would you like?
B A small car is fine. It's just me.
A Is a Honda Civic OK?
B Yes, great.
A Can I see your driver's license?
B Yes, here you are.

4 **A** Is that a number thirteen?
B Yes. I think it is. No, it's a twenty-three.
A Another twenty-three? I don't believe it! That's the third one. And no thirteen…
B Another one's coming now. Let's see. Yes. That's a thirteen.
A At last!

Now play it again, pausing after each conversation to give Sts time to write. Tell Sts they should use verb phrases they have just learned in the **Vocabulary Bank** Common verb phrases 2: Traveling.

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

ANSWERS
1 buying presents
2 packing (a suitcase)
3 is renting a car
4 are waiting for a bus

d Focus on sentences 1–4. Put Sts in pairs and give them time to think about what the correct words are, but tell them not to write them yet.

Play the audio again, pausing after each conversation to give Sts time to circle the answer.

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

ANSWERS
1 soccer shirt, bag
2 need, is
3 small, three
4 23, 13

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.90*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 READING

a Focus on the instructions and make sure Sts understand the situation. Tell Sts that Mike and Lina are friends who are going to the movies, but they are not together now, so they are texting / messaging each other.

Make it clear that Mike's messages 1–5 are in the correct order and that Lina answers each one of the messages, so Sts should write the letter of Lina's responses next to Mike's messages. Give Sts time to read Mike's messages and then match them to Lina's answers.

Get Sts to compare with a partner.

b **9.7** Play the audio for Sts to listen and check.

Check answers.

ANSWERS
1 B 2 D 3 C 4 A 5 E

9.7
See messages in Student Book on *p.55*

c Focus on the instructions and give Sts time to find the words or phrases for definitions 1–4.

Get Sts to compare with a partner.

d **9.8** Play the audio for Sts to listen and check.

Check answers.

9.8
1 outside
2 a lot of traffic
3 box office
4 to walk towards somebody

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

MELAL LANGUAGE INSTITUTE

5 SPEAKING

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.80* and **B** on *p.84*.

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.

ANSWERS

1 D (In A the woman is reading a book; in B she's watching a movie.)
2 D (In A the man is packing his suitcase; in B he's carrying it.)
3 S (In A and B, the woman is getting/taking a taxi.)
4 D (In A the boys are waiting for a bus; in B they're waiting for a train.)
5 D (In A the woman is wearing sunglasses; in B she isn't wearing sunglasses, but she is wearing a hat.)
6 S (In A and B, the man is buying a plane ticket.)
7 D (In A the couple is leaving the hotel; in B they're arriving at the hotel.)
8 D (In A the girl is buying a T-shirt; in B she's buying an umbrella.)

9B Watching and waiting

G present continuous or simple present?
V clothes
P /ər/, other vowel sounds

Lesson plan

This lesson helps Sts understand the difference between the present continuous and the simple present.

The context is the world of a private investigator. The lesson begins with a reading activity that contrasts the different aspects of the job of a private investigator, and examples from the text are used to present the grammar. In Vocabulary & Pronunciation, Sts learn some common items of clothing and practice the /ər/ sound, and the theme of the private investigator is carried on in the video practice. They then listen to a student who is doing an internship in a clothing store. Finally, the new grammar and vocabulary are pulled together in a speaking activity where Sts talk about the clothes they are wearing right now and the clothes they wear in different seasons and for particular occasions.

Video material

Vocabulary – clothes

More materials

For teachers

Photocopiables

Grammar present continuous or simple present? *p.160*
Communicative A board game *p.199* (instructions *p.173*)
Vocabulary Clothes *p.231* (instructions *p.213*)

For students

Workbook 9B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *A private investigator*, and elicit what it means (= a private detective who is not in the police, and also sometimes called *a private eye*). Model and drill pronunciation.
Elicit from Sts different things that a private investigator does and write their ideas on the board, e.g., *follows / watches people, finds missing people, finds information,* etc. You could also pre-teach *client* (= the person a private investigator works for).

1 READING

a Books open. Focus on the title of the article and if you didn't do the lead-in, elicit or teach the meaning of *private investigator*. Then focus on the photos and elicit Sts' answers to the question. You could get a show of hands to see which photo is the most popular choice.

b 9.9 Focus on the article and the instructions.

Focus on the **Glossary** and go through it with the class. Model and drill pronunciation of the words. You might want to tell Sts that people who have *clients* are people who provide a service, for example a lawyer, a hairstylist, an accountant, etc.

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

Give Sts time to check their answers to **a** and answer the question.

Check answers.

ANSWERS
a The top photo shows a private investigator on a normal day.
b b) likes

9.9
See article in Student Book on *p.56*

c Focus on the instructions. Give Sts time to read sentences 1–8 and make sure they understand them.

Give Sts time to read the text again and mark 1–8 *T* (true) or *F* (false).

Get Sts to compare with a partner, and then check answers. Help with any other new vocabulary in the article.

ANSWERS
1 T **2** F **3** F **4** T **5** F **6** F **7** F **8** T

EXTRA CHALLENGE Get Sts to correct the false sentences. Check answers.

ANSWERS
2 He starts work at about 9:00, but he finishes at about 6:00. Sometimes he finishes after 6:00.
3 He usually meets new clients in person.
5 He's watching a man for his client.
6 He doesn't want the man to see his face.
7 It's sometimes exciting working on the street, but waiting in a car is often boring.

d Focus on the question and elicit opinions from the class.

2 GRAMMAR present continuous or simple present?

a Focus on the instructions and the sentences.

Give Sts time to complete the sentences with the two verbs in either the simple present or the present continuous. Point out that the first one (*works*) has been done for them.

b 9.10 Play the audio for Sts to listen and check.

Check answers and elicit which verb form is used in each one.

ANSWERS
2 's working (present continuous)
3 wears (simple present)
4 's wearing (present continuous)

9.10
See sentences in Student Book on *p.56* and answer key

c Focus on the instructions. Tell Sts to look at the completed sentences in **a** to help them.

Check answers.

MELAL LANGUAGE INSTITUTE

ANSWERS
1 every day **2** today / now

EXTRA IDEA Get Sts to look at the completed sentences in **a** again and elicit why each verb form is used.

ANSWERS
1 *works* (simple present because it's usual)
2 *'s working* (present continuous because it's just today, not usual)
3 *wears* (simple present because it's usual)
4 *'s wearing* (present continuous because it's just today, not usual)

d Tell Sts to go to **Grammar Bank 9B** on *p.108*.

Grammar notes

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 simple present) to talk about things that 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 simple present (not the present continuous) for habitual actions, e.g., *I get up at 8:00 every day*. NOT ~~*I'm getting up at 8:00 every day*~~.

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 *American English File* Level 2.

Focus on the example sentences and play audio **9.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **9B** on *p.109* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Tell Sts to refer to the spelling rules in **Grammar Bank 8B** if they are not sure how to spell the *-ing* forms.

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

ANSWERS
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 having
6 rains
7 have, I'm having
b 1 's raining
2 have
3 're camping
4 Are…watching, 'm doing
5 get up, have
6 is traveling
7 do…go
8 's wearing
9 are…going, go

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar** photocopiable activity.

3 VOCABULARY & PRONUNCIATION clothes; /ər/, other vowel sounds

a Focus on the instructions and give Sts time to match the words and photos.

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

ANSWERS
1 a shirt **2** a suit **3** pants **4** a jacket

b Tell Sts to go to **Vocabulary Bank Clothes** on *p.129*.

Vocabulary notes

Some clothes words only exist in the plural, e.g., *jeans*, *shorts*, and *pants*. These words cannot be used with *a*, e.g., NOT ~~*a pants*~~. Other words for clothes, e.g., *socks* and *shoes*, are usually plural, but can be used in the singular.

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

9.12
See Clothes in Student Book on *p.129*

Now focus on **b**. Get Sts to cover the words, look at the photos, and say the words. They could do this individually or with a partner.

For **Activation**, put Sts in pairs and get them to ask and answer questions about their classmates' clothing. Monitor and help, correcting pronunciation where necessary.

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Vocabulary** photocopiable activity.

Pronunciation notes

er, *ir*, and *ur* are usually pronounced /ər/, e.g., *verb*, *first*, *nurse*.

or is usually pronounced /ər/ after the letter *w* – the most common examples are *work*, *word*, and *world*. However, note that *or* after other letters is usually pronounced /ɔr/, e.g., *forty*, *airport*.

c **9.13** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

9.13
See sound and words in Student Book on *p.57*

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 /ər/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

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

Give further practice as necessary.

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

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

d Focus on the five sound pictures and elicit the sounds: *egg* /ɛ/, *boot* /u/, *cat* /æ/, etc.

Give Sts time to put the clothes words in the list in the correct column.

Get Sts to compare with a partner.

e **9.14** Play the audio for Sts to listen and check.

Check answers.

9.14
egg /ɛ/ dress, sweater
boot /u/ shoes, suit
cat /æ/ cap, hat, jacket
phone /oʊ/ coat
tree /i/ jeans, sneakers

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

Put Sts in pairs and get them to practice saying the words.

f Focus on the sentences. Put Sts in pairs and get them to practice saying them.

EXTRA SUPPORT Before putting Sts in pairs to practice saying the sentences, model and drill them.

g This video is designed as if a private investigator is taking photos of eight people he's watching. The final photo of each person freezes, and the letters *a* and *b* appear on the clothes. Then Sts make a sentence *He's / She's wearing a (a) and a (b)*, also using the colors of the clothes items.

Focus on the photo and elicit *She's wearing an orange coat and blue jeans* and write it on the board.

Put Sts in pairs. Play the video. Pause after the final photo of person 2 and get Sts in pairs to write the sentence. Continue with the other six people.

Finally, play the video again, and for each person elicit the sentence and write it on the board. Each pair that gets the sentence completely right (articles, spelling, word order, etc.) gets two points, if they have one mistake they get one point, and if they have more than one mistake they get no points.

Get feedback to find out which pair has the most points.

ANSWERS
1 She's wearing an orange coat and blue jeans.
2 She's wearing a red / an orange skirt and a brown jacket.
3 He's wearing a gray suit and black shoes.
4 He's wearing a red T-shirt and blue (jean) shorts.
5 She's wearing a white shirt and green pants.
6 She's wearing a red cap and pink sneakers.
7 She's wearing a yellow coat / jacket and a gray sweater.
8 She's wearing a black dress and a black hat.

4 LISTENING & SPEAKING

a Focus on the instructions. You could tell Sts in their L1 that the word *internship* is widely used to mean work for young people – often students – who want to experience a professional working environment. Some students in the US do an internship anywhere from a few weeks to a few months in a year and often work for free.

Do the question as a whole-class activity.

b **9.15** Focus on the instructions and make sure Sts understand the task.

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

Check the answer.

ANSWER
She is positive.

9.15
(script in Student Book on *p.90*)

I = interviewer, N = Neah
I Hi, Neah. Tell us a little about your experience. Where are you working?
N I'm working in a clothing store called Rue21.
I What kind of clothes does Rue21 have?
N Uh, well, clothes for men and women, casual clothes, pants, T-shirts, sweaters, things like that.
I What do you do every day?
N Well, uh, I help the customers find the clothes that they're looking for. It's a big store and it has a lot of things. People sometimes can't see the things that they want.
I Do you like working there?
N Yes, I love it. The people are really nice to me. I'm making a lot of new friends.
I Is there anything you don't like?
N Well, we can't sit down, we're standing up all the time. So that's really hard.
I But in general, you're happy?
N Oh yes. And when my internship ends, they say I can work here in the summer! That's great for me. I really like working in a clothing store.
I What do you wear at work?
N We wear clothes from the store.
I Are the clothes that you're wearing today from Rue21?
N Yes, they are!

c Focus on the instructions and questions 1–6. Give Sts time to read them.

Now play the audio again for Sts to listen and answer the questions. Play again as necessary.

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

ANSWERS
1 Clothes for men and women, casual clothes, pants, T-shirts, sweaters
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, she stands up all the time.
5 She can work in the store in the summer.
6 They're from the store (Rue21).

MELAL LANGUAGE INSTITUTE

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.90*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Go through questions 1–3 with the class, checking Sts understand the lexis, e.g., *summer*.

Put Sts in pairs and get them to discuss the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA SUPPORT Do a quick review of colors by pointing to various items around the class and asking *What color is it?*

EXTRA SUPPORT Answer some of the questions yourself before putting Sts in pairs.

PRACTICAL ENGLISH 5

Would you like to come?

Practical English inviting and offering
Pronunciation sentence rhythm

Lesson plan

In this lesson, Sts learn to make invitations and offers using *Would you like…?*, and to accept or decline these politely. These skills are presented in the context of a video in which Rob invites a friend to a soccer game, and once there, offers to buy food and a drink. In Pronunciation, Sts practice making invitations and offers using *Would you like…?*, with a focus on sentence rhythm. Continuing the theme of invitations, Sts then watch another video where Jenny meets her ex-boyfriend on the street and has a coffee with him.

In Speaking & Writing, Sts practice inviting each other to a party, as well as accepting and declining an invitation – they do this first orally and then in writing.

Video material

Practical English Episode 5

More materials

For teachers

Photocopiables
Communicative Would you like to…? p.200 (instructions *p.173)*

Oxford English Hub
Quick Test 9
File 9 Test

For students

Workbook Practical English 5

OPTIONAL LEAD-IN (BOOKS CLOSED) Say you have two tickets for something that you think many of your Sts would like to do (e.g., a soccer game or a concert involving a well-known singer or group).
Invite individual Sts using *Would you like to come with me to (a Taylor Swift concert) on Saturday?* and teach the answers *I'd love to. Thanks. / I'm sorry, I can't. I'm busy on Saturday.* Write these on the board, and model and drill pronunciation. Finally, when you have invited several people, write the question on the board, and model and drill pronunciation.

1 INVITING AND OFFERING

a This video has two scenes. First, in the office, Rob invites his colleague Alan to a soccer game and they arrange to meet there. Later, at halftime at the game, Rob suggests getting something to eat and drink.

Books open. Focus on the task and get Sts to cover the conversations and focus on the photos.

Play the video, *Inviting and offering*, once the whole way through for Sts to watch and listen and number the photos. You may want to point out to Sts that the speakers in the video are British and talk about "football." Ask Sts what football means in British English (soccer).

Check answers.

ANSWERS
A 2 **B** 1 **C** 3

R = Rob, A = Alan, S = server
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.
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.
S Milk and sugar?
A Yes, please.

b Get Sts to uncover the conversations. Point out the **Glossary** and go through it with the class. You may want to highlight that in American English, people usually say *soccer game* rather than *match*. In British English it is common to say *(football) match*.

Tell Sts to read the conversations and think about what the missing words might be.

Now play the video again for Sts to watch and listen and fill in the blanks. Pause after each conversation to give Sts time to write.

Check answers.

ANSWERS
1 Sunday **2** two **3** 4:00 **4** lunch **5** birthday **6** 3:30
7 know **8** burger **9** hungry **10** coffee **11** water **12** Milk

Go through the conversations line by line and focus on any new or unfamiliar expressions, e.g., *It's Norwich against Chelsea*, etc. You may want to point out that the *w* is silent in *Norwich*.

Remind Sts of the use of *Wow!* to express surprise or happiness.

Point out to Sts that native speakers often use *yeah* instead of *yes*, e.g., when Alan accepts the invitation, he says *Yeah, I'd love to*.

c Focus on the question and do it as a whole-class activity.

ANSWER
Would you like…? means *Do you want…?* and *I'd like…* means *I want…*, but both are more polite.

Now focus on the ***Would you like…?*** box and go through it with the class.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they

MELAL LANGUAGE INSTITUTE

understood / didn't understand. Translate / Explain any new words or phrases.

2 PRONUNCIATION sentence rhythm

Pronunciation notes
Good sentence rhythm depends on stressing the important words in a sentence and linking some words together. Here Sts get intensive practice of asking *Would you like…?* questions with good rhythm.

a 9.16 Focus on the two questions and tell Sts that they are going to "build" them little by little.

Play the audio once the whole way through for Sts just to listen. Remind Sts that the words in **bold** are stressed more strongly.

9.16
See words in Student Book on *p.59*

Now play the audio again, pausing at the end of each line for Sts to listen and repeat. Check that Sts are linking *would* and *you*. If Sts are having problems, model the words yourself for them to repeat.

b Focus on the instructions and speech bubbles. Elicit the eight questions from the class. Then model and drill them. Now ask one of the questions with *Would you like a…?* to elicit the two possible answers *Yes, please. / No, thank you.* Then ask one of the questions with *Would you like to go to a…?* to elicit the two possible answers *Yes, I'd love to. / Sorry, I can't.*

Put Sts in pairs, **A** and **B**. Tell Sts **A** to ask about the first photo 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 practice the conversations in **1b**. The person playing Rob should read the server's line, too.

Make sure they change roles.

You could get a pair to perform the conversations for the class.

EXTRA PRACTICE OPTION Use the **Practical English 5 Communicative** photocopiable activity.

3 MEETING AN OLD FRIEND

a In this video Jenny meets her ex-boyfriend on the street, and he persuades her to have a coffee with him.

Focus on the instructions and question, and make sure Sts understand *ex-boyfriend*.

Play the video, *Meeting an old friend*, once the whole way through for Sts to watch and answer the question. Play again as necessary.

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

ANSWERS
He invites her to go for a coffee.
He invites her to a Picasso exhibition.
He invites her to have dinner or see a show.

S = Steve, J = Jenny
S Hi, Jenny. What a surprise!
J Hi, Steve!
S How are you? You're looking great.
J Thanks. I'm well. How about you?
S I'm OK. Hey, it's starting to rain. Would you like a coffee?
J Oh, thanks, Steve, but I have a meeting in an hour.
S Oh, come on, Jenny. I'd like to talk to you.
J OK. A quick coffee.
S Jenny, I'd like to ask you something.
J Yes?
S There's an exhibition of Picasso at the MOMA next week. I know you love Picasso. Would you like to come with me?
J Listen, Steve. I'm really busy at work at the moment. Next week isn't a good week for me.
S Sure. No problem. Maybe we can meet one evening, when you have more time. . . and have dinner or see a show?
J Listen, Steve. I don't think it's a good idea. But thanks. Oh, look at the time! I need to go. Let's ask for the check.

b Focus on the instructions and give Sts time to read sentences 1–5. Make sure they understand all the lexis in the options.

Play the video again for Sts to watch and listen and circle the correct answer.

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

ANSWERS
1 well **2** starting to rain **3** an hour **4** can't **5** isn't

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

4 USEFUL PHRASES

Focus on the phrases and make sure Sts understand what each one means.

Play the video once the whole way through for Sts just to watch and listen.

See Useful phrases in Student Book on *p.59*

Now play the video again for Sts to repeat the phrases.

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

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases**. When they have finished, get a few pairs to act out their conversation for the class.

5 SPEAKING & WRITING an email

a 9.17 Focus on the instructions. Before playing the audio, you might want to check Sts know the meaning of *busy*. Model and drill its pronunciation.

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

9.17
See conversations in Student Book on *p.59*

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

Then put Sts in pairs and get them to practice the conversations. Make sure they change roles.

b Focus on the instructions. Highlight that Sts should use the conversation in **5a** as a model to role-play a conversation using their own ideas.

Put Sts in pairs, **A** and **B**, and get them to role-play their own conversations. Monitor and help as needed.

Make sure they change roles.

c Tell Sts they need to invite their classmates to their party. When they accept an invitation, tell them to make sure they make a note of whose party they are going to and when, so they don't accept two invitations on the same day.

Now get Sts to stand up and move around the classroom, inviting as many people as possible to their party.

Monitor and help as needed.

Ask a few Sts when their party is and how many people are coming.

d Ask Sts to go to **Writing Bank** An email on *p.87*.

Focus on **a** and get Sts to read the email and answer the question.

Check the answer.

ANSWER
Lucy invites Kate to (have) dinner on Thursday.

Now focus on **b** and get Sts to read Kate's email and choose the correct phrases.

Check answers.

ANSWERS
I'm sorry, but I can't come
Maybe see you on the weekend?

Focus on the **Emails** box in **c** and go through it with the class.

Focus on the instructions for **d** and put Sts in pairs. Highlight that the invitations have to include the day and time.

Sts write their emails inviting their partner. Monitor and help as needed. Make sure Sts are including all of the information.

Now focus on **e** and get Sts to exchange their invitation with their partner. When Sts have read the invitation, they should write a reply, accepting or declining the invitation. Now focus on **f** and get Sts to give their reply to their partner.

Get some feedback from various pairs and find out what kind of invitations Sts made (i.e., to the movies, to a party, for coffee, etc.) and what kind of excuses they used if they declined.

MELAL LANGUAGE INSTITUTE

10A A room with a view

G *there's a… / there are some…*
V hotels; *in*, *on*, *under*
P /ɪr/ and /ɛr/

Lesson plan

The topic of this lesson is hotels.

At the start of the lesson, Sts read tourist information about Vermont and Lake Champlain. They then have a first vocabulary focus on language related to hotel rooms and hotels, and the new grammar (*there's a…* and *there are some…*) is presented through a conversation between a couple on vacation and a hotel receptionist. The receptionist is showing the couple their room in a hotel next to Lake Champlain. They talk about the things that there are or aren't in the hotel and area. In Pronunciation, Sts practice the sounds /ɪr/ and /ɛr/. This is followed by Vocabulary & Speaking, with a second vocabulary focus on the three most common prepositions of place: *in*, *on*, and *under*. Finally, there is a speaking activity in which Sts use the prepositions to describe the location of objects in hotel rooms.

More materials

For teachers

Photocopiables

Grammar *there's a… / there are some… p.161*
Communicative My hotel *p.201* (instructions *p.174*)
Vocabulary Draw it! *p.232* (instructions *p.214*)

For students

Workbook 10A

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask Sts what they know about Vermont, *e.g., Where is Vermont? What's the capital city? What's Vermont known for?*

1 READING & VOCABULARY hotels

a **10.1** Books open. Focus on the instructions and the questions. If you didn't do the optional lead-in, elicit from the class what they know about Vermont.

Now play the audio for Sts to read and listen at the same time.

Either put Sts in pairs to answer the questions, or do it as a whole-class activity.

If Sts worked in pairs, elicit some answers. Also ask if Sts have heard of Lake Champlain.

10.1
See text in Student Book on *p.60*

b Get Sts to look at the photo of the hotel bedroom and number the words in the list to match the items in the room.

Check answers. Model and drill pronunciation.

ANSWERS
4 a bed **5** the floor **1** a lamp **3** a pillow **2** a window

c Tell Sts to go to **Vocabulary Bank Hotels** on *p.130*.

Vocabulary notes

Highlight that:

- the letter *h* in *hotel*, as with most words beginning with *h*, is pronounced /h/ (it is not silent, as in some languages).
- the letters *ow* are pronounced /aʊ/ in *towel*, but /oʊ/ in *pillow*.

10.2 Look at **1 In a hotel room**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

10.2
See In a hotel room in Student Book on *p.130*

Remind Sts that we usually use *the* with *bathroom* and *floor* because it is clear which one you are talking about. Focus on **Activation** and get Sts to cover the words, look at the picture, and say the words. They could do this individually or with a partner. Remind them to use *a* or *the*.

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

10.3 Look at **2 In a hotel** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

10.3
See In a hotel in Student Book on *p.130*

Highlight pronunciation, especially the /ɑ/ sound in *spa*, and the /ɑr/ sound in *yard* and *parking lot*.

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 information box and go through it with the class. In some countries, e.g., the UK, people refer to the first floor of a building as the *ground 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 **Activation** 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 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 gym?* (*It's on the second floor.*). Elicit a question from the same student and answer the question yourself.

Put Sts in pairs and give them a few minutes to ask and answer questions about the hotel. Monitor and help.

Make a note of any problems they are having and correct any mistakes on the board.

Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Vocabulary** photocopiable activity.

2 GRAMMAR *there's a… / there are some…*

a 10.4 Focus on the lesson title, *A room with a view*, and elicit / explain the meaning (= a room where you can see beautiful things outside).

Now focus on the instructions and the words in the list.

Model and drill the pronunciation of *Wi-Fi* /ˈwaɪ faɪ/.

Point out that the first one (*an elevator*) has been done for them. You could point out to Sts that the hotel is the one they read about in **1a**. Get Sts to cover the conversation on *p.61* and focus on the list of items.

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

Check answers by asking *Is there* (*a good view*)*? / Are there* (*stores nearby*)*?* and getting Sts to just say *Yes* or *No*.

ANSWERS
✓ a good view
✓ Wi-Fi
✗ a restaurant
✓ a coffee shop
✗ a store

10.4
See conversation in Student Book on *p.61*

b Focus on the instructions and make sure Sts understand that they are circling *a* or *b* in 1–3. Get Sts to uncover the conversation.

Play the audio again for Sts to read and listen at the same time.

Give Sts time to look at 1–3 and circle the correct answers. If you know your Sts' L1, you may want to elicit a translation of *There's / There are* at this point.

Check answers.

ANSWERS
1 a **2** b **3** b

EXTRA CHALLENGE Elicit the rules for making questions and negatives with *there is / there are*.

ANSWERS
You make questions by changing the order.
There is… → Is there…?, There are… → Are there…?
You make negatives with *isn't* and *aren't*.

Help with any vocabulary problems that came up.

c Tell Sts to go to **Grammar Bank 10A** on *p.110*.

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 affirmative 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 *American English File Level 1*.

Focus on the example sentences and play audio **10.5** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **10A** on *p.111* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** Are there **2** There aren't **3** There's **4** Is there **5** There isn't **6** There are **7** Is there **8** There are **9** There isn't **10** Are there
b **1** any **2** some **3** a **4** any **5** a **6** a **7** any **8** some **9** some **10** any

Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

d Put Sts in groups of three and tell them to practice the conversation in **2b**.

Make sure Sts change roles.

You could get some pairs to perform the role-play for the class.

e 10.6 Focus on the task and play the audio once the whole way through for Sts to listen and answer the first two questions.

Check answers to the first two questions and elicit opinions for the third question.

MELAL LANGUAGE INSTITUTE

ANSWERS
They see something in the lake.
Louisa takes photos.

10.6
(script in Student Book on *p.90*)

E = Eric, L = Louisa
E Louisa, time to get up.
L OK. What time is it?
E It's six-thirty. Breakfast is at seven.
L Is it a nice day?
E Let's see. Louisa, quick! Come here! Look at that!
L What is it?
E Look! Over there.
L Where?
E There. In the lake. There! Can't you see? There's something in the lake. Uh! It's moving. Can you see it now?
L Yes. What is it?
E I don't know. Quick, take a photo.
L I can't see it now. Can you?
E No. I can't. I can't see anything now. Let's see those photos, Louisa. Wow! I don't believe it. Look at that!

Elicit opinions to the final question as a whole-class activity. You could find out, with a show of hands, how many Sts believe in Champ, the monster.

f Focus on the examples. Highlight that Sts can write a singular [+] sentence if there is one of something (*There's a…*), and a plural [+] sentence with either a number or *some* (*There are two / some…*). With [−] sentences, they should be singular when there is normally only one of something, e.g., *There isn't a TV*, but plural when there are usually more than one, e.g., *There aren't any windows*.

Put Sts in pairs and get them to write an [+] or [−] sentence with *There's a… / There are some… / There aren't any…* for each noun in the **Your classroom** and **Your school** boxes. Monitor and help if necessary.

Elicit some sentences from individual Sts.

EXTRA CHALLENGE Get Sts to do this orally.

3 PRONUNCIATION /ɪr/ and /ɛr/

Pronunciation notes

The letters *eer* are always pronounced /ɪr/, e.g., *peer*.

The letters *ere* and *ear* are sometimes pronounced /ɪr/, e.g., *here* and *near*, but are also sometimes pronounced /ɛr/, e.g., *there* and *wear*. Sts need to learn these common examples by heart.

a **10.7** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

10.7
See sounds and words in Student Book on *p.61*

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

Now repeat the same process for *chair* /ɛr/.

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

Give further practice as necessary.

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

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

Focus on the **Same spelling, different sound** box and go through it with the class. There is no easy rule here, so Sts will have to learn and remember how these words are pronounced.

b **10.8** Focus on the words in the list and tell Sts that the pink letters are either /ɪr/ or /ɛr/. Play the audio once the whole way through for Sts just to listen.

10.8
See words in Student Book on *p.61*

Now play it again for Sts, pausing after each word for Sts to put it in the correct group in **a**.

c **10.9** Play the audio for Sts to listen and check.

Check answers.

10.9
ear /ɪr/ dear, hear, we're, year
chair /ɛr/airport, hair, repair, their, very, where

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

Then repeat the activity, eliciting responses from individual Sts.

d Put Sts in pairs and get them to practice saying the sentences.

EXTRA SUPPORT Before putting Sts in pairs, model and drill the sentences.

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.

ANSWERS
1 on **2** under **3** in

Highlight, with examples and demonstrations, the difference between *on* and *in*. *In* is used when something is inside a closed or semi-closed space (e.g., *My phone is in my pocket. The book is in the drawer.*) whereas *on* is used when something is on the surface of something else (e.g., *The picture is on the wall. The book is on the table.*).

EXTRA IDEA You could practice these prepositions further by placing an object, e.g., your phone, in different places in the classroom and asking *Where's my phone?* (e.g., *It's on the table, It's under the chair, It's in your bag*, etc.).

b Focus on the six pictures. In each one, the remote control is in a different place.

Focus on the speech bubbles and picture 1. Model and drill the question and answer in chorus and individually. Get a pair of Sts to demonstrate the activity.

Then put Sts in pairs and give them time to ask and answer the questions.

Monitor and help.

Check answers.

ANSWERS

2 It's on the bed.
3 It's in the cup.
4 It's under the bed.
5 It's under the towels.
6 It's in the suitcase (under a T-shirt).

c Put Sts in pairs, **A** and **B**. Tell them to go to **Communication** Is there a TV? Where is it?, **A** on *p.81* and **B** on *p.85*.

Focus on the instructions and make sure Sts are clear about what they have to do. Explain / elicit the meaning of *refrigerator* (next to the bed in picture 1) and *extra pillows* (in B's list). Establish that Sts **A** are going to first ask Sts **B** questions about picture 1. For each object, if **B** answers *Yes, there is / are*, **A** then has to ask *Where is it? / Where are they?* and draw the object(s) in the correct place or write the word there.

Demonstrate by taking the role of **A** and asking one of the **B**s *Is there a coat?* and eliciting *Yes, there is*. Then ask *Where is it?* and elicit *It's on the chair*. Then tell all Sts **A** to draw a coat on the chair.

Get Sts **A** to continue with the questions, then they change 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.

MELAL LANGUAGE INSTITUTE

10B Where was he?

G simple past: *be*
V *in*, *on*, *at*
P *was* and *were*, sentence rhythm

Lesson plan

The grammar (the simple past of *be*, *was / were*) is presented in an interview between a detective and a suspected bank robber. Sts then listen to the same detective interviewing the suspect's friend and they find out if the suspect is guilty or not. The vocabulary focus in the lesson is on prepositions with places, *in*, *on*, and *at* (e.g., *in bed*, *on a bus*, *at school*), which is practiced along with the grammar in a video activity. In Pronunciation & Speaking, Sts practice the strong and weak forms of *was* and *were*, and sentence rhythm. Then the grammar, pronunciation, and vocabulary are brought together when Sts ask and answer questions about where they were at various times the previous day. Finally, Sts watch a video about a building with an interesting history.

Video material

Vocabulary – *in, on, at*

Listening – *A building with a past*

More materials

For teachers

Photocopiables

Grammar simple past: *be p.162*
Communicative Where were you yesterday? *p.202* (instructions *p.174)*

For students

Workbook 10B

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask *What day is it today?* Elicit the full date and write it on the board, e.g., *Tuesday*
March 5th.
Then write the previous day and date on the board and ask *Is this today?* and elicit / teach *yesterday*, and write it on the board.
Then under *yesterday*, write *10 a.m.*, *3 p.m.*, and *7 p.m.*, and elicit *yesterday morning*, *yesterday afternoon*, and *yesterday evening*.
Finally, write *10 p.m.* Sts will probably say *yesterday night*. Tell them that with *night*, we say *last night* NOT ~~*yesterday night*~~.

1 GRAMMAR simple past: *be*

a Books open. Focus on the instructions and make sure Sts understand the meaning of *robbery*, *bank*, and *a suspect*. Model and drill pronunciation.

Do the question as a whole-class activity.

ANSWERS
1 Jason **2** a detective

b 10.10 Focus on the instructions and tell Sts that they are going to listen to the interview between the detective and Jason Brown. If you didn't do the **Optional lead-in**, explain to Sts that we say *yesterday morning / afternoon / evening*, but *last night*.

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

10.10
See interview in Student Book on *p.62* and answer key

Now play it again, pausing after each sentence to give Sts time to fill in the blanks. This is the first time Sts have seen *was* and *were*, but they should be able to guess the meaning from context.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

ANSWERS
1 seven **2** home **3** home **4** wife **5** restaurant **6** alone **7** friend

c Focus on the headings of the chart and the two columns. Then give Sts time to complete the chart.

Check answers.

ANSWERS
1 was **2** weren't **3** Were **4** wasn't

d Tell Sts to go to **Grammar Bank 10B** on *p.110*.

Grammar notes

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 simple past is used to talk about finished time, especially with past time expressions, e.g., *last night* and *last week*. It is used to refer to both the near and distant past.

! 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 example sentences and play audio **10.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Past time expressions** box and go through it with the class.

Now focus on the exercises for **10B** on *p.111* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** Were you **2** Jake wasn't **3** We were **4** Were they **5** You weren't **6** I was **7** Was your sister **8** It was **9** I wasn't **10** Sarah and Emma were

b 1 was, weren't, were, wasn't
2 Was, wasn't, was
3 Were, weren't, were
4 Was, wasn't, was

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar** photocopiable activity.

e **10.12** Focus on the instructions and the example.

Play the first sentence, pausing after the prompt (*She's a teacher.*) for Sts to say the past form in chorus. Now continue playing the audio for Sts to hear the answer.

Play the rest of the audio, pausing after each prompt for Sts to make the sentence in the past.

10.12
1 She's a teacher. (*ping*) She was a teacher.
2 Is he an actor? (*ping*) Was he an actor?
3 We aren't very happy. (*ping*) We weren't very happy.
4 It isn't expensive. (*ping*) It wasn't expensive.
5 They're terrible. (*ping*) They were terrible.
6 Are you a student? (*ping*) Were you a student?
7 I'm not tired. (*ping*) I wasn't tired.
8 You're in my class. (*ping*) You were in my class.

Then repeat the activity, eliciting responses from individual Sts.

2 LISTENING

a **10.13** Focus on the instructions. Then give Sts time to read the information about Walter.

Play the audio for Sts to listen and fill in the blanks.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

ANSWERS
1 taxi driver 2 14 3 at school 4 taxi 5 Pasta Place
6 Street 7 wife 8 Jason's wife

10.13
(script in Student Book on *p.90*)

D = detective, W = Walter
D Interview with Walter Miller at eight p.m. on Tuesday, November fourteenth. Are you Walter Miller?
W Yes, I am.
D What do you do, Walter?
W I'm a taxi driver.
D And where do you live?
W At fourteen Market Street.
D Do you know the suspect, Jason Brown?
W Yes, I know him. He's my friend. We were at school together.
D Where were you yesterday afternoon at five o'clock?
W Yesterday at five o'clock…I was in my taxi. I was in my taxi all afternoon.
D And at seven o'clock? Where were you then?
W I was in a restaurant. Pasta Place.
D Where is it exactly?
W On South Street. Near the train station.
D Were you alone?
W No, I was with Jason.
D Were you only with Jason?
W Uh, no. My wife was there. And Jason's wife.
D Jason's wife? She was with you?
W Uh, yes.
D Are you sure?
W Yes…no…I can't remember.
D You can't remember who you were with yesterday? Very interesting…

b Focus on the instructions and play the audio again. Ask the question to the class.

ANSWER
Because, first, Walter says Jason's wife was at the restaurant, but then he can't remember if she was there or not.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.90*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 VOCABULARY *in, on, at*

Vocabulary notes

Explain that the best way to learn prepositions is by remembering them in phrases, e.g., *at home*, *in the office*. However, the following are some simple guidelines Sts can use.

- Use *at* for set phrases, e.g., *home*, *school*, *work*, *college*.
- Use *in* for towns, countries, rooms, buildings, and *bed*.
- Use *on* for transportation with *bus*, *train*, *plane*, and *ship*, but use *in* with *cars*.

! With many buildings, e.g., *restaurant*, *movie theater*, we can also use *at* to say where you were.

a **10.14** Focus on the instructions and make sure Sts know the meaning of *prison*. Explain that Sts are going to hear sound effects on the audio that will tell them where Jason's wife was yesterday.

Play the audio, and then give Sts time to complete the sentences.

Check answers.

ANSWERS
plane, hotel, Cancún

10.14
(sound effects)

b Write *in*, *on*, and *at* on the board. Highlight that we often use these prepositions with places.

Focus on the chart. Explain that all of the words in each column use the same preposition.

Get Sts to fill in the blanks at the top of the chart with *in*, *on*, or *at*. They should be able to do this, as they have seen examples of these prepositions earlier in the Student Book.

c **10.15** Play the audio for Sts to check answers and repeat the sentences.

ANSWERS
1 at 2 in 3 on

10.15
Where were you yesterday at seven p.m.?
1 I was at home.
I was at work.
I was at school.
I was at college.

MELAL LANGUAGE INSTITUTE

2 I was in bed.
I was in New York.
I was in my car.
I was in the kitchen.
I was in the park.
I was in a meeting.
I was in a taxi.
I was in a restaurant.
I was in a museum.
I was in a shopping mall.
I was in a hotel.
3 I was on a bus.
I was on a train.
I was on a plane.
I was on the beach.
I was on the street.

d This video shows photos that a young woman, Maisie, took yesterday to document her day.

Focus on the instructions and the photo of the girl. Explain that the girl is Maisie, and that yesterday she took a photo of every place she was in. Play the video, and pause when the first screen appears with a small circle, e.g., 00:10, and ask *Where was she?* and elicit *She was on a bus*. Continue with the next image, pausing to see if Sts can guess from the first time they see the screen where she was, and eliciting sentences from individual Sts. Encourage them to get the sentence rhythm right, and to use the right preposition. Pause at 01:51 when the completed grid appears.

ANSWERS
1 on a bus
2 on the street
3 at college / at school
4 in a restaurant / in a café
5 in a park
6 in a shopping mall
7 on a train
8 in her bedroom
9 in bed

e Put Sts in pairs and get them to use the grid to practice asking and answering *Where was she?*

4 PRONUNCIATION & SPEAKING *was* and *were*, sentence rhythm

Pronunciation notes

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 /wʌz/ and /wər/.

Was tends to have a weak pronunciation in + sentences and is pronounced /wəz/, e.g., *He was a teacher* /wəz/. In American English the strong pronunciation of *were* is generally used in + sentences, but in other kinds of English – for example, British English – *were* tends to have a weak pronunciation, e.g., *They were servers* /wə/.

It is useful for Sts at this level to be aware of these differences, as it will help them understand spoken English.

a **10.16** Focus on the conversation and play the audio once the whole way through for Sts just to listen.

You could point out that *was* is not usually stressed in the affirmative.

10.16
See conversation in Student Book on *p.63*

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 practice the conversation.

b Focus on the questions and elicit the first one (*Where were you yesterday at 7:00 in the morning?*).

Demonstrate the activity by getting Sts to ask you the first two questions.

In pairs, Sts ask and answer the questions. Monitor and help, making note of any problems.

Get feedback by asking individual Sts to tell the class a sentence about their partner, e.g., *Maria was in the kitchen yesterday at 7:00 in the morning*. You could also find out if any Sts were in the same place at the same time.

EXTRA SUPPORT Give Sts time, in pairs, to practice making the questions first.

5 LISTENING

a This video documentary is about the famous Pierre Hotel in New York City.

Focus on the task and go through the **Glossary** with the class. Model and drill pronunciation of the words.

Play the video once the whole way through for Sts to watch and answer the questions.

Check answers.

ANSWERS
The building is a hotel.
It's in New York City.
It is famous for a robbery.

This is the Pierre Hotel in New York City. It's a beautiful hotel on Fifth Avenue, in the center of the city. It has fantastic views of Central Park. It's a luxury hotel and is famous for many reasons.
First, it often appears in TV shows. For example, *CSI: NY, The Sopranos, and Mad Men*. It appears in movies too, like *Scent of a Woman*.
Second, the hotel was home to many famous guests, like movie star Elizabeth Taylor, clothes designer Yves Saint Laurent, and businessperson John Paul Getty.
But the hotel is also famous because there was a big robbery. On January 2, 1972, the hotel's guests were asleep after celebrating New Year's Eve. Normally, the hotel puts the guests' expensive jewelry in the vault. But that night, it was in safe deposit boxes near reception – an easy place to steal from. That's why Samuel Nalo and Robert Comfort, the two famous robbers, were able to enter the hotel at 3:50 a.m. and take three million dollars in jewelry and cash in just two and a half hours! The hotel staff and some hotel guests were in handcuffs during the robbery, but luckily no one was hurt. The *Guinness Book of World Records* lists this robbery as the most successful hotel robbery in history!
Today, the Pierre Hotel has a beautiful reception area and three very nice restaurants. There are 189 bedrooms and they're all very comfortable. They have great views of New York City's famous skyline. This room has a large bed, a chair, a table, a television, and two lamps. It has a lovely marble bathroom, too.
But the Pierre is more than just a beautiful hotel, it's a part of New York City's history.

b Focus on the task and give Sts time to read sentences 1–8 and the word list.

Play the video again. Then give Sts time, either individually or in pairs, to complete the sentences.

EXTRA CHALLENGE Get Sts, individually or in pairs, to complete as many of the sentences as they can before watching the video again to check.

Check answers.

ANSWERS
1 center **2** Park **3** shows **4** movie **5** robbery
6 hotel **7** restaurants **8** rooms

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

c Do this as a whole-class activity.

EXTRA IDEA Ask Sts if there are any buildings in their town or city that have an interesting past. If you know of any buildings with an interesting past in the town or city where you are teaching, you could tell the class.

MELAL LANGUAGE INSTITUTE

9&10 Review and Check

For instructions on how to use these pages, see *p.42*.

Video material

Can you understand these people? 9&10

More materials

For teachers

Oxford English Hub
Quick Test 10
File 10 Test

GRAMMAR

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

VOCABULARY

ANSWERS
a 1 waiting **2** calling **3** carrying **4** arriving **5** wearing
b 1 a dress **2** a jacket **3** a shirt **4** a skirt **5** a suit
6 pants **7** a hat
c 1 reception **2** elevator **3** gift shop **4** bathroom
5 parking lot
d 1 under **2** on **3** on **4** under **5** in
e 1 in **2** on **3** at

f **10.17** For instructions on how to use this section, see *p.42*.

10.17
See words and phrases in Student Book on *p.132*

PRONUNCIATION

ANSWERS
a 1 /ər/ bird **2** /ɛ/ egg **3** /ɛr/ chair **4** /ɪr/ ear **5** /eɪ/ train
c 1 travel **2** arrive **3** restaurant **4** closet **5** reception

CAN YOU understand this text?

ANSWERS
a F 1 **C** 2 **D** 3 **A** 4 **E** 5 **B** 6
b 1 There's a balcony
2 feeling a little nervous
3 We're having an amazing dinner in a restaurant
4 We're now lying on our bed

CAN YOU understand these people?

ANSWERS
1 a **2** c **3** c **4** b **5** b

1 Daniel

I = interviewer, D = Daniel
I What are you doing in New York today?
D Today, in New York, I am just sightseeing with my friend.

2 Julie

I = interviewer, J = Julie
J What clothes do you usually wear for work?
J For work, I usually wear a skirt and a top.

3 Jayna

I = interviewer, J = Jayna
I Would you like to live in England?
J Yes.
I Why?
J The history of the place, and just, um, it really is a beautiful country.

4 Rytis

I = interviewer, R = Rytis
I Are you staying in a hotel?
R Yes, I actually am. I am quite disappointed with my hotel stay so far.

5 Spencer

I = interviewer, S = Spencer
I Where were you at ten o'clock last night?
S At ten o'clock last night, I was in my hotel room.

11A A new life in the US

G simple past: regular verbs
V regular verbs
P regular simple past endings

Lesson plan

The context of this lesson is a family who moves from London in the UK to North Carolina in the US for a year.

The grammar is presented in a short reading text and listening about their move. Sts then focus closely on the different pronunciations of the regular simple past *-ed* ending. They practice the grammar and pronunciation in a speaking activity. The lesson finishes with a reading and a listening about the family's year in the US, and Sts talk about people they know who have lived or studied abroad.

More materials

For teachers

Photocopiables

Grammar simple past: regular verbs *p.163*
Communicative Find someone who… *p.203* (*instructions p.174*)

For students

Workbook 11A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following flow chart on the board:

Would you like to live abroad for a year?

Yes → *Where? Why?*
No → *Why not?*

Elicit the meaning of *abroad* (= in another country) and its pronunciation /əˈbrɔd/.
Then put Sts in pairs and get them to ask each other the questions.
Get some feedback and find out which countries Sts would like to go to.

1 GRAMMAR simple past: regular verbs

a 11.1 Books open. Focus on the instructions and go through sentences 1–3. Make sure the two options are clear in each case.

Focus on the text and, if you didn't do the **Optional lead-in**, elicit / explain the meaning of *abroad*. Model and drill its pronunciation.

Play the audio once the whole way through for Sts to read and listen at the same time. If Sts ask about the *-ed* ending on the verbs, e.g., *want**ed***, *ask**ed***, ask them if they think this is the present or the past (*the past*).

11.1
See text in Student Book on *p.66*

Now give Sts time to choose *a* or *b* in 1–3.

Check answers.

ANSWERS
1 a 2 b 3 b

Help with any vocabulary problems that came up.

b 11.2 Focus on the six photos and elicit what Sts can see.

Now focus on the sentences and establish that they are all in the simple past and that all the words with yellow highlighting are regular verbs. Help with any vocabulary problems.

Put Sts in pairs and give them time to try and match the sentences to photos A–F. Monitor and help.

Check answers.

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

11.2
See sentences in Student Book on *p.66*

c Focus on the instructions and then elicit the simple past of the first sentence (*booked*). Give Sts time to write the other simple past 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.

ANSWERS
We **booked** our flights.
We **arrived** in North Carolina.
They **didn't** want to sleep.

Get Sts to look at the verbs again and ask them what letters they add to a verb to make the affirmative [+] past form for regular verbs.

ANSWER
To make the affirmative [+] past form, add *-ed* or *-d* (if the verb ends in *e*).

Now ask them how the negative [−] form is made.

ANSWER
To make a negative [−] past form, use *didn't* + base form.

d Tell Sts to go to **Grammar Bank 11A** on *p.112*.

Grammar notes

Simple past: regular verbs

The simple past is used for completed actions and states in the past, however distant or recent. For example, we can say *I called you yesterday* and *I called you earlier today*. This may be different in your Sts' L1.

The simple past of regular verbs is very easy. There is no third person change. The basic rule is to add *-ed* to the base form.

Negative sentences use the auxiliary *did* + *not* (*didn't*) + the base form.

MELAL LANGUAGE INSTITUTE

Questions use the formula (*Wh-*) + *did* + subject + base form. In other words, they follow the same pattern as questions in the simple present.

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 affirmative 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 Chicago.*~~

The spelling rule in the **Grammar Bank** for doubling the final consonant is slightly simplified. If a verb has two or more syllables, the final consonant is only doubled if the verb is stressed on the last syllable, e.g., *control* → *controlled*. This is why *listened* and *opened* don't double the final consonant.

Focus on the example sentences and play audio **11.3** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **11A** on *p.113* and get Sts to do them individually or in pairs. If Sts do the exercises individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences. Get them to spell any verbs where the spelling in the past changes.

ANSWERS

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 Chicago.
7 We played tennis.
8 You talked a lot!
9 I relaxed on the weekend.
10 He waited for the bus.
11 They preferred the red car.
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**.

EXTRA PRACTICE OPTION Use the **11A Grammar** photocopiable activity.

e Focus on the instructions, the question prompts, and the example.

Put Sts in pairs and get them to ask and answer the questions. One student could ask the first three and the other student the next three.

Get some feedback from the class.

ANSWERS

2 Did Duke University offer Dominic a job?
No, it didn't.
3 Did they invite their friends to their house?
No, they didn't.
4 Did the children want to sleep on the plane?
No, they didn't.
5 Did Sacha play with toys on the plane?
Yes, he did.
6 Did Elena play with Sacha?
No, she didn't.

EXTRA CHALLENGE Get Sts to answer using short answers, and then, where possible, expand their answers, e.g., for 2, *No, they didn't. They offered Miriam a job.*

2 PRONUNCIATION regular simple past endings

Pronunciation notes

The regular simple past ending *-ed* can be pronounced in three different ways:

1 *-ed* is pronounced /d/ with verbs that end in a voiced* sound, e.g., *arri**ve*** → *arrived*, *lear**n*** → *learned*

2 *-ed* is pronounced /t/ with verbs that end in an unvoiced* sound: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g., *tal**k*** → *talked*, *fini**sh*** → *finished*, *wa**tch*** → *watched*

3 *-ed* is pronounced /ɪd/ after verbs ending in the sound /d/ or /t/, e.g., *wan**t*** → *wanted*, *nee**d*** → *needed*

*For an explanation of voiced and unvoiced sounds, see the **Pronunciation notes** in **3A** on *p.46*.

In practice, the difference between /d/ and /t/ is very small, and at this level, we recommend you do not spend too much time on this. However, the difference between /ɪd/ and the other two is significant (it is an extra syllable) and Sts sometimes tend to add the /ɪd/ ending to all regular verbs. Highlight this difference, emphasizing that the *e* in *-ed* is only pronounced when there is a *t* or a *d* before it, e.g., *waited*, *ended*, and make sure you always correct Sts when they add the extra syllable to verbs from groups 1 and 2.

a **11.4** Explain that there are three different ways of pronouncing *-ed*: /d/, /t/, and /ɪd/.

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

11.4
See sounds and sentences in Student Book on *p.67*

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

Now focus on the two example sentences after *dog*. Play the audio, pausing after each sentence for Sts to listen and repeat.

Now repeat the same process for *tie* /t/ and the /ɪd/ sound.

Point out that /d/ and /t/ are very similar, but /ɪd/ is very different (see **Pronunciation notes**). Remind Sts that we pronounce *-ed* as /ɪd/ when the preceding letter is a *d* or a *t*. Stress that this is the only time that *-ed* is a separate syllable.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the sentences.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth positions. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*

b Now put Sts in pairs. Tell them to cover the sentences, look at the photos, and take turns saying the sentences to tell Dominic's story.

EXTRA SUPPORT Do this as a whole-class activity. Get Sts to cover the sentences, and then ask a volunteer *What happened in this photo?* If the student makes a mistake, encourage the class to help. Continue with the other photos until Sts have retold the whole story.

3 SPEAKING

a Focus on the instructions and make sure Sts know the meaning of *last night* and *last weekend*. Give Sts time to read the phrases and then help with any new vocabulary. Focus on the examples and point out the extra information given in the first example.

Demonstrate the activity by saying a few true affirmative and negative sentences about yourself using the phrases, e.g., *I didn't listen to the radio this morning in my car. I walked to work this morning. I didn't arrive late. I arrived 30 minutes early*.

Put Sts in pairs, **A** and **B**, and get them to think of true sentences about themselves with the phrases. Remind them to add extra information where possible.

Monitor and check that Sts **A** are now saying both affirmative and negative sentences. Remind Sts **B** to mark the phrases with a check or a cross, depending on whether their partner did the activity – explain that they will be using this information in the next activity. Also make sure that Sts **A** are saying the sentences and not writing them.

b Sts now change roles, and Sts **B** tell their partner their affirmative and negative sentences. Sts **A** mark the phrases with a check or a cross.

c Focus on the instructions and examples. Get Sts to change partners. Explain that they are now going to ask questions about the previous partners using the phrases in the chart and giving short answers.

Tell Sts that they must first tell their new partner who they worked with in **a** and **b**.

Get Sts to ask and answer the questions with their new partner. Monitor and check that Sts are using the base form of the main verb in the question.

4 READING & LISTENING

! If you do **4 Reading & Listening** in a later class than when you did **1 Grammar**, you may want to review the first part of Dominic's story before you start. Elicit the six sentences that are in **1b**, encouraging Sts to pronounce the *-ed* endings correctly.

a **11.5** Sts are now going to read part of the blog Dominic wrote when he and his family returned to the UK. Focus on the task and make sure Sts know what *a blog* is. Tell them not to worry about the blank in the title.

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

Give Sts time to read the blog again if necessary and answer the two questions. Remind them that when they read, they should try to focus on the words they know, and try to guess the meaning of new words.

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

ANSWERS
They liked their house and Sacha liked his school.
They missed their friends and family; they didn't like the food; they needed to rent a car.

11.5
See blog in Student Book on *p.67*

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

b **11.6** Tell Sts they are going to listen to the rest of the blog and must fill in the blank in the title of the blog in **a** with either *the UK* or *the US*. You could get Sts to guess and, with of show of hands, find out what they think.

Play the audio once the whole way through and then check the answer.

ANSWER
the US

11.6
(script in Student Book on *p.90*)
Miriam really liked her job – it was very interesting. I worked from home, so I was with the children a lot and I loved it. In general, life was good. It was cheap – cheaper than in the UK. We joined a sports club, where the children learned to swim, and I played a lot of tennis, one of my favorite sports.
The people in Durham were very friendly. They often invited us to their homes. It was easy to meet people at the sports club, or at the university where Miriam worked. And there were so many new places to see! On weekends, we visited some of the beautiful national parks. They were very different from English parks! In one park, there was a sign saying, "Don't disturb the snakes" – Sacha loved it!
I also remember a trip to a country music festival at a blueberry farm. It was fantastic. First, we listened to the music, and then we picked a lot of blueberries – they're Elena's favorite fruit. But after that trip, she didn't want to eat a blueberry for at least two weeks!
We stayed in Durham for a year. After that, we returned to England because my wife's job finished. But we loved our life in the US, and we're thinking of going back there in maybe two or three years.

c Give Sts time to read sentences 1–9, and make sure they understand them, e.g., the verb *return*.

Now play the audio once the whole way through for Sts to correct the information.

Play again if necessary.

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

ANSWERS
1 Miriam **was** very happy at work.
2 Dominic worked **from home**.
3 Life in the US **wasn't** very expensive.
4 The children learned to **swim**.
5 The people in Durham **were** very friendly.
6 The national parks were **very different** from English parks.
7 At the blueberry farm, they listened to **country** music.
8 They stayed in Durham for **one year**.
9 They returned to England because **Miriam finished her job**.

MELAL LANGUAGE INSTITUTE

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.90*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as a whole-class activity.

If your Sts are in high school or college, you could ask them if they would like to study in another country.

11B How was your day?

G simple past irregular verbs: *get*, *go*, *have*, *do*
V verb phrases with *get*, *go*, *have*, *do*
P sentence rhythm

Lesson plan

This lesson introduces the simple past of the four most common irregular verbs in English: *get*, *go*, *have*, and *do*. The lesson begins by reviewing verb phrases with the four verbs. Sts then listen to a conversation between a father who arrives back early from a work trip and his teenage daughter, who he is surprised to find at home. The grammar is presented using extracts from the conversation. In Pronunciation & Speaking, Sts focus on sentence rhythm in questions and answers in the past, and then interview each other about what they did yesterday. Sts then read an article about a movie, *Life in a Day*, that was made using videos showing life around the world on one particular day, and is available on YouTube. Finally, Sts write a blog post about what they did yesterday, using *then, after that, and after*.

More materials

For teachers

Photocopiables

Grammar simple past irregular verbs: *get*, *go*, *have*, *do* *p.164*
Communicative Life in a day *p.204* (instructions *p.175*)

For students

Workbook 11B

OPTIONAL LEAD-IN (BOOKS CLOSED) Test Sts on the verb phrases they know using *have* and *go* from the **6B Vocabulary Bank A typical day** on *p.125*, like this:

T *breakfast* **Sts** *have breakfast*
T *work* **Sts** *go to work*

Other phrases are: *a coffee, lunch, home, shopping, to the gym, dinner, to bed.*

1 VOCABULARY verb phrases with *get*, *go*, *have*, *do*

a Books open. Focus on the instructions and the mind maps. Point out the examples.

Now give Sts time to complete the rest of the verb phrases.

Get Sts to compare with a partner.

b 11.7 Play the audio for Sts to listen and check.

Check answers by asking individual Sts to read the whole phrase.

11.7
1 get a flight, get a taxi, get up early
2 go to bed, go home, go out, go to school
3 have breakfast, have a coffee, have dinner, have lunch, have a nice day, have a soda
4 do homework, do housework, do yoga

EXTRA SUPPORT
- You could play the audio again for Sts to listen and repeat.
- Tell Sts to cover the verbs and get them to test themselves on the verbs.

c Put Sts in pairs, **A** and **B**. Sts **A** (book open) test Sts **B** (book closed). Tell Sts **A** to read a word or phrase from the list in **a** and Sts **B** must say the verb phrase.

Make sure Sts then change roles.

2 LISTENING

a 11.8 Focus on the task. Highlight that Ben is a businessman and that Linda is his daughter. Ask *Where was Ben?* (*in Washington, DC*), *Where's he now?* (*at home*).

Focus on the list of places and check that Sts can remember what they mean.

Focus on the instructions and get Sts to cover the conversation.

Play the audio once the whole way through for Sts to listen and check the places where Linda says she was during the day. Play the audio again as necessary.

Get Sts to compare with a partner, and then check answers. Ask *Was Linda at school?* (No, she wasn't.), *Was she at home?* (Yes, she was.), etc.

ANSWERS
Sts should check: at home, in a museum, in a café

11.8
See conversation in Student Book on *p.68* and answer key for **b**

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 fill in the blanks. Give them time to see if they can remember any of the missing words.

Play the audio again for Sts to listen and fill in the blanks. 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.

ANSWERS
1 home 2 flight 3 classes 4 American 5 lunch 6 free 7 homework 8 week 9 mother 10 shopping

Go through the conversation with Sts and elicit / explain any new words or phrases. Also explain / elicit that:

- *got* is the past of *get*
- *went* is the past of *go*
- *had* is the past of *have*
- *did* is the past of *do*, and *do* is used both as a main verb and as an auxiliary.

c 11.9 Focus on the instructions and the question. Make sure Sts understand the word *noise*.

Elicit some ideas from Sts, but don't tell them if they are correct or not.

MELAL LANGUAGE INSTITUTE

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.

ANSWERS
The noise is a boy (Dylan) in Linda's room.

11.9
(script in Student Book on *p.91*)

B = Ben, L = Linda, D = Dylan
B And who are you?
L Um, Dad, this is Dylan.
B What are you doing here, Dylan?
D Well, uh…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 simple past irregular verbs: *get*, *go*, *have*, *do*

a Focus on the chart. Highlight that the phrases in the left-hand column are in the simple present and the sentences in the right-hand column are in the simple past.

Focus on the conversation in **2b** and elicit the word missing from the first sentence in the chart (*got*). Give Sts time to complete all the sentences in the chart. Get Sts to compare with a partner.

b **11.10** Play the audio for Sts to listen and check. Check answers.

11.10
I **got** an early flight.
We **went** to the American Museum of Natural History.
We **had** lunch in the café.
I **did** my homework.

Now play the audio again for Sts to listen and repeat. Highlight that all four verbs are irregular in the past tense (i.e., you don't add *-ed* – the verbs change their form).

Highlight too that here *did* is a main verb, but remind Sts that *did* is also used as an auxiliary verb to make questions in the simple past, e.g., *Did you go to school?*

c Tell Sts to go to **Grammar Bank 11B** on *p.112*.

Grammar notes

A number of common verbs are irregular in the simple past. 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 affirmative sentences. In negative sentences, *didn't* is used with the base form (not the past), and questions are formed using *did* + base form.

Some typical mistakes include: ~~*Did you went to the movies?*~~ ~~*I didn't had breakfast.*~~

As with regular verbs, all forms are the same for all persons.

Focus on the example sentences and play audio **11.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the ***did / didn't*** box and go through it with the class.

Now focus on the exercises for **11B** on *p.113* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** I had eggs for breakfast
2 Did she go to Spanish classes
3 We didn't have lunch at home
4 Mike didn't go to work by car
5 They went to school by bus
6 What time did you get up
7 Did you do yoga
8 You didn't do the housework
9 I didn't get up early
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 PRACTICE OPTION Use the **11B Grammar** photocopiable activity.

EXTRA IDEA Get Sts to practice the conversation in **2b** on *p.68*, with one student taking the part of Ben (the father) and the other student the part of Linda, and then changing roles. You could rehearse the conversation before you start, with Sts repeating the conversation after you or the audio.

4 PRONUNCIATION & SPEAKING sentence rhythm

Pronunciation notes

Remind Sts that in English the words that carry the important information are said more strongly than others, e.g., in *What did you do last night?*, *What*, *do*, and *last night* are stressed more strongly than *did* and *you*.

For more information on sentence rhythm, see the **Pronunciation notes** in **3B**.

a **11.12** Focus on the instructions and the four questions and answers.

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

11.12
See questions and answers in Student Book on *p.69*

Now play the audio again for Sts to listen and repeat the questions and answers, copying the rhythm. Encourage them to pronounce the **bold** words more strongly than the other words.

EXTRA SUPPORT Put Sts in pairs, **A** and **B**, and get them to practice the questions and answers. Make sure they change roles.

b Tell Sts to go to **Communication Your day** on *p.81*.

Focus on the instructions in **a** and the example. Explain that Sts have to use the prompts to make questions in the past. Point out that there are both *Wh-* and *yes / no* questions, e.g., *What time did you get up yesterday?* and *Did you take a shower?*

Elicit three or four example questions from the class.

Check that Sts understand what information the questions are asking for. Model and drill the pronunciation of some or all of the questions, encouraging Sts to use good rhythm by stressing the important words in the sentence, as in the previous pronunciation exercise.

EXTRA SUPPORT Elicit all the questions in the past before Sts interview each other. You could get them to interview you first.

Put Sts in pairs and get them to take turns interviewing each other. They write their partner's answers in the *Your partner* column.

Monitor and check that Sts are using correct question format. Make notes of any problems to focus on later.

Then focus on **b**. Put Sts in new pairs and get them to tell their new partner three things about their first partner.

Tell Sts to go back to the main lesson **11B**.

5 READING

a Focus on the instructions. Read the introduction to the article with the class (up to *July 24th*). Elicit / Explain any new vocabulary, e.g., *life* (and the irregular plural *lives*), *to film*.

Ask the question to the class.

ANSWER
They filmed their lives.

b **11.13** Focus on the instructions, making sure Sts know the meaning of *caption*. Give Sts time to look at the photos. Remind Sts that when they read, they should try to focus on the words they know and guess the meaning of new words.

Play the audio for Sts to read and listen at the same time.

11.13
See article in Student Book on *p.69*

Give Sts time to read the article again if necessary and complete the captions.

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

ANSWERS
1 shaved
2 cleaned shoes
3 arrived, Kathmandu
4 did, skydive
5 got married

c Focus on the instructions and two questions. Remind Sts that *normal* refers to things people usually or often do and explain 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.

POSSIBLE ANSWERS
1 a baby opened his eyes and looked at his mother
people got up, washed, and had breakfast
a lot of people didn't go to work
they relaxed, went to the park, or went shopping
other people worked hard, cooked, and cleaned
some children played
others worked
one small boy cleaned shoes on the street
one woman went to the hospital
another woman waited to talk to her husband
2 a boy shaved for the first time
a small boy kissed his mother on her birthday
a man arrived in Kathmandu
a woman did a skydive
an unemployed man got his first job
a boy went home to see his father for the first time in three years
another man asked his girlfriend to marry him
a man and a woman got married and had an incredible party

Help with any other new vocabulary, e.g., *thousands*, *incredible*, etc. Model and drill the pronunciation of any tricky words.

d Focus on the instructions and get Sts to cover the article. You could get Sts to do this in pairs, or you could call out each verb and get the class to tell you the simple past.

If Sts worked in pairs, check answers.

ANSWERS
did, got up, went, had, opened, washed, worked

e Focus on the instructions and give Sts time to fill in each blank with a verb from **d**.

Get Sts to compare with a partner, and then check answers. Finally, tell Sts that the movie is available on YouTube if they want to watch it.

ANSWERS
1 got up 2 opened 3 did 4 worked 5 went, had
6 washed

EXTRA SUPPORT Write the past tense of the verbs in **d** on the board to help Sts.

6 WRITING a blog post

Tell Sts to go to **Writing Bank A blog post** on *p.87*.

a Focus on the instructions and read the title and the first sentence of the blog. Remind Sts of the meaning of *colleague*. Model and drill pronunciation.

Give Sts time to read the blog post and complete the task. Point out that the first one (*I got up at 6:30…*) has been done for them.

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

ANSWERS
2 Then I 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…

MELAL LANGUAGE INSTITUTE

6 I went home at 5:30. I had a pizza for dinner…
7 I went to bed early, at 9:30. I was really tired, but…

b 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 blank. Suggest words like *normal*, *unusual*, *interesting*, *big*.

Tell Sts to use this sentence to begin their blog and make it true for their day. Then they should explain what they did, using time-order words to put the events in order. Make sure Sts understand that they don't have to say everything they did, just the most interesting or important events in their day.

Get Sts to work individually to write their blog posts. Monitor and help as needed. If there's not enough time, you could assign this for homework.

Check that Sts are using *Then*, *After that*, etc. and telling events in the order they happened.

EXTRA IDEA If you have corrected their blogs, you could get Sts to "post" them by putting them on the wall in the classroom. Then get Sts to walk around the room and read each other's blogs.

PRACTICAL ENGLISH 6

Is there a bank near here?

Practical English asking for and giving directions
Vocabulary prepositions of place
Pronunciation sentence rhythm and polite intonation

Lesson plan

In this final Practical English lesson, Sts learn how to understand and give simple directions on the street. They begin by learning six new prepositions of place and some very basic language for directions, which is practiced through a role-play. The focus is more on asking for and understanding directions than giving directions, as the latter is very challenging for Sts at this level. Sts watch a video where Rob is asking for directions, and then a conversation he has with Jenny in which he explains where her hotel is and how to get there.

Video material

Practical English Episode 6

More materials

For teachers

Photocopiables
Communicative Where are you? *p.205* (instructions *p.175*)

Oxford English Hub
Quick Test 11
File 11 Test

For students

Workbook Practical English 6

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.70*.

1 VOCABULARY & PRONUNCIATION

prepositions of place; sentence rhythm and polite intonation

a **11.14** Books open. Focus on the prepositions of place and the phrases.

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

11.14
See words and phrases in Student Book on *p.70*

Now play it again, pausing after each item for Sts to listen and repeat. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Highlight that:

- *across from* means face-to-face, and is used mainly for people or buildings.
- some prepositions of place are one word, e.g., *near*, *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 Main Street*.

EXTRA IDEA You could give more practice with *next to*, *across from*, and *between* by asking questions about things or people in the classroom, e.g., *Who's sitting next to Silvio? What's between my desk and the window?*

b **11.15** 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 bookstore*, for Sts to say the place (*the supermarket*).

Play the audio. Pause after the man asks for the place he is looking for, and elicit what it is (*a coffee shop*). Make sure Sts are clear they have to write *coffee shop* on the map in one of the labels A–D.

Now play the rest of the first conversation and elicit the answer (*The coffee shop is building D.*).

Play the rest of the audio, pausing after each conversation to give Sts time to write the name of the place in the label.

Check answers by playing the audio and pausing after each conversation.

ANSWERS
A phone store **B** Chinese restaurant **C** park **D** coffee shop

11.15
(script in Student Book on *p.91*)

1 **A** Excuse me?
B Yes?
A Is there a coffee shop near here?
B Yes, there's one on South Street. It's next to the movie theater, on the right.
A Thanks.
2 **A** Excuse me. Is there a Chinese restaurant near here?
B Yes, there's one on King Street, between the bank and the gym.
A Thank you.
3 **A** Excuse me. Is there a phone store near here?
B Yes, there's one on North Street, next to the hotel, on the left.
A Thanks.
4 **A** Excuse me. Where's the park?
B It's on Boston Road, across from the gym.
A Oh, great. Thank you.

Pronunciation notes

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 practice polite intonation by copying the audio.

c **11.16** Focus on the instructions and the map again. Model and drill the street names.

MELAL LANGUAGE INSTITUTE

Now focus on the conversation and remind Sts that the words in **bold** are pronounced more strongly. Also highlight that the speakers use polite intonation with a wide voice range. Play the audio once the whole way through for Sts to listen to the rhythm and intonation.

11.16
See conversation in Student Book on *p.70*

Highlight the use of *Excuse me* /ɪks'kyuz mi/ in the conversation as a polite way of attracting a stranger's attention (we don't use *Please!* or *Sorry!*). Also point out that polite intonation in English tends to be higher than normal intonation.

Now play the audio again, pausing after each line for Sts to listen and repeat, encouraging them to copy the rhythm and intonation on the audio.

d Go through the instructions and focus on the example in the speech bubbles.

Model and drill the question *Is there a bank near here?* Then say other places on the map for Sts to substitute, e.g., **T** *gym*; **Sts** *Is there a gym near here?*

Demonstrate the activity by asking one student about a place and eliciting an answer, e.g., *Excuse me. Is there a bank near here?* (*Yes, there's one on 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 **11.17** Focus on the pictures and directions, and give Sts time to match them.

Then play the audio once for Sts to listen and check. Check answers.

11.17
1 C Go straight ahead.
2 A Turn right.
3 B Turn left.

Now play the audio again for Sts to listen and repeat. Give further practice as necessary, modeling 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 ahead, turn right*, and *turn left*.

b In this video Rob asks for directions to the nearest cash machine.

Focus on the instructions and the question. Elicit / Explain the meaning of *cash machine*. Focus on the **American and British English** box and got through it with Sts. Make sure students understand that *cash machine* is *ATM* in American English.

Tell Sts to cover the conversation and look at the map. Make sure Sts know where Rob is standing, and play the video, *Asking for and giving directions* **Part 1**, twice for them to follow the directions to the cash machine.

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

ANSWER
Bank B

See conversation in Student Book on *p.71*

Now tell Sts to uncover the conversation and go through it line by line. You could play the video again for Sts to read and listen at the same time. Highlight:

- the difference between *Turn left* and *It's on the left*.
- responding to *Thanks very much* / *Thanks* with *You're welcome*.

c Play the conversation in **b** again, pausing after each sentence for Sts to listen and repeat.

Now put Sts in pairs and get them to practice the conversation.

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

d Now Sts watch where Rob goes to identify which bank he finally goes to.

Focus on the instruction and question. Remind Sts that Rob is now standing outside Bank B.

Play the video, *Asking for and giving directions* **Part 2**, once the whole way through for Sts to watch and listen and answer the question. Play again as necessary.

Check the answer.

ANSWER
Bank C

R = Rob, M = man
R Ah… I don't believe it. Excuse me, this cash machine isn't working. Is there another one near here?
M Yeah, there's one in HSBC. Go straight on, turn right, go straight on for a bit, and it's on the left.
R Thanks.

e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Excuse me. Can you help me?, **A** on *p.80* and **B** on *p.85*.

Focus on the instructions and give Sts time to read their roles and look at their maps. Explain that they each have to ask for directions to three places and then label the buildings.

Tell Sts **A** to start by asking Sts **B** for directions to the bus station. You could point out to Sts **A** that they can't see a bus station on their map and to Sts **B** that they can see one. Monitor and make a note of any problems Sts are having.

Tell Sts to change roles when Sts **A** have written their first label. Now Sts **B** ask Sts **A** for directions to the college. Monitor and help, making a note of any general problems Sts are having, and help with these at the end. When they have finished asking for their places, get Sts to compare maps to check their labels.

Tell Sts to go back to the main lesson **Practical English 6**.

EXTRA PRACTICE OPTION Use the **Practical English 6 Communicative** photocopiable activity.

3 WHERE'S JENNY'S HOTEL?

a In this last video scene Rob explains to Jenny which hotel she is booked into for a trip to London, and how to get there.

Focus on the instructions and question.

Play the video, *Where's Jenny's hotel?*, once the whole way through for Sts to watch and answer the question.

Check the answer.

ANSWER
To check she got his email about the hotel

J = Jenny, R = Rob
J Hello?
R Hi, Jennifer?
J Yes.
R This is Rob Walker from *London24seven*. I'm phoning to check you got the email I sent you.
J Uh…what was it about?
R It was the information about your hotel for next week.
J Just a second. Yes, here it is. Hotel Indigo, London Street. Where is it exactly?
R It's very near Paddington Station. You can get the Heathrow Express train from the airport to the station. It only takes about fifteen minutes.
J Great. Can I walk to the hotel from the station?
R Yes, it's very near. Can you see it on the map?
J Ah…yes, I have it now.
R Turn left when you leave the station. Then go straight on for a bit, and turn right into London Street. The hotel's opposite Norfolk Square.
J Great.
R I can come to the hotel in the morning on your first day. We can walk to the office together.
J OK. See you then.
R Bye.
J Bye.

b Focus on the instructions and Jenny's notes about her hotel. Give Sts time to read them. Point out that the first one (*Indigo*) has been done for them.

Play the video again for Sts to watch and listen and complete the task. Play again as necessary.

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

ANSWERS
2 London **3** Station **4** airport **5** 15 **6** left
7 straight on / ahead **8** right into / on
9 opposite / across from

c Do this as a whole-class activity. Elicit the answer.

ANSWER
They agree to meet at the hotel and walk to the office together.

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

4 USEFUL PHRASES

Focus on the phrases and make sure Sts understand what each one means.

Play the video once the whole way through for Sts just to watch and listen.

See Useful phrases in Student Book on *p.71*

Now play the video again for Sts to repeat the phrases.

Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the video, 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.

12A Strangers on a train

G simple past: regular and irregular verbs
V regular and irregular verbs
P irregular verbs

Lesson plan

In this lesson, Sts review the simple past (regular and irregular verbs) and learn some more irregular verbs in the context of a short story with a surprise ending about two strangers who meet on a train. In Vocabulary & Pronunciation, Sts learn some new high-frequency irregular verbs. Then Sts read and listen to the first two parts of the story. In Grammar, they review the simple past of regular and irregular verbs, including the past of the verb *be*, and retell Parts 1 and 2 of the story. Then Sts watch a video of Parts 3, 4, and 5 of the story.

Video material

Listening – *Strangers on a train* (Parts 3–5)

More materials

For teachers

Photocopiables

Grammar simple past: regular and irregular verbs *p.165*
Communicative Past tense questions *p.206* (instructions *p.175*)

For students

Workbook 12A

OPTIONAL LEAD-IN (BOOKS CLOSED) This lead-in will help Sts do questions **1a**, **1b**, and **1c** of the *Verbs quiz*. Tell Sts that you're going to read out ten regular verbs, and they must write them down in the simple past. Give an example: say *arrive*, and write *arrived* on the board.
Now read out the following verbs, pausing after each one to give Sts time to write down the simple past: *ask*, *close*, *exchange*, *finish*, *look*, *move*, *open*, *start*, *stop*, *talk*, *wait*.
You could ask Sts to compare their spelling with a partner. Don't check the spelling of the verbs yet – Sts do this in **1a** and **1b** of the Verbs quiz.

1 VOCABULARY & PRONUNCIATION regular and irregular verbs

Pronunciation notes

Some verbs that are irregular in the past tense have tricky pronunciation, e.g., *buy – bought* /bɔt/, *say – said* /sɛd/ (NOT ~~/seɪd/~~), *see – saw* /sɔ/, *tell – told* /toʊld/.

As these verbs are very high frequency, it is worth spending some time on making sure Sts can pronounce the simple past forms correctly.

a Books open. Focus on the Verbs quiz and put Sts in pairs to do it. If you did the **Optional lead-in**, point out that the verbs are the same and tell Sts to check over the verbs they wrote down.

Check answers.

ANSWERS
1 a stop
b arrive, close, exchange, move
c start, wait
2 buy – bought
leave – left
say – said
see – saw
send – sent
sit – sat
tell – told
write – wrote

b **12.1** Focus on the task and make sure Sts understand that they are repeating all the verbs in the two lists in **a**, but in the past tense. Play the audio for Sts to listen and repeat.

12.1
regular verbs: arrived, asked, closed, exchanged, finished, looked, moved, opened, started, stopped, talked, waited
irregular verbs: bought, left, said, saw, sent, sat, told, wrote

Write *bought* on the board and say it /bɔt/. Ask *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 /sɛd/, NOT ~~/seɪd/~~.

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

c **12.2** Focus on the task and the examples. Tell Sts they will hear the base form and they must say the simple past. 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 simple past of the verb.

12.2
1 say (*ping*) said
2 tell (*ping*) told
3 finish (*ping*) finished
4 wait (*ping*) waited
5 buy (*ping*) bought
6 close (*ping*) closed
7 write (*ping*) wrote
8 stop (*ping*) stopped
9 leave (*ping*) left
10 send (*ping*) sent
11 arrive (*ping*) arrived
12 start (*ping*) started
13 see (*ping*) saw
14 sit (*ping*) sat
15 ask (*ping*) asked

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

2 READING & LISTENING

12.3–12.4 Pre-teach the following vocabulary to help Sts with the story. Draw a train on the board and elicit the word *train*. Now elicit / teach words connected with traveling by train, e.g., *platform*, *seat*, *station*, *ticket*. Write them on the board and drill pronunciation.

Focus on the title of the story, *Strangers on a train*, and elicit / explain that a *stranger* is a person you don't know, NOT a person from another country (which is *foreigner*).

NB The word *stranger* in English may be similar to the word for *foreigner* in your Sts' languages. Model and drill pronunciation.

12.3 Now focus on **Part 1**. Tell Sts that they are going to read and listen at the same time.

Play the audio once the whole way through for Sts to read and listen to **Part 1**.

Focus on questions 1–4 and get Sts to answer them in pairs.

Check answers.

ANSWERS
1 He saw her at the station / on the platform.
2 Chanel No. 5
3 (Classical) music
4 To have a (cup of) coffee

12.3
See Part 1 in Student Book on *p.72*

Elicit / Teach the meaning of any words in the story you think Sts may not have understood, e.g., *blond*, *move*, *full* (elicit the opposite *empty*), *nice smell*, etc.

12.4 Now focus on **Part 2**. Play the audio for Sts to read and listen at the same time.

Focus on questions 5–8 and give Sts time to answer them in pairs.

Check answers.

ANSWERS
5 She works in property/real estate (apartments/flats and houses).
6 He works for Citibank.
7 He lives in Chelsea and she lives near Chelsea.
8 Because she offered to drive him home.

12.4
See Part 2 in Student Book on *p.73*

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*. Focus on the **Glossary** and go through it with Sts.

Tell Sts they will see the rest of the story later in the lesson.

3 GRAMMAR simple past: regular and irregular verbs

a This exercise tests Sts on what they have learned about the simple past in English so far. Focus on the task and the two conversations.

Give Sts time to read the conversations and choose the correct form.

Get Sts to compare with a partner.

b **12.5** Play the audio for Sts to listen and check. Check answers. You could get pairs to read the conversations out loud.

12.5
1 A **Where did you go** on Saturday?
B **I went** shopping for clothes.
A **What did you buy?**
B **I bought** a new jacket.
A **Was** it expensive?
B No, it **wasn't**.
2 A What **did you do** last night?
B **I went** to the movies. **I saw** a new French movie.
A **Did** you **like** it?
B No, **I didn't like** it very much. It **was** very slow.

EXTRA IDEA Put Sts in pairs and get them to practice the conversations. Make sure they change roles.

c Tell Sts to go to **Grammar Bank 12A** on *p.114*. Highlight that this **Grammar Bank** is review of what they have learned about the simple past in recent Files.

Grammar notes

Remind Sts:

- that you don't use the auxiliary *did* to make questions with the verb *be* in the past tense, e.g., *Were you at home last night?* NOT ~~*Did you be at home last night?*~~
- for regular verbs, to add *-ed* or *-d* to the base form in affirmative sentences.
- that most verbs are regular (e.g., *like*, *live*), but some common verbs are irregular and change their form in the simple past (e.g., *go – went*, *have – had*).
- to use *did / didn't* + base form to make questions and negatives with all verbs except *be* (and *can*), e.g., *Did you like it? Did you go?* NOT ~~*Did you liked it?*~~ ~~*Did you went?*~~

Refer Sts to **Irregular verbs** on *p.133*, listing the regular and irregular verbs that have been taught in the Starter Student Book.

Focus on the example sentences and play audio **12.6**, **12.7**, and **12.8** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercise for **12A** on *p.115* and get Sts to do it individually or in pairs. If they do it individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS
1 rented **2** was **3** did **4** went **5** visited **6** stayed **7** had **8** were **9** arrived **10** said **11** answered **12** saw **13** looked **14** was **15** wasn't **16** did…see **17** asked **18** Did…talk **19** didn't speak **20** said **21** told **22** waited **23** went **24** was **25** had **26** did…leave **27** were **28** wanted

Tell Sts to go back to the main lesson **12A**.

EXTRA PRACTICE OPTION Use the **12A Grammar** photocopiable activity.

d Focus on the instructions. Give Sts time to look at the photos in **2** and the questions in **d**.

Put Sts in pairs and tell them to retell **Parts 1** and **2** of the story *Strangers on a train*. Monitor and help if necessary. Elicit the story from the class.

EXTRA SUPPORT Get Sts to write the answers to the questions to help them retell **Parts 1** and **2** of the story.

4 LISTENING

a Tell Sts they are going to watch **Parts 3–5** of *Strangers on a train*.

MELAL LANGUAGE INSTITUTE

Focus on questions 1–3 and give Sts time to read them.

Play **Part 3** of the video for Sts to watch.

Give Sts time to answer questions 1–3 in pairs.

Check answers.

ANSWERS

1 She had a BMW.
2 She had two tickets for a Beethoven concert at the Royal Albert Hall.
3 She wanted to meet him in the bar at 7:30.

D = David, O = Olivia

Part 3

D Olivia's car was in the station car park. Nice car. It was a big BMW. She was a very fast driver. She stopped outside my flat. We said goodbye, and exchanged phone numbers. The next morning, there was a message from Olivia.

O I really want to see you again! Friday?

D On Friday morning, Olivia phoned me. Hello.

O I have two tickets for a Beethoven concert tonight at the Royal Albert Hall! Can you get them from the box office at seven fifteen? We can meet in the bar at seven-thirty. The concert starts at eight.

Elicit / Teach the meaning of any words you think Sts may not have understood. Point out the photo of the Royal Albert Hall and tell Sts that it is a famous concert venue in London.

b Now focus on questions 1–6 and give Sts time to read them.

Play **Part 4** of the video for Sts to watch.

Give Sts time to answer the questions in pairs.

Check answers. For questions 5 and 6, elicit opinions, but don't tell Sts if they are correct or not.

ANSWERS

1 He arrived at 7:00.
2 He got a message from Olivia. He left her ticket at the box office and then went to his seat.
3 He phoned / called Olivia and sent her a message.
4 He left the concert hall and went home.

D = David, O = Olivia, W = woman

Part 4

D I arrived at the Royal Albert Hall at seven o'clock. I got the tickets, and I waited in the bar. But Olivia didn't arrive. I looked at my watch. It was seven forty-five. I looked at my phone. There was a message.

O Sorry! In a meeting. Leave my ticket at the box office.

D I left her ticket at the box office and went to my seat. The concert started, but Olivia didn't arrive. When the concert finished, I phoned her, but her phone was off.

W The number you are dialing is currently unavailable.

D I sent her a text. Where are you? I was very angry. I left the concert hall and went home. I opened the door of my flat and turned on the light…

Elicit / Teach the meaning of any words you think Sts may not have understood, e.g., the use of *get* in *got the tickets*, *angry*, *turn on*.

c Focus on the question.

Now play **Part 5** of the video for Sts to watch and find out what happened.

Get them to compare with a partner, and then play again if necessary.

Check the answer to question 6 in **b**.

ANSWERS

(He saw that) there was no TV and there weren't any pictures. His laptop wasn't in his bedroom.

Part 5

D I opened the door of my flat and turned on the light. My flat looked very different. "Oh no!" 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 Five.

Now ask *Who do you think took the things from his apartment?* (*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 get Sts to watch the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

12B Review the past

G simple past review
V review of past verb forms
P review of vowel sounds

Lesson plan

This lesson is a board game that gives oral review of the simple past. There are 30 questions that review the grammar of the simple past, along with related aspects of vocabulary and pronunciation.

More materials

For teachers

Photocopiables

Grammar simple past review *p.166*
Communicative A vacation in Venice *p.207* (instructions *p.176*)
Review questions *p.208* (instructions *p.176*)

For students

Workbook 12B

Books open.

Tell Sts they are going to do an activity that reviews the past tense.

Focus on the rules on *p.74* and go through them with the class. Make sure Sts understand each rule.

Put Sts in groups of three or four and give each group a die. Tell them to choose an item to move around the board, e.g., a coin, a token, etc. Tell each group to only use one book open to the game on *pp.74–75*.

EXTRA IDEA If you don't have any dice, use coins instead. Tell Sts what the two sides of a coin are called, *heads* and *tails*. Then write on the board: *heads = move one square, tails = move two squares*.
As a demonstration, ask a confident student to toss the coin and move that number of squares from the start. Get another member of their group to read out the question. The student who tossed the coin then answers the question. Ask the rest of the group *Was that OK?* to encourage Sts to listen to and evaluate what the others in their group say. If the rest of the group says *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 help with later in class if you like. Encourage Sts to answer the questions in as much detail as they can – other Sts in the group can ask questions for more information.

Sts continue to play until one student reaches the finish and is the winner. They must throw the exact number needed to land on the finish. If, for example, they need a one, but throw a three, they must move to the finish and then back two, to number 28.

Groups that finish fast can look back through the squares, taking turns doing the ones that were not landed on in the game.

If there's time, you could check answers to some of the questions.

ANSWERS

4 **have** a good day
be tired
do yoga
be hungry
do homework
have lunch
5 hated, wanted
9 **do** housework
get up in the morning
have a nice evening
wait for a bus
10 decided, needed
14 go – went
15 said
19 **buy** (new clothes) – **bought**
say ("sorry" to somebody) – **said**
see (a movie) – **saw**
20 changed – played
started – parked
relaxed – traveled
24 drink (dinner)
eat (a coffee)
travel (new shoes)
25 liked
29 **send** (a message) – **sent**
use (a laptop) – **used**
write (an email) – **wrote**
30 worked

EXTRA SUPPORT If you would like to end the last lesson without the Student Book, there are two **Communicative** photocopiable activities

MELAL LANGUAGE INSTITUTE

11&12 Review and Check

For instructions on how to use these pages. see *p.42*.

Video material

Can you understand these people? 11&12

More materials

For teachers

Oxford English Hub
Quick Test 12
File 12 Test
Progress Test Files 7–12
End-of-course Test

GRAMMAR

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

VOCABULARY

ANSWERS
a 1 next to **2** between **3** on…corner **4** on…left **5** on…right

b

asked	helped	sat
bought	left	started
carried	missed	stayed
changed	needed	studied
cried	opened	talked
did	said	told
had	sent	wrote

c **12.9** For instructions on how to use this section, see *p.42*.

12.9
See words and phrases in Student Book on *p.132*

PRONUNCIATION

ANSWERS
a 1 /ɑ/ clock **2** /s/ snake **3** /z/ zebra **4** /d/ dog **5** /t/ tie
c 1 yesterday **2** between **3** decide **4** university **5** finish

CAN YOU understand this text?

ANSWERS
a Amman, the Wadi Rum desert, Petra
b 1 F (She spent three months in Jordan.)
2 T
3 F (She studied Arabic.)
4 T
5 F (She went to the Wadi Rum desert and Petra.)
6 F (The countryside was beautiful.)
7 F (They were very friendly.)
8 T

CAN YOU understand these people?

ANSWERS
1 b **2** b **3** a **4** c **5** a

1 Sophie

I = interviewer, S = Sophie
I What did you do last weekend?
S Last weekend it was my birthday, so I went out for a meal with friends, and it was very sunny as well, so we went for a long walk afterwards.

2 Gina

I = interviewer, G = Gina
I Where did you go for your last vacation?
G My last vacation I went to California with my sisters.

3 Rozie

I = interviewer, R = Rozie
I When was the last time you went to a restaurant?
R The last time I went to a restaurant, uh, was over the weekend. I went to Sweetwater, in, uh, it's a French restaurant in Brooklyn.
I Did you enjoy the meal?
R I loved it. It was great.

4 Chimi

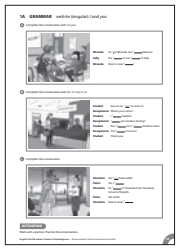
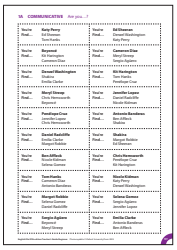
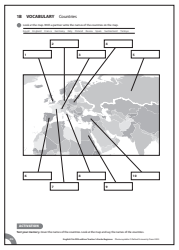
I = interviewer, C = Chimi
I Are you good at giving directions?
C No, I'm not. I am the worst person to ask for directions. I myself am not good at finding places or following directions, so I pretty much am not good at it.

5 Susan

I = interviewer, S = Susan
I Is there a good café near here?
S Yes, there is. It's just along on the right.

Photocopiable activities

Introduction

- There is a **Grammar activity** for each main (A and B) lesson of the Student Book.
- There is a **Communicative activity** for each main (A and B) lesson and the six Practical English lessons of the Student Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student Book.

All the photocopiable materials are also available on **Oxford English Hub** (englishhub.oup.com) under the Resources tab.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help slower Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could assign them as homework for some or all of your Sts.
- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you assign them for homework, encourage Sts to use this stage to test themselves. Alternatively, you could assign the main activity for homework and then get Sts to do the **Activation** at the start of the next class.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g., one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face-to-face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can change roles and do the activity again, or you could get them to write some of the sentences from the activity.

Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student Book Vocabulary Banks. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Vocabulary Bank page.
- You could ask Sts to check their answers by referring to the relevant Student Book Vocabulary Bank page.
- All the activities are suitable for use in class. However, you may wish to assign some of the tasks for homework.
- Most of the Vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the Grammar ones.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Grammar activity answers

1A verb *be* (singular): *I* and *you*

a **2** you **3** I **4** I **5** you
b **2** 'm / am **3** Are **4** 'm / am **5** 'm / am **6** 're / are
c **2** am **3** I **4** you

1B verb *be* (singular): *he*, *she*, *it*

2 Is **3** isn't **4** he **5** is **6** he **7** is **8** 's **9** Where
10 Is **11** it **12** Is **13** isn't **14** It **15** Is **16** isn't **17** 's
18 's **19** from **20** she **21** isn't **22** Is **23** is **24** Is
25 isn't **26** 's

2A verb *be* (plural): *we*, *you*, *they*

a **2** Are; 're **3** aren't; 're **4** Are; aren't; 're **5** Are; 're
6 Are; aren't; 're **7** are; aren't **8** Are; aren't; 're
b **3** No, they aren't. They're American. / They're from the US.
4 Yes, they are.
5 No, they aren't. They're Egyptian. / They are from Egypt.
6 Yes, they are.
7 No, they aren't. They're early.
8 Yes, they are.

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

2 Who is he?
3 How old is he?
4 What's your first name?
5 What's your last name?
6 How do you spell it?
7 How old are you?
8 What's your address?
9 What's your zip code?
10 What's your home phone number?
11 What's your cell number?

3A singular and plural nouns, *a* / *an*

a **3** chairs **4** a photo **5** an umbrella **6** bags
b **3** What are they? They're watches.
4 What is it? It's a newspaper.
5 What are they? They're dictionaries.
6 What is it? It's a camera.
7 What is it? It's a wallet.
8 What are they? They're (cell) phones.

3B *this* / *that* / *these* / *those*

2 That **3** these **4** this **5** these **6** these
7 that **8** this **9** This **10** That **11** these

4A possessive adjectives, possessive *'s*

a **2** your **3** his **4** our **5** my **6** their **7** its **8** her
b **2** Sarah's cat **3** Pablo's sister **4** Mr. White's room

4B adjectives

a **2** 's old **3** 's big **4** is long **5** are cheap **6** 're slow.
b **2** expensive laptops
3 a new coat
4 a dirty window
5 a small table
6 fast cars

5A simple present ⊞ and ⊟: *I*, *you*, *we*, *they*

3 don't like **4** have **5** don't go **6** go **7** don't have
8 don't understand **9** don't like **10** drink **11** eat
12 don't eat

5B simple present ?: *I*, *you*, *we*, *they*

a **2** live **3** work **4** Do…go **5** don't have **6** go
7 Do…read **8** don't read **9** read **10** do…do
11 have **12** watch
b **2** Do you live **3** Do you have children? **4** Do they work?
5 Do you speak Arabic?

6A simple present: *he*, *she*, *it*

3 doesn't drink **4** goes **5** studies **6** doesn't eat
7 listens **8** works **9** has **10** doesn't go **11** likes
12 doesn't watch

6B adverbs of frequency

a **2** sometimes **3** never **4** usually **5** always
b **7** usually finishes **8** sometimes goes
9 sometimes watches **10** never goes **11** usually has

7A word order in questions: *be* and simple present

2 What's your last name?
3 How do you spell it?
4 Do you always take…?
5 Where do you work?
6 Are you a teacher?
7 Do you like your job?
8 What time do you finish work?
9 What do you do on the weekend?
10 Where do you go?
11 What music do you like?

7B imperatives, object pronouns: *me*, *him*, etc.

a **2** it **3** me **4** them **5** her **6** us **7** him **8** you
b **2** Close **3** Call **4** sit **5** Relax **6** Don't speak **7** Open
8 Don't drink

8A *can* / *can't*

a **2** can't **3** Can **4** can't **5** can **6** Can
b **2** Can…help **3** can study **4** can't pay
5 Can…swim **6** can watch

8B *like* / *love* / *hate* + verb + *-ing*

2 loves cooking
3 doesn't like riding
4 hates waiting
5 loves exercising
6 like camping
7 doesn't like swimming
8 hates flying
9 loves reading
10 like playing
11 doesn't like running
12 love doing

9A present continuous

a **2** 're **3** 're **4** 's **5** 'm **6** 're **7** 's **8** 's

b **2** What are you doing? I'm doing my homework
3 What are they doing? They're having a party.
4 What's he doing? He's studying Spanish.
5 What are you doing? I'm making lunch.
6 What's she doing? She's listening to music.
7 What's she doing? She's relaxing.
8 What are you doing? I'm taking a shower.
9 What are you doing? I'm shopping.

9B present continuous or simple present?

3 wears **4** Are…wearing **5** are…watching **6** watch
7 's playing **8** plays **9** walks **10** 're walking
11 are…doing **12** do…do **13** leave **14** is leaving
15 go **16** 's…going

10A *there's a… / there are some…*

a **3** There are some pillows.
4 There's a shower.
5 There aren't any lamps.
6 There isn't a bathtub.
7 There are some towels.
8 There isn't a closet.

b **3** Is there a gym? No, there isn't.
4 Is there a gift shop? Yes, there is.
5 Is there a swimming pool? Yes, there is.
6 Are there any elevators? No, there aren't.
7 Is there a yard? Yes, there is.
8 Is there a good view? No, there isn't.
9 Are there any restrooms? Yes, there are.

10B simple past: *be*

2 wasn't **3** were **4** was **5** was **6** wasn't **7** was
8 was **9** Was **10** wasn't **11** was **12** Was **13** was
14 were **15** was **16** weren't **17** were

11A simple past: regular verbs

a **2** They traveled to Costa Rica.
3 They stayed in a hotel in the jungle.
4 They arrived at the hotel in a small boat.
5 They carried their bags to the hotel.
6 They didn't check their phones.
7 They walked in the jungle with a guide.
8 They didn't watch TV (in the evening).
9 They relaxed on the beach (every day).
10 They enjoyed their vacation a lot.

11B simple past irregular verbs: *get*, *go*, *have*, *do*

2 went **3** did…do **4** went **5** had **6** did…have **7** had
8 Did…go **9** got **10** got up **11** Did…have **12** didn't have
13 Did…get up **14** didn't do **15** Did…go **16** got

12A simple past: regular and irregular verbs

2 left **3** didn't have **4** were **5** saw **6** opened
7 called **8** said **9** called **10** gave **11** did…do
12 talked **13** told **14** worked **15** did…get **16** bought
17 went **18** was **19** went **20** had **21** sent **22** invited
23 did…go **24** went **25** had

12B simple past review

3 stayed **4** did…do **5** went **6** had **7** wrote
8 Did…watch **9** saw **10** Was **11** lived **12** Did…learn
13 left **14** did…go **15** rented **16** had **17** got **18** Were
19 called **20** didn't answer **21** wasn't **22** didn't have
23 sent **24** wanted **25** weren't **26** stayed **27** bought
28 didn't see **29** didn't go **30** was

1A GRAMMAR verb *be* (singular): *I* and *you*

a Complete the conversation with *I* or *you*.



Miranda Hi, [1] *I*'m Miranda. Are [2]_____ Monica?

Sally No, [3]_____'m not, [4]_____'m Sally.

Miranda Nice to meet [5]_____!

b Complete the conversation with *am*, *'m*, *are*, or *'re*.



Student Excuse me, [1] *am* I in room 2?

Receptionist What's your name?

Student I [2]_____ Caroline.

Receptionist [3]_____ you Caroline Herzog?

Student No, I [4]_____ not. I [5]_____ Caroline Jones.

Receptionist You [6]_____ in room 3.

Student Thank you.

c Complete the conversation.



Charlotte Are [1] *you* Paolo Galli?

Paolo Yes, I [2]_____.

Charlotte Hi, [3]_____'m Charlotte from the Dover School of English.

Paolo Oh, hello!

Charlotte Nice to meet [4]_____.

ACTIVATION

Work with a partner. Practice the conversations.

1B GRAMMAR verb *be* (singular): *he*, *she*, *it*

Complete the conversations. Use contractions where possible.



A [1]*Where*'s Daniel Kaluuya from? [2]_____ he from the US?

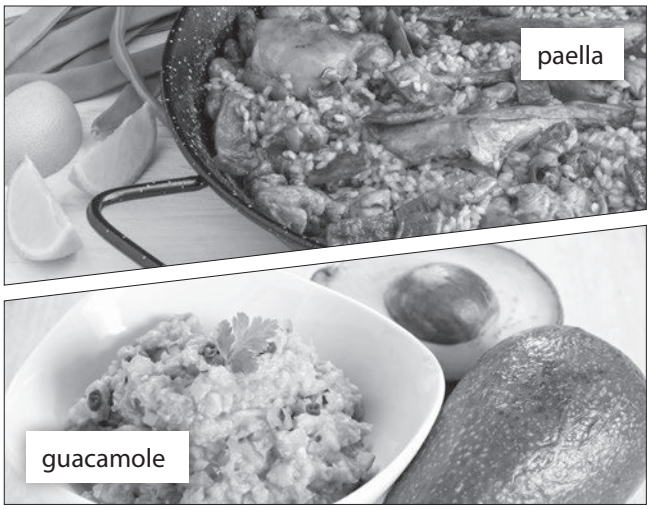
B No, he [3]_____.

A Is [4]_____ from the UK?

B Yes, he [5]_____.

A Where in the UK? Is [6]_____ from London?

B Yes, he [7]_____. He [8]_____ from London.



A [9]_____'s paella from? [10]_____ it from Spain?

B Yes, [11]_____ is.

A [12]_____ it from Barcelona?

B No, it [13]_____. [14]_____'s from Valencia.

A [15]_____ guacamole from Spain, too?

B No, it [16]_____. It [17]_____ from Mexico!



A Where [18]_____ Cate Blanchett [19]_____? Is [20]_____ from Canada?

B No, she [21]_____.

A [22]_____ she from Australia?

B Yes, she [23]_____.

A Where in Australia? [24]_____ she from Sydney?

B No, she [25]_____. She [26]_____ from Melbourne.

ACTIVATION

Work with a partner. Practice the conversations.

© Oxford University Press 2026

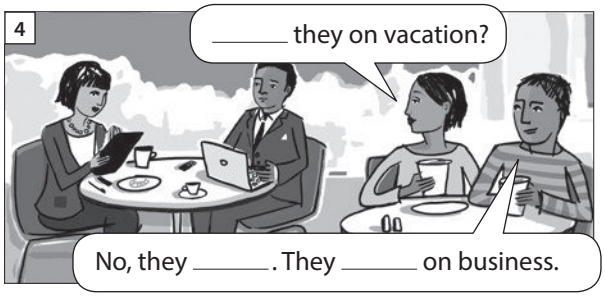
2A GRAMMAR verb *be* (plural): *we*, *you*, *they*

a Look at the pictures. Complete the sentences with the correct form of *be*. Use contractions where possible.

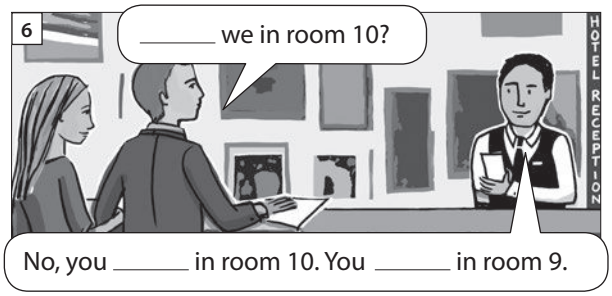


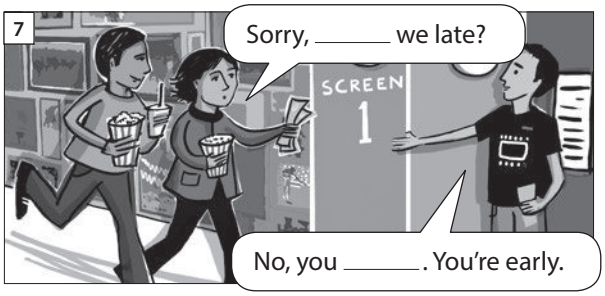














b Look at the pictures. Write + or − short answers. If the answer is −, write the correct sentence.

1 Are they in Mexico? *No, they aren't. They're in Brazil.*

2 Are the cars Spanish? *Yes, they are.*

3 Are the women Vietnamese? _____

4 Are they on business? _____

5 Are they from China? _____

6 Are they in room 9? _____

7 Are they late? _____

8 Are they from Japan? _____

ACTIVATION

Work with a partner. Ask and answer the questions in **b** about the pictures.

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

Put the words in the correct order to make questions.

1



Gill Hi Anna!

Anna Hello Gill. [1] *How are you?*
(you / how / are)

Gill I'm fine, thanks. [2] _____?
(he / who / is)

Anna He's Sammy, my little boy.

Gill [3] _____?
(old / is / how / he)

Anna He's one.

Gill He's very cute.

2



Woman [4] _____?
(your / first / what's / name)

Boy Henry.

Woman OK. [5] _____?
(what's / last name / your)

Boy Schultz.

Woman [6] _____?
(spell / do / how / it / you)

Boy S-C-H-U-L-T-Z.

Woman Oh, yes. [7] _____?
(you / old / are / how)

Boy I'm 18.

Woman OK. That's fine.

3



Woman 1 [8] _____?
(your / address / what's)

Woman 2 It's 72 Maple Street, Boston.

Woman 1 [9] _____?
(zip code / what's / your)

Woman 2 It's 02354.

Woman 1 Thank you. [10] _____?
(home / what's / phone / your / number)

Woman 2 It's 617-555-7028.

Woman 1 OK. [11] _____?
(cell / your / number / what's)

Woman 2 It's 781-555-3019.

ACTIVATION

Work with a partner. Practice the conversations.

© Oxford University Press 2026

3A GRAMMAR singular and plural nouns; *a* / *an*

a Look at the pictures. Complete the answers. Be careful with *a* / *an*.

1 

What is it? It's *a coat*.

2 

What are they? They're *keys*.

3 

What are they? They're _____.

4 

What is it? It's _____.

5 

What is it? It's _____.

6 

What are they? They're _____.

b Look at the pictures. Write questions and answers.

1 

What are they?

They're pens.

2 

What is it?

It's a piece of paper.

3 

_____

_____

4 

_____

_____

5 

_____

_____

6 

_____

_____

7 

_____

_____

8 

_____

_____

ACTIVATION

Work with a partner. Practice the questions and answers in **a** and **b**.

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

Complete the conversations. Use *this*, *that*, *these*, or *those*.

1

David Amira, is [1] *this* your laptop?

Amira No, it isn't.

David Where's your laptop?

Amira [2]_____'s my laptop – over there on the table.

David And the keys? Are [3]_____ your keys?

Amira Yes, they are. Thanks.



2

Miguel Is [4]_____ mug from the US?

Ana No, it's from France.

Miguel And [5]_____ candies? Are [6]_____ from the US?

Ana Yes, they are. And [7]_____ picture is from the US, too.



3

Woman Excuse me. Is [8]_____ the bus to San Francisco?

Driver No, ma'am. [9]_____ is the bus to Los Angeles.

Woman Oh no! Where's the bus to San Francisco?

Driver [10]_____'s the bus to San Francisco over there – number 41. Are [11]_____ your bags?

Woman Yes, they are.

Driver Here, let me help you.



ACTIVATION

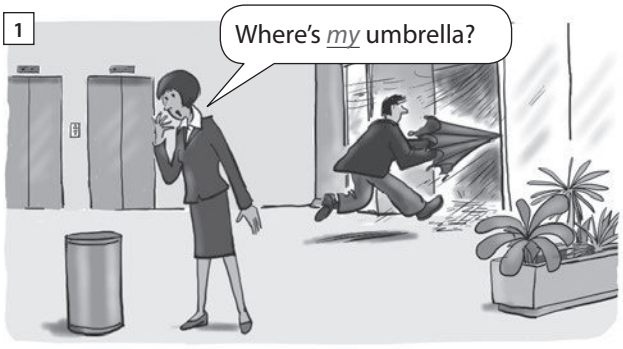
Work with a partner. Practice the conversations.

© Oxford University Press 2026

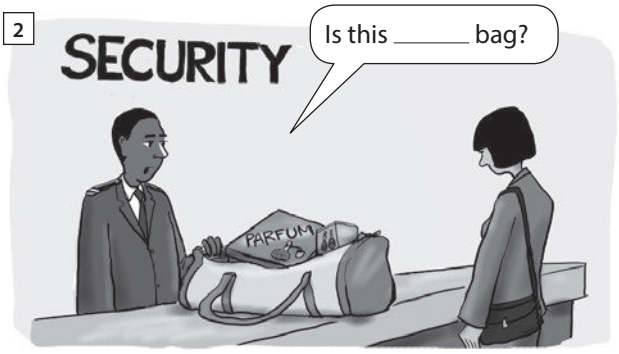
4A GRAMMAR possessive adjectives; possessive *'s*

a Look at the pictures. Complete the sentences with *my*, *your*, *his*, *her*, *its*, *our*, or *their*.

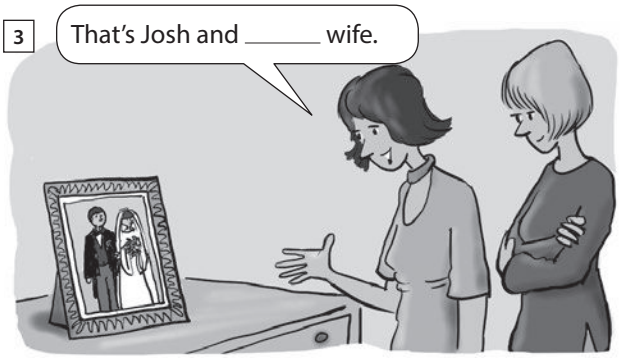
1 Where's *my* umbrella?



2 Is this _____ bag?



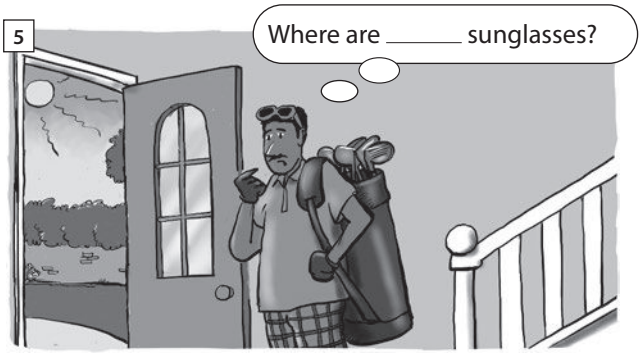
3 That's Josh and _____ wife.



4 Where are _____ coats?



5 Where are _____ sunglasses?



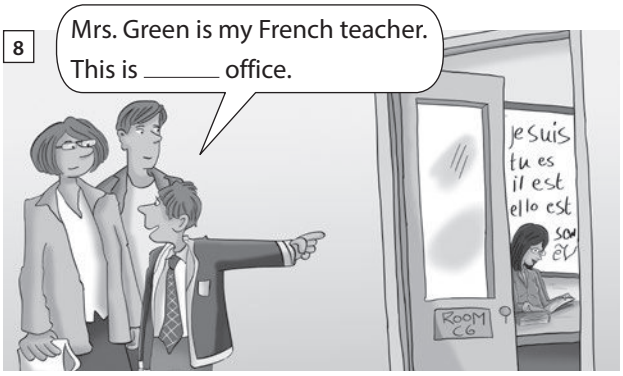
6 Look, I think these are _____ keys.



7 It's a great book. Now what's _____ name?



8 Mrs. Green is my French teacher. This is _____ office.



b Complete the sentences with the name and possessive *'s*.

1 This is *Amelia's husband*. His name's Nick. (husband / Amelia)
2 Look! It's _____! Over there! (cat / Sarah)
3 Rosa is _____. She's in my class. (sister / Pablo)
4 This is _____. He's the Chinese teacher. (room / Mr. White)

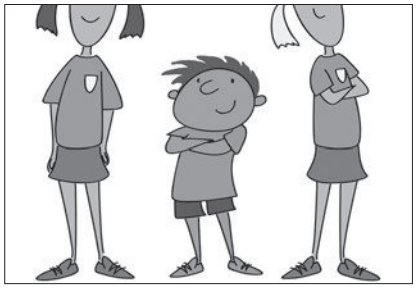
ACTIVATION

Test your memory. Cover the sentences in **a**. Look at the pictures and say the sentences.

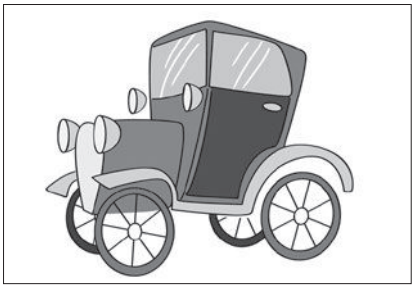
4B GRAMMAR adjectives

a Complete the sentences for the pictures. Use the correct form of *be* and an adjective from the list.

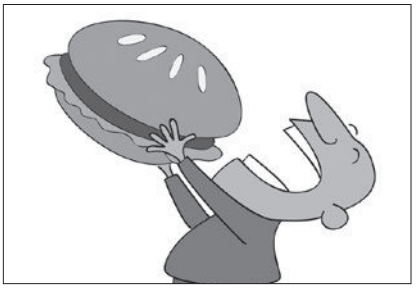
big cheap long old ~~short~~ slow



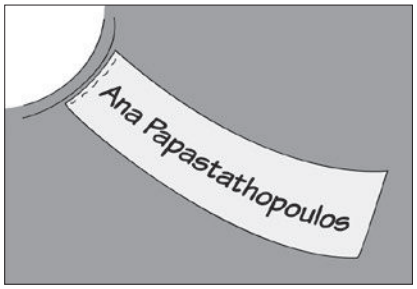
1 He*'s short*.



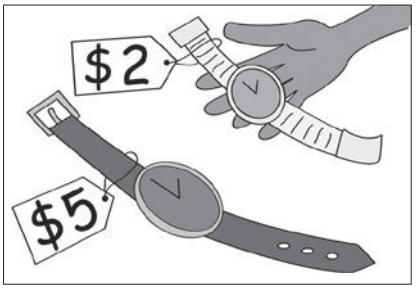
2 It _____.



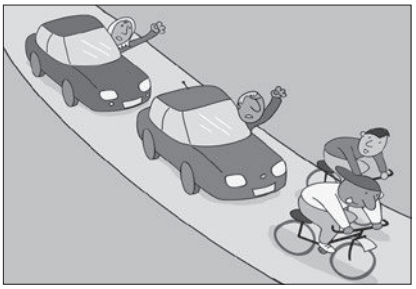
3 It _____.



4 Ana's last name _____.



5 These _____.



6 They _____.

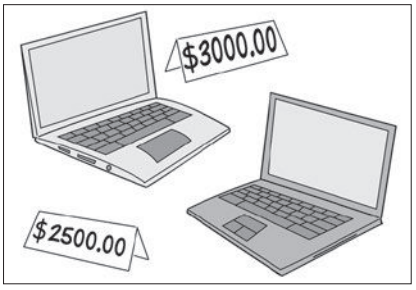
b Complete the sentences for the pictures. Use an adjective and a noun from the lists.

~~beautiful~~ dirty expensive fast new small

car coat laptop window table ~~woman~~



1 She's *a beautiful woman*.



2 They're _____.



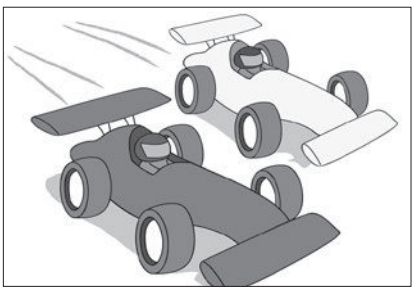
3 It's _____.



4 It's _____.



5 It's _____.



6 They're _____.

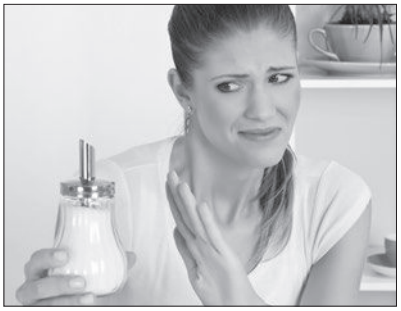
ACTIVATION

Test your memory. Cover the sentences in **a** and **b**. Look at the pictures and say the sentences.

© Oxford University Press 2026

5A GRAMMAR simple present + and −: *I*, *you*, *we*, *they*

Write an + or a − sentence for each photo. Use the verbs in parentheses.



1 I *don't have* sugar in my coffee. (have)



2 We *have* tea and eggs for breakfast. (have)



3 I _____ cats. (like)



4 They _____ fast food on the weekend. (have)



5 They _____ to school on Saturday. (go)



6 I _____ to English class on Tuesday and Thursday. (go)



7 I _____ lunch at home. (have)



8 Can you help me?
I _____. (understand)



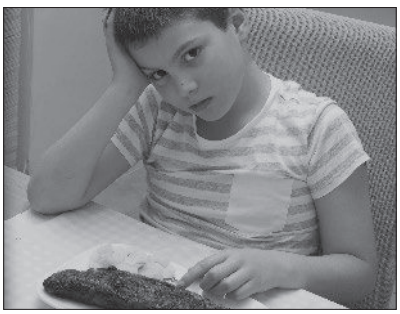
9 My children _____ vegetables. (like)



10 I _____ water or juice. (drink)



11 We _____ a lot of rice. (eat)



12 I _____ fish. (eat)

ACTIVATION

Test your memory. Cover the sentences. Look at the photos and say the sentences.

5B GRAMMAR simple present ?: *I*, *you*, *we*, *they*

a Complete the conversation. Use the verbs in parentheses.

A [1] *Do* you *live* here in Brooklyn? (live)

B Yes, I [2]_____ in Brooklyn. but I [3]_____ in Manhattan. (live; work)

A [4]_____ you _____ to work by car? (go)

B No, I [5]_____ a car, I [6]_____ to work by train. (not have; go)

A [7]_____ you _____ a newspaper on the train? (read)

B I [8]_____ a newspaper, but I [9]_____ the news on my tablet every morning. (not read; read)

A And what [10]_____ you _____ after work? (do)

B In the evening, I [11]_____ dinner and I [12]_____ TV. (have; watch)



b Complete the conversation. Write the questions.

A Good morning, Mr. Smith.

B Hello. Nice to meet you.

A [1] *Do you want a coffee?*

B Yes, please. Black with no sugar.

A [2]_____ in San Francisco?

B No, I don't. I live in Monterey.

A [3]_____

B Yes, two. A daughter and a son. They're 20 and 22.

A [4]_____

B No, they don't work. They're students.

A [5]_____

B No, not Arabic, but I speak Spanish and Chinese.



ACTIVATION

Work with a partner. Practice the conversations.

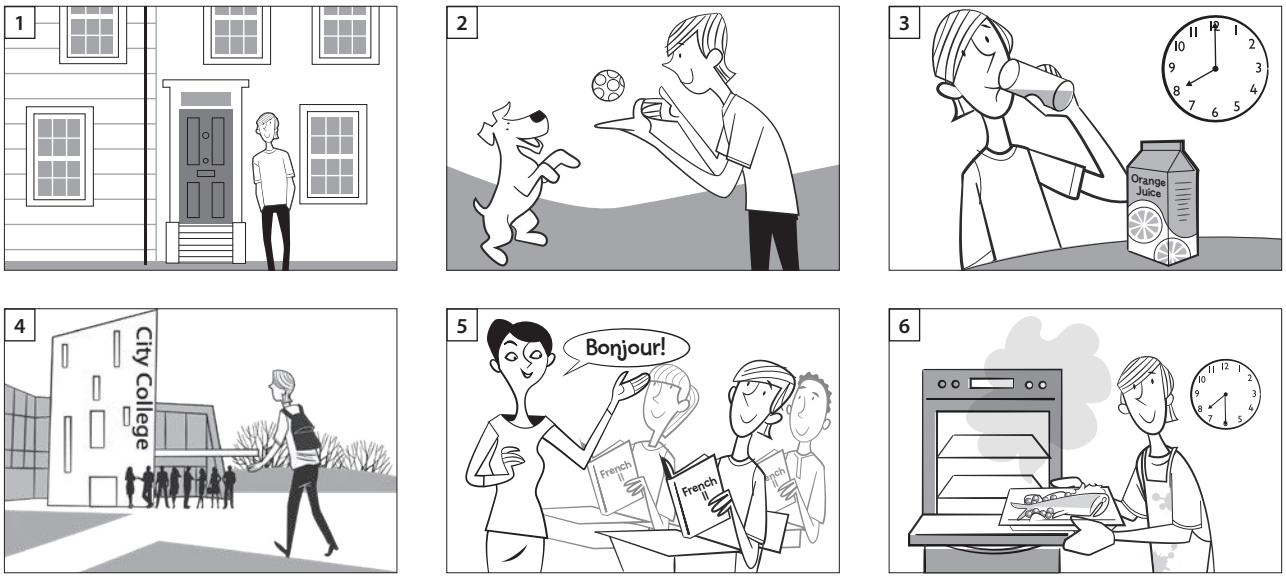
MELAL LANGUAGE INSTITUTE

© Oxford University Press 2026

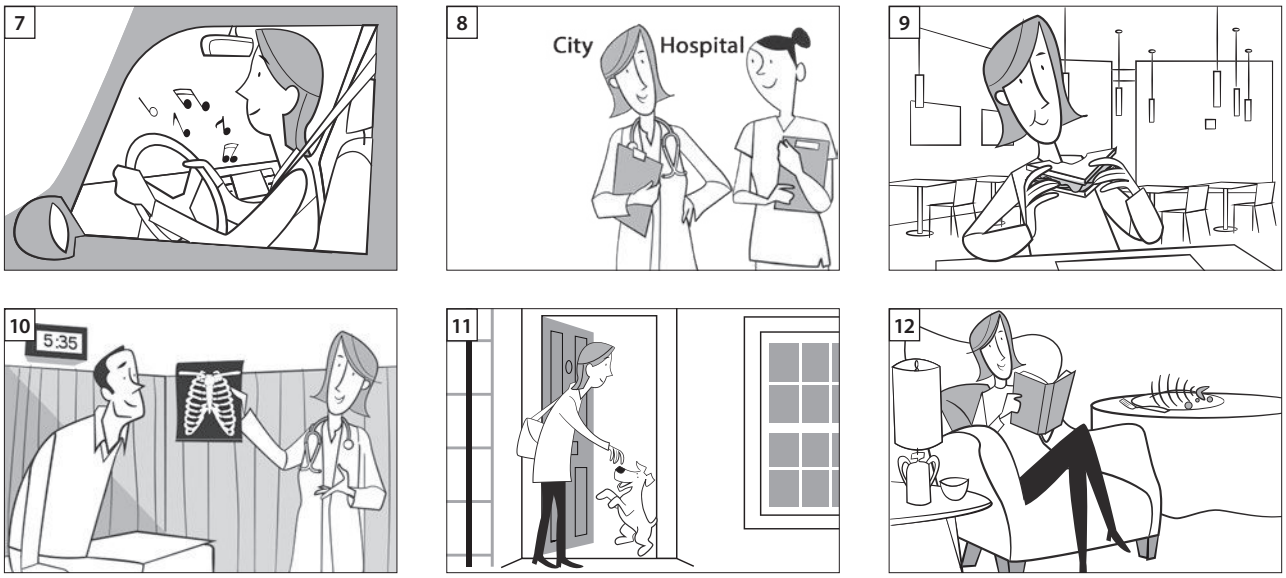
6A GRAMMAR simple present: *he*, *she*, *it*

Look at the pictures. Write about Andy and Liz. Use the verbs (+ or −) in parentheses.

Andy



Liz



Andy

1 Andy *lives* in a house. (live)
2 He *doesn't have* a cat. (have)
3 He _____ coffee in the morning. (drink)
4 He _____ to college. (go)
5 He _____ French. (study)
6 He _____ fast food for dinner. (eat)

Liz

7 Liz _____ to music in the car. (listen)
8 She _____ in a hospital. (work)
9 She _____ a sandwich for lunch. (have)
10 She _____ home at 5:00. (go)
11 She _____ dogs. (like)
12 She _____ TV in the evening. (watch)

ACTIVATION

Test your memory. Work with a partner. Tell your partner to turn over his / her copy. Ask questions to test your partner's memory.

Does Liz work in a bank? — *No, she doesn't.*

Does Andy have a dog? — *Yes, he does.*

6B GRAMMAR adverbs of frequency

a Complete the sentences with an adverb of frequency (*always*, *usually*, *sometimes*, or *never*.).

always = ✓ ✓ ✓ ✓ ✓
usually = ✓ ✓ ✓ ✓ ✗
sometimes = ✓ ✓ ✗ ✗ ✗
never = ✗ ✗ ✗ ✗ ✗

1 ✓ ✓ ✓ ✓ ✓



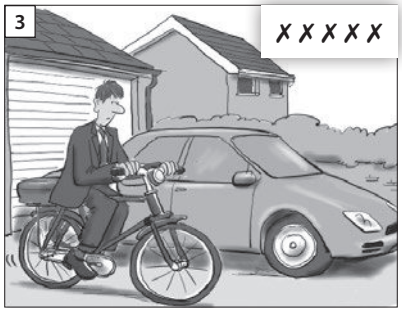
He *always* gets up at 7:30.

2 ✓ ✓ ✗ ✗ ✗



He _____ has breakfast.

3 ✗ ✗ ✗ ✗ ✗



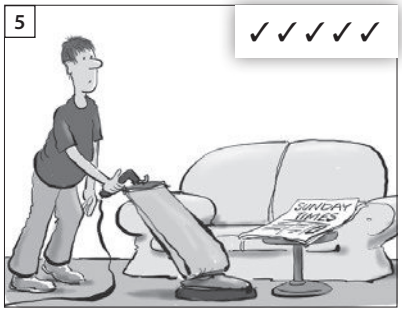
He _____ goes to work by car.

4 ✓ ✓ ✓ ✓ ✗



He _____ has a sandwich for lunch.

5 ✓ ✓ ✓ ✓ ✓



He _____ does the housework on Sunday.

b Complete the sentences with an adverb of frequency and a verb.

6 ✓ ✓ ✓ ✓ ✓



She *always has* a coffee at 10:00.

7 ✓ ✓ ✓ ✓ ✗



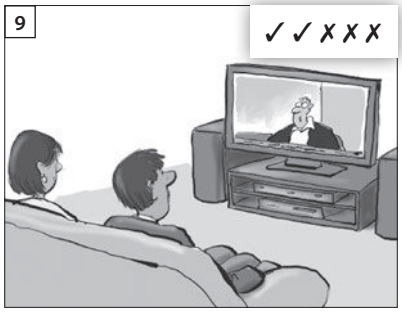
She _____ work late.

8 ✓ ✓ ✗ ✗ ✗



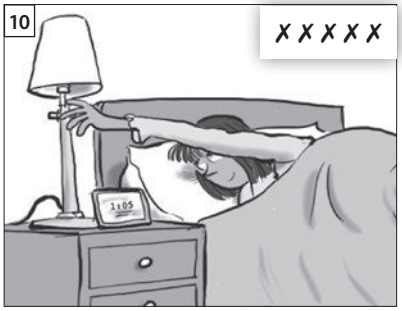
She _____ to the supermarket after work.

9 ✓ ✓ ✗ ✗ ✗



She _____ TV with her husband.

10 ✗ ✗ ✗ ✗ ✗



She _____ to bed before 12:00.

11 ✓ ✓ ✓ ✓ ✗



She _____ dinner with her friends on Friday night.

ACTIVATION

Test your memory. Cover the sentences in **a** and **b**. Look at the pictures and say the sentences.

© Oxford University Press 2026

7A GRAMMAR word order in questions: *be* and simple present

Put the words in the correct order to make questions.

1

Server Good evening. [1] *Do you have a reservation*?
(have / do / a / reservation / you)

Woman Yes, we do.

Server [2] _____?
(your / what's / last name)

Woman It's Leigh.

Server [3] _____?
(spell / how / it / you / do)

Woman L-E-I-G-H.

Server Thank you. Your table is by the window. Come with me.



2

Woman [4] _____
the number 10 bus? (always / take / do / you)

Man Yes, I do.

Woman [5] _____?
(you / where / work / do)

Man I work at the college.

Woman [6] _____?
(teacher / you / are / a)

Man Yes, I am.

Woman [7] _____?
(like / your / do / job / you)

Man Yes, I do. I love it.

Woman [8] _____?
(work / you / what / time / do / finish)

Man I usually finish at five o'clock.



3

Boy [9] _____?
(do / do / weekend / what / the / you / on)

Girl I usually meet my friends.

Boy [10] _____?
(you / do / go / where)

Girl To a café or a club.

Boy [11] _____?
(like / music / what / you / do)

Girl I like hip hop and R&B.



ACTIVATION

Work with a partner. Practice the conversations.

7B GRAMMAR imperatives; object pronouns: *me*, *him*, etc.

a Complete the sentences with an object pronoun. Write it in the **PRONOUN** column.

		PRONOUN
1	I love cats. Do you like [ ]?	*them*
2	This exercise is difficult. I can't do [ ].	
3	I always call my brother but he never calls [ ].	
4	Where are the car keys? I can't find [ ].	
5	Paula is a very good friend. I see [ ] every weekend.	
6	We have a meeting with the manager. He wants to speak to [ ].	
7	Jack goes to your school. Do you know [ ]?	
8	You love me, but I don't love [ ]!	

b Complete the sentences with an + or − imperative of a verb from the list. Write it in the **IMPERATIVE** column.

call close not drink open relax sit not speak ~~not walk~~

		IMPERATIVE
1	[ ] in the park at night!	*Don't walk*
2	It's very cold in here. [ ] the window, please!	
3	[ ] me when you arrive in Paris.	
4	Come in and [ ] down.	
5	[ ]! You're on vacation.	
6	[ ] in Italian! This is an English class.	
7	[ ] your books, please, and go to page 22.	
8	[ ] coffee now! It's 10:00 p.m.	

ACTIVATION

Test your memory. Cover the **PRONOUN** and **IMPERATIVE** columns. Say the sentences with the missing words.

© Oxford University Press 2026

8A GRAMMAR *can / can't*

a Complete the sentences with *can* or *can't*.



1 It's only 60 miles. We *can* drive there in an hour.



2 I'm sorry. We _____ come to dinner tonight.



3 _____ you open the window, please?



4 You _____ use your phone here.



5 We _____ have lunch in the backyard. It's a beautiful day.



6 _____ I help you?

b Complete the sentences with *can* or *can't* and a verb from the list.

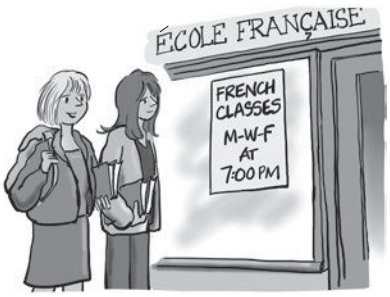
help ~~park~~ pay study swim watch



1 You *can't park* here!



2 _____ you _____ me with my homework?



3 Look! We _____ French here in the evening.



4 I'm sorry, but you _____ with American Express. We only take Visa.



5 _____ we _____ here today?



6 Finish your dinner and then you _____ TV.

ACTIVATION

Test your memory. Cover the sentences in **a** and **b**. Look at the pictures and say the sentences.

8B GRAMMAR *like / love / hate* + verb + *-ing*

Write sentences with the correct form of like ☺, love ☺☺, don't like ☹, or hate ☹☹ and a verb from the list with *-ing*.

camp cook do exercise fly play read ride run swim ~~travel~~ wait

1 

They *like traveling*.

2 

She _____.

3 

He _____ a bike.

4 

She _____ for the bus.

5 

He _____.

6 

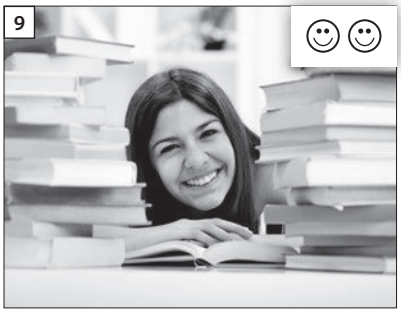
They _____.

7 

She _____.

8 

She _____.

9 

She _____ books in English.

10 

They _____ video games.

11 

She _____.

12 

They _____ yoga.

ACTIVATION

Test your memory. Cover the sentences. Look at the photos and say the sentences.

© Oxford University Press 2026

9A GRAMMAR present continuous

a Complete the sentences with *am*, *are,* or *is*. Use contractions.

1 Colin *'s* driving to work.
2 We ___ having lunch.
3 You ___ working late today.
4 Pam ___ wearing a hat.
5 I ___ walking to the train station.
6 We ___ going shopping now.
7 It ___ raining a lot.
8 Mark ___ having a coffee.

b Look at the pictures. Write questions and answers with the present continuous.

1



(they / do?)
What are they doing?
(they / watch / soccer)
They're watching soccer.

2



(you / do?)

(I / do / my homework)

3



(they / do?)

(they / have / a party)

4



(he / do?)

(he / study / Spanish)

5



(you / do?)

(I / make / lunch)

6



(she / do?)

(She / listen / to music)

7



(she / do?)

(she / relax)

8



(you / do?)

(I / take / a shower)

9



(you / do?)

(I / shop)

ACTIVATION

Test your memory. Cover the sentences in **b**. Look at the pictures and say the questions and answers.

9B GRAMMAR present continuous or simple present?

Write the verb in the present continuous or the simple present in the **VERB** column.
Use contractions where possible.



		VERB
	rain	
1	It usually [ ] a lot in Seattle.	*rains*
2	Oh no! We can't play tennis today, it [ ].	*'s raining*
	wear	
3	Peter never [ ] sneakers. He doesn't like them.	
4	[ ] you [ ] new glasses? They're great!	
	watch	
5	**A** What [ ] the children [ ]?	
	B *The Hobbit*. It's their favorite movie!	
6	We sometimes [ ] basketball games on TV.	
	play	
7	**A** Where's Ben?	
	B He [ ] video games in his room.	
8	My sister [ ] tennis with my dad every Saturday.	
	walk	
9	Hannah doesn't have a car. She [ ] to work.	
10	It's a beautiful day today, so we [ ] home.	
	do	
11	**A** What [ ] you [ ]?	
	B My English homework.	
12	**A** What [ ] you [ ]?	
	B I'm a journalist.	
	leave	
13	I never [ ] the house without an umbrella.	
14	Hurry up! Our bus [ ]!	
	go	
15	My friend Lucy and I always [ ] shopping together.	
16	**A** Where [ ] Andy [ ]?	
	B To school, I think. It's 8:30!	

ACTIVATION

Test your memory. Cover the **VERB** column. Say the sentences with the correct form.

© Oxford University Press 2026

10A GRAMMAR *there's a… / there are some…*



a Write + and − sentences about the hotel room. Use *There's a* / *There isn't a* or *There are some…* / *There aren't any…* .

1 TV — *There isn't a TV.*
2 chairs — *There are some chairs.*
3 pillows — _____.
4 shower — _____.
5 lamps — _____.
6 bathtub — _____.
7 towels — _____.
8 closet — _____.

b Write questions with *Is there a…?* / *Are there any…?* Then write short answers.



1 restaurants? — *Are there any restaurants?* — *Yes, there are.*
2 parking lot? — *Is there a parking lot?* — *No, there isn't.*
3 gym? — _____? — _____.
4 gift shop? — _____? — _____.
5 swimming pool? — _____? — _____.
6 elevators? — _____? — _____.
7 yard? — _____? — _____.
8 good view? — _____? — _____.
9 restrooms? — _____? — _____.

ACTIVATION

Test your memory. Cover the sentences in **a**. Look at the picture and say what there is and isn't in the room and the hotel.

10B GRAMMAR simple past: *be*

Complete the conversations with *was*, *wasn't*, *were*, or *weren't*.

1

A [1] *Were* you at a club last night?

B No, I [2]_____.

A Where [3]_____ you?

B I [4]_____ at Tom's house.



2

A I think Hugh Jackman [5]_____ a server before he was famous.

B No, he [6]_____.

A OK, what [7]_____ he?

B He [8]_____ an English and drama teacher.



3

A [9]_____ your mother an actor, too?

B No, she [10]_____. She [11]_____ a nurse.

A [12]_____ she tall?

B Yes, she [13]_____ very tall and beautiful.



4

A Why [14]_____ you late last night?

B I [15]_____ at the gym.

A No, you [16]_____. You [17]_____ with your friends! These are messages from them on your cell phone!



ACTIVATION

Work with a partner. Practice the conversations.

© Oxford University Press 2026

11A GRAMMAR simple past: regular verbs

1 

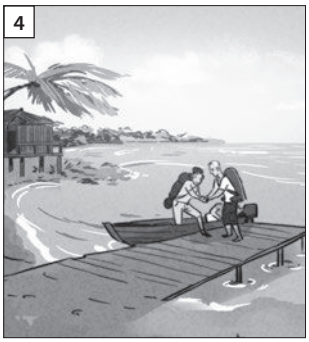
want a vacation

2 

travel to Costa Rica

3 

stay in a hotel in the jungle

4 

arrive at the hotel in a small boat

5 

carry their bags to the hotel

6 

not check their phones

7 

walk in the jungle with a guide

8 

not watch TV

9 

relax on the beach

10 

enjoy their vacation a lot

Look at the pictures about Adele and Tom's vacation. Write sentences in the simple past.

1 *Adele and Tom wanted a vacation.*
2 *They* _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____ *in the evening.*
9 _____ *every day.*
10 _____

ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Tell the story with a partner.

11B GRAMMAR simple past irregular verbs: *get*, *go*, *have*, *do*

Complete the conversations. Use the verbs in parentheses in the simple past.

1



A Good morning, Jenny. [1] *Did* you *have* a good weekend? (have)

B Yes, I did. We [2]_____ to a concert on Saturday night. (go)
What [3]_____ you _____ on the weekend? (do)

A On Sunday afternoon, we [4]_____ to a soccer game with Beth and Dan. (go)
Then we [5]_____ dinner at their house. (have)

B What [6]_____ you _____ for dinner? (have)

A We [7]_____ Italian food. (have) It was great!

B [8]_____ you _____ to bed late? (go)

A Yes, we did. We [9]_____ the last bus home, and then I [10]_____ at six this morning. (get; get up)

2



A Hi darling. [11]_____ you _____ a good day? (have)

B No, I [12]_____ a good day. (not have) It was terrible!

A Why? [13]_____ the boys _____ late again? (get up)

B Yes, very late. And they [14]_____ their homework last night. (not do)

A [15]_____ you _____ to the office this morning? (go)

B Yes, but I was late, too. I [16]_____ an email from my boss about it. (get) He was angry.

A Don't worry. Tomorrow is Saturday and you can relax.

ACTIVATION

Work with a partner. Practice the conversations.

© Oxford University Press 2026

12A GRAMMAR simple past: regular and irregular verbs

Complete the conversation. Use the simple past of the verbs in parentheses.



A How [1] *did* you *meet* (meet) your wife?

B It's a long story. Two years ago, I [2]_____ (leave) my wallet on the train. It [3]_____ (not have) any money in it, but my credit cards [4]_____ (be) in it.

A Oh no! That's terrible.

B Yes, but a woman on the train [5]_____ (see) the wallet and [6]_____ (open) it. The name of the bank was on the credit cards. She [7]_____ (call) the bank and [8]_____ (say) that she had my wallet. Then the bank [9]_____ (call) me and [10]_____ (give) me her number.

A What [11]_____ you _____ (do) then?

B I [12]_____ (talk) to the woman on the phone. She [13]_____ (tell) me that she [14]_____ (work) in an office downtown.

A How [15]_____ you _____ (get) the wallet from her?

B The next day I [16]_____ (buy) some chocolates and flowers and I [17]_____ (go) to her office. She [18]_____ (be) really nice so we [19]_____ (go) for a coffee. We [20]_____ (have) a good time.

A That's great! Then what happened?

B The next day, I [21]_____ (send) her an email and I [22]_____ (invite) her out to dinner.

A Where [23]_____ you _____ (go)?

B We [24]_____ (go) to a romantic restaurant on the beach and [25]_____ (have) a great evening.

A And then?

B Well, she's now my wife!

ACTIVATION

Work with a partner. Practice the conversation. Then cover the conversation and look at the pictures. Tell the story.

Two years ago, the man left his wallet on the train…

12B GRAMMAR simple past review

Put the verbs in the simple past.

A I [1]*didn't like* that restaurant. (not like)
B Yes, the food [2]*was* really bad. (be)

A My cousin [3]_____ with us last weekend. (stay)
B That's nice! What [4]_____ you _____ ? (do)
A We [5]_____ to a museum and we [6]_____ lunch downtown. (go; have)

A Do you have Alan's phone number?
B Yes, I [7]_____ it on a piece of paper. Here it is! (write)

A [8]_____ you _____ the soccer game yesterday? (watch)
B Yes, I did. It was great!

A I [9]_____ a really interesting movie last night. (see)
B [10]_____ it the movie with Scarlett Johansson? It was great! (be)

A I [11]_____ in Russia when I was little. (live)
B Really? [12]_____ you _____ to speak Russian? (learn)
A No, I didn't!

A There you are!
B Sorry! We [13]_____ the house really late! (leave)

A Where [14]_____ you _____ last summer? (go)
B We [15]_____ a beautiful house in Spain. And you? (rent)

A How did you get to the airport?
B We [16]_____ time, so we [17]_____ a bus. (have; get)

A [18]_____ you at home yesterday? I [19]_____ you, but you [20]_____. (be; call; not answer)
B No, I [21]_____. I [22]_____ my phone with me! Sorry! (be; not have)

A Where's Martin?
B Oh, he [23]_____ me a text message. He can't come. (send)

A What did you do last night?
B We [24]_____ to go to the movies, but there [25]_____ any good movies, so we [26]_____ at home. (want; not be; stay)

A Is that a new phone?
B Yes! I [27]_____ it last week. (buy)

A I [28]_____ you at the concert yesterday. (not see)
B I [29]_____. I [30]_____ in the hospital! (not go; be)

20–28 **Really good!** You can use the simple past very well.

10–19 **Good**, but check the Grammar Bank (Student Book p.92) and look at the exercises again.

0–9 **This is difficult for you**. Don't worry! Read the rules in the Grammar Bank (Student Book p.110, p.112, and p.114). Ask your teacher for another worksheet and do the exercise again at home.

ACTIVATION

Practice the conversations with a partner.

MELAL LANGUAGE INSTITUTE
© Oxford University Press 2026

Communicative activity instructions

1A Are you…?

A mingle activity

Sts have to find two famous partners. Copy and cut up one worksheet per 20 Sts.

LANGUAGE

Excuse me, are you…?	*Yes, I am. / No, I'm not. Sorry!*
Hi / Hello. I'm…	*Nice to meet you.*

- Give each student one card. If you have more than 20 Sts, copy the sheet twice and have some characters repeated. For smaller groups, tell Sts that they might only find one of the two famous people.
- Tell Sts they are the first famous person on their card. They must find the other two famous people and then introduce themselves.
- Demonstrate the activity with a strong student and make sure Sts understand what they have to do. Tell Sts not to worry about pronouncing the names correctly.
- Tell Sts to stand up and begin the activity.
- As some Sts might find their two people very quickly, you could set a time limit, e.g., five minutes. In a smaller class, you could give out unused cards to Sts who finish early.

EXTRA IDEA Put on some lively music in the background while Sts do the activity.
If your Sts don't know each other, write all their names on the board. Tell Sts to look at the board and then find two Sts in the class.

1B Where are they from?

A pairwork activity

Sts ask where famous people are from. Copy one worksheet per student or pair.

LANGUAGE

Where's she from?	*She's from the US.*	
Where's he from?	*He's from the US.*	*I don't know.*

- Quickly review countries in **Vocabulary Bank** Countries and nationalities on *p.117*.
- Put Sts in pairs and give out the worksheet.
- Review the questions and answers from **Language**. Check that Sts can remember how to say *I don't know*.
- Focus on photo 1 and ask the question *Where's she from?* Elicit answers and establish that the correct answer is *She's from Mexico*.
- Tell Sts to guess if they don't know where the people are from.
- Sts now do the activity in pairs, taking turns pointing at one of the photos and asking where the person is from.
- When Sts have finished, check answers, telling Sts the people's nationalities if they don't know or couldn't guess.

ANSWERS

1 Salma Hayek (actor) is from Mexico.
2 Mohamed Salah (soccer player) is from Egypt.
3 Ken Watanabe (actor) is from Japan.
4 Alia Trabucco Zerán (writer) is from Chile.
5 Kylian Mbappé (soccer player) is from France.
6 Wang Hao (table tennis champion) is from China.
7 Penélope Cruz (actor and producer) is from Spain.
8 Ryan Reynolds (actor) is from Canada.
9 Chee-Yun (violinist) is from South Korea.
10 Emma Watson (actor) is from the UK.
11 John Legend (singer, songwriter, and pianist) is from the US.
12 Gisele Bündchen (model) is from Brazil.

EXTRA SUPPORT To help Sts if you think they don't know the famous people, write the countries in random order on the board or tell them to go to **Vocabulary Bank** Countries and nationalities on *p.117*.

PE1 Who are you?

A mingle activity

Sts take on a new identity and practice asking for personal information and spelling names. Copy enough worksheets for each student to have one card. Prepare a card for yourself to use as an example.

LANGUAGE

Good morning / afternoon / evening.	
What's your first name?	*Christophe.*
How do you spell it?	*C-H-R-I-S-T-O-P-H-E.*
What's your last name?	*Moreau*
Where are you from?	*I'm from (Montreal) in (Canada).*

- Tell Sts that they are going to temporarily change their identity. Give out one card to each student.
- Write the sentences from **Language** on the board. Model the questions for Sts to listen and copy the rhythm.
- Demonstrate the activity by using a card that you have created for yourself, with a different identity. Get Sts to ask you the questions and then answer them with the information on your card. Choose a name that Sts will have to ask how to spell in order to make spelling part of the task.
- Tell Sts that they are going to walk around the room and meet some "new" people. When they meet someone, they must ask for their first and last names and where they are from. They should ask people to spell their names and the towns they are from, and should write down the information. Give them a target number of people they should meet, e.g., four or five, or set a time limit, e.g., ten minutes.
- When you are sure Sts understand what they have to do, get them to stand up and talk to each other.
- To follow up, ask a few Sts about one of the new people they met, e.g., *What's his name? How do you spell his last name? Where is he from?*

! For some Sts, especially at this level, role-play can be challenging. Be patient and provide plenty of support and examples if this is the case with any of your Sts.

2A Match the sentences

A pairwork activity

Sts work in pairs to match questions and answers. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Are you from the US?	*No, we're Canadian.*
Is Anna Mexican?	*Yes, she's from Mexico City.*

- Write the following questions and answers on the board:

1 *Are you from Spain?*	A *Yes, she's from Mexico City.*
2 *Is Anna Mexican?*	B *Yes, they are.*
3 *Are Tom and Paul from England?*	C *No, we're Italian.*

- Ask Sts to match the questions to the answers. Then check answers and draw a line between them (1C, 2A, 3B).
- Put Sts in pairs, **A** and **B**, ideally face-to-face, so they can't see each other's worksheets. Give out the worksheets.
- Ask one pair to demonstrate the activity. **A** reads the first sentence (*Excuse me. Are you James?*). **B** reads the correct response (*No, I'm not. I'm Jason.*). Ask **A** if the response is correct.
- Sts **A** ask their questions first and then Sts change roles. Monitor and ensure that Sts are not looking at each other's worksheets.
- When Sts have finished, check answers.

ANSWERS
1 i **2** j **3** f **4** g **5** h **6** e **7** c **8** d **9** a **10** b

EXTRA IDEA If some Sts finish early, they can exchange cards with their partner and repeat the activity.

2B Remember the sentences

A pairwork activity

Sts match and then memorize sentences. Copy one worksheet per student or pair.

LANGUAGE

Hi, Lola. This is Paul.	*Nice to meet you.*
How old is Karin?	*She's 38.*

- Write the following sentences on the board:

1 *Hi, Lola. This is Paul.*	A *She's 38.*
2 *How old is Karin?*	B *Nice to meet you.*

- Cover responses A and B and elicit a possible response to 1 and 2. Then uncover the answers and elicit which response goes with each sentence, and draw a line between them (1B, 2A).
- Put Sts in pairs and give out the worksheets. Point out that the first two have been done for them (*1g* and *2e*). Tell Sts to match sentences 3–14 in the left-hand column to the answers in the right-hand column. Give a time limit, e.g., five minutes.
- Check answers.

ANSWERS
3 k **4** n **5** a **6** j **7** m **8** b **9** f **10** i **11** d **12** h **13** l **14** c

- Tell Sts they now have to memorize as many answers as they can. Set a time limit, e.g., one or two minutes.
- When the time is up, get Sts to fold the sheet on the dotted line, so that responses a–n are not visible.
- Tell Sts they will now have to remember the original responses to 3–14 and write these in the blank column. Demonstrate by asking the class to remember number 3 (*It's 978-555-7360.*).
- Set a time limit, then if Sts worked individually, get them to compare their answers with their partner before they unfold their worksheet to see how many they remembered correctly.

EXTRA CHALLENGE Put Sts in pairs. Get Sts **B** to turn the worksheet face down. Sts **A** say one of the sentences at random from 1–7 and Sts **B** then say the response from memory. Sts then change roles and Sts **B** read sentences 8–14 in random order.

3A The same or different?

A pairwork activity

Sts find similarities and differences between two photos. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

A *I have one notebook in my photo. The same or different?*
B *Different. I have two. I have three pencils in my photo.*
A *The same. I have three pencils, too.*

- Quickly review the vocabulary on *p.18* of the Student Book.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, so they can't see each other's worksheets. Give out the worksheets.
- Write the sentences from **Language** on the board. Elicit the meaning of *too*.
- Demonstrate the activity by taking the part of student **A**. Say *I have one tablet in my photo.* Ask a student **B** *The same or different?* Elicit the response *The same. I have one tablet, too.* Tell Sts to write *S* (same) in the box next to the tablet.
- Now take the part of student **B**. Say *I have two notebooks in my photo*. Elicit the response from a student **A** (*Different. I have one notebook*).
- Sts now do the activity in pairs. Tell them to take turns telling each other what they have in their photos. When the pairs finish, get them to look at each other's photos to check their answers.

3B What's this? What are these?

A pairwork activity

Sts ask and answer questions with *this* and *these*. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

What's this? *It's a wallet.*
What are these? *They're pencils.*

- Write the sentences from **Language** on the board, and review the use of *this* and *these*.
- Demonstrate the activity by taking the part of student **A**. Point to number 1 and say *What are these?* Elicit the response *They are notebooks*.
- Now elicit the next question from a student **B** (*What is this?*). Say *It's an umbrella*.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Sts look at the silhouettes and ask and answer e.g., *What are these? They're notebooks.*
- Tell Sts **A** to ask about all their silhouetted objects first. Then Sts change roles.
- Monitor and help Sts if necessary.

PE2 An orange juice, please

A role-play activity

Sts role-play ordering food in groups of three. Copy one worksheet per group and cut up the menu and role cards.

LANGUAGE

Can I have a cheese sandwich? *Here you are.*
How much is that? *It's $7.25.*
Anything else? *No, thanks. / Yes, please, a Diet Coke.*

- Review prices by writing a few prices on the board, e.g., $5.65, $11.25, $0.50, and elicit the prices (*five dollars and sixty-five cents, eleven dollars and twenty-five cents, fifty cents*).
- Explain that Sts are going to role-play ordering food and taking orders in a restaurant. Write the phrases in **Language** on the board. Model the phrases for Sts to listen and copy the rhythm.
- Put Sts in groups of three and give them a menu to share. Give one student the role card for the server (a person who works in a restaurant). Give the other two Sts the customer card to share. Give Sts a few minutes to read their roles.
- Servers should let the customers read the menu before taking their order. They need a piece of paper to write down the orders and later to tell them how much it is.
- When the customers have read the menu, tell the servers to take orders and calculate how much it is.
- You could ask a group or groups to perform in front of the class.

4A Family tree

A pairwork activity

Sts complete a family tree by asking their partner questions. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

LANGUAGE

Who is Will? *He's Joe's brother.*

- Tell Sts they are each going to complete a family tree. You could demonstrate by drawing a family tree on the board with your name and family members in it.
- Erase some of the names on the board and ask Sts, e.g., *Who's Maria?* Elicit the correct answer (your grandmother, your sister…). Continue until your family tree is complete again.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts that they are now going to complete Joe and Angela's family trees. Tell Sts they have to ask and answer questions about the people in the lists that they have. Focus on the examples.
- Sts **A** start by asking Sts **B** questions about the people in their list and complete Joe's family tree. Then they change roles and Sts **B** complete Angela's family tree. Monitor and make sure Sts are doing the activity correctly.
- Tell Sts to compare family trees (they should be the same).

EXTRA CHALLENGE After Sts have completed both family trees, get them to ask questions about all the people, e.g., *Who is Beth's brother?*, to review family vocabulary.
You could also ask Sts to make their own family trees, in class or at home. They can then show other Sts and ask questions: "Who is Camila?" "She's my brother's wife."

4B What is it?

A pairwork activity

Sts use adjectives to identify objects. Copy and cut up one worksheet per student.

LANGUAGE

It's expensive. *It's a watch.*
It's number three.

- Write the sentences from **Language** on the board. Model the sentences for Sts to listen and copy the rhythm.
- Review adjectives by saying an adjective and getting Sts to say the opposite, e.g., *slow – fast*. (See **Vocabulary Bank** Adjectives *p.121*.)
- Put Sts in pairs, ideally face-to-face, and give each student a set of cards. Ask Sts to shuffle their cards.
- Demonstrate the activity by taking the part of a student. Look through your set of cards and choose one, for example, card number 3. Say to a student *It's expensive*. This student should then look through their cards and find the one that is *expensive*. Elicit the response *It's number three*. Point out that Sts can also respond by naming the object, e.g., *It's the watch*. Now get a student to choose a card (e.g., *the computer*) and say *It's slow*. You then say *Number 8* or *It's a computer*.
- Sts take turns saying sentences *It's* + adjectives. Their partner says the number of the card or names the object.

EXTRA IDEA When Sts have finished, they could take turns saying sentences with the adjective and noun together, e.g.,
A (points at a picture) *What's number 3? or What is it?*
B *It's an expensive watch.*

NON-CUT ALTERNATIVE Give one worksheet to each student. Ask Sts to choose a picture at random and describe it to their partner. Make it clear that Sts should choose random pictures and not do them in order.

ANSWERS

1 It's fast. / It's a fast car.
2 It's tall. / It's a tall tree.
3 It's expensive. / It's an expensive watch.
4 It's small. / It's a small key.
5 It's old. / It's an old umbrella.
6 It's big. / It's a big house.
7 It's long. / It's a long name.
8 It's slow. / It's a slow computer.
9 It's new. / It's a new coat.
10 It's cheap. / It's a cheap car.
11 It's easy. / It's an easy problem.
12 It's ugly. / It's an ugly fish.

5A Talk about food

A pairwork activity

Sts answer questions about their tastes and habits in relation to food and drink. Copy one worksheet per student.

LANGUAGE

I have orange juice for breakfast. What about you?
Me too.
I don't have orange juice. I have milk.

- Quickly review the vocabulary in **Vocabulary Bank** Food and drink on *p.122*.
- Write the sentences from **Language** on the board. You may also want to teach *Me neither* to agree with a negative sentence. Model the sentences and questions for Sts to listen and copy the rhythm.
- Give out the worksheets and tell Sts to look at the pictures of the food / drink and make sure they know the words. Focus on the column on the right with **T/F**. Tell Sts to circle *T* if the information is true for them or *F* if it is false. Remind Sts of the meaning of *a lot of* and elicit the meaning of *every day*.
- Now put Sts in pairs and tell them they are going to tell each other about their sentences.
- Demonstrate the activity. Focus on the first sentence (*I have orange juice for breakfast.*) and circle *T*. Say *I have orange juice for breakfast* and then ask *What about you?* Elicit the two possible answers in **Language**. Now focus on sentence 2 and circle *F*. Highlight that if Sts circle *F*, they need to change the verbs from affirmative to negative or vice versa, for example *I don't drink coffee. I drink tea.*
- Sts now take turns telling each other their sentences and asking their partners *What about you?*
- Get feedback by asking a few Sts to report the things they have in common: *We like chocolate. Our favorite food is pasta.*

5B Do you…?

A group board game

Sts move around the board asking and answering simple present questions. Copy one worksheet per group of three or four Sts. You also need a die per group and one token per student (e.g., a paper clip, a small coin, etc.).

LANGUAGE

Do you…? *Yes, I do. / No, I don't.*

- Review *Do you…?* questions by asking individual Sts questions and getting them to give you short answers, e.g., *Do you drink tea in the morning? Do you like rock music?*
- Write the sentences from **Language** on the board. Model the questions for Sts to listen and copy the rhythm.
- Put Sts in groups of three or four. Give each group the worksheet, a die, and enough tokens. Each player puts their token on the START square. Explain the rules of the game. Sts take turns rolling the die and moving the corresponding number of squares. Sts answer the questions in the squares.
- Demonstrate by getting a student to roll the die, move their token, and ask you the question.
- Sts work in their groups. Sts take turns rolling the die and asking the others in the group to answer the question in the square. Monitor and help.
- Sts play the game until the time runs out. The first player to reach the FINISH square wins. If a group finishes very quickly, tell them to play again.

EXTRA CHALLENGE With a strong class, you could encourage Sts to give more information when they answer a question and to react to their partner's answer, e.g., **A** *Do you drink tea in the evening?* **B** *Yes, I do. I drink tea with milk.* **A** *What is your favorite tea?*
You can make the game longer by giving Sts a coin instead of a die. Tell Sts that the coin will tell them how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.

PE3 Time bingo

A group card game

Sts review the time with bingo cards. Copy and cut up one card per pair or per student.

LANGUAGE

(It's) twenty after three, quarter to six, eleven o'clock.

- Draw a clock on the board and quickly review times.
- Put Sts in pairs and give each pair a bingo card.
- Explain that you are going to say some times, and if the time is on their card, they must cross it out (ask Sts to cross out in pencil, so the card can be used again).
- Explain that when a pair has crossed out ALL the times on their card they call out *Bingo!*
- Rehearse the shout, *Bingo!*

- Start calling out times, repeating them once. Keep a note of all the times you call out.

ANSWERS
Times to call out:
4:15 3:20 6:25 7:50 5:25 7:30 5:45 10:55
9:35 2:50 11:10 1:05 12:10 8:40

- Ask the winning pair to read back the times and check they are correct.
- Play again, giving pairs different cards or getting Sts to erase and exchange cards with another pair. Call out the times in a different order.

6A What do they do? Where do they work?

A pairwork information exchange activity

Sts ask each other about people's jobs and places of work. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

What does Lucia do? *She's a nurse.*
Where does she work? *She works in a children's hospital.*

- Put Sts in pairs, A and B, ideally face-to-face so they can't see each other's worksheets. Give out the worksheets.
- Explain that their worksheet has missing information that their partner has.
- Focus on the first question prompt on the left (*What / do?*) and elicit the first question for Lucia (*What does Lucia do?*).
- Elicit from Sts **A** the answer (*She's a nurse*) and tell Sts **B** to write *a nurse* in the space.
- Now focus on the second question prompt on the left (*Where / work?*) and elicit the question for Lucia (*Where does Lucia work?*).
- Elicit the answer from Sts **B** (*She works in a children's hospital.*) and tell Sts **A** to write *in a children's hospital* in the space.
- Write the sentences from **Language** on the board. Model the questions for Sts to listen and copy the rhythm.
- Now ask Sts how they would ask the questions for George (*What does George do? Where does he work?*).
- Sts ask and answer questions. Monitor and check that they are spelling and pronouncing the words correctly.
- When Sts have finished, tell them to turn over the sheets and ask quick questions around the class to see if they can remember people's jobs and places of work.

6B What do you usually do?

A pairwork activity

Sts tell a partner about things they always, usually, sometimes, or never do. Copy one worksheet for each pair and cut into **A** and **B**.

LANGUAGE

I usually have cereal for breakfast. What about you?
I always have cereal for breakfast. I love cereal.

- Write the sentences from **Language** on the board. Model the sentences for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the worksheets. Give Sts a few minutes to read and complete the sentences on their half of the sheet. Monitor and answer any questions about vocabulary.
- When Sts are ready, tell them they will now have to say their sentences to their partner and ask *What about you?* Demonstrate the activity by giving Sts a couple more examples. Say to a student, e.g., *I sometimes have breakfast in bed on Sunday morning. What about you?* Elicit a true response from the student. Then say to another student *I usually read the newspaper in the morning. What about you?*
- Sts work in pairs. Monitor and help as needed. Encourage Sts to add extra information to their answers as in the examples.
- Get feedback by asking a few volunteers to report what they have learned about their partner.

EXTRA SUPPORT When Sts have finished, you could ask them to write three sentences about their partner.

7A Free-time questionnaire

A pairwork activity

Sts review word order in questions by putting the words in the correct order and then asking each other about free-time activities. Copy one worksheet for each pair and cut into **A** and **B**.

LANGUAGE

Do you usually go out on Saturday night? *Yes, I do.*
Where do you go? *I go to the movies.*
What about you?

- Quickly review word order in questions. Write on the board: *Are tired you?* and *Where you do live?* and elicit what the correct word order is. Then review the time expressions: *in the morning / in the evening / at night / on the weekend*.
- Put Sts in pairs, **A** and **B**. Give out the worksheets. Focus on **a** and tell Sts to put the words in 1–8 in the correct order to make questions. Point out that the first word in each question is given. Set a time limit, e.g., five minutes.
- Monitor and help, making sure Sts have put the words in the correct order.

ANSWERS
Student A
2 What are your favorite stores?
3 What games do you play on your phone?
4 Do you eat fast food on the weekend?
5 Who do you usually meet on the weekend?
6 Do you have a big breakfast on the weekend?
7 What TV shows do you watch in the evening?
8 What do you usually do on Saturday morning?

Student B
2 What's your favorite restaurant?
3 What do you do with your friends on the weekend?
4 Are you usually at home on Sunday night?
5 When do you usually take vacations?
6 What do you usually do after dinner?
7 Do you go to the movies on the weekend?
8 How do you relax in the evening?

- Demonstrate the second part of the activity by telling a student to ask you a question on their worksheet. Answer the question as fully as possible and return the question with *What about you?*
- Sts work in their pairs. Encourage Sts to try and give as much information as they can when they answer the questions and to ask *What about you?*
- Get feedback from individual Sts.

7B What do you think of…?

A pairwork activity

Sts complete a survey about things / people they like or don't like, then they interview their partner. Copy one worksheet per student.

LANGUAGE

I like Justin Timberlake. Do you like him?
Yes, I do. I like him a lot.
He's OK.
No, I don't like him. He's awful.

- Write on the board the following sentence with the name of a singer you think that your Sts will know, e.g., *I like Justin Timberlake. Do you like _____?* Elicit what the missing pronoun is (*him*). Ask a student the question and elicit an answer from **Language**. Write the sentences from **Language** on the board.
- Give out the worksheets. Give Sts a few minutes to complete two or more sentences in each category. Stress that they don't need to fill out all the categories if they can't, but set a minimum number of sentences they have to complete (e.g., five).
- Monitor and help with any vocabulary Sts need.
- Now put Sts in pairs and tell them to interview their partner. They must tell their partner about their preference, then ask them for their opinion. Demonstrate by getting a student to ask you a question from their worksheet and answer truthfully.
- Sts take turns asking and answering questions. Monitor and help where necessary.
- Get feedback by asking a few pairs to report how their answers are the same or different, e.g., *Pierre likes classical music, but I don't like it.*

EXTRA SUPPORT Elicit all the questions before Sts interview each other.

EXTRA CHALLENGE Encourage the student who is answering the question to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

PE4 Famous birthdays

A pairwork information exchange activity

Sts ask and answer questions about the birthdays of famous people. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

When is Robert de Niro's birthday? *August 17th*

- Write the sentences from **Language** on the board. Review dates by writing some dates on the board, e.g., 01/03, 05/28, 06/12, 03/09. Elicit how to say them: January third, May twenty-eighth, June twelfth, March ninth.
- Write *Beyoncé* on the board. Elicit the question *When is Beyoncé's birthday?* Write 09/04 on the board and elicit the response *September fourth.*
- Put Sts in pairs, **A** and **B**, ideally face-to-face so they can't see each other's worksheets. Give out the worksheets.
- Explain to Sts that they have to find out the birthdays of the people on their worksheet if the birthday is not given.
- Demonstrate the activity with two Sts. Have a student **A** look at the first photo and ask a **B** *When is Ncuti Gatawa's birthday?* who responds with the date on the worksheet, *October fifteenth.*
- Sts take turns asking and answering questions about the birthdays. When they have finished, they can compare worksheets to confirm their answers.
- Follow up by asking Sts if they found a celebrity birthday that is the same as theirs or if they know that their birthday is the same as that of another famous person.

8A Can you?

A group board game

Sts move around the board and answer questions using *can / can't*. Copy one worksheet per group of three or four Sts. You also need one die per group and one token per student.

LANGUAGE

+ *I can park here.*
− *I can't park here.*
? *Can I park here?*

- Draw a soccer ball on the board and cross it out. Ask Sts what they think this means. Elicit ideas. If Sts make an incorrect guess, say *Sorry, try again*. When they guess the correct answer (*You can't play soccer here.*), say *Yes, that's right*. Now write *1 A place where you can speak English*. Elicit answers and write the correct ones on the board.
- Write the sentences from **Language** on the board. Remind Sts of the word order in sentences with *can / can't*.
- Put Sts in groups of three or four. Give each group the worksheet, a die, and enough tokens. Each player puts their token on the START square.
- Sts take turns rolling the die and giving information with *can / can't*. Monitor and help.
- Sts play the game until the time is up. If a group finishes very quickly, encourage them to play again.

EXTRA CHALLENGE You can make the game longer by giving Sts a coin instead of a die. Tell Sts that the coin will tell them how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.

8B What do you like doing?

A pairwork activity

Sts guess their partner's opinion of particular activities. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

I like swimming. I think you don't like swimming.
You're right. / You're wrong. I love swimming.

- Write these activities on the board or draw simple pictures, e.g., *playing tennis, cooking*. Choose a strong student and say, e.g., Maria, *I think you like playing tennis. Am I right?* and teach the answer *You're right. / You're wrong.* Continue guessing a few other Sts' opinions about the activities.
- Write the sentences from **Language** on the board. Model the sentences for Sts to listen and copy the rhythm.
- Now ask Sts to guess your opinion of *playing tennis* and *cooking* using *I think you love / like / don't like*…, and tell them if they are right or wrong.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, so they can't see each other's worksheets. Give out the worksheets.
- Sts individually complete the sentences under each picture, first writing if they love / like / don't like the activity and then writing what they think for their partner.
- Sts take turns reading sentences and responding to their partner.
- Get feedback to find out who has the most correct guesses.

9A Guess what I'm doing!

A group activity

Sts mime phrases in the present continuous. Copy one sheet per group of three or four Sts and cut into cards.

LANGUAGE

Are you…?	*Yes, I am. / No, I'm not.*
	Yes, we are. / No, we aren't.
You're making coffee.	*That's right.*

- Tell Sts that they are going to act out some phrases in the present continuous for their classmates to guess. They have to do this without speaking.
- Demonstrate the activity. Put the cards face down on your desk and pick a card. Then tell Sts that you are going to act out the phrase for the class and they will have to guess what you are doing. For example, if you draw the card *making coffee*, you could pretend to be in a kitchen and to put some coffee in a cup, add water, and pretend to stir it.
- Encourage the class to guess. Sts ask questions and you answer. Elicit the response *You're making coffee*.
- Write the sentences from **Language** on the board. Model the sentences and question for Sts to listen and copy the rhythm.
- Put Sts in groups of three or four and give them a set of cards face down. If you have a small class, you could do this as a whole class activity. Sts take turns taking a card and acting out what's on the card until someone in the group guesses. Then another student takes a card, etc. You could set a time limit for each person, e.g., two minutes.

EXTRA IDEA You could make this a competitive game with teams. One member of Team 1 takes a card and has, for example, two minutes to try to make their team guess what is on the card. If they guess within the time limit, Team 1 gets a point. Then a member of Team 2 takes a card, etc.

EXTRA IDEA If you think your Sts will be uncomfortable miming the actions, you could change this to a drawing activity, with Sts drawing the actions instead of miming.

9B A board game

A pair or group board game

Sts move around the board practicing the simple present and present continuous. Copy one worksheet per pair or per group of three or four Sts. You will also need one coin per group and one token per student.

LANGUAGE

What are you doing now?	*I'm driving.*
Do you speak English at home?	*No, I don't. We speak Spanish.*

- Tell Sts that they are going to play a game to practice the simple present and present continuous. Write the sentences from **Language** on the board. Remind Sts of the difference between the simple present and present continuous.
- Put Sts in pairs or groups of three or four. Give each pair or group the worksheet. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.
- Each player puts their token on the START square. Then one student tosses the coin and moves their token one or two squares. Sts have to answer the question on the square they land on, or follow the directions to move back or forward one square. If they move, they answer the question on the new square. If Sts can answer the question, they stay on that square. If they can't answer it, they go back to the previous square.
- Sts take turns tossing the coin, answering questions, and moving around the board. The first person to reach FINISH is the winner.

EXTRA CHALLENGE Encourage the student who is answering the question to give extra information and the other Sts in the group to ask follow-up questions as appropriate.

PE5 Would you like to…?

A pairwork activity

Sts ask their partner about things they would like to do in the future. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Would you like to travel around the world?	*Yes, I would. / No, I wouldn't.*
Why (not)?	*Because I love traveling. / Because I don't like flying.*

- Tell Sts they are going to find out what some of their classmates would like to do in the future.

- Write the sentences from **Language** on the board. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Give Sts a minute to read the items and answer any questions about vocabulary.
- Demonstrate the activity by getting a student to choose a phrase and ask you the question (*Would you like to…?*). Answer with a short answer, *Yes, I would* or *No, I wouldn't*, and then indicate that the student should ask *Why?* or *Why not?* Give a short, simple response that uses words and structures Sts have studied.
- Get Sts to ask and answer the questions. Monitor and help as necessary. Make sure Sts are asking follow-up questions with *Why*.
- Get feedback by asking a few Sts to report their findings. *Miguel would like to write a book. He wants to write about his family.*

10A My hotel

A pairwork information exchange activity

Sts ask each other about the facilities in two hotels. Copy one worksheet per pair and cut it into **A** and **B**.

LANGUAGE

Is there a restaurant in the hotel?	*Yes, there is.*
Where is it?	*It's on the first floor.*
Are there any cafés?	*No, there aren't.*

- Quickly review the ordinal numbers 1 to 5 by writing the numbers on the board or saying them and eliciting the ordinal, e.g., *one – first*. Remind Sts that we use ordinal numbers to talk about the floors in a building (*first floor*, *second floor*, etc.)
- Write the sentences from **Language** on the board. Model the questions for Sts to listen and copy the rhythm. Remind Sts that we usually use *any* in plural questions with *Are there*, and *a / an* with singular statements and questions with *There is* and *Is there*.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to write one thing from the list of facilities on each floor of their hotel. Highlight that they have to make choices. They can't use everything in the list, only six facilities. Give them a few minutes to do this.
- Focus on the instructions for **b** and **c**. Demonstrate the activity with a strong student or get two Sts to demonstrate the first exchange.
- When Sts have finished, get them to compare their hotels.

10B Where were you yesterday?

A pairwork activity

Sts practice the prepositions *on*, *at*, *in*, and ask each other what they were doing at particular times in the past. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Were you at home at ten o'clock last night?	*Yes, I was. / No, I wasn't. What about you?*

- Review prepositions of place, e.g., *at work*, *on the train / bus*, *in the car*, *at the restaurant* (see Student Book on *p.62*).
- Write the sentences from **Language** on the board. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Make sure they can't see each other's sheets. Ask Sts to complete the questions with the correct preposition. Monitor and correct individual mistakes as necessary.

ANSWERS
Student A
1 in **2** in **3** on **4** at **5** on **6** at **7** in
Student B
1 in **2** in **3** on **4** at **5** at **6** in **7** in

- Focus on **b**. Explain to Sts that they are going to ask their questions to find out where their partner was at certain times.
- Demonstrate the activity by getting a student **B** to ask the first question. (*Were you in class last week?*) Get student **A** to answer the question (*Yes, I was. / No, I wasn't.*). Remind Sts to say where they were if they answer *No* and to give extra information if they say *Yes*. Encourage **A** to provide more information and to then ask *What about you?*
- Sts work in pairs taking turns asking each other questions. Monitor and help where necessary.
- Get feedback by asking Sts to tell you where they and their partner were at different times.

11A Find someone who…

A class mingle

Sts ask questions to find out who did the things on the worksheet. Copy one worksheet per student.

LANGUAGE

Did you watch TV last night?	*Yes, I did.*
Did you study English last weekend?	*No, I didn't.*

- Practice the questions Sts are going to ask. Write on the board _____ *watch TV last night?* _____ *study English last weekend?* Tell Sts to ask you the questions. Then ask two or three Sts the questions.
- Give each student a copy of the worksheet and focus on the **Find someone who…** column, making sure Sts understand all the lexis.
- Focus on the last two questions on the worksheet. Tell Sts that for these they should write their own questions. Elicit possible questions from the class e.g., _____ *read a book last night?* Give Sts time to write their own questions. Monitor and help if necessary.
- Ask a student the first question, *Did you watch TV last night?* If the student answers *Yes*, write their name on your worksheet. If the answer is *No*, say *Thank you* and ask another student, continuing until you get a *Yes* answer.
- Tell Sts to ask their questions in random order. Set a time limit. Monitor and help where necessary.
- When time is up, get feedback from the class about who did which activities.

11B Life in a day

A pairwork activity

Sts ask and answer questions to find three things they both did yesterday. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Did you get up at eight o'clock this morning?	*Yes, I did.*
Did you do yoga yesterday?	*No, I didn't. What about you?*

- Write these phrases on the board.
  _____ *get a bus to English class today?*
  _____ *get up late last Sunday?*
- Elicit the missing words (*Did you*) and write the full questions on the board.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, so they can't see each other's worksheets. Give out the worksheets. Tell Sts that they have to ask their partner the questions on their sheet and check or cross the answers. Focus on **b** and explain they will try to find things they have in common.
- Demonstrate the activity by getting a student to ask you the first question (*Did you get up at eight o'clock this morning?*). Answer the question truthfully.
- Tell Sts to complete the "Me" column first, checking or marking with an *X* the things they did or didn't do. Then Sts take turns asking each other the questions and noting down the answers.
- Monitor and correct any mistakes.
- When Sts have finished, get them, in pairs, to write sentences with *We…* for the things they had in common. Get feedback by asking pairs which things they had in common, e.g., *We got a bus to English class today*.

EXTRA CHALLENGE Tell Sts to get their partner to give more information, e.g., *Did you go shopping with friends last week? Yes, I did. I went shopping with Marta and Luisa.*

PE6 Where are you?

A pairwork or small group activity

Sts follow directions and use a map to find their way to a destination. Make one copy of the map and cut up one copy of the direction cards for each pair or group of three.

LANGUAGE

Go straight ahead.
Turn right. / Turn left.
It's on the corner of First Street and West Road.
It's on the right.

- Review the language for directions by drawing a simple map on the board. Write the sentences from **Language** on the board. Model the sentences for Sts to listen and copy the rhythm.
- Put Sts in pairs or small groups of three and give them a map and a set of direction cards. Focus on the map and elicit from the class all the places marked with a symbol and write them on the board:

= bank	= restaurant	= school
= gym	= phone store	= train station
= bookstore	= factory	= museum
= hospital	= parking lot	= supermarket
= hotel	= park	= movie theater

- Demonstrate the activity with the class. Read one of the cards and ask Sts to tell you where they are. Read slowly, pausing to give Sts time to follow on the map. Make sure Sts understand the preposition *outside*, e.g., *You are outside the bank*. Draw a diagram on the board to show this. If Sts don't understand something, encourage them to ask questions, e.g., *Do we turn left or right? Could you repeat that, please?*
- In their pairs or groups, Sts take turns picking up cards and reading the directions aloud for the others to follow. Point out that the correct answer is in parentheses in bold at the end of the directions.
- Monitor and remind Sts to ask questions if they don't understand the directions.
- Get feedback by asking who got all the directions.

EXTRA CHALLENGE If some pairs or groups finish early, get them to make up their own directions to any place on the map or to give real directions to a place near the school.

12A Past tense questions

A group board game

Sts move around the board practicing the simple past. Copy one worksheet per pair or per group of three or four Sts. You also need one coin per group and one token per student.

LANGUAGE

Where did you buy your phone?	*I bought my phone in the Apple store.*
What did you do last weekend?	*I went to a rock concert.*

- Tell Sts that they are going to practice the simple past. Write the sentences from **Language** on the board. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs or groups of three or four. Give each pair or group the worksheet and enough tokens. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces. Focus on the questions, making sure Sts understand them. Tell Sts that they should try to answer with full sentences to practice the simple past.
- Each player puts a token on the START square. Then one student tosses the coin and moves their token one or two squares. Sts have to answer the question on the square they land on or follow the directions to move back or forward one square. If they move, they answer the question on the new square. If they can't answer a question, they go back to the previous square that they were on.
- Sts take turns answering questions and moving along the board. The first person to reach the FINISH is the winner.

EXTRA CHALLENGE Encourage the student who is answering the question to give extra information and the other Sts in the group to ask follow-up questions as appropriate.

12B A vacation in Venice

A pairwork speaking activity

Sts review the simple past with a story about a vacation. Copy one sheet per pair.

LANGUAGE

They went on vacation to Venice.

He was late.

- Put Sts into pairs and give out the worksheets.
- Tell Sts that they have some pictures on their sheet that tell a story. They also have some sentences. Give them a minute to read the sentences.
- Now tell Sts to look at the sentences and number them to match the order of the pictures. Monitor and help.
- Check answers.

ANSWERS

2 She told me on Friday morning. She wanted to surprise me.
3 I had a meeting at work that afternoon. I told her: "Meet me at the airport."
4 My meeting finished late. I was very nervous.
5 I got a taxi. The taxi driver wanted to go fast, but there was a lot of traffic.
6 I arrived at the airport very late. The gate was closed.
7 Sarah sent me a message. "Where are you?"
8 I called Sarah. She was on the plane. I said, "Go without me."
9 Sarah went to Venice. She sent me photos of the beautiful hotel.
10 She had a great time without me. She bought a lot of new clothes – and a T-shirt for me.

- Focus on **b**. Sts work in pairs, covering the sentences and trying to retell the story from the pictures. Monitor and help if necessary.
- Get feedback and ask Sts if they liked the story and if they have any stories about having problems on vacation.

EXTRA CHALLENGE Sts could write their own stories as homework or, if you have the time, in class. They could make them up if they have no real anecdotes.

Review questions

A review activity

Sts ask each other questions to review a range of tenses, vocabulary, and verb forms from the Student Book.
This could be used as a final "pre-test" review activity. Alternatively, it could be used as an oral exam. Copy and cut up one set of cards per pair.

LANGUAGE

Grammar and vocabulary from the course

- Put Sts in pairs, A and B. Give each pair a set of cards that they place face down on the table. Sts take turns picking up the top card and asking their partner about the topic on the card, using the prompts.
- Tell Sts to keep the card they have talked about.
- When Sts have finished, and if there is time, they can exchange cards with their partner.
- Monitor and help where necessary.

NON-CUT ALTERNATIVE Make one copy per pair. Give Sts a few moments to read through the cards. Then Sts **A** choose a number for Sts **B**. **B** then talks about what's on the card for that number. They take turns choosing a topic for their partner to talk about.

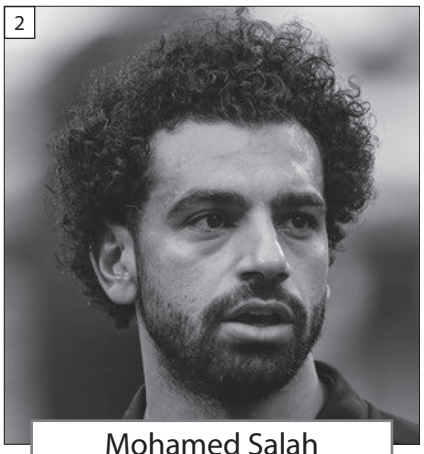
1A COMMUNICATIVE Are you…?

You're	**Katy Perry**
Find…	Ed Sheeran Tom Hanks
You're	**Ed Sheeran**
Find…	Denzel Washington Katy Perry
You're	**Beyoncé**
Find…	Kit Harington Cameron Diaz
You're	**Cameron Diaz**
Find…	Meryl Streep Tom Brady
You're	**Denzel Washington**
Find…	Shakira Emilia Clarke
You're	**Kit Harington**
Find…	Tom Hanks Penélope Cruz
You're	**Meryl Streep**
Find…	Chris Hemsworth Beyoncé
You're	**Jennifer Lopez**
Find…	Daniel Radcliffe Nicole Kidman
You're	**Penélope Cruz**
Find…	Jennifer Lopez Chris Hemsworth
You're	**Antonio Banderas**
Find…	Ben Affleck Shakira
You're	**Daniel Radcliffe**
Find…	Emilia Clarke Margot Robbie
You're	**Shakira**
Find…	Margot Robbie Ed Sheeran
You're	**Ben Affleck**
Find…	Nicole Kidman Selena Gomez
You're	**Chris Hemsworth**
Find…	Penélope Cruz Kit Harington
You're	**Tom Hanks**
Find…	Cameron Diaz Antonio Banderas
You're	**Nicole Kidman**
Find…	Katy Perry Denzel Washington
You're	**Margot Robbie**
Find…	Selena Gomez Daniel Radcliffe
You're	**Selena Gomez**
Find…	Tom Brady Jennifer Lopez
You're	**Tom Brady**
Find…	Beyoncé Meryl Streep
You're	**Emilia Clarke**
Find…	Antonio Banderas Ben Affleck

1B COMMUNICATIVE Where are they from?

1

Salma Hayek

2

Mohamed Salah

3

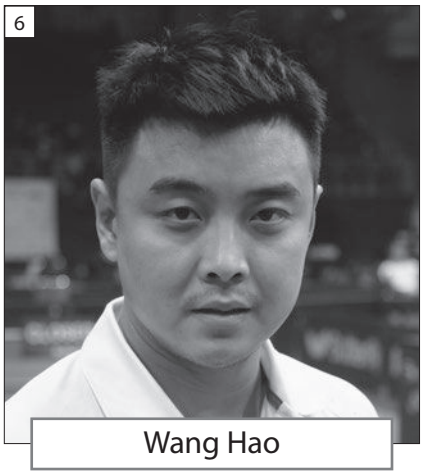
Ken Watanabe

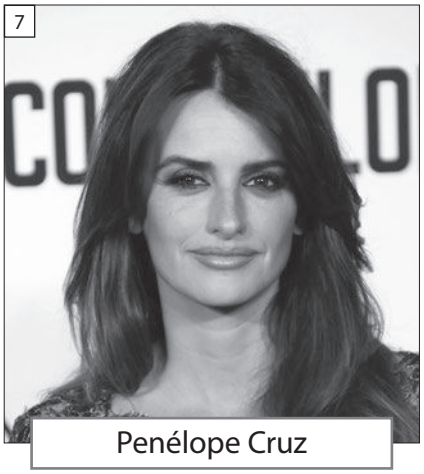
4

Alia Trabucco Zerán

5

Kylian Mbappé

6

Wang Hao

7

Penélope Cruz

8

Ryan Reynolds

9

Chee-Yun

10

Emma Watson

11

John Legend

12

Gisele Bündchen

© Oxford University Press 2026

PE1 COMMUNICATIVE Who are you?

First name: **Christophe**
Last name: **Moreau**
From: **Montreal, Canada**

First name: **Emilia**
Last name: **Legnani**
From: **Buenos Aires, Argentina**

First name: **Min**
Last name: **Kim**
From: **Seoul, South Korea**

First name: **Alejandra**
Last name: **Martinez**
From: **Mexico City, Mexico**

First name: **Natalia**
Last name: **Carvalho**
From: **Recife, Brazil**

First name: **Yin**
Last name: **Lu**
From: **Hangzhou, China**

First name: **Miguel**
Last name: **Vazquez**
From: **Bilbao, Spain**

First name: **Anthony**
Last name: **Clarke**
From: **Croydon, England**

First name: **Shungo**
Last name: **Azuma**
From: **Hiroshima, Japan**

First name: **Darius**
Last name: **Hassan**
From: **Cairo, Egypt**

First name: **Stephen**
Last name: **Andersen**
From: **Memphis, US**

First name: **Somchai**
Last name: **Amarin**
From: **Bangkok, Thailand**

2A COMMUNICATIVE Match the sentences

Student A

	Answers to Student B
1 Excuse me. Are you James?	**a** We're from Lima.
2 Where are Emma and Tomás from?	**b** No, it's in Japan.
3 Are you here on vacation?	**c** I'm from South Korea.
4 Is Nike English?	**d** Yes, she's from Toronto.
5 Are Pablo and Antonio Mexican?	**e** No, you aren't.

Student B

	Answers to Student A
6 Are we late?	**f** Yes, we are.
7 Where are you from?	**g** No, it isn't. It's American.
8 Is Caroline Canadian?	**h** No, they aren't. They're Spanish.
9 Where are you from in Peru?	**i** No, I'm not. I'm Jason.
10 Is Kyoto in China?	**j** They're Argentinian.

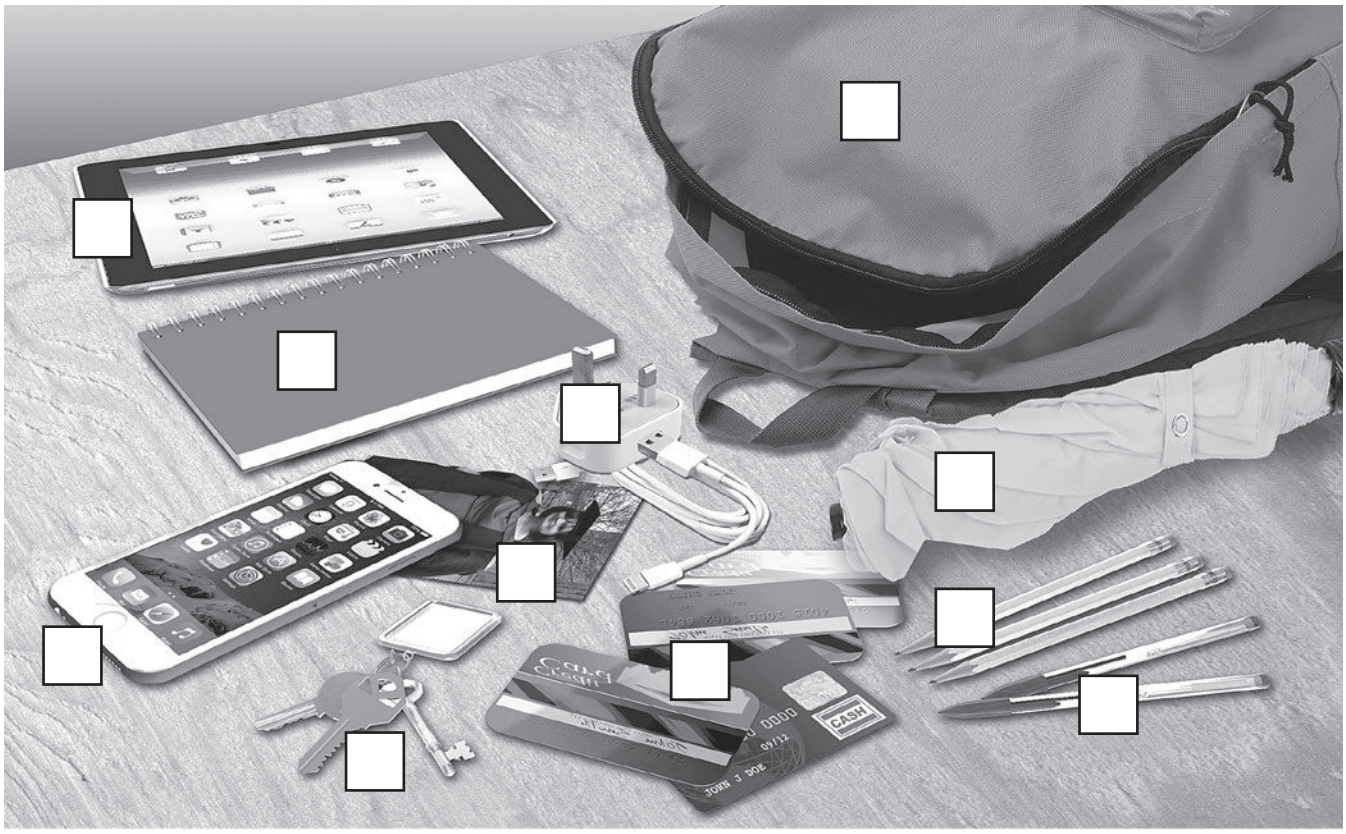
© Oxford University Press 2026

2B COMMUNICATIVE Remember the sentences

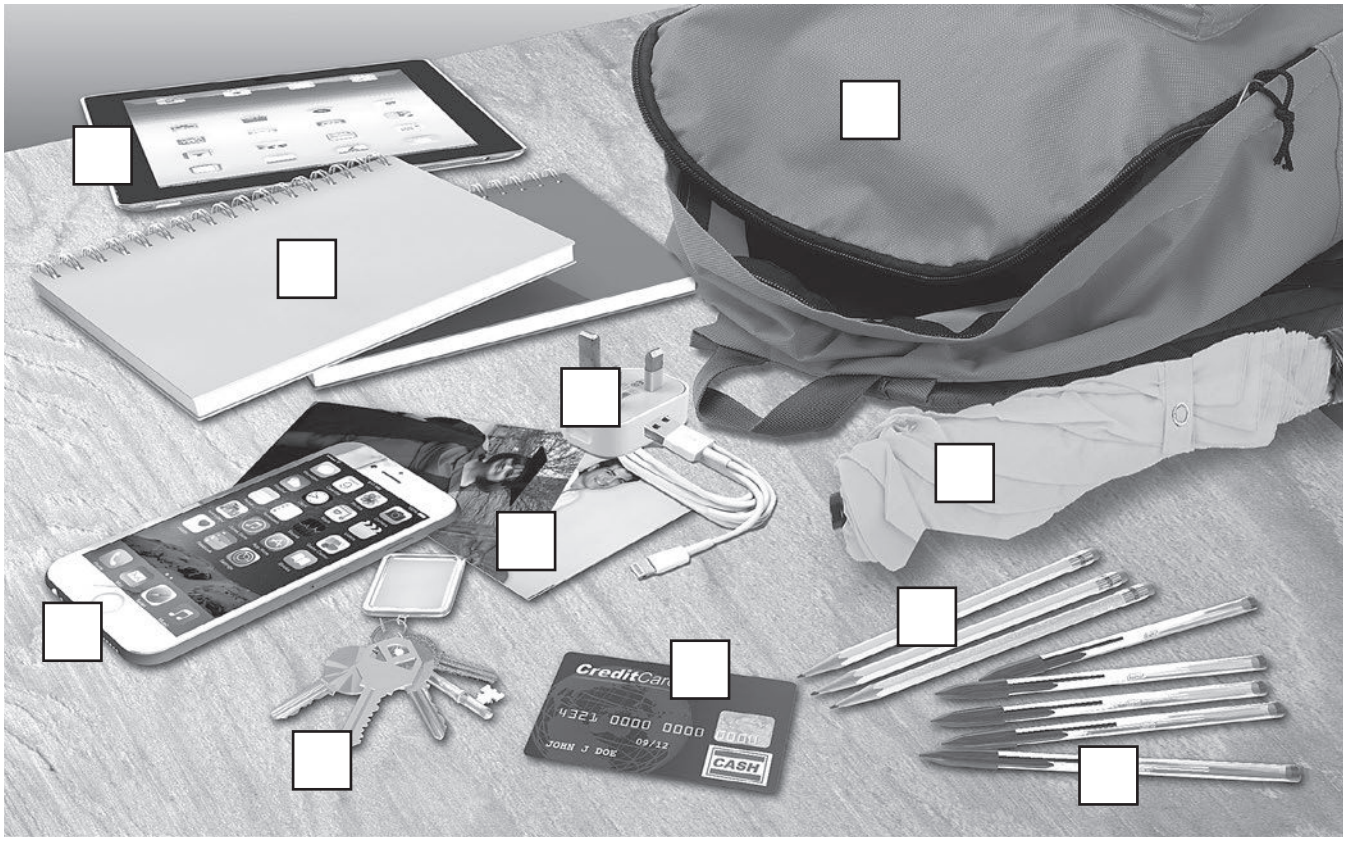
1 Hi, Lola. This is Paul.	**g**	*Fold here*	**a** No, she's single.
2 How old is Karin?	**e**		**b** My name's Karl.
3 What's your phone number?			**c** It's Thursday.
4 Nice to meet you.			**d** On Monday and Friday.
5 Is she married?			**e** She's 38.
6 How are you?			**f** Thanks.
7 See you tomorrow.			**g** Nice to meet you.
8 What's your name?			**h** Hi!
9 Have a nice day!			**i** I'm from Japan.
10 Where are you from?			**j** Fine, thanks.
11 When's your English class?			**k** It's 978-555-7360.
12 Hello!			**l** Sorry.
13 My name is Maribel, not Maria.			**m** Bye!
14 What day is it today?			**n** Nice to meet you, too.

3A COMMUNICATIVE The same or different?

Student A



Student B

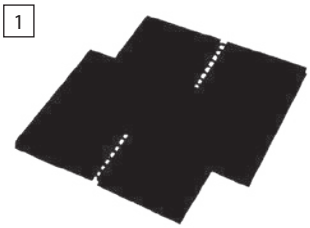


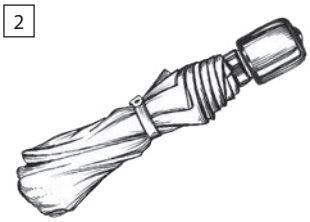
© Oxford University Press 2026

3B COMMUNICATIVE What's this? What are these?

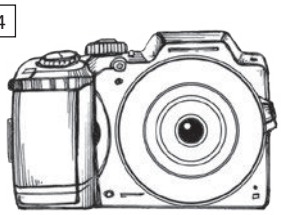
Student A

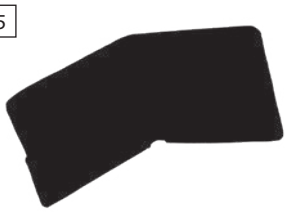
What are these? *They're notebooks.*

1 

2 

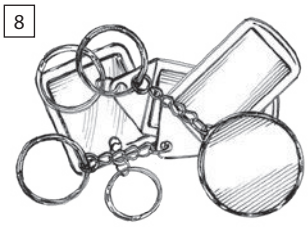
3 

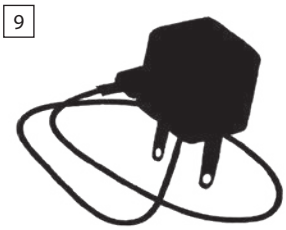
4 

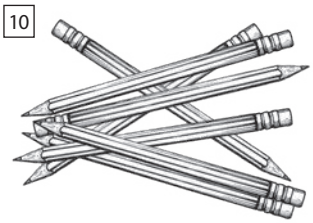
5 

6 

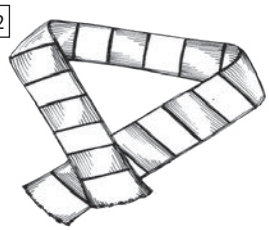
7 

8 

9 

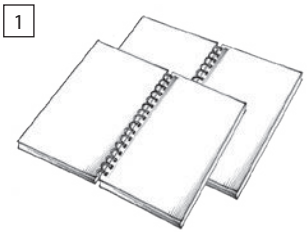
10 

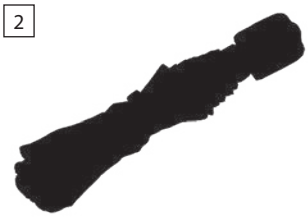
11 

12 

Student B

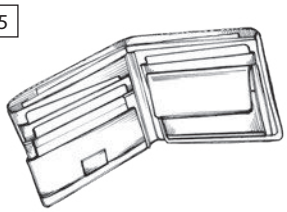
What are these? *They're notebooks.*

1 

2 

3 

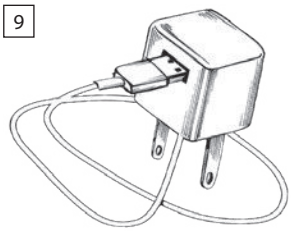
4 

5 

6 

7 

8 

9 

10 

11 

12 

The Three Kings



Food

Sandwiches (cheese, chicken, or tuna)	$7.25
Burger	$10.99
Cheeseburger	$11.50
Salads (chicken or egg)	$8.95



Drinks

Coke / Diet Coke	$3.30
Orange juice	$3.80
Water	$2.60
Coffee / Tea	$3.75



A You are a server.

Welcome the customer and show them the menu.

Useful phrases:

Can I help you?

Anything else?

Here you are.

B You are a customer.

Look at the menu and choose something to eat and drink.

Useful phrases:

Can I have...?

How much is it?

Here you are.

© Oxford University Press 2026

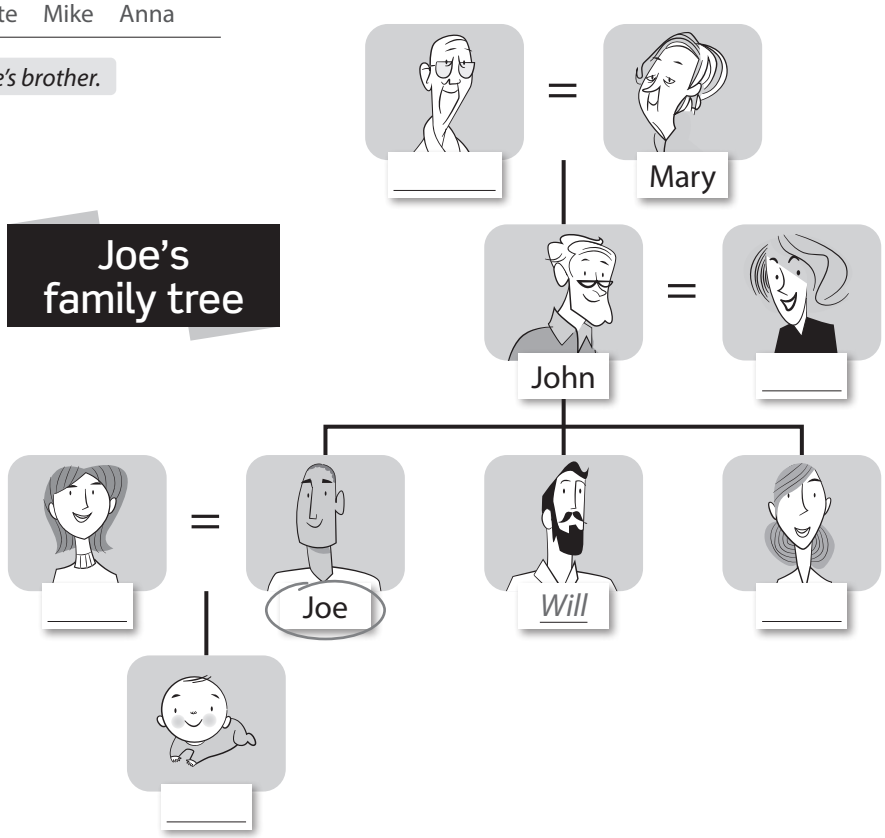
4A COMMUNICATIVE Family tree

Student A

a Look at Joe's family tree. Ask **B** about the people in the list. Complete Joe's family tree.

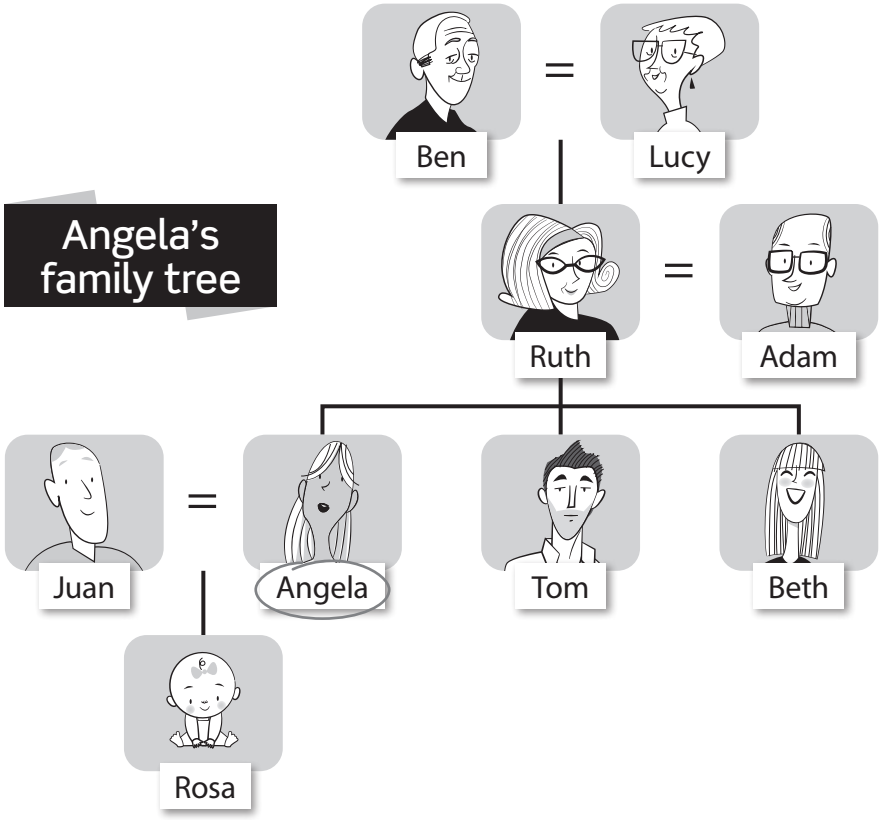
~~Will~~ Alfred Gabriela Kate Mike Anna

Who's Will? *He's Joe's brother.*



b Look at Angela's family tree. Answer **B**'s questions. Relate all the people to Angela.

Who's Beth? *She's Angela's sister.*

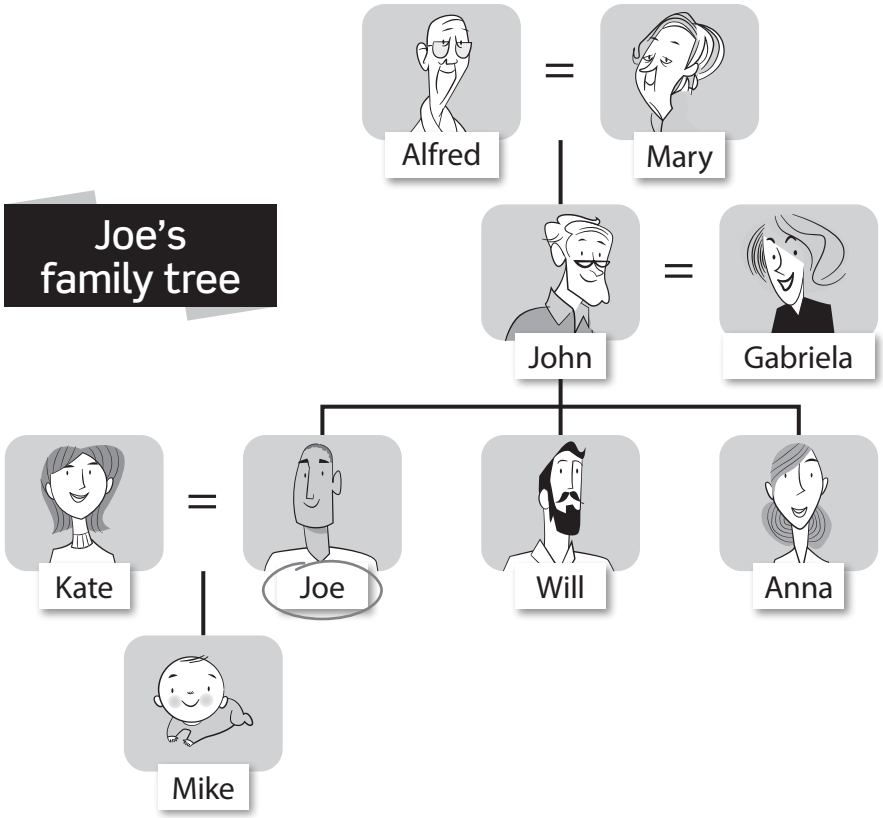


4A COMMUNICATIVE Family tree

Student B

a Look at Joe's family tree. Answer **A**'s questions. Relate all the people to Joe.

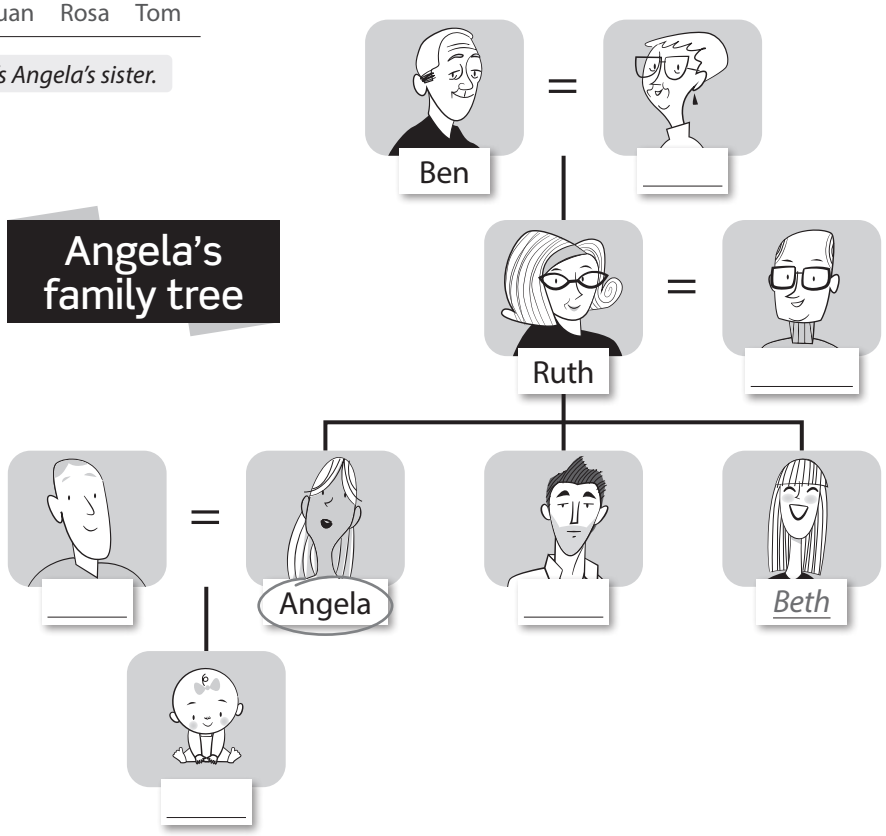
Who's Will? *He's Joe's brother.*



b Look at Angela's family tree. Ask **A** about the people in the list. Complete Angela's family tree.

~~Beth~~ Lucy Adam Juan Rosa Tom

Who's Beth? *She's Angela's sister.*



© Oxford University Press 2026

4B COMMUNICATIVE What is it?

1



2



3



4



5



6



7



8



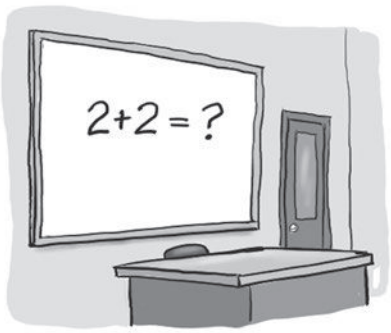
9



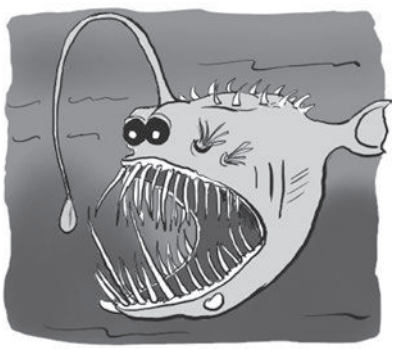
10



11



12

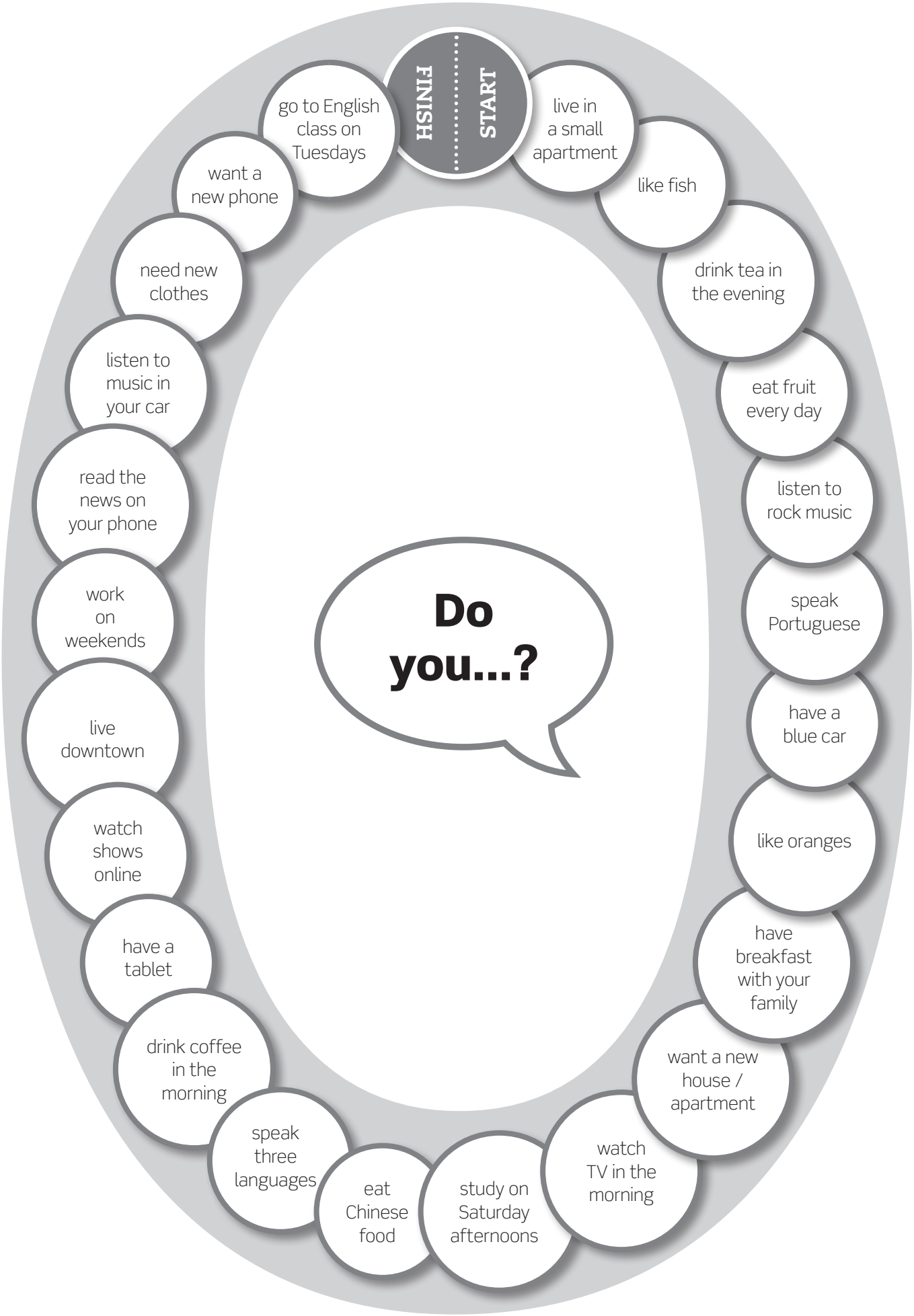


5A COMMUNICATIVE Talk about food

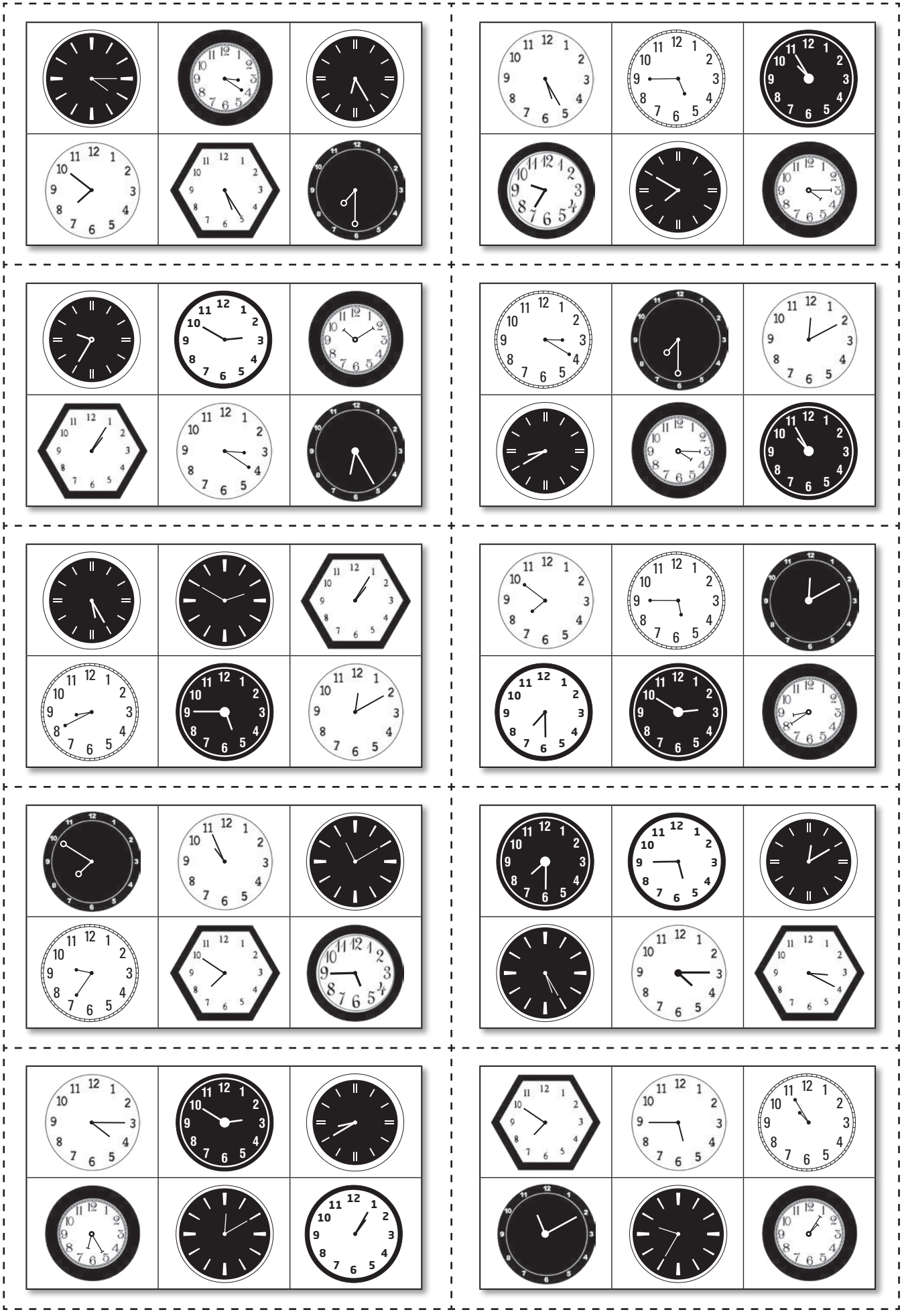
		You	Your friend
1	I have  for breakfast.	T/F	_____
2	I don't drink  .	T/F	_____
3	I have a  for lunch.	T/F	_____
4	I don't like  .	T/F	_____
5	My favorite food is  .	T/F	_____
6	I don't put  in tea.	T/F	_____
7	I eat a lot of  .	T/F	_____
8	I like  .	T/F	_____
9	I don't put  on my bread.	T/F	_____
10	I have  for breakfast on weekends.	T/F	_____
11	I drink a lot of  every day.	T/F	_____
12	I don't eat  in the evening.	T/F	_____

© Oxford University Press 2026

5B COMMUNICATIVE Do you…?



PE3 COMMUNICATIVE Time bingo



© Oxford University Press 2026

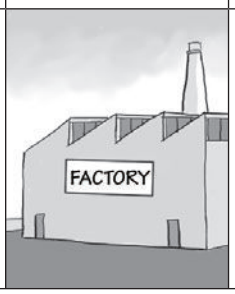
6A COMMUNICATIVE What do they do? Where do they work?

Student A

What / do?

Lucia	George	Jim	Liz	Faiza	Maria
					

Where / work?

Lucia	George	Jim	Liz	Faiza	Maria
					

Student B

What / do?

Lucia	George	Jim	Liz	Faiza	Maria
					

Where / work?

Lucia	George	Jim	Liz	Faiza	Maria
					

6B COMMUNICATIVE What do you usually do?

Student A

a Complete the sentences with *always*, *usually*, *sometimes*, or *never* + verb.
Make the sentences true for you.

1 I _____ _____ cereal for breakfast.

2 I _____ _____ TV in the evening.

3 I _____ _____ a bath in the evening.

4 I _____ _____ shopping on Saturday morning.

5 I _____ _____ my homework before class.

6 I _____ _____ to the radio in the car.

7 I _____ _____ lunch in a restaurant.

8 I _____ _____ coffee after dinner.

b Now tell your partner and then ask *What about you?*

I sometimes have cereal for breakfast. What about you?

I never have cereal.

Student B

a Complete the sentences with *always*, *usually*, *sometimes*, or *never* + verb.
Make the sentences true for you.

1 I _____ _____ up late on weekends.

2 I _____ _____ to bed at about eleven o'clock.

3 I _____ _____ a shower in the morning.

4 I _____ _____ housework in the evening.

5 I _____ _____ to the gym after school / work.

6 I _____ _____ the newspaper on Sunday.

7 I _____ _____ a sandwich for lunch.

8 I _____ _____ breakfast in the morning.

b Now tell your partner and then ask *What about you?*

I always get up late on weekends. What about you?

I usually get up late.

© Oxford University Press 2026

7A COMMUNICATIVE Free-time questionnaire

Student A

a Put the words in order to complete the questions.

1 do usually on vacation go you
Where *do you usually go on vacation* ?

2 stores favorite your are
What _____ ?

3 play your phone games on do you
What _____ ?

4 fast food on eat you weekend the
Do _____ ?

5 do meet you usually the on weekend
Who _____ ?

6 have breakfast a big weekend you on the
Do _____ ?

7 shows TV you do in the watch evening
What _____ ?

8 usually you do Saturday do on morning
What _____ ?



b Now ask **B** your questions. Then answer **B**'s questions.

Student B

a Put the words in order to complete the questions.

1 read weekend the on you
Do *you read on the weekend* ?

2 's restaurant favorite your
What _____ ?

3 you do with weekend do on friends the your
What _____ ?

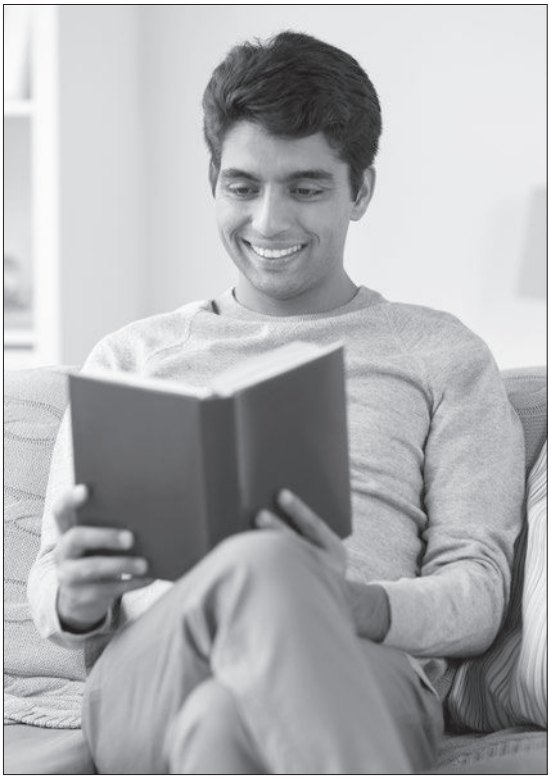
4 usually at you home on night Sunday
Are _____ ?

5 do usually vacations take you
When _____ ?

6 do after dinner usually you do
What _____ ?

7 movies go the you the to weekend on
Do _____ ?

8 in evening you relax do the
How _____ ?



b Now answer **A**'s questions. Then ask **A** your questions.

7B COMMUNICATIVE What do you think of…?

Work with a partner. Complete two sentences (or more) in each category.

Music

I like _____ (male singer).
Do you like _____?

I don't like _____ (female singer).
Do you like _____?

I like _____ (a group).
Do you like _____?

I listen to _____ (a type of music).
Do you like _____?



Sports

I don't like _____ (a sport).
Do you like _____?

I often watch _____ (a sport)
on TV. Do you watch _____?

I play _____ (a sport).
Do you play _____?

I really like _____ (sportswoman).
Do you like _____?



Food

I love _____ s (fruit plural).
Do you like _____?

I don't like _____ (food).
Do you like _____?

I sometimes eat _____
(a nationality) food.
Do you like _____?

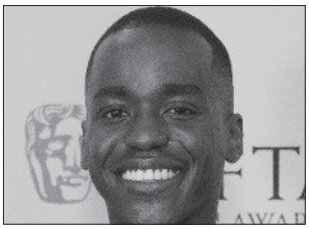
My favorite drink is _____
(a drink). Do you drink _____?



© Oxford University Press 2026

PE4 COMMUNICATIVE Famous birthdays

Student A



Ncuti Gatwa _____



Jennifer Lawrence 08/15



Rihanna _____



G-Dragon 08/18



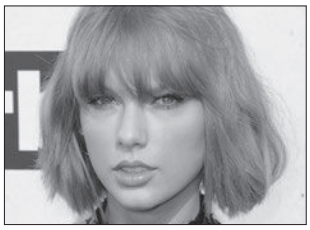
Eddie Redmayne _____



Adele 05/05



Leonardo DiCaprio _____



Taylor Swift 12/13



Khalid _____



Benedict Cumberbatch 07/19

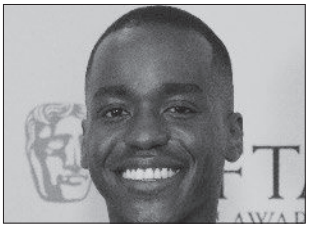


Ariana Grande _____



Lupita Nyong'o 03/01

Student B



Ncuti Gatwa 10/15



Jennifer Lawrence _____



Rihanna 02/20



G-Dragon _____



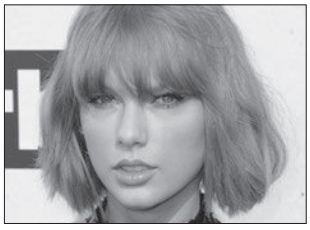
Eddie Redmayne 01/06



Adele _____



Leonardo DiCaprio 11/11



Taylor Swift _____



Khalid 02/11



Benedict Cumberbatch _____



Ariana Grande 06/26



Lupita Nyong'o _____

8A COMMUNICATIVE Can you?

START

Say 2 sports you can play inside.	What does the sign say? 	Say 1 dish you can cook with eggs.	What can you do here? 	Say 2 things you can buy at a supermarket.
				Say 3 places where you can pay with a credit card.
In this place you can't... 	Say 2 things you can do at the beach.	Say 1 place where you can't park.	Say 2 things you can have at your favorite restaurant.	What does the sign say? 
Say 2 places where you can't go in if you're late.				
Say 3 things you can do with your phone.	Say 2 places you can stay when you're on vacation.	What does the sign say? 	Say 2 things you can't do in your country until you're 18.	What can't you do here? 

FINISH

© Oxford University Press 2026

8B COMMUNICATIVE What do you like doing?

Student A *I love / I like / I don't like + -ing*

1



I _____

I think you _____

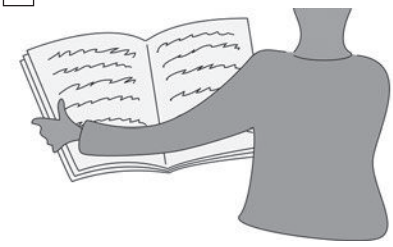
2



I _____

I think you _____

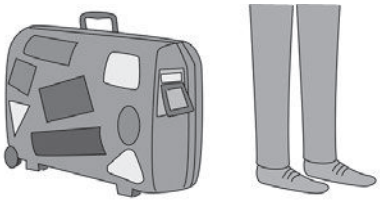
3



I _____

I think you _____

4



I _____

I think you _____

5



I _____

I think you _____

6



I _____

I think you _____

Student B *I love / I like / I don't like + -ing*

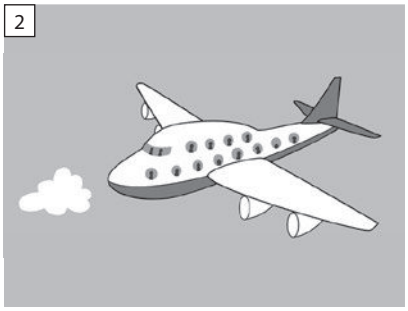
1



I _____ soccer on TV.

I think you _____

2



I _____

I think you _____

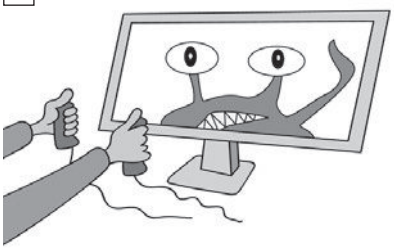
3



I _____

I think you _____

4



I _____ video games.

I think you _____

5



I _____ clothes.

I think you _____

6



I _____

I think you _____

making coffee	listening to music	eating pasta	cooking an omelet
swimming in the sea	paying by credit card	painting a room	parking a car
playing a video game	taking a photo	doing housework	waiting for a bus
walking in the mountains	doing yoga	reading a book	watching soccer
buying a coat	packing a suitcase	getting a taxi	taking a shower

© Oxford University Press 2026

9B COMMUNICATIVE A board game

START

Why are you studying English?

When do you usually do your English homework?

What color pen are you writing with?

What time do you start work / school?

Go back one space.

What do you usually have in your bag?



Who's sitting on your right?

What do you do in your free time?

What's the teacher doing now?

Move forward one space.



Do you know anybody who is in college? What are they studying?

When do you usually go on vacation?

Go back one space.

How do you relax on vacation?

What's the person on your left doing now?

What do you usually do after work / school?



What book are you reading right now?

Think of one person in your family. What's he / she doing now?

Move forward one space.

What language are you speaking now?

What language do you usually speak at home?



How do you usually go to class?

What are you wearing?

FINISH

PE5 COMMUNICATIVE Would you like to…?

Student A

a Ask **B** questions with *Would you like to…?* Then ask *Why* or *Why not?*

Would you like to travel around the world?

Why? (Why not?)

b Answer **B**'s questions.

1. travel around the world
2. play in a rock band
3. write a book
4. be in a movie
5. work in a restaurant
6. have a big fast car
7. go to painting classes
8. learn to play a musical instrument

Student B

a Answer **A**'s questions.

b Ask **A** questions with *Would you like to…?* Then ask *Why* or *Why not?*

Would you like to be a journalist?

Why? (Why not?)

1. be a journalist
2. meet a famous person
3. learn a different language
4. play basketball for the Los Angeles Lakers
5. work for a computer company
6. live in a different country
7. travel around the world
8. take cooking lessons

© Oxford University Press 2026

10A COMMUNICATIVE My hotel

Student A

a Choose six things from the list below and write one in the chart for each floor of your hotel.

café gift shop gym reception restaurant restrooms spa swimming pool

b Ask **B** about his / her hotel: *Is there a…? Where is it? Are there any…? Where are they?* Write the answers in the chart.

c Answer **B**'s questions about your hotel. *Yes, there is / are. It's / They're on the … floor.*

Your hotel

THE Queen HOTEL

6
5
4
3
2
1

Your partner's hotel

THE Palace HOTEL

6
5
4
3
2
1

Student B

a Choose six things from the list below and write one in the chart for each floor of your hotel.

café gift shop gym reception restaurant restrooms spa swimming pool

b Answer **A**'s questions about your hotel. *Yes, there is / are. It's / They're on the … floor.*

c Ask **A** about his / her hotel: *Is there a…? Where is it? Are there any…? Are there any?* Write the answers in the chart.

Your hotel

THE Palace HOTEL

6
5
4
3
2
1

Your partner's hotel

THE Queen HOTEL

6
5
4
3
2
1

10B COMMUNICATIVE Where were you yesterday?

Student A

a Complete the questions with *in*, *at*, or *on*.

1 Were you _____ the kitchen at eight o'clock yesterday morning?

2 Were you _____ bed yesterday at nine o'clock in the evening?

3 Were you _____ a bus at three o'clock yesterday afternoon?

4 Were you _____ work or school / college yesterday morning?

5 Were you _____ the street at ten o'clock last Friday evening?

6 Were you _____ a friend's house on the weekend?

7 Were you _____ a café at ten o'clock yesterday morning?

b Now ask **B** the questions. Then answer **B**'s questions. If you say *No, I wasn't*, say where you were. If you say *Yes, I was* give more information if you can. Remember to ask *What about you?*

Student B

a Complete the questions with *in*, *at*, or *on*.

1 Were you _____ class last week?

2 Were you _____ your town or city at six o'clock yesterday evening?

3 Were you _____ a train at eleven o'clock yesterday morning?

4 Were you _____ a shopping mall last Saturday?

5 Were you _____ home alone last night?

6 Were you _____ bed at nine o'clock yesterday morning?

7 Were you _____ a car at four o'clock yesterday afternoon?

b Answer **A**'s questions. If you say *No, I wasn't*, say where you were. If you say *Yes, I was* give more information if you can. Remember to ask *And what about you?* Then ask **A** your questions.

© Oxford University Press 2026

11A COMMUNICATIVE Find someone who…







Find someone who…	Student's name
1 watched TV last night.	_____
2 studied English last weekend.	_____
3 played soccer yesterday.	_____
4 cooked dinner yesterday.	_____
5 walked to class today.	_____
6 listened to the radio yesterday.	_____
7 waited for a bus yesterday.	_____
8 cleaned his / her room last weekend.	_____
9 talked to a family member this morning.	_____
10 traveled by plane on their last vacation.	_____
11 _____ last night.	_____
12 _____ yesterday.	_____

11B COMMUNICATIVE Life in a day

Student A

a Ask Student **B** the questions.

		Me	My partner
1	/ get up at eight o'clock this morning?	☐	☐
2	/ have a soda this morning?	☐	☐
3	/ get a bus to English class today?	☐	☐
4	/ do English homework ten minutes before class?	☐	☐
5	/ go to bed very early last night?	☐	☐
6	/ get a train yesterday?	☐	☐
7	/ have two coffees (or more) yesterday morning?	☐	☐
8	/ have lunch at home yesterday?	☐	☐
9	/ have breakfast in bed last weekend?	☐	☐
10	/ go shopping with friends last weekend?	☐	☐

b How many things did the two of you (you and your partner) do?

Student B

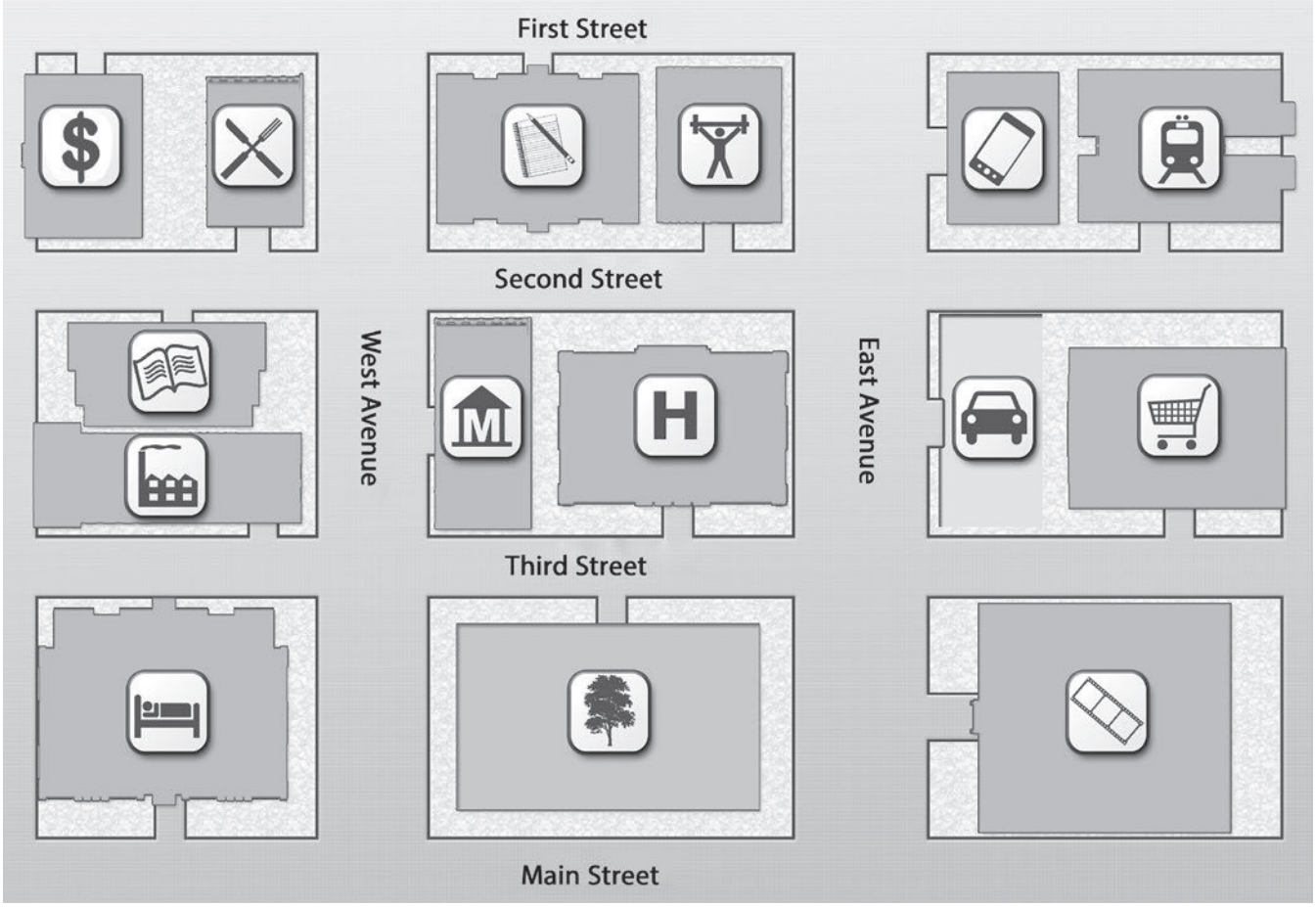
a Ask Student **A** the questions.

		Me	My partner
1	/ do yoga yesterday?	☐	☐
2	/ have cereal for breakfast today?	☐	☐
3	/ do your English homework with a friend?	☐	☐
4	/ get a bus to work / school yesterday?	☐	☐
5	/ have dinner with your family last night?	☐	☐
6	/ have a coffee after dinner last night?	☐	☐
7	/ get home very late yesterday?	☐	☐
8	/ have lunch with a friend on Saturday?	☐	☐
9	/ get up late last Sunday?	☐	☐
10	/ go shopping for food last weekend?	☐	☐

b How many things did the two of you (you and your partner) do?

© Oxford University Press 2026

PE6 COMMUNICATIVE Where are you?



1 You are outside the restaurant on Second Street. Turn left and then turn right onto West Avenue. Go straight ahead. Then left onto Third Street. It's the building on the left, across from the park. (**the hospital**)	**5** You are outside the factory on Third Street. Turn left, then turn left again onto West Avenue. Go straight ahead. Turn right onto First Street. Go straight ahead. It's on the corner of First Street and East Avenue. (**the phone store**)
2 You are outside the phone store on East Avenue. Turn left and go straight ahead. Turn left onto Third Street. It's the building on the left next to the parking lot. (**the supermarket**)	**6** You are outside the museum on West Avenue. Turn left and then turn left again onto Third Street. Go straight ahead. Turn right onto East Avenue. It's on the left. (**the movie theater**)
3 You are outside the bookstore on Second Street. Turn right and go straight ahead. Turn right onto West Avenue. Go straight ahead. Turn right onto Main Street. It's on the right. (**the hotel**)	**7** You are outside the movie theater on East Avenue. Turn right and go straight ahead on East Avenue. Turn left onto First Street. Go straight ahead. It's on the left after the gym. (**the school**)
4 You are outside the hotel. Turn left and go straight ahead. Turn left onto East Avenue. Go straight ahead and turn right onto Second Street. It's on your left. (**the train station**)	**8** You are at the supermarket. Turn right and go straight ahead on Third Street. Turn right onto West Avenue, go straight ahead, and then turn left onto Second Street. It's on the left across from the restaurant. (**the bookstore**)

12A COMMUNICATIVE Past tense questions

START

Where did you buy your phone?

What time did you get up today?

Go back one space.



Did you get a bus or a train today? Where to?



Where did you have dinner last night?

What did you have for breakfast this morning?

Move forward one space.

What time did you leave the house this morning?



Did you watch TV last night? What did you watch?



Who did you sit next to in the last class?

Go back one space.

Did you travel last month? Where did you go?

Who did you call or send messages to yesterday?

Where did you go last night / on the weekend?

Move forward one space.

Did you use a computer yesterday? For what?

When did you do your English homework?



Where did you go on vacation last summer?

FINISH

© Oxford University Press 2026

12B COMMUNICATIVE A vacation in Venice

a Look at the picture story. Then number the sentences in the right order.





















☐ My meeting finished late. I was very nervous.

☐ Sarah sent me a message. "Where are you?"

1 My girlfriend, Sarah, booked a romantic weekend in Venice for us.

☐ She had a great time without me. She bought a lot of new clothes – and a T-shirt for me.

☐ She told me on Friday morning. She wanted to surprise me.

☐ I got a taxi. The taxi driver wanted to go fast, but there was a lot of traffic.

☐ I arrived at the airport very late. The gate was closed.

☐ I had a meeting at work that afternoon. I told her: "Meet me at the airport."

☐ Sarah went to Venice. She sent me photos of the beautiful hotel.

☐ I called Sarah. She was on the plane. I said, "Go without me."

b In pairs, cover the sentences. Look at the pictures and tell the story.

Vocabulary activity instructions

1A Numbers 0–10 and days

A word search puzzle

Copy one worksheet per student.

LANGUAGE

Words for numbers 0 to 10 and days of the week

- Give out the worksheets and tell Sts they must look for the number words from *zero* to *ten* and the days of the week. The words are either horizontal or vertical. Highlight the two examples.
- When they have located the words, focus on **b** and tell Sts to write the numbers and the days in the charts.
- Check answers.

ANSWERS

a

T	H	R	E	E	S	Y	T	S	I	X	T
R	H	J	L	E	A	U	U	G	F	F	W
F	Y	U	E	N	T	Y	E	D	N	R	0
O	N	E	R	F	U	H	S	P	N	I	S
U	H	T	H	U	R	S	D	A	Y	D	T
R	N	V	H	B	D	P	A	T	M	A	E
T	E	N	X	T	A	A	Y	C	O	Y	I
S	N	I	N	E	Y	E	Y	H	N	U	G
W	E	D	N	E	S	D	A	Y	D	F	H
B	E	X	Z	E	R	O	V	V	A	I	T
T	I	N	A	S	E	V	E	N	Y	V	L
S	U	N	D	A	Y	J	S	P	Q	E	F

b

Numbers:
one, two, three, four, five, six, seven, eight, nine, ten
Days of the week:
Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- For **Activation**, put Sts in pairs, **A** and **B**. Focus on the examples. Tell Sts **A** to start by saying a number 0–10 or a day. Sts **B** then say the next number or day. Then get them to change roles.

1B Countries

A pairwork activity

Copy one worksheet per pair.

LANGUAGE

Country names; numbers 1 to 10
What's country number 1?

- Review the country names from the **Vocabulary Bank Countries and nationalities** on *p.117*. Write the question from **Language** on the board. Model it for Sts to listen and copy the rhythm.
- Put Sts in pairs and give each pair a worksheet. Set a time limit for Sts to label the map with the countries.
- Check answers by getting Sts to say the numbers and the countries, e.g., *Number three is the UK (United Kingdom)*. Follow up by asking Sts to find the general location of their country on the map if it is not one of the countries on the list.

ANSWERS

1 Canada **2** the US **3** the UK **4** Egypt **5** Mexico
6 Peru **7** Chile **8** Brazil **9** Vietnam **10** Japan

- For **Activation**, get Sts to test themselves or a partner by covering the names of the countries, looking at the map, and saying the countries.

PE1 Classroom language

A pairwork activity

Copy one worksheet per student.

LANGUAGE

Classroom language

- Quickly review the language for teachers and Sts in **Vocabulary Bank The classroom** (Classroom language) on *p.118*. Then ask Sts to close their books.
- Put Sts in pairs and give out the worksheets. Tell them that they have to fill out the missing word in the speech bubbles. Explain that the lines indicate the number of letters in each word.
- Demonstrate the activity. Point out that the first one has been done for them. Elicit that the teacher wants the Sts to sit down and that the missing word is *down*.
- Set a time limit for Sts to do the activity in pairs.
- Check answers by asking Sts to read the full sentences and questions and to spell the missing word.

ANSWERS

2 Open **3** page **4** Stand **5** Look **6** Close **7** spell
8 repeat **9** Sorry **10** Excuse **11** understand **12** know

2A Nationalities and languages

A fill-in-the-blank and matching activity

Copy one worksheet per student.

LANGUAGE
Words for countries, nationalities and languages

- Quickly review countries and nationalities in **Vocabulary Bank Countries and nationalities** on *p.117*. Then ask Sts to close their books.
- Give out the worksheets. Focus on **a** and point out that the first one (*Brazilian*) has been done for them.
- Get Sts to work individually or in pairs to complete the chart. If Sts work individually, get them to check their answers in pairs. Remind Sts to use capital letters for the first letter and lower case for the rest. Monitor and help where necessary. Check answers.

ANSWERS
China – Chinese The US – American Egypt – Egyptian
Spain – Spanish Peru – Peruvian Chile – Chilean
South Korea – South Korean Japan – Japanese
Canada – Canadian Argentina – Argentinian
Vietnam – Vietnamese France – French Mexico – Mexican

- Now focus on **b** and the pictures. Get Sts, in pairs, to say the nationalities, e.g., *It's Japanese* (the item is sushi). Check answers.

ANSWERS
2 Spanish (castanets) **3** Chilean (flag) **4** Peruvian (llamas and Andes mountains) **5** Chinese (vase) **6** French (Camembert cheese) **7** Canadian (Mountie / Royal Mounted Police) **8** Vietnamese (temple) **9** Mexican (cactus) **10** Egyptian (mask of Tutankhamun) **11** American (baseball bat and ball) **12** Argentinian (man) **13** South Korean (hanbok) **14** Brazilian (dancer)

- Now focus on **c**. Get Sts to complete the sentences individually, then check with their partner.
- Check answers, encouraging Sts to use full sentences when they answer the questions.

ANSWERS
1 Spanish **2** Arabic **3** English **4** French, English

- Finally, focus on **Activation**. Get Sts to test themselves or a partner by covering the chart, looking at the pictures, and saying the country and nationality.

2B Numbers dictation

A pairwork speaking and listening activity

Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE
Numbers 11 to 100

- Review numbers from 11 to 100 by writing a few numbers on the board, e.g., 17, 34, 29, 42, 87, and asking individual Sts to say the numbers. Then reverse the activity by asking Sts to call out numbers. As they do this, write the numbers in numerical form on the board.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, so they can't see each other's worksheets. Give out the worksheets.
- Focus on **Your numbers** in the chart and point out to Sts that the first one has been done for them. Give Sts a few minutes to write the numbers on their half of the sheet in words. Monitor and correct any mistakes.
- Now focus on **Activation**. Tell Sts they are going to take turns dictating their numbers to their partners. They must write the numbers they hear in numerals, not in words. Demonstrate by getting a student **A** to read the second number (*twenty-three*). Then tell Sts **B** to write the number on their worksheet (23).
- Sts work in pairs to dictate numbers and write their partner's numbers. When they have finished, they should compare their sheets to make sure they wrote the correct numbers and have spelled them correctly. Monitor while Sts are doing this, make notes of any problems, and review these later with the whole class.

3A Things

A pairwork information exchange activity

Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE
Words for things in the classroom and small things
What's number 1? *It's a window.*
Is number 2 a board? *Yes, it is. / No, it isn't.*
How do you spell it?

- Review a few of the words for things in the classroom (**Vocabulary Bank The Classroom** *p.118*) and small things (**Vocabulary Bank Small things** *p.119*) by walking around and pointing at or holding up a variety of objects and asking *What's this?*
- Put Sts in pairs, **A** and **B**, ideally face-to-face so they can't see each other's worksheets. Give out the worksheets.
- Give Sts a minute to look at the photo and read the words on their sheet.
- Give Sts a few minutes individually to write the missing words.
- Tell Sts that they are now going to check their answers with their partner. Demonstrate the activity with a strong student. Take the part of student **A** and ask student **B** *What's number 2?* to get the answer *It's a board*. Get a student **B** to ask you *What's number 3?* And answer *It's a door*. Then say *Is number 4 a coat?* If **B** says, yes then say *How do you spell it?*
- Write the questions and answers from **Language** on the board. Model the questions for Sts to listen and copy the rhythm.
- Sts work in pairs asking and answering questions about the objects. Monitor and check that they are using the article *a / an*. Refer them to the conversation on the board if necessary.
- When Sts have finished, they should compare their worksheets to make sure they have the same words and have spelled them correctly.

4A People and family

A sentence completion activity

Copy one worksheet per student or pair.

LANGUAGE
Words for people and family

- Give out the worksheets and focus on **a**. Tell Sts, individually or in pairs, to look at the pictures and complete the sentences. If Sts work individually, ask them to compare their answers with a partner when they finish.
- Check answers.

ANSWERS
2 woman **3** girl **4** men **5** boy **6** man **7** children **8** women

- Now focus on **b**. Tell Sts, individually or in pairs, to look at the picture and complete the sentences.
- Check answers, encouraging Sts to use full sentences.

ANSWERS
2 husband **3** mother **4** father **5** daughter **6** son **7** sister **8** brother **9** girlfriend **10** boyfriend **11** grandfather **12** grandmother **13** parents **14** grandparents

- Focus on **Activation** and the example. Put Sts in pairs and get them to test each other by asking questions.

4B Colors and common adjectives

A hidden word chain and puzzle

Copy one worksheet per student.

LANGUAGE
Words for colors and opposite adjectives

- Give out the worksheets and focus on **a**. Tell Sts to find and circle the color words in the word chain. Point out that the first one (*black*) has been done for them.

ANSWERS
blue white gray green red brown pink orange yellow

- Now focus on **b**. Tell Sts to match the colors in **a** to the objects in the pictures. Note that it is not necessary to teach the words for the objects in order for Sts to complete the exercise.
- Sts work individually, writing the correct colors under each object. When they have finished, ask Sts to compare their answers with a partner. Then check answers. Get Sts to say, e.g., *It's black*, etc.

ANSWERS
2 orange **3** pink **4** red **5** brown **6** green **7** gray **8** yellow **9** white **10** blue

EXTRA CHALLENGE Sts will probably not know all of the English words for the things in the pictures. Teach the words for the things in the pictures and write them on the board: *shoes*, *carrots*, *a flamingo*, *strawberries*, *chocolate*, *leaves*, *an elephant*, *a banana*, *a snowman*, *the sky*. Then get Sts to say sentences, e.g., *The shoes are black*, *The sky is blue*, etc.

- Now focus on **c**. Ask Sts to look at the first word *difficult* and ask *What's the opposite of difficult?* Point out the answer *easy*.
- Sts work individually completing the puzzle with the opposites of the words on the left.
- Check answers by getting Sts to tell you the opposite of each adjective.

ANSWERS
2 short **3** cheap **4** ugly **5** slow **6** new **7** small **8** bad **9** fast **10** dirty

EXTRA CHALLENGE Get Sts to say full sentences, e.g., *The opposite of* difficult *is easy*.

- Finally, focus on **Activation**. Put Sts in pairs, **A** and **B**. Tell Sts **A** to say an adjective for Sts **B** to say the opposite. Then get them to change roles.

5A Food and drink

Naming food from photos

Copy one worksheet per student.

LANGUAGE
Words for food and drink

- Give each student a worksheet and get them to look at the photos. Tell them to write the name of the food or drink for each photo. Point out that the first one (*meat*) has been done for them. Explain that the number of lines indicates the number of letters in the missing word.
- Check answers.

ANSWERS
2 fish **3** eggs **4** butter **5** cheese **6** potatoes **7** rice **8** bread **9** cereal **10** sandwich **11** pasta **12** vegetables **13** fruit **14** sugar **15** chocolate **16** tea **17** milk **18** water **19** (orange) juice **20** coffee **21** yogurt **22** salad

- Focus on **Activation**. Put Sts in pairs and tell them to cover the words, point to a photo, and test their partner.

5B Common verb phrases 1

A crossword puzzle and fill-in-the-blank activity

Copy one worksheet per student or pair.

LANGUAGE
Common verb phrases

- Put Sts in pairs and give out the worksheets. Tell Sts that they have to complete the crossword with the verbs that complete the sentences. Point out that the first one (*have*) has been done for them. Explain the terms *down* and *across* by drawing arrows on the board.
- You can make this a race by setting a time limit, e.g., ten minutes.
- Check answers by getting Sts to read out the completed sentences.

ANSWERS

ACROSS **2** live **4** need **7** work **8** listen **10** speak **11** eat

DOWN **2** like **3** go **5** drink **6** watch **7** want **9** read **10** study

- Focus on **Activation**. Tell Sts to cover the crossword and say the sentences with the missing verbs. Monitor and help.

6A Jobs and places of work

A pairwork activity

Copy one worksheet per student.

LANGUAGE

Words for jobs and places of work

- Give out the worksheets and focus on the photo and the sentences about Lou. Tell Sts to complete the sentences on the worksheet. They have to write what each person does and where they work.
- Give Sts time to complete the missing information and get them to compare answers with a partner.
- Check answers.

ANSWERS

2 journalist; office **3** teacher; school
4 police officer; street **5** nurse; hospital
6 server; restaurant **7** taxi driver; street
8 doctor; hospital **9** receptionist; hotel
10 factory worker; factory

- Now focus on **Activation** and the example. Sts cover the sentences and look only at the photos. They try to remember the people's jobs and where they work.
- You could elicit the information by saying the number of the photo and getting Sts to tell you the person's job and where they work.

6B What's the word?

A vocabulary game

Copy one worksheet per pair.

LANGUAGE

Words used to describe daily activities

- Quickly review a few common daily activities by asking Sts questions, e.g., *What do you usually do in the morning? What about the afternoon? And in the evening?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank** A typical day on *p.125* if necessary.
- Put Sts in pairs and give out the worksheets. Tell Sts they have to complete the words on the right with the missing letters. Explain that the number of lines indicates the number of letters in the missing word. Point out that the first one (*home*) has been done for them.
- Check answers by getting Sts to read out the completed sentences.

ANSWERS

2 work **3** sandwich **4** shopping **5** housework
6 shower **7** dinner **8** have **9** bath **10** gym **11** finish
12 get **13** bed **14** coffee **15** breakfast **16** watch
17 school **18** make

- Focus on **Activation**. Get Sts to cover the **WORD** column and look at the sentences. Sts work in pairs and try to say the sentences including the missing words.

EXTRA IDEA You could make the activity a race by setting a time limit, e.g., ten minutes. The first pair to write all the words correctly wins.

7A Common verb phrases 2: free time

A fill-in-the-blank activity

Copy one worksheet per pair.

LANGUAGE

Common verbs phrases: free time

- Quickly review the verb phrases related to free time by asking a few Sts *What do you usually do in your free time?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank** Common verb phrases 2 (Free time) on *p.126* if necessary
- Put Sts in pairs and give out the worksheets. Tell Sts they have to complete the **VERB** column on the right with the correct verbs from the list.
- Focus on the example and elicit that the verb that goes with *in the mountains* is *hike*.
- Sts work in pairs to fill in the blanks. Monitor and help Sts where necessary.
- Check answers by getting Sts to read out the completed sentences.

ANSWERS

2 meet **3** play **4** go out **5** play **6** play **7** go **8** play
9 swim **10** relax **11** travel **12** stay

- Now focus on **Activation** and get Sts to cover the **VERB** column and look at the sentences. Sts, in pairs, try to say the sentences including the missing verbs.

PE4 Months and ordinal numbers

A secret message puzzle

Copy one worksheet per student.

LANGUAGE

Months and ordinal numbers

- Give out the worksheets and focus on **a**. Tell Sts they have to complete the puzzle with the months of the year. The number of squares for each word and the letters included in the puzzle will help them decide which month to write. Explain that when they have finished the puzzle, they will find the secret message in the shaded column going down. Tell Sts to write these words in the question at the end of the puzzle.

- Sts work individually or in pairs to complete the puzzle. Suggest that they complete the "easy" months first and then work on the harder ones.
- When they have finished check answers and ask *What is the secret message?*

ANSWERS

2 October **3** June **4** January **5** November **6** April
7 February **8** September **9** March **10** December
11 August **12** July

Secret Message: When is your birthday?

- Now focus on **b** and tell Sts to look at the illustration of a race. Tell Sts to complete the chart underneath the illustration with the ordinal numbers. Focus on the first runner, Mike. Ask *Where is he?* and elicit the answer (*third*).
- Sts work individually to complete the chart with the missing numbers.
- Check answers, correcting and practicing pronunciation as necessary.

ANSWERS

2 second **4** fourth **5** fifth **8** eighth **9** ninth
11 eleventh **12** twelfth **14** fourteenth **15** fifteenth
16 sixteenth **19** nineteenth **20** twentieth

- Finally, focus on **Activation**. In pairs, Sts cover the chart. One student says a runner's name and their partner says the runner's order in the race. Then they change roles.

8B Activities

A labeling activity

Copy one worksheet per student.

LANGUAGE
Activities

- Give out the sheets. Tell Sts to look at the photos. They show the same activities as in **Vocabulary Bank Activities** on *p.128*.
- Tell Sts to write the verb that completes the verb phrases under each one. The first letter(s) is given. Sts can work individually or in pairs and you could make it a race by setting a time limit, e.g., four minutes. Monitor and help Sts if necessary.
- Check answers, getting Sts to spell the verbs.

ANSWERS

2 swimming **3** running **4** doing **5** flying **6** watching
7 going **8** camping **9** painting **10** eating
11 shopping **12** reading **13** riding **14** sleeping
15 buying **16** traveling **17** going **18** singing

- Focus on **Activation**. Put Sts in pairs and tell them to look at the activities and talk about their likes / dislikes.
- Get some feedback from various pairs.

9A Common verb phrases 2: traveling

A fill-in-the-blank activity

Copy one sheet per student.

LANGUAGE
More common verb phrases, verb phrases about traveling

- Quickly review the verb phrases by asking *What do you do before you go on vacation?* and *What things do you do on vacation?* Sts can refer to the **Vocabulary Bank** Common verb phrases 2 (Traveling) on *p.126* if necessary.
- Give out the worksheets and focus on the first exercise. Tell Sts they have to look at the pictures and complete the verb phrases with the correct verb. The first letter(s) is given. Point out that the first one (*book*) has been done for them.
- Sts work in pairs to fill in the blanks. Monitor and help Sts where necessary.
- Check answers.

ANSWERS

2 pack **3** leave **4** arrive **5** carry **6** wait **7** travel
8 get **9** wear **10** stay **11** rent **12** call **13** buy

- Finally, focus on **Activation**. In pairs, Sts cover the verb phrases, look at the pictures, and try to remember the verb phrases.

EXTRA CHALLENGE You could also ask Sts to find other nouns to use in the verb phrases, e.g., *call your family*, *a friend*, *a classmate*; *buy a T-shirt*, *presents*, *food*, etc.

9B Clothes

A sentence-completion activity

Copy one worksheet per student.

LANGUAGE
Clothes

- Quickly review the vocabulary by asking *What am I wearing?* Sts can refer to the **Vocabulary Bank** Clothes on *p.129* if necessary.
- Give out the worksheets. Tell Sts to look at the photos and complete the sentences with the names of the clothes in the photos.
- Sts work individually to fill in the blanks. Monitor and help Sts where necessary.
- Check answers, getting Sts to spell the words.

ANSWERS

2 T-shirt **3** shorts **4** sneakers **5** sweater **6** skirt
7 socks **8** jacket **9** shirt **10** jeans **11** dress **12** coat
13 suit **14** shoes **15** pants

- Now focus on **Activation**. In pairs, Sts cover the sentences and test each other by saying what the people in the photos are wearing.

10A Draw it!

A vocabulary group game

Copy one worksheet per group. Cut up one set of cards per group of three or four.

LANGUAGE
Words for things and places in a hotel

- Put Sts in small groups of three or four. Give out a set of cards to each group and ask them to put the cards face down on the desk.
- Demonstrate the activity by choosing an object that is not on the worksheet, e.g., a window, and drawing it on the board. Ask Sts to guess what you are drawing. Don't say anything. Just gesture to indicate if guesses are wrong, right, or almost right. (Make your drawing very simple to show Sts that even someone who is not an artist can do a simple drawing.)
- Tell Sts that they are going to do the same thing in their groups. They will take turns picking a card and then drawing the word for their classmates to guess. Emphasize that the person doing the drawing must not speak. When a student guesses correctly, that student gets to keep the card. The student with the most cards when all the cards are picked is the winner.

NON-CUT ALTERNATIVE Give out a complete worksheet to each group. Sts take turns choosing a word from the worksheet without letting their classmates know which word they have chosen. They then draw the object on the card for their classmates to guess. When a student guesses correctly, that student writes their name on the square with the object. Set a time limit for the activity. The person who has guessed the most objects in that time is the winner.

1A VOCABULARY Numbers 0–10 and days

a Find the words for numbers 0–10 and the days of the week.

T	H	R	E	E	S	Y	T	S	I	X	T
R	H	J	L	E	A	U	U	G	F	F	W
F	Y	U	E	N	T	Y	E	D	N	R	O
O	N	E	R	F	U	H	S	P	N	I	S
U	H	T	H	U	R	S	D	A	Y	D	T
R	N	V	H	B	D	P	A	T	M	A	E
T	E	N	X	T	A	A	Y	C	O	Y	I
S	N	I	N	E	Y	E	Y	H	N	U	G
W	E	D	N	E	S	D	A	Y	D	F	H
B	E	X	Z	E	R	O	V	V	A	I	T
T	I	N	A	S	E	V	E	N	Y	V	L
S	U	N	D	A	Y	J	S	P	Q	E	F

b Write the words in the charts.

Numbers

0 *zero*
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

Days of the week

M*onday*
T_____
W_____
T_____
F_____
S_____
S_____

ACTIVATION

Work with a partner. Student **A** say a number 0–10 or a day. Student **B** say the next number or day. Then change roles.

2 → *3*

Tuesday → *Wednesday*

7 → *8*

1B VOCABULARY Countries

Look at the map. With a partner, write the names of the countries on the map.

Brazil Canada Chile Egypt Japan Mexico Peru the UK the US Vietnam



ACTIVATION

Test your memory. Cover the names of the countries. Look at the map and say the names of the countries.

xford University Press 2026

PE1 VOCABULARY Classroom language

Look at the pictures. Complete the missing words in the sentences.

The teacher says:

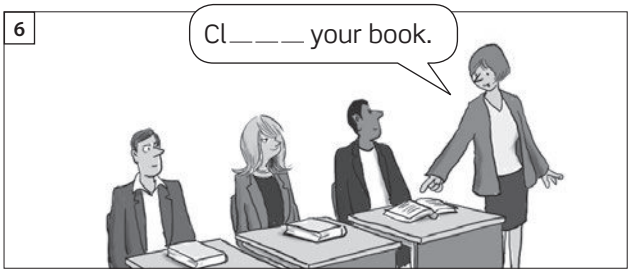
1


2

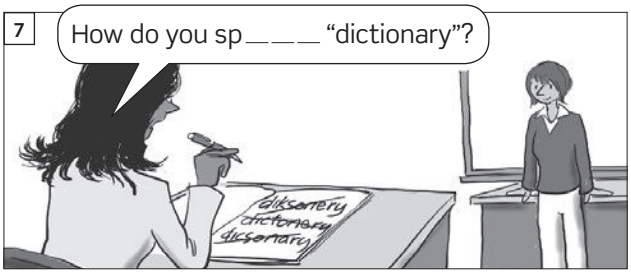

3

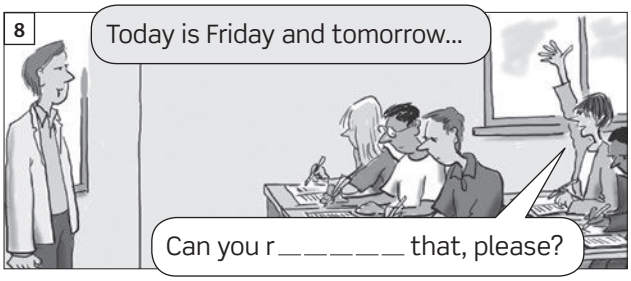

4

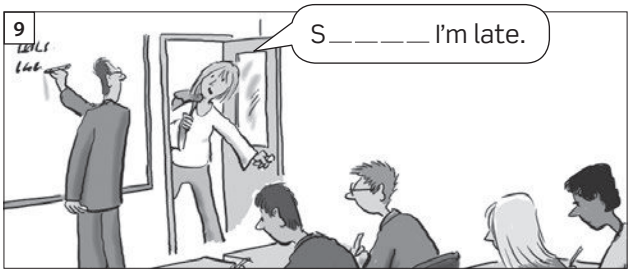

5

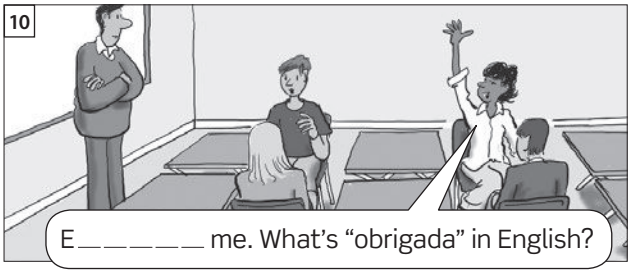

6


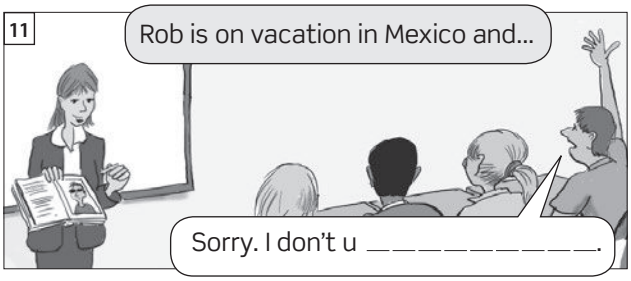
The student says:

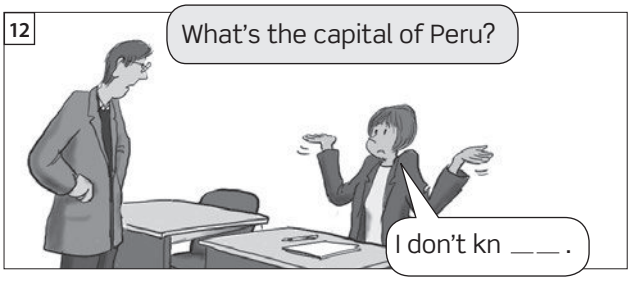
7


8


9


10


11


12


2A VOCABULARY Nationalities and languages

a Complete the chart with the nationalities.

Country	Nationality	
Brazil	*Brazilian*	☐
China	_____	☐
The US	_____	☐
Egypt	_____	☐
Spain	_____	☐
Peru	_____	☐
Chile	_____	☐
South Korea	_____ _____	☐
Japan	_____	*1*
Canada	_____	☐
Argentina	_____	☐
Vietnam	_____	☐
France	_____	☐
Mexico	_____	☐



b Match the pictures with the nationalities. Write the numbers in the boxes.

c Complete the sentences with the correct languages.

1 In Mexico they speak _____.
2 In Egypt they speak _____.
3 In the UK and the US they speak _____.
4 In Canada they speak _____ and _____.

ACTIVATION

Test your memory. Cover the chart. Look at the pictures and say the country and nationality.

MELAL LANGUAGE INSTITUTE
xford University Press 2026

2B VOCABULARY Numbers dictation

Student A

Write the numbers in words in the **Your numbers** column.

Your numbers	B's numbers
15 *fifteen*	*11*
23	
37	
48	
56	
61	
79	
84	
92	



ACTIVATION

Dictate your numbers to **B**.

Listen to **B**. Write **B**'s numbers in the chart.

Student B

Write the numbers in words in the **Your numbers** column.

Your numbers	A's numbers
11 *eleven*	*15*
27	
31	
43	
54	
69	
78	
82	
96	



ACTIVATION

Listen to **A**. Write **A**'s numbers in the chart.

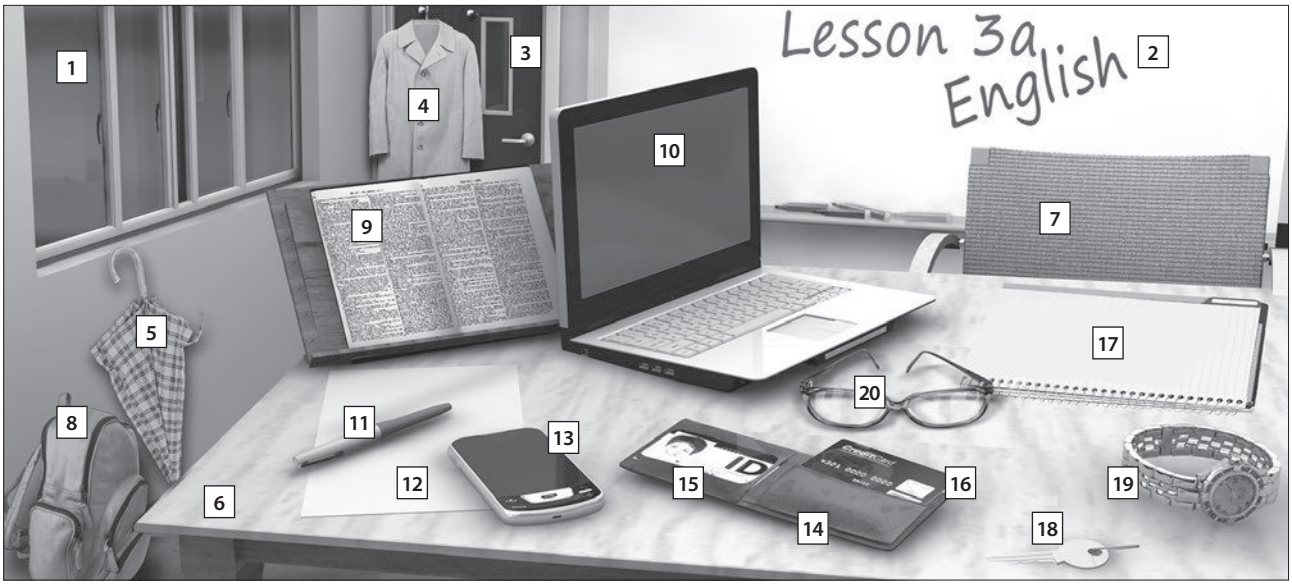
Dictate your numbers to **A**.

3A VOCABULARY Things

Student A

a Look at the picture. Write the missing words.

1	window	**5**	umbrella	**9**	dictionary	**13**	phone	**17**	notebook
2	*board*	**6**	_____	**10**	_____	**14**	_____	**18**	_____
3	door	**7**	chair	**11**	pen	**15**	ID card	**19**	watch
4	_____	**8**	_____	**12**	_____	**16**	_____	**20**	_____



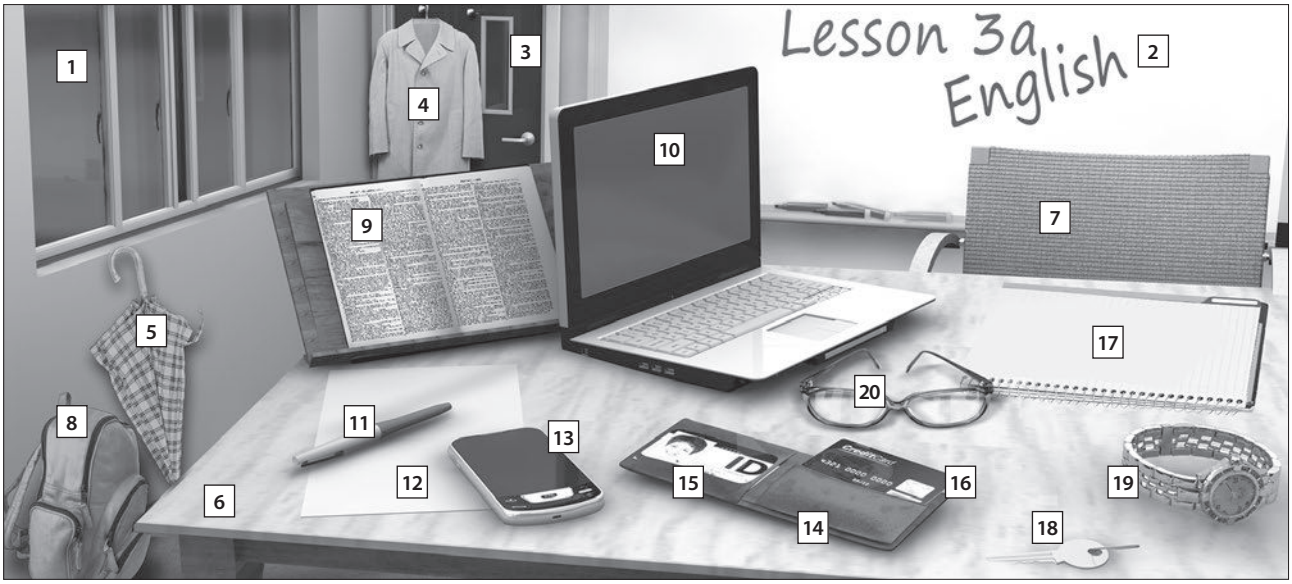
b Check your answers with **B**.

What's number 2? *It's a board.*

Student B

a Look at the picture. Write the missing words.

1	*window*	**5**	_____	**9**	_____	**13**	_____	**17**	_____
2	board	**6**	table	**10**	laptop	**14**	wallet	**18**	key
3	_____	**7**	_____	**11**	_____	**15**	_____	**19**	_____
4	coat	**8**	bag	**12**	piece of paper	**16**	credit card	**20**	glasses



b Check your answers with **A**.

What's number 1? *It's a window.*

xford University Press 2026

4A VOCABULARY People and family

a Complete the sentences. Use the words in the list.

boy children ~~friends~~ girl man men woman women

1 

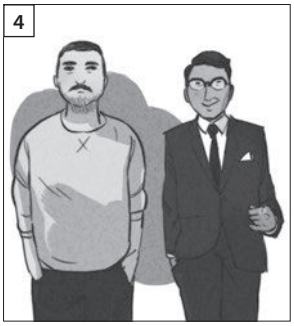
Fabio and Anna are *friends*.

2 

Mrs. DeSouza is a _____.

3 

Kim is a _____.

4 

George and Michael are _____.

5 

Alex is a _____.

6 

Mr. Husson is a _____.

7 

Megan and Dan are _____.

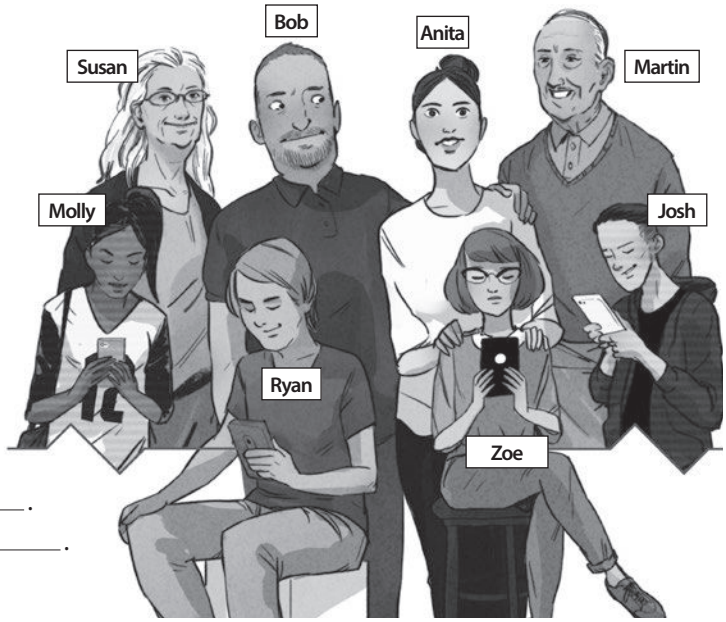
8 

Jessica and Helena are _____.

b Complete the sentences. Use the words in the list.

boyfriend brother daughter father girlfriend grandfather grandmother grandparents husband mother parents sister son ~~wife~~

1 Anita is Bob's *wife*.
2 Bob is Anita's _____.
3 Anita is Ryan and Zoe's _____.
4 Bob is Ryan and Zoe's _____.
5 Zoe is Anita and Bob's _____.
6 Ryan is Anita and Bob's _____.
7 Zoe is Ryan's _____.
8 Ryan is Zoe's _____.
9 Molly is Ryan's _____.
10 Josh is Zoe's _____.
11 Martin is Zoe and Ryan's _____.
12 Susan is Zoe and Ryan's _____.
13 Bob and Anita are Ryan and Zoe's _____.
14 Susan and Martin are Ryan and Zoe's _____.



ACTIVATION

Test a partner.

Who is Anita? *She's Bob's wife.*

4B VOCABULARY Colors and common adjectives

a Find the color words.

blackmblueoawhitehgraysegreentreredwbrowngupinksiforangexoyellow

b Match the words in **a** to the pictures.

1 

2 

3 

4 

5 

black

6 

7 

8 

9 

10 

c Write the opposites of words 1–10.

1 difficult	*e*	*a*	*s*	*y*		
2 long						
3 expensive						
4 beautiful						
5 fast						
6 old						
7 big						
8 good						
9 slow						
10 clean						

ACTIVATION

Work with a partner. Student **A** say an adjective. Student **B** say the opposite. Then change roles.

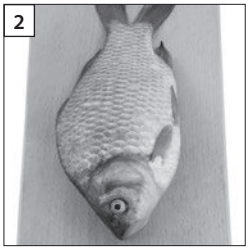
easy ▸ ◂ *difficult*

xford University Press 2026

5A VOCABULARY Food and drink

Look at the pictures. Complete the words for food and drink.

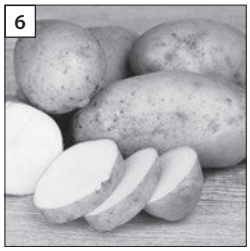

1


2


3


4


5


6


7

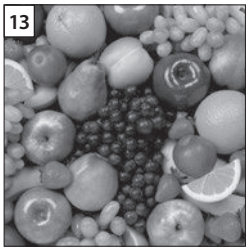

8


9

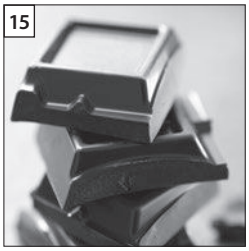

10


11


12


13


14


15


16



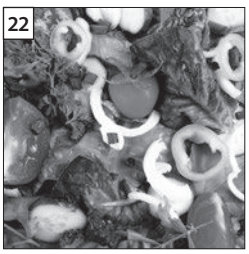
17


18


19


20


21


22

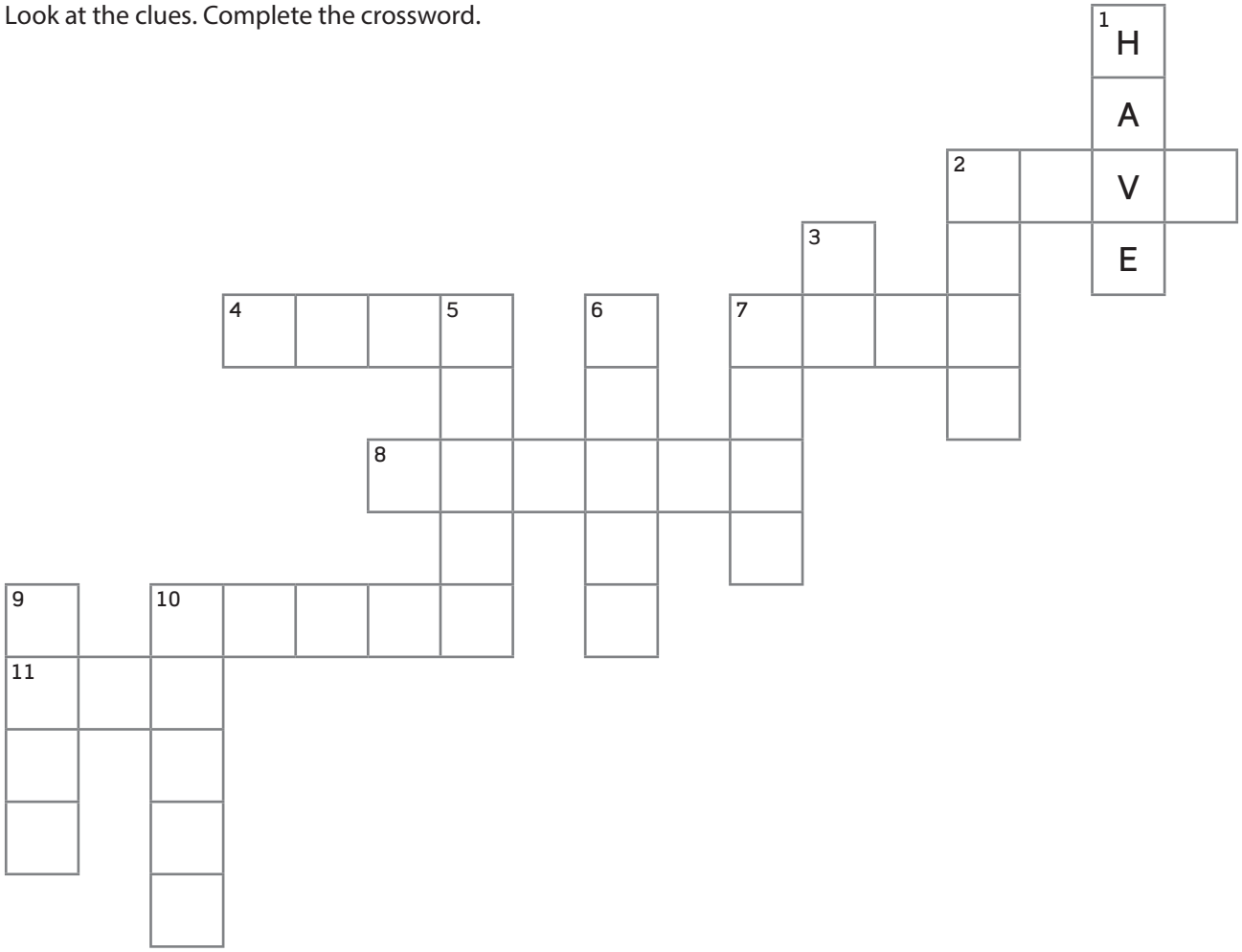
1 m e a t	**9** c _ _ _ _ _	**17** m _ _ _
2 f _ _ _	**10** s _ _ _ _ _ _ _	**18** w _ _ _ _
3 e _ _ _	**11** p _ _ _ _	**19** j _ _ _ _
4 b _ _ _ _ _	**12** v _ _ _ _ _ _ _ _ _	**20** c _ _ _ _ _
5 ch _ _ _ _	**13** fr _ _ _	**21** y _ _ _ _ _
6 p _ _ _ _ _ _ _	**14** s _ _ _ _	**22** s _ _ _ _
7 r _ _ _	**15** ch _ _ _ _ _ _ _	
8 br _ _ _	**16** t _ _	

ACTIVATION

Work with a partner. Cover the words. Point to a picture and test your partner.

5B VOCABULARY Common verb phrases 1

Look at the clues. Complete the crossword.



Across

2 I ____ in a big house with my wife Katya and our children.
4 You don't ____ a jacket. It isn't cold.
7 They ____ in a restaurant in Chicago. They're servers.
8 I ____ to music on my phone.
10 Excuse me? Do you ____ English?
11 They don't ____ meat or fish. They're vegetarians.

Down

1 Do you ____ brothers and sisters?
2 All my friends ____ this song. It's great!
3 We ____ to English classes on Tuesdays and Thursdays.
5 I don't ____ coffee in the evening.
6 Do you ____ TV in the mornings? The shows are terrible!
7 I don't ____ a sandwich, thank you. I'm not hungry.
9 I usually ____ books on my tablet or on my phone.
10 Do you ____ English in college?

ACTIVATION

Test your memory. Cover the crossword and look at the clues. Say the sentences with the verbs.

MELAL LANGUAGE INSTITUTE
xford University Press 2026

6A VOCABULARY Jobs and places of work

Look at the people in the photos and complete the sentences about their jobs.

1 

Lou is a *salesperson*. She works in a souvenir *store*. She speaks French and Spanish with customers.

2 

Eva is a _____. She works in the _____ of an important newspaper. She writes articles about education.

3 

Daniel is a _____. He works in a big high _____. He teaches history.

4 

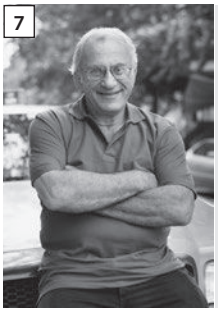
Dora is a _____. She works on the _____. She works with her dog, Rex.

5 

Susanna is a _____. She works in a children's _____. She usually works in the morning, but sometimes she works at night.

6 

Ed is a _____. He works in an Italian _____. He usually works on weekends.

7 

Paul is a _____ in New York City. He works on the _____. He drives a yellow cab.

8 

Emma is a _____. She works in a children's _____. She works with Susanna.

9 

Gary is a _____. He works in a _____ in Los Angeles. He meets a lot of people every day.

10 

Henri is a _____. He works in a cheese _____. He starts work at 6:30 every morning.

ACTIVATION

Work with a partner. Cover the sentences. Talk about the people in the pictures.

Lou is a salesperson. She works in a souvenir store.

6B VOCABULARY What's the word?

Read the sentences and complete the missing words in the **WORD** column.

		WORD
1	I usually go [home] at five o'clock.	h *o m e*
2	Do you go to [work] by train?	___ o r ___
3	I always have a [sandwich] for lunch.	s ___ ___ ___ w ___ ___ ___
4	We sometimes go [hiking] on Saturday.	___ ___ ___ p ___ ___ ___ g
5	Do you do the [housework] in your house?	h ___ ___ ___ ___ w ___ ___ ___
6	Mike takes a [shower] every morning.	___ ___ o w ___ ___
7	The Wilson family has [dinner] at six o'clock every evening.	___ i ___ ___ ___ r
8	When do you usually [have] lunch?	h ___ ___ ___
9	I'm tired. I want to take a nice hot [bath].	b ___ ___ h
10	We need to exercise. Do you want to go to the [gym]?	___ y ___
11	They [finish] work at six o'clock every day.	___ i ___ ___ s ___
12	We never [get] up early on Sundays.	___ e ___
13	We usually go to [bed] late on Saturday night.	___ ___ d
14	In the morning, I go to a café and have a [coffee] and a muffin.	___ o ___ f ___ ___
15	We sometimes have [breakfast] in bed on Saturday morning.	b ___ ___ ___ k ___ ___ ___ ___
16	I never [watch] TV in the morning.	___ ___ t ___ h
17	The children go to [school] by bus.	___ c ___ ___ o ___
18	Do you [cook] dinner every night for your family?	m ___ ___ ___



ACTIVATION

Test your memory. Cover the **WORD** column. Look at the sentences. Can you remember the words?

MELAL LANGUAGE INSTITUTE
xford University Press 2026

7A VOCABULARY Common verb phrases 2: free time

Complete the sentences with a verb from the list. Write your answers in the **VERB** column.

go go out meet play (x4) relax stay swim travel ~~hike~~

		VERB
1	We usually [ ] in the mountains on Sundays. Our dog comes, too!	*hike*
2	I usually [ ] my friends on Friday evening and we have a pizza.	
3	Do you [ ] the piano? Yes, but I'm not very good.	
4	We always [ ] on Saturday night.	
5	**A** Does your son [ ] video games?	
	B Yes, every evening.	
6	I [ ] a lot of sports in my free time.	
7	I sometimes [ ] to the movies, but I usually watch movies on my laptop at home.	
8	**A** Does Marie [ ] tennis?	
	B Yes, she's very good!	
9	I [ ] in the ocean in the summer. It's very good exercise.	
10	**A** How do you [ ] in the evenings?	
	B I read or listen to music.	
11	I [ ] a lot for my job. I go to the US and the UK for meetings.	
12	Do you usually [ ] in a hotel when you go on vacation?	





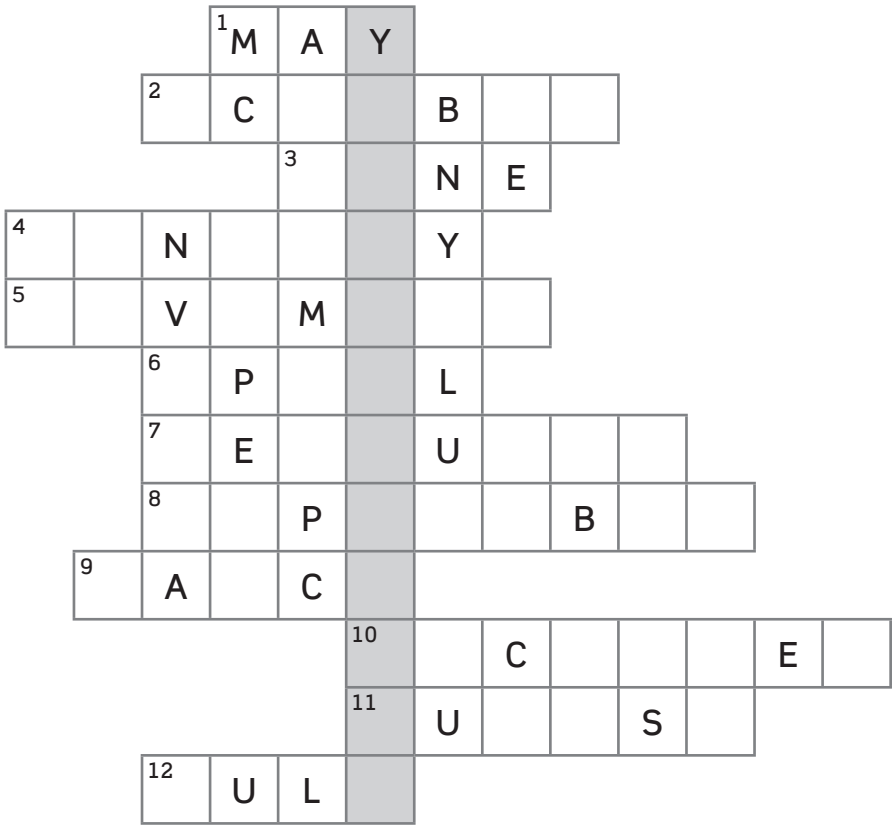


ACTIVATION

Test your memory. Cover the **VERB** column. Look at the sentences. Can you remember the verbs?

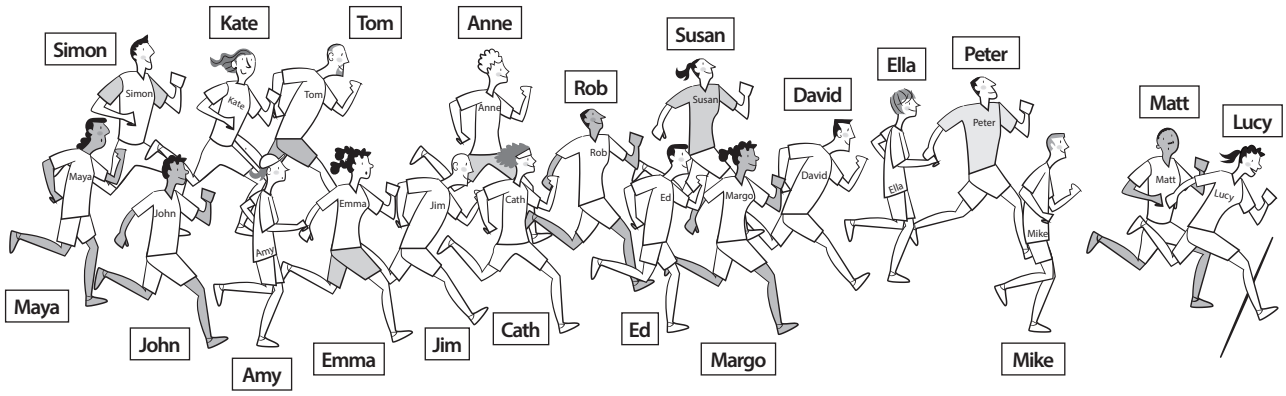
PE4 VOCABULARY Months and ordinal numbers

a Write the months of the year in the crossword. When the puzzle is complete, you can read the secret message going down. There are some letters in the puzzle to help you.



The Secret Message: When is _____ _____?

b Write the ordinal numbers.



1 – first	2 –	3 – third	4 –
5 –	6 – sixth	7 – seventh	8 –
9 –	10 – tenth	11 –	12 –
13 – thirteenth	14 –	15 –	16 –
17 – seventeenth	18 – eighteenth	19 –	20 –

ACTIVATION

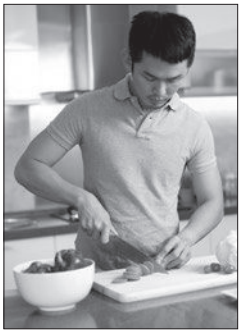
Cover the chart and look at the picture. Work with a partner. Say a name. Your partner makes a sentence.

Margo → *She's seventh.*

xford University Press 2026

8B VOCABULARY Activities

Look at the photos. Complete the activities.



1 c*ooking*



2 sw_____



3 r_____



4 d_____
yoga



5 fl_____



6 w_____TV



7 g_____
to the movies



8 c_____



9 p_____



10 e_____
out



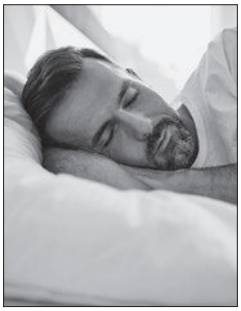
11 sh_____



12 r_____



13 r_____
a bike



14 sl_____



15 b_____
clothes



16 tr_____



17 g_____ for a walk



18 s_____

ACTIVATION

Look at the activities. With a partner, say:

- Three things you like doing alone.
- Three things you love doing with your friends.
- Three things you hate doing when it's very cold.

9A VOCABULARY Common verb phrases 2: traveling

Look at the pictures. Complete the verb phrases.



1 b*ook* a hotel
2 p_____ a bag
3 l_____ the house
4 a_____ at the train station
5 c_____ a bag
6 w_____ for a train
7 tr_____ on the train
8 g_____ a taxi
9 w_____ sunglasses
10 st_____ in a hotel
11 r_____ a bike
12 c_____ a friend
13 b_____ a T-shirt

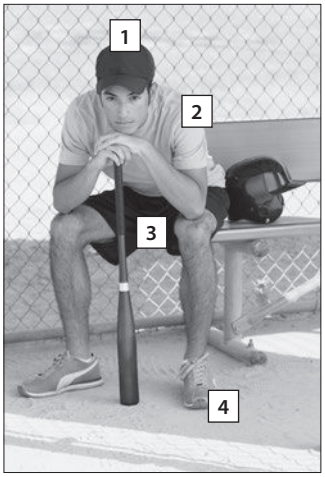
ACTIVATION

Test your memory. With a partner, cover the verb phrases and look at the pictures. Say the verb phrases.

xford University Press 2026

9B VOCABULARY Clothes

Look at the photos and write the names of the clothes.



He's wearing a [1]*cap*, a [2]T-_____,
[3]sh_____, and [4]sn_____.



She's wearing a [5]sw_____,
a [6]sk_____, and [7]s_____.



He's wearing a [8]j_____,
a [9]sh_____, and [10]j_____.



She's wearing a [11]dr_____ and
a [12]c_____.



He's wearing a [13]s_____ and [14]sh_____.
She's wearing [15]p_____.

ACTIVATION

Cover the sentences and look at the photos. Say what the people are wearing.

a bed	a pillow	a table	a lamp
a remote control	a closet	a restaurant	a bathroom
a bathtub	a shower	a towel	a swimming pool
a parking lot	a kitchen	a yard	an elevator
a gift shop	reception	a gym	a light

xford University Press 2026

Workbook answer key

1A

1 GRAMMAR

a 3 I'm not Helen.
4 You aren't a teacher.
5 I'm Pablo.
6 You're in my class.
7 I'm in room 4.
8 You aren't Diana.

b 3 I'm not Anita.
4 I'm not in room 2.
5 Am I in room 4?
6 Are you Dom?
7 I'm not a student.
8 Are you in room 7?

c 2 Are you, I am
3 I'm, I'm
4 I'm, I'm not
5 Are you, I am
6 I'm, I'm
7 Am I, you aren't
8 Are you, I am

2 VOCABULARY

a 3 nine 4 one 5 three 6 two 7 eight 8 six 9 seven 10 zero 11 five

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

c 2 Wednesday
3 Saturday
4 Tuesday
5 Sunday
6 Thursday
7 Friday

d Students' own answers

3 PRONUNCIATION

a /h/ Helen, hello
/aɪ/ nice
/i/ meet, tea

4 WORDS AND PHRASES TO LEARN

2 Nice to meet you
3 What's your name
4 See you tomorrow
5 Sorry
6 Thanks

1B

1 VOCABULARY

a 2 England
3 China
4 Spain
5 Brazil
6 Japan
7 Egypt
8 Canada

b 2 France
3 Vietnam
4 the United States
5 Peru
6 South Korea
7 Chile
8 Egypt
9 Thailand

2 GRAMMAR

a 3 She's
4 He's
5 It's
6 She's
7 He's
8 It's

b 1 's
2 's, Is, is
3 Is, isn't, 's
4 Is, isn't, 's

c 3 Is Salma Hayek from Mexico?
Yes, she is. She's from Veracruz.
4 Is Madrid in France?
No, it isn't. It's in Spain.
5 Is Copacabana in Brazil?
Yes, it is. It's in Rio.
6 Is Busan in Vietnam?
No, it isn't. It's in South Korea.
7 Is Idris Elba from England?
Yes, he is. He's from London.
8 Is Toronto in the US?
No, it isn't. It's in Canada.
9 Is Javier Bardem from Spain?
Yes, he is. He's from Las Palmas.
10 Is Machu Picchu in Chile?
No, it isn't. It's in Peru.

d Students' own answers

3 PRONUNCIATION

a 2 two 3 classroom 4 Spain

4 WORDS AND PHRASES TO LEARN

1 It's a nice city
2 I think she's from Spain
3 I don't know
4 Where's Lima

Practical English 1

1 PRONUNCIATION

a 2 E 3 G 4 H 5 C 6 Y 7 O 8 T

e /i/ please, she, teacher
/ɛ/ help, spell
/eɪ/ name, Spain, table

2 VOCABULARY

a 2 laptop
3 pen
4 table
5 door
6 chair
7 window
8 dictionary
9 bag
10 coat
11 piece, paper

b 2 repeat
3 Look
4 Open
5 understand
6 spell
7 Go
8 books
9 Stand
10 Sit
11 Excuse
12 late

3 CHECKING INTO A HOTEL

2 reservation
3 name
4 spell
5 last
6 room

4 BOOKING A TABLE

2 e 3 d 4 a 5 c

5 USEFUL PHRASES

2 I have a reservation
3 How do you spell it
4 That's right
5 Good morning
6 A table for tomorrow, please
7 Sorry
8 Thank you

2A

1 VOCABULARY

2 Japanese
3 British
4 Brazilian
5 South Korean
6 Chinese
7 Peruvian
8 English
9 Mexican
10 Egyptian
11 Vietnamese
12 American
13 Canadian
14 Argentinian
15 French

2 PRONUNCIATION

a /dʒ/ Japanese, just
/tʃ/ Chilean, Chinese, teacher
/ʃ/ dictionary, Egyptian, Spanish

3 GRAMMAR

a 2 You're teachers. You aren't students.
3 They're Chinese. They aren't Japanese.
4 We're from Mexico. We aren't from Brazil.
5 You're in class 3. You aren't in class 2.
6 They're from the United States. They aren't from Canada.
7 She's in room 4. She isn't in room 5.
8 I'm Peruvian. I'm not Chilean.

b 2 They're in class 6.
3 She's on vacation.
4 He's from Brazil.
5 We're here on business.
6 It's in Canada.

c 2 Are they in class 1
3 Are they from Thailand
4 Is Fernanda Brazilian
5 Is Paris in France

d **b** 2 **c** 1 **d** 5 **e** 3

e Students' own answers

4 WORDS AND PHRASES TO LEARN

2 Are you on vacation
3 Have a nice day
4 tourists

2B

1 GRAMMAR

a 2 When's
3 Where's
4 What's
5 Where are
6 Where are
7 How old's
8 What's
9 How are

b 2 How do you spell your last name
3 Where are you from
4 What's your address
5 What's your phone number
6 What's your email address
7 How old are you
8 Are you married

c Students' own answers

2 VOCABULARY

a 2 fifteen
3 ninety
4 seventy
5 twelve
6 a hundred
7 eighty
8 eleven
9 forty
10 thirteen
11 sixty

b 2 19 3 38 4 59 5 72 6 14
7 91 8 16 9 23 10 18

3 PRONUNCIATION

a 1 8, 9, 2, 0, 4, 5
2 2, 3, 7, 1, 8, 0, 0
3 6, 2, 8, 0, 9, 5, 0

c 2 23 3 77 4 65 5 04

4 WORDS AND PHRASES TO LEARN

1 How old, What class, good-looking
2 How are you, fine, This, See you later
3 Where, from

3A

1 VOCABULARY

2 tablet 3 photo 4 phone
5 passport 6 umbrella 7 bag
8 wallet 9 pencil 10 credit card
11 camera 12 notebook 13 glasses
14 charger 15 ID card 16 key

2 GRAMMAR

a 3 a 4 a 5 an 6 a 7 a
8 a 9 an 10 a 11 a

b 2 umbrellas
3 books
4 watches
5 emails
6 countries
7 cities
8 keys
9 addresses
10 laptops
11 debit cards

c 2 What are they, They're keys
3 What is it, It's a photo
4 What are they, They're pens
5 What is it, It's an ID card
6 What is it, It's a door
7 What is it, It's a table
8 What are they, They're coats

d Students' own answers

3 PRONUNCIATION

b pieces, classes, glasses

4 WORDS AND PHRASES TO LEARN

2 Where are my glasses
3 What's in your bag
4 What are they

3B

1 VOCABULARY

2 key chain 3 sunglasses 4 toy
5 mug 6 map 7 T-shirt
8 water bottle

2 GRAMMAR

a 2 What is that
3 This isn't your book
4 Those are my maps
5 Are those your keys
6 These aren't my photos
7 Is that your friend
8 Where is this from

b 2 this 3 Those 4 these 5 That
6 These 7 that 8 these

c Students' own answers

3 PRONUNCIATION

a 2 What's that
3 Those
4 These, books
5 this, phone

4 WORDS AND PHRASES TO LEARN

2 Is, your, You're welcome
3 there, here
4 How much is that / this

Practical English 2

1 UNDERSTANDING PRICES

a 2 one / a hundred
3 twenty
4 fifty
5 five
6 ten

b 2 pounds
3 dollars
4 pence / p
5 euros
6 pounds

c 2 fifteen pounds
3 fifty-nine dollars
4 ninety-nine pence / p
5 one dollar and eighty-nine cents
6 seven euros twenty-five
7 four pounds seventy
8 nineteen dollars and eighty-five cents

2 PRONUNCIATION

a 2 coffee
3 cent

c /s/ juice, nice
/k/ close, picture

3 BUYING LUNCH

a 2 $8.00
3 $8.50
4 $2.60
5 $1.70

b 2 g 3 h 4 b 5 d 6 e 7 i
8 c 9 f

4 USEFUL PHRASES

2 Here's, change
3 Can, have
4 How much
5 Great idea
6 Anything else

4A

1 VOCABULARY

a 2 girl
3 women
4 men
5 friend
6 children
7 people

b 2 father
3 husband
4 mother
5 parents
6 daughter

7 brother
8 son
9 girlfriend
10 sister
11 boyfriend
12 grandfather
13 grandmother
14 grandparents

2 GRAMMAR

a 3 his
4 she
5 its
6 we
7 your
8 they

b 2 our
3 his
4 her
5 your
6 our
7 Its
8 Their

c 2 Charlotte's husband
3 Mark's sister
4 Richard's daughter
5 Ana's son
6 Josh's wife
7 Sarah's father
8 Roberto's mother

d 3 Possessive
4 is
5 Possessive
6 is
7 is
8 Possessive

e Students' own answers

3 PRONUNCIATION

a 2 Thursday
3 name
4 men

4 WORDS AND PHRASES TO LEARN

2 on the table
3 in my phone
4 Be good
5 Let's order pizza
6 What a nice card

4B

1 VOCABULARY

a 2 black
3 brown
4 red
5 white
6 green
7 yellow
8 orange

b 2 slow
3 expensive
4 old
5 short
6 good
7 dirty
8 beautiful
9 difficult

c 2 expensive
3 long
4 difficult
5 clean
6 cheap

2 GRAMMAR

a 2 It's a very expensive camera
3 They're very good children
4 That's a cheap phone
5 My house has a red door
6 It's a beautiful day
7 I have a new tablet
8 This is a nice watch

b 2 very easy exercises
3 very long movie
4 green windows
5 very big umbrellas
6 old phone
7 nice people
8 Spanish dictionary

3 PRONUNCIATION

a 2 car
3 four
4 ID card

c 1 an American car
2 a nice evening
3 an expensive phone
4 a long email
5 an orange juice

4 WORDS AND PHRASES TO LEARN

2 easy to park
3 in my opinion
4 I prefer that red car
5 I love it
6 Come with me

5A

1 VOCABULARY

a 2 yogurt 3 cheese 4 butter
5 rice 6 bread 7 coffee 8 eggs
9 cereal 10 sugar

b 3 tea
4 pasta
5 vegetables
6 milk
7 meat
8 potatoes
9 water
10 a sandwich
11 chocolate
12 orange juice

2 PRONUNCIATION

a potatoes, vegetables, chocolate, breakfast, sandwich, yogurt

c 2 **J**apan 3 **g**reen 4 **A**rgentina

3 GRAMMAR

a 2 don't have
3 drink
4 like
5 don't drink
6 have
7 don't like
8 eat

b 2 don't have
3 drink, don't like
4 don't like, drink
5 don't have
6 eat
7 don't drink

c Students' own answers

4 WORDS AND PHRASES TO LEARN

2 important
3 favorite
4 early
5 in, café
6 traditional
7 at home

5B

1 GRAMMAR

a 2 Where are you from?
3 Are you married?
4 Do you have children?
5 What airline do you work for?
6 Do you like your job?

b 2 Do you want
3 Do they like
4 Do you have
5 Do you drink
6 Do you have
7 Do you need a new

c 2 don't
3 Do
4 do
5 Do
6 don't
7 Do
8 do

d Students' own answers

2 VOCABULARY

2 like
3 drink
4 speak
5 eat
6 read
7 need
8 listen
9 work
10 live
11 watch
12 have
13 study
14 go
15 want

3 PRONUNCIATION

a /w/: want, where, when, work
/v/: very, live, TV, have

c 2 have a, he's a
3 live in a, in a
4 watch a lot of

4 WORDS AND PHRASES TO LEARN

2 Do you want fish or pasta
3 What time do we arrive
4 keep the change

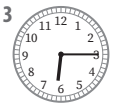
Practical English 3

1 TELLING THE TIME

2 time's, At
3 it, to / after
4 sorry, it's

2 VOCABULARY

a
2 o'clock
3 ten
4 quarter
5 ten
6 forty
7 twenty-five
8 five
9 five
10 ten
11 twenty
12 twenty-five

b
1 
2 
3 
4 
5 
6 

3 PRONUNCIATION

a
2 mother
3 son
4 old
5 now

c
2 ~~h~~our
3 ~~k~~now
4 lis~~t~~en
5 t~~w~~o
6 We~~d~~nesday
7 w~~h~~at
8 ~~w~~rite

4 VOCABULARY

2 tired
3 cold
4 thirsty
5 hungry

5 USEFUL PHRASES

2 Don't worry
3 What, great
4 late
5 tired
6 Come on
7 Let's go

6A

1 GRAMMAR

a
2 likes
3 listens
4 doesn't speak
5 doesn't drink
6 lives
7 doesn't like
8 doesn't listen
9 speaks
10 drinks

b
2 works
3 doesn't work
4 goes
5 likes
6 doesn't speak
7 has
8 studies
9 doesn't watch
10 doesn't understand
11 thinks
12 doesn't want

c
2 Do
3 don't
4 do
5 Do
6 do
7 do
8 Do
9 does
10 Does
11 doesn't

d Students' own answers

2 PRONUNCIATION

a finishes, relaxes, teaches, watches

3 VOCABULARY

a
2 doctor
3 nurse
4 salesperson
5 factory worker
6 taxi driver
7 police officer
8 journalist
9 server
10 receptionist
11 lawyer
12 chef

b
2 home
3 school
4 restaurant
5 street
6 hospital
7 store
8 office

4 PRONUNCIATION

a
1 She's a, Does she, she does
2 does he, He's a, does he, He works

5 WORDS AND PHRASES TO LEARN

2 Great to see you
3 I love your shoes
4 What does she do
5 intelligent
6 Because

6B

1 VOCABULARY

a
2 finish
3 go
4 take
5 do
6 make
7 watch
8 go

b have: a sandwich, breakfast, dinner, lunch
go: to bed, to school, to the gym, to work

c
2 go
3 go
4 get up
5 have
6 go
7 take
8 watch
9 have
10 go

2 PRONUNCIATION

a 3 ✓ 4 ✓ 5 ✗ 6 ✗ 7 ✗ 8 ✓ 9 ✗ 10 ✓

c 3 ✗ 4 ✓ 5 ✓ 6 ✗ 7 ✓ 8 ✓ 9 ✗ 10 ✗

e
2 has a, at a, after
3 have a, at a
4 You, at
5 We do, on the
6 He, in the

3 GRAMMAR

a
2 Yasmin usually goes to school by bus.
3 You never do housework.
4 They sometimes have fish for dinner.
5 Andy always has lunch at home.
6 I never watch TV in the morning.
7 We sometimes go shopping on the weekend.
8 They usually have coffee for breakfast.

b
2 sometimes reads
3 always watches
4 usually gets up
5 always goes
6 usually reads
7 sometimes watches
8 never gets up

c Students' own answers

4 WORDS AND PHRASES TO LEARN

2 What time do you get up
3 He gets up at about 8:00
4 on the way to work
5 every morning
6 feel tired

7A

1 VOCABULARY

a
2 go out
3 hike
4 play video games
5 travel
6 play, piano
7 relax
8 play tennis
9 meet friends
10 swim
11 stay, home
12 go, beach

b Students' own answers

2 GRAMMAR

a
2 How old is our teacher
3 Where does your brother work
4 Does Emma speak Chinese
5 Do you have a big family
6 Is your girlfriend from Canada
7 What time does she go to work
8 Are Tim and Keiko on vacation

b
2 What
3 How
4 When
5 How
6 How old

c
2 do
3 Is
4 Does
5 are
6 does
7 is
8 Do

3 PRONUNCIATION

a
2 when
3 now
4 here
5 window

4 WORDS AND PHRASES TO LEARN

2 fan
3 depends
4 less
5 exciting

7B

1 GRAMMAR

a
3 Go
4 Don't buy
5 Don't eat
6 sit
7 Don't use
8 Open
9 don't worry
10 Listen

b
2 her
3 us
4 you
5 them
6 it
7 him
8 them

c
2 he
3 him
4 her
5 her
6 him
7 she
8 him
9 he
10 him

2 VOCABULARY

a
2 comedy
3 drama
4 science fiction
5 western
6 horror
7 animated

b Students' own answers

3 PRONUNCIATION

a
2 Yes, do
3 like, lot
4 think, great
5 like action movies
6 No, don't
7 don't like
8 prefer comedies

4 WORDS AND PHRASES TO LEARN

2 What about
3 I don't remember
4 don't cry
5 Don't move
6 don't say anything

Practical English 4

1 VOCABULARY

2 February
3 March
4 April
5 May
6 June
7 July
8 August
9 September
10 October
11 November
12 December

2 VOCABULARY & PRONUNCIATION

a
2 twentieth
3 fourth
4 thirty-first
5 fifth
6 ninth
7 third
8 twelfth
9 eighth
10 sixth

b
2 eleventh
3 eighteenth
4 fifteenth
5 twenty-fourth
6 sixteenth

3 SAYING THE DATE

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

c
2 November 1st
3 June 2nd
4 December 18th
5 August 4th
6 October 31st

d Students' own answers

4 TALKING ON THE PHONE

1 A Hello.
2 B Hello, is this Dave Freeman?
3 A Yes, it is. Who's this?
4 B This is Gloria Webster, from the New York office.
5 A Hi, Gloria. Listen, now isn't a good time. I'm in a meeting. Can I call you later?
6 B Yes, no problem. Call me at this number this afternoon.
7 A OK. Talk to you later. Bye.

5 USEFUL PHRASES

2 What's the date today
3 Is that
4 It's my dad's birthday
5 This is for you

8A

1 GRAMMAR

a
2 You can't swim
3 You can change
4 You can drink
5 You can eat
6 You can't listen

b
2 Can we swim
3 Can we watch
4 Can I sit
5 Can you play
6 Can I read

2 PRONUNCIATION

a 2 a 3 b 4 b 5 a 6 b

3 VOCABULARY

a
2 take, photo
3 have, coffee
4 pay, credit card
5 change money
6 swim
7 drive
8 play soccer
9 use, phone
10 park

b Students' own answers

4 WORDS AND PHRASES TO LEARN

2 I'm free
3 Yes, of course
4 learn to drive
5 a written test
6 start the car

8B

1 VOCABULARY

2 buying
3 cooking
4 going
5 painting
6 riding
7 watching
8 flying
9 camping
10 doing yoga
11 eating out
12 going
13 running
14 shopping
15 singing
16 sleeping
17 swimming
18 traveling

2 GRAMMAR

a + *-ing*: playing, relaxing, studying
~~e~~ + *-ing*: living, making, writing
double consonant + *-ing*: getting, sitting, stopping

b
2 living
3 taking
4 driving
5 studying
6 listening
7 paying
8 hiking
9 relaxing
10 getting

c
2 My brother likes playing tennis.
3 Min hates living in the city.
4 I love making dinner for my family.
5 My dad likes listening to classical music.
6 My children don't like getting up early on weekends.

d Students' own answers

3 PRONUNCIATION

a /ʊ/ good, look
/u/ food, school, soon, too

4 WORDS AND PHRASES TO LEARN

2 horrible
3 alone
4 at parties
5 very loudly
6 frightened

9A

1 GRAMMAR

a + *-ing*: cooking, traveling, watching, working
~~e~~ + *-ing*: having, hiking, using
double consonant + *-ing*: shopping, swimming

b
2 Are, using
3 're / are swimming
4 's / is running
5 's / is shopping
6 Is, working
7 're / are watching
8 's / is having
9 Are, buying
10 's / is cooking

2 PRONUNCIATION

a
2 watching, TV
3 What's, wearing
4 wearing, blue coat
5 Where, going
6 going, movies

3 VOCABULARY

a
2 book
3 leave
4 buy
5 stay
6 rent
7 pack
8 wear
9 carry
10 call
11 arrive
12 wait

b
2 booking tickets
3 She's leaving the house.
4 She's buying presents.
5 She's staying in a hotel.
6 They're renting a car.
7 She's packing a suitcase.
8 She's wearing sunglasses.
9 He's carrying a suitcase.
10 He's calling home.
11 They're arriving at a hotel.
12 She's waiting for a flight.

4 WORDS AND PHRASES TO LEARN

2 toward
3 Are you sure
4 Have a good day
5 outside
6 box office

9B

1 GRAMMAR

a
2 I'm working
3 We usually go
4 is visiting
5 We're learning
6 We're studying
7 We usually do
8 We're sitting

b
2 Do, live
3 's / is working
4 doesn't like
5 do, go
6 'm / am not reading
7 's / is raining
8 's / is, wearing

2 VOCABULARY

a
2 coat
3 hat
4 shorts
5 socks
6 sneakers
7 dress
8 jacket
9 jeans
10 shirt
11 shoes
12 skirt
13 suit
14 sweater
15 T-shirt
16 pants

b Students' own answers

3 PRONUNCIATION

b third, quarter, word, girl

d
2 socks
3 coat

4 WORDS AND PHRASES TO LEARN

2 answer
3 investigator
4 stay
5 clients
6 great

Practical English 5

1 INVITING AND OFFERING

a
2 time
3 It
4 like
5 Let's
6 see
7 Are
8 'd
9 What
10 sugar

b
2 g
3 b
4 a
5 d
6 e
7 f

2 PRONUNCIATION

a
2 like, come, dinner
3 like something, drink
4 like, go, movies
5 like, soccer
6 like salad, sandwich

3 USEFUL PHRASES

2 Yeah, I'd love to
3 Would you like a burger
4 Let's meet at six-thirty
5 how about a coffee

4 WRITING

a
2 Would
3 to come
4 on
5 I'm inviting
6 Can you come
7 cooking

b Students' own answers

10A

1 VOCABULARY

a
2 bathtub
3 shower
4 closet
5 floor
6 table
7 bathroom
8 lamp
9 remote control
10 pillow
11 light
12 bed

b
2 swimming pool
3 restaurant
4 gift shop
5 yard
6 gym
7 parking lot
8 reception
9 kitchen
10 spa

2 GRAMMAR

a
3 There's a
4 There's a
5 There are some
6 There's a
7 There's a
8 There are some

b
2 There aren't any pillows in the closet
3 There aren't any lamps in the room
4 There isn't a restaurant on the first floor
5 There isn't a swimming pool in the yard

c
3 Are there any restrooms?
Yes, there are.
4 Is there a swimming pool?
Yes, there is.
5 Are there any gift shops?
No, there aren't.
6 Are there any elevators?
Yes, there are.
7 Is there a gym?
Yes, there is.
8 Is there a yard?
No, there isn't.

d Students' own answers

3 PRONUNCIATION

a
2 hear
3 where
4 repair

4 VOCABULARY

2 on the bed
3 in the cup
4 It's under the bed
5 It's under the towel
6 It's in the suitcase / on the T-shirt

5 WORDS AND PHRASES TO LEARN

2 on the second floor
3 a great view
4 a boat trip
5 Enjoy your stay

10B

1 GRAMMAR

a
3 He was at a restaurant
4 We weren't at school
5 Were you at work
6 She was at the airport
7 Was he late
8 I wasn't in a hurry
9 She wasn't in a hotel
10 We were in a café with friends

b
3 Was Nelson Mandela American
No, he wasn't
4 Were Charlotte Brontë and Jane Austen writers
Yes, they were
5 Was Carmen Miranda Brazilian
Yes, she was
6 Were Monet and Matisse musicians
No, they weren't
7 Was Frida Kahlo a musician
No, she wasn't
8 Were Steve Jobs and Thomas Edison American
Yes, they were

c
2 were, was
3 Was, wasn't
4 Were, weren't
5 was, was
6 Were, weren't

2 VOCABULARY

a
2 were in a restaurant
3 She was in her / the car
4 He was in the kitchen
5 He was on a plane
6 They were in a park
7 He was at work
8 They were in bed
9 She was on the street
10 She was at home

b Students' own answers

3 PRONUNCIATION

a
2 home
3 alone
4 wasn't, friends
5 children, school
6 wife, work

4 WORDS AND PHRASES TO LEARN

2 luxury
3 secret
4 strong
5 century
6 together

11A

1 VOCABULARY

2 decide
3 offer
4 pick
5 visit
6 miss
7 return

2 GRAMMAR

a
2 arrived
3 started
4 stopped
5 cried
6 liked

b
2 Clara didn't arrive last night
3 They didn't open the window
4 Leo didn't look at his watch
5 We didn't travel by taxi
6 The movie didn't start at 7:50
7 Max didn't cook meat for dinner
8 Selena didn't book a ticket to Monterrey

c
2 Did you walk to school yesterday
3 When did you arrive in Brazil
4 Where did you work last year
5 Did Joe close the door
6 What did you study yesterday
7 Did they talk to the teacher
8 What time did your class start
9 Did you help Eva with her homework
10 When did you decide to study economics

d Students' own answers

3 PRONUNCIATION

b decided, needed, rented

4 WORDS AND PHRASES TO LEARN

2 Blueberries
3 trumpet
4 national park
5 abroad
6 public transportation

11B

1 VOCABULARY

2 does
3 have
4 go
5 has
6 has
7 has
8 gets
9 do
10 have
11 go
12 do
13 have
14 get
15 get

2 GRAMMAR

a
2 had
3 went
4 had
5 went
6 got
7 had
8 went
9 went
10 had
11 did
12 went

b
3 Marisa didn't do housework on Sunday.
4 Did you get up late this morning?
5 I didn't have breakfast today.
6 Alison didn't get up early yesterday.
7 Did you do your homework last night?
8 Did Ramon go to the gym on Tuesday?

c
1 had
2 Did, go, didn't, had, went
3 Did, get, didn't, got
4 Did, do, did, did
5 did, do, got, went, went
6 Did, get, didn't, got

d Students' own answers

3 PRONUNCIATION

a
2 Who, have lunch
3 When, do housework
4 have dinner
5 Where, go shopping

4 WORDS AND PHRASES TO LEARN

2 asked, to marry
3 have, party
4 back
5 went, hospital

Practical English 6

1 VOCABULARY

a 2 across from
3 between
4 on the corner
5 on the left
6 on the right

b 2 between
3 across from
4 next to
5 on the corner
6 between
7 across from

2 ASKING FOR AND GIVING DIRECTIONS

2 left, straight, left / corner
3 right, right, right
4 ahead, left, corner
5 gym

3 USEFUL PHRASES

2 this ATM isn't working
3 Turn left when you leave the train station
4 It only takes about 15 minutes
5 Is there an ATM near here
6 Thanks very much

12A

1 VOCABULARY

a 2 left
3 said
4 saw
5 sent
6 sat
7 told
8 wrote

b Students' own answers

2 PRONUNCIATION

a /ɛ/ said, sent
/oʊ/ told, wrote
/ɔ/ bought

3 GRAMMAR

a 2 asked
3 did
4 got up
5 went
6 had
7 rented
8 stayed
9 visited
10 waited

b 2 got up
3 arrived
4 had
5 waited
6 stayed
7 asked
8 did
9 visited
10 rented

c 2 I didn't like the food in that restaurant
3 We saw a good movie last night
4 You didn't call me yesterday
5 Why did you buy a new car
6 They booked the tickets online
7 He sent me a text this morning
8 Did you go to work by train yesterday
9 She didn't want a coffee
10 Did you tell me your address

d 2 It was
3 I had
4 did you have
5 I bought
6 Did you drive
7 I got
8 did you leave
9 The taxi arrived
10 I didn't sleep

4 WORDS AND PHRASES TO LEARN

2 That's interesting
3 tickets
4 time, go
5 exchange
6 nice smell

12B

1 VOCABULARY

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

b 2 went
3 do
4 had
5 got
6 went
7 did
8 got
9 had
10 did
11 got
12 went

2 GRAMMAR

a 3 wrote
4 didn't see
5 told
6 didn't leave

b 2 Did you go out
3 Were you
4 What time did you go to bed
5 Why did you go
6 What did you have

c 3 had
4 got
5 made
6 had
7 was
8 sat
9 listened
10 had
11 watched

d Students' own answers

3 PRONUNCIATION

a 2 decided
3 sat
4 said
5 bought

c 2 Did, have
3 Where did you go for your summer
4 What was, you saw
5 When was the last time
6 What time did you get up