

OXFORD



fourth edition

English File

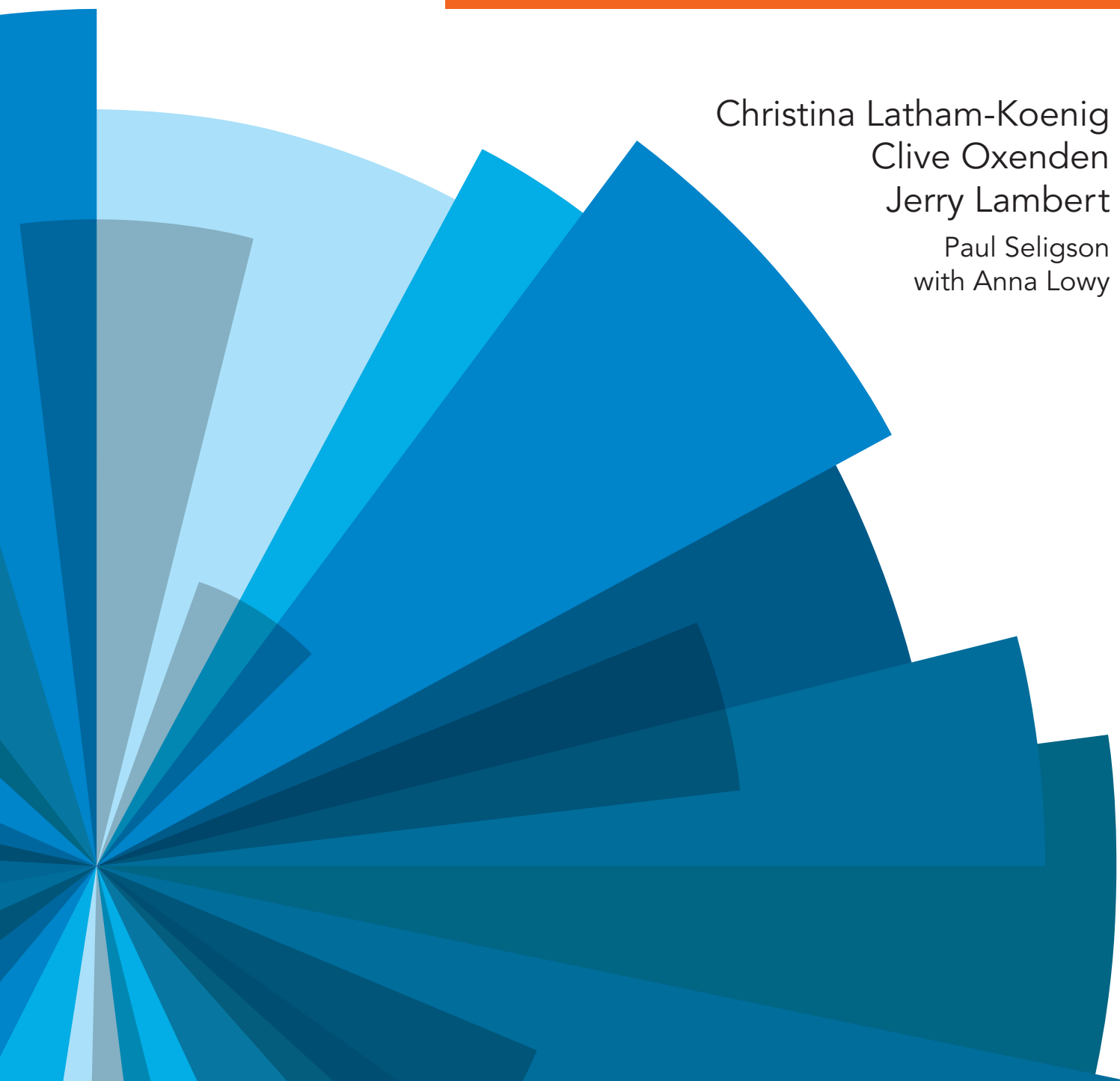
Teacher's Guide

A2/B1

Pre-intermediate

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

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Syllabus checklist

	GRAMMAR	VOCABULARY	PRONUNCIATION	
1				
8	A Are you? Can you? Do you? Did you?	word order in questions	common verb phrases	the alphabet
10	B The perfect date?	present simple	describing people: appearance and personality	final -s and -es
12	C The Remake Project	present continuous	clothes, prepositions of place	/ə/ and /ɜ:/
14	Practical English Episode 1	calling reception		16 Workbook File 1
2				
24	A OMG! Where's my passport?	past simple: regular and irregular verbs	holidays	regular verbs: -ed endings
26	B That's me in the picture!	past continuous	prepositions of time and place: <i>at, in, on</i>	weak forms: <i>was, were</i>
28	C One dark October evening	time sequencers and connectors	verb phrases	word stress
30	Revise and Check 1&2			32 Workbook File 2
3				
38	A TripAside	<i>be going to</i> (plans and predictions)	airports	the letter <i>g</i>
40	B Put it in your calendar!	present continuous (future arrangements)	verbs + prepositions, e.g. <i>arrive in</i>	linking
42	C Word games	defining relative clauses	paraphrasing	silent <i>e</i>
44	Practical English Episode 2	at the restaurant	V restaurants	46 Workbook File 3
4				
54	A Who does what?	present perfect + <i>yet, just, already</i>	housework, <i>make or do?</i>	the letters <i>y</i> and <i>j</i>
56	B In your basket	present perfect or past simple? (1)	shopping	<i>c</i> and <i>ch</i>
58	C #greatweekend	<i>something, anything, nothing, etc.</i>	adjectives ending - <i>ed</i> and - <i>ing</i>	/e/, /əʊ/, and /ʌ/
60	Revise and Check 3&4			62 Workbook File 4
5				
68	A I want it NOW!	comparatives adjectives and adverbs, <i>as...as</i>	types of numbers	/ə/
70	B Twelve lost wallets	superlatives (+ <i>ever</i> + present perfect)	describing a town or city	sentence stress
72	C How much is enough?	quantifiers, <i>too, (not) enough</i>	health and the body	/ʌ/
74	Practical English Episode 3	taking something back to a shop	V shopping	76 Workbook File 5
6				
84	A Think positive – or negative?	<i>will / won't</i> (predictions)	opposite verbs	' <i>ll, won't</i>
86	B I'll always love you	<i>will / won't / shall</i> (other uses)	verb + <i>back</i>	word stress: two-syllable verbs
88	C The meaning of dreaming	review of verb forms: present, past, and future	modifiers	the letters <i>ea</i>
90	Revise and Check 5&6			92 Workbook File 6

SPEAKING	LISTENING	READING
exchanging information	understanding personal information	
describing a person	identifying the person being described	understanding a description
describing a picture, talking about preferences	checking hypotheses	
👉 Vocabulary: dating and relationships; more clothes Pronunciation: question words Listening: Personality		
talking about your last holiday	understanding the key events in a story	understanding the key events in a story
talking about preferences	listening for gist and detailed information	checking hypotheses (using visual evidence)
retelling a story	listening for specific information	
👉 Vocabulary: at, in, on; telling stories Pronunciation: past simple verbs; weren't Listening: My profile picture		
planning a tour	listening for specific information	understanding text cohesion – connectors
making arrangements	understanding times, dates and appointments	understanding a questionnaire
describing and paraphrasing	guessing words from definitions	understanding rules of a game
👉 Vocabulary: airports; verbs + prepositions Pronunciation: g and c; silent letters Listening: The Alphabet Game		
talking about housework	checking hypotheses using background knowledge	understanding opinions
talking about shopping experiences	understanding a theory	
describing your weekend	understanding historical information	checking and correcting information
👉 Vocabulary: -ed and -ing adjectives Pronunciation: /ts/, /f/, /dʒ/, and /j/; c and ch Listening: Shopping		
comparing habits: present and past	identifying key points	scanning for data (facts and numbers)
talking about memorable experiences	understanding ranking	
talking about your lifestyle	understanding advice	identifying pros and cons
👉 Vocabulary: adjectives; health and the body Pronunciation: consonant clusters Listening: My city		
making predictions	using existing knowledge to predict content	summarizing the main point of a text
giving examples and reasons	understanding specific details	understanding the order of events
talking about the past, present, and future	checking hypotheses, understanding specific information	
👉 Vocabulary: verb + back Pronunciation: /əʊ/, /ɒ/, /ʌ/; linking; contractions Listening: A love story		

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
98	A First day nerves	uses of the infinitive with to	verbs + infinitive: <i>try to</i> , <i>forget to</i> , etc.
100	B Happiness is ...	uses of the gerund (verb + <i>-ing</i>)	<i>-ing</i> , the letter <i>o</i>
102	C Could you pass the test?	<i>have to</i> , <i>don't have to</i> , <i>must</i> , <i>mustn't</i>	adjectives + prepositions: <i>afraid of</i> , etc.
104	Practical English Episode 4	going to a pharmacy	V feeling ill
			106 Workbook File 7
8			
114	A Should I stay or should I go?	<i>should</i>	<i>get</i>
			<i>/ʊ/</i> and <i>/u:/</i>
116	B Murphy's Law	<i>if</i> + present, + <i>will</i> + infinitive (first conditional)	confusing verbs
			homophones
118	C Who is Vivienne?	possessive pronouns	adverbs of manner
			reading aloud
120	Revise and Check 7&8		122 Workbook File 8
9			
128	A Beware of the dog	<i>if</i> + past, <i>would</i> + infinitive (second conditional)	animals and insects
			word stress
130	B Fearof.net	present perfect + <i>for</i> and <i>since</i>	words related to fear, phrases with <i>for</i> and <i>since</i>
			sentence stress
132	C Scream queens	present perfect or past simple? (2)	biographies
			word stress, <i>/ɔ:/</i>
134	Practical English Episode 5	asking how to get there	V directions
			136 Workbook File 9
10			
144	A Into the net	expressing movement	sports, expressing movement
			word stress
146	B Early birds	word order of phrasal verbs	phrasal verbs
			linking
148	C International inventions	the passive	people from different countries
			<i>/j/</i> , <i>/tʃ/</i> and <i>/dʒ/</i>
150	Revise and Check 9&10		152 Workbook File 10
11			
158	A Ask the teacher	<i>used to</i>	school subjects
			<i>used to</i> / <i>didn't used to</i>
160	B Help! I can't decide!	<i>might</i>	word building: noun formation
			diphthongs
162	C Twinstrangers.net	<i>so</i> , <i>neither</i> + auxiliaries	similarities and differences
			<i>/ð/</i> and <i>/θ/</i>
164	Practical English Episode 6	on the phone	166 Workbook File 11
12			
174	A Unbelievable!	past perfect	time expressions
			the letter <i>i</i>
176	B Think before you speak	reported speech	<i>say</i> or <i>tell</i> ?
			double consonants
178	C The English File quiz	questions without auxiliaries	revision of question words
			question words
180	Revise and Check 11&12		182 Workbook File 12
188	Communication	199 Writing	206 Listening
			212 Grammar Bank

SPEAKING	LISTENING	READING
retelling an article	understanding a problem	text coherence / understanding content words
describing feelings	understanding how something works	
talking about language learning	understanding the events in a story	using topic sentences
Vocabulary: work; happiness Pronunciation: /ɔː/, /uː/, /ʊ/; rhythm and stress Listening: Learning English and Spanish		
discussing habits and preferences	understanding opinions	understanding opinions
using the right word in conversation	understanding an anecdote	scanning for specific information
reacting to a story	using information to interpret a story	understanding a short story
Vocabulary: get; confusing verbs; storytelling Pronunciation: <i>should</i> and <i>shouldn't</i> Listening: Murphy's Law		
<i>Would you know what to do?</i>	understanding facts	understanding specific information
<i>How long...?</i>	taking notes	recognizing topic links
talking about life events	understanding biographical information	using textual clues to match information with a person
Vocabulary: time expressions; biographies Pronunciation: sentence stress; /ɔː/ and /ɜː/ Listening: Celebrity biographies		
responding to opinions		understanding opinions
retelling a person's day	understanding reasons	extracting main points from a text
passives quiz	understanding historical information	
Vocabulary: sports; countries and nationalities Pronunciation: word stress; /s/, /ʃ/, /tʃ/, /dʒ/, /j/ Listening: Unusual jobs		
talking about school days	understanding attitude	finding key information in a text
choices and decisions	identifying the main points in a talk	
finding similarities and differences	understanding similarities and differences	understanding similarities and differences
Vocabulary: school Pronunciation: <i>used to</i> / <i>didn't use to</i> ; noun suffixes; <i>so, neither</i> + auxiliaries Listening: Twins		
retelling a news story		understanding the order of events
gossip	understanding a conversation	recognizing text type
general knowledge quiz	understanding quiz questions	

Course overview

Introduction

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

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

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

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

What do A2/B1 level students need?

A2/B1 students are at a crucial stage in their learning. Students at this level need material that maintains their enthusiasm and confidence. They need to know how much they are learning and what they can now achieve. At the same time they need the encouragement to push themselves to use the new language that they are learning.

Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that 'G + V + P = confident speaking', and in *English File A2/B1* 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
- Regular and varied practice in useful and natural contexts
- Student-friendly reference material

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

Vocabulary

- Revision and reactivation of previously learnt vocabulary
- Increased knowledge of high-frequency words and phrases
- Tasks which encourage students to use new vocabulary
- Accessible reference material

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

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

Pronunciation

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

There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm.

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

10C International inventions

G the passive **V** people from different countries **P** /j/, /j/, and /dʒ/

The saxophone was invented by a Belgian. What was he called?

1 VOCABULARY & PRONUNCIATION people from different countries; /j/, /j/, and /dʒ/

a What are the nationality adjectives for these countries? What do the first group have in common?

1 the United States	2 China	France
Belgium	Italy	the Netherlands
		England
		Spain

Talking about people from different countries
We usually use the + nationality adjective + -s to talk about the people from a country, e.g. the Americans, the Belgians, etc.
If the nationality adjective ends with /s/, /z/, /j/, or /ʃ/, we don't add -s, e.g. the English, the Chinese, the Dutch, etc.
For some countries there is a special word for the people, e.g. Poland > the Poles, Turkey > the Turks.

b Read the information box and complete the chart.

	nationality adjective	people from that country
1	England	the
2	Brazil	the
3	Russia	the
4	Turkey	the
5	Argentina	the
6	Poland	the
7	Japan	the
8	Spain	the

c 10.10 Listen and check.

d 10.11 Listen and repeat the words and sounds.

a shower b chess c jazz

e 10.12 What sound do the pink letters make, a, b, or c? Listen and check. Practise saying the sentences.

- 1 It's a Chinese invention. _____
- 2 I love French cheese and Spanish wine. _____
- 3 He has a Japanese watch. _____
- 4 It's a German technology company. _____
- 5 He's a Belgian musician. _____

SPEAKERS OF SPANISH
Go online for extra Vocabulary and Pronunciation > countries and nationalities; /s/, /j/, /j/, and /dʒ/

2 GRAMMAR the passive

a In small groups, try to complete the sentences with the things in the photos.

CDs dynamite glasses guns
the hot-air balloon Lego the mobile phone
the saxophone stamps the wristwatch

13th century
1 _____ were invented by the Chinese.
2 _____ were invented by the Italians.

18th century
3 _____ was invented by two French brothers.

19th century
4 _____ were invented by an English teacher.
5 _____ was invented by a Belgian musician.
6 _____ was invented by a Swedish scientist.
7 _____ was invented by the Swis.

20th century
8 _____ was invented by the Americans.
9 _____ was invented by a Danish businessman.
10 _____ were invented by a Dutch company.

b 10.13 Listen and check.

c Listen again. Write down one other piece of information about each invention.

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Speaking

- Topics that will inspire students' interest
- Tasks that push students to incorporate new language
- A sense of progress in their ability to speak

The ultimate aim of most students is to be able to communicate orally in English. Every lesson has a speaking activity which activates grammar, vocabulary, and pronunciation. The tasks are designed to help students to feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing. Every two Files, students can use **Online Practice** to record themselves doing a short task.

Listening

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

At A2/B1 level students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. They also need a variety of listening tasks which practise listening for gist and for specific details. We have chosen material we hope students will want to listen to. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practise in their own time, and to read the script to check anything that they have found difficult.

Reading

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

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File Pre-intermediate*, reading texts have been adapted from a variety of real sources (the British press, magazines, news websites, online forums, etc.) and have been chosen for their intrinsic interest and ability to generate discussion. The opinions expressed in these texts do not necessarily reflect the views of the *English File* authors or of Oxford University Press.

Mediation

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

The concept of mediation in the CEFR includes a range of communicative strategies and tasks that focus on how learners work together collaboratively, extract and share meaning from texts, and develop better understanding among themselves and others. *English File* promotes and develops mediation skills in a variety of ways in every File. Activities that develop mediation skills are highlighted in the teacher's notes, and the CEFR mapping document on Oxford Premium includes mediation descriptors mapped to every lesson. The mediation tasks in *English File* will help your learners develop the communication skills that build their '21st century skills'.

Writing

- Clear models
- An awareness of register, structure, and fixed phrases.

English File A2/B1 provides guided writing tasks covering a range of writing types from a biography to a social media post. Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

Practical English

- Understanding high-frequency phrases
- Knowing what to say in typical situations
- Learning how to overcome typical travel problems

The Practical English lessons give students practice in key language for situations such as explaining that there are problems in a hotel or in a restaurant, or taking something back to a shop. To make these everyday situations come alive, there is a storyline involving two main characters, Jenny (from New York) and Rob (from London). There is a clear distinction between what students will hear and need to understand and what they need to say. The lessons also highlight other key 'Social English' phrases. On **Online Practice**, students can use the interactive video to record themselves and hear their own voice in the complete conversation. They can also listen and record the Social English phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Revision

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

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

Course overview

For students

Combined Student's Book and Workbook

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

A, B, and C lessons

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

Practical English

Every two Files (starting from File 1), there is a two-page lesson with integral video which teaches language for typical situations (for example buying medicine or complaining in a restaurant) and also 'Social English' (useful phrases like *By the way, You must be tired.*). The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline which runs through the level.

Revise & Check

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

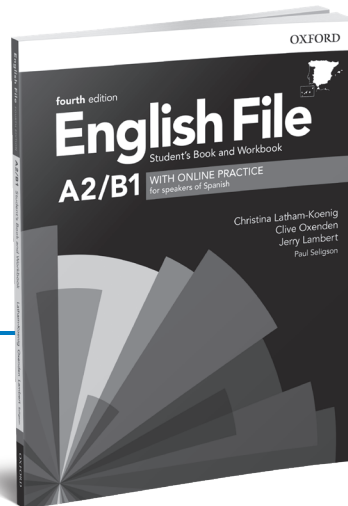
Online Practice

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

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

FOR SPEAKERS OF SPANISH

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



The back of the Student's Book

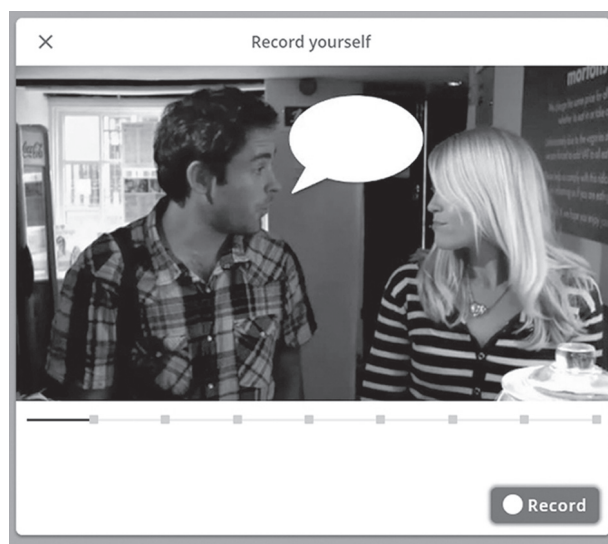
The lessons contain references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

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

Workbook

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

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on Online Practice
- *Can you remember...?* exercises for students to check their progress



Say It app

For students to learn and practise the sounds of English

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



For teachers

Teacher's Guide

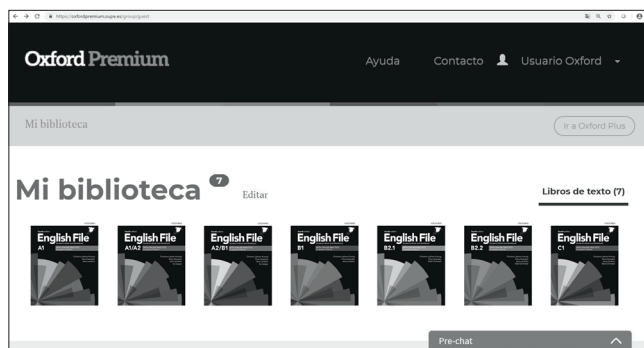
Step-by-step procedural notes for all the lessons including:

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

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

All lesson plans include answer keys and audio scripts.

Teacher's Resources on Oxford Premium



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

- All the Student's Book and Workbook audio/video files and scripts
- Detailed lesson plans and answer keys from the Teacher's Guide
- Tests and assessment material, including: practice tests and extra material for students preparing for EOI tests; an Entry Test; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents and the *English File programación*
- A wide range of online tools and resources to create your own classroom materials
- Up-to-the-minute news articles on English and education
- Webinars from experts on current pedagogical topics
- Over 90 pages of photocopiable activities, including tips on how to use them, and customizable versions:

Grammar

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

Communicative

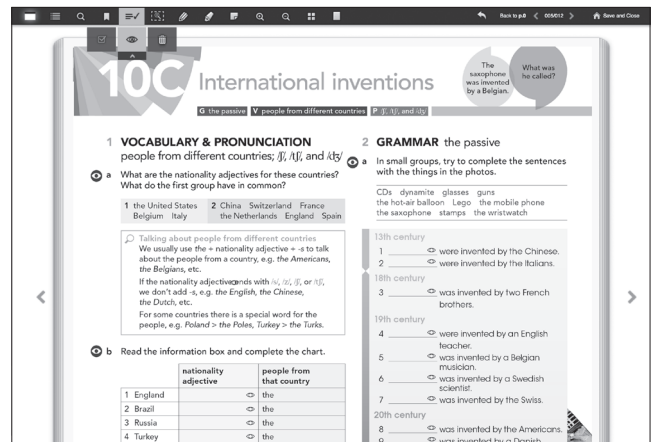
- Extra speaking practice for every A, B, C lesson

Vocabulary

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



Classroom Presentation Tool



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

Class audio

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

Video

Video listening

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

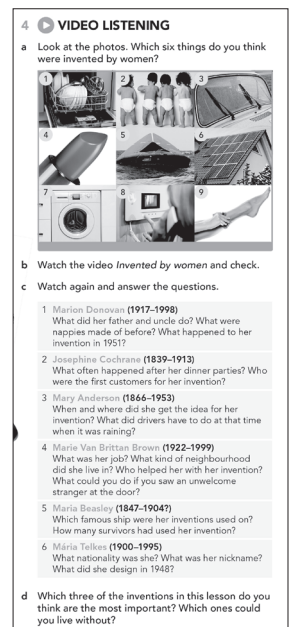
Practical English

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

Revise & Check video

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

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



4 VIDEO LISTENING

a Look at the photos. Which six things do you think were invented by women?

b Watch the video *Invented by women* and check.

c Watch again and answer the questions.

- 1 Marion Donovan (1917-1998)
What did her father and uncle do? What were nappies made of before? What happened to her invention in 1957?
- 2 Josephine Cochrane (1839-1913)
What often happened after her dinner parties? Who were the first customers for her invention?
- 3 Mary Anderson (1866-1953)
When and where did she get the idea for her invention? What did drivers have to do at that time when it was raining?
- 4 Marie Van Brittan Brown (1922-1999)
What was her job? What kind of neighbourhood did she live in? Who helped her with her invention? What could you do if you saw an unwelcome stranger at the door?
- 5 Maria Beasley (1847-1904?)
Which famous ship were her inventions used on? How many survivors had used her invention?
- 6 Maria Telkes (1900-1995)
What nationality was she? What was her nickname? What did she design in 1948?

d Which three of the inventions in this lesson do you think are the most important? Which ones could you live without?

G word order in questions

V common verb phrases

P the alphabet

Lesson plan

This first lesson has three main objectives: to help you and the Sts to get to know each other, to give you a clear idea of the level of your class, and to provide some quick, efficient revision of some A1/A2 language points.

The first exercise provides the context for revising an important grammar point: the order of words in questions. The vocabulary focus is on common verb phrases. Sts use these to complete the questions, which they then ask each other. They then focus on the word order and practise it in the Grammar Bank. The pronunciation of the alphabet is revised, and the listening activity gives Sts the chance to revise spelling. Sts then bring all the language together by interviewing each other and completing a form.

There is an Entry Test on the *Teacher's Resources on Oxford Premium*, which you can give Sts before starting the course.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar word order in questions

Communicative Student profile

Resources

Entry test

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 1A

Online Practice 1A

Plus extra Pronunciation for speakers of Spanish: question words

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before the class, choose some party music.

Introduce yourself to the class. Say *Hello, I'm...*

Tell Sts to stand up. Divide the class into two groups, **A** and **B**. Ask both groups to make a circle, **A** inside **B**. Tell them to imagine that they're at a party. When you play the music, tell them to walk round in their circle, one clockwise and the other anticlockwise. Each time you stop the music, tell them to introduce themselves to the person standing opposite them. Elicit that they can say *Hello* or *Hi, I'm...*, or *My name's...*, and should respond *Nice to meet you*.

1 VOCABULARY & SPEAKING

common verb phrases

Vocabulary notes

Sts at this level should be familiar with all these verb phrases. You may want to highlight the two meanings of *have*, as in *have brothers and sisters* and *have lunch*.

- a** If you didn't do the **Optional lead-in**, and your Sts don't know each other, set a time limit of, for example, two minutes, and tell Sts to stand up and move round the room, introducing themselves to other Sts. Tell them to say *Hello / Hi, I'm...* and *Nice to meet you*, and to try to remember other Sts' names.

Books open. Focus on the photos and the questions in *Getting to know you*. Point out to Sts that the first two (*are, were*) have been done for them.

Tell Sts to complete the other questions, individually or in pairs, with the correct verbs.


- b**  **1.2** Play the audio for Sts to listen and check.

Check answers, making sure that Sts understand the whole question, not just the missing verb.

3 live 4 live 5 have 6 have 7 do 8 get 9 have
10 go 11 study / learn 12 speak 13 listen 14 watch /
like 15 do 16 read 17 go 18 do

1.2

- 1 Where are you from?
- 2 Where were you born?
- 3 Where do you live?
- 4 Do you live in a house or a flat?
- 5 Do you have any brothers and sisters?
- 6 Do you have any pets?
- 7 What do you do?
- 8 What time do you get up during the week?
- 9 Where do you usually have lunch?
- 10 What time do you usually go to bed?
- 11 Where did you study English before?
- 12 Can you speak any other languages? Which?
- 13 What kind of music do you listen to?
- 14 What TV programmes or series do you watch?
- 15 Do you do any sport or exercise? What?
- 16 What kind of books or magazines do you read?
- 17 How often do you go to the cinema?
- 18 What did you do last weekend?

- c**  **1.3** Tell Sts to listen to the rhythm and intonation in the first six questions.

Play the audio once for Sts just to listen.

1.3

See questions 1–6 in script 1.2

Now play it again, stopping after each question for Sts to repeat. Remind Sts that we usually stress the important words in a question, e.g. question words, verbs, and nouns, and say the other words less strongly, e.g. *Where were you **born**?* *Do you **have** any **brothers** or **sisters**?*

Then repeat the activity, eliciting responses from individual Sts.

d Focus on the **'Returning' a question** box and go through it with the class.

Now focus on the instructions and the example.

Demonstrate the activity by getting Sts to ask you questions first. Give full answers, with extra information.

EXTRA CHALLENGE Encourage Sts to ask follow-up questions, e.g.:

A *Do you have any brothers and sisters?*

B *I have one brother.*

A *How old is he? / What's his name? / What does he do?*

I You may have Sts who are neither at school / university nor working, e.g. they are unemployed or at home with children. If so, point out that question 7 (*What do you do?*) can be answered with, for example, *I'm unemployed / looking for a job / looking after my children, etc.*

Put Sts in pairs. Give them time to ask and answer all the questions. Monitor their conversations to give you an idea of their oral level.

Get feedback from several pairs to see what they have in common. At this point, you could teach them the word *both* and its position (before all verbs except *be* and modal verbs like *can*), e.g. *We both live in the city centre. We're both doctors. We can both speak German.*

2 GRAMMAR word order in questions

a Focus on the instructions and point out that the first one has been done for them.

Give Sts time to read questions 2–6 and tick or correct them.

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

- 2 ✗ Where does your father work?
- 3 ✓
- 4 ✓
- 5 ✗ Do you have cereal for breakfast?
- 6 ✗ Where did you go for your last holiday?

EXTRA IDEA Put Sts in pairs and get them to ask and answer the six questions.

b Tell Sts to go to **Grammar Bank 1A** on p.212. Explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

In questions with the auxiliaries *do*, *does*, and *did*, Sts might leave out the auxiliary or get the word order wrong. Typical mistakes are: *You live with your parents? Why she didn't like the film?*

The memory aids **ASI** (**A**uxiliary, **S**ubject, **I**nfinitive) and **QuASI** (**Q**uestion word, **A**uxiliary, **S**ubject, **I**nfinitive) may help Sts here.

In questions with *be* and *can*, Sts sometimes forget to invert the subject and verb. Typical mistakes are: *Ana is a student? Where I can sit?*

If a verb is followed by a preposition (e.g. *talk about*, *listen to*), the preposition goes at the end of the question: *What did you talk about?*

Focus on the example sentences and play both audio **1.4** and **1.5** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **1A** on p.213. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full questions.

- a 1 Where **can** we park?
- 2 How **old** are you?
- 3 Does **the class** finish at 8.00?
- 4 Where do your friends **live**?
- 5 Why **didn't** you answer my email?
- 6 Do you often **go** to the cinema?
- 7 What **does** this word mean?
- 8 What time did **your friends** arrive?
- 9 Who are you talking **to**?
- 10 Where were **you** last night?
- b 1 Do you have a car?
- 2 Where was your brother born?
- 3 How often does he phone you?
- 4 What time does their flight arrive?
- 5 Is your girlfriend from Brazil?
- 6 How many languages can you speak?
- 7 How was the party?
- 8 Where did you go last summer?
- 9 Is there a doctor here?
- 10 Did you come to school by bus?

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

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

c Focus on the instructions, the questions, and the example. Demonstrate the activity by asking the first question (*Do you drink a lot of tea or coffee?*) until someone answers *Yes, I do*. Then ask the follow-up question (*How many cups do you drink a day?*).

Give Sts a few minutes to work out how to form the questions.

EXTRA SUPPORT Put Sts in pairs and get them to write the questions.

Check answers.

PRESENT

What gym **do you go** to?
How many hours **do you sleep**?
What games **do you play**?
What sports **do you like watching**?

PAST

What time **did you go** to bed?
What **did you cook**?
Where **did you go**?
What film **did you see**?
What **did you buy**?

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

Ask Sts to stand up and move around the class, asking each other the questions. If it's difficult to move around the class, do this in pairs or small groups.

Get some feedback from the class.


FOR SPEAKERS OF SPANISH **Pocket Book Grammar: 1A word order in questions**

3 PRONUNCIATION the alphabet

Pronunciation notes

Emphasize the importance of being able to spell in English, particularly your name or email address. Point out that it is very useful to be able to recognize and write down letters correctly when people spell words to you.

If your Sts didn't use *English File A1/A2*, this will be the first time that they have seen the sound pictures (*train, tree*, etc.). Explain that the pictures will give Sts a clear example of the target sound and that they will help Sts remember the pronunciation of the phonetic symbol. This is very important if Sts want to check the pronunciation of a word in the dictionary. Even if they have a dictionary app, the phonetic symbol will help to clarify which sound it is. Tell Sts that the two dots in /i:/, /u:/, and /ɑ: / mean that they are long sounds.

- a  **1.6** Put Sts in pairs and get them to say the groups of letters to each other.

Now play the audio for Sts to listen and check.

1.6

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

EXTRA CHALLENGE Elicit the alphabet from the class before playing the audio.

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

- b  **1.7** Focus on the box **The alphabet** and go through it with the class.

Now focus on the sound pictures and instructions. Point out that the first one (*train*) has been done for them.

Play the audio for Sts to listen and write the words.

Check answers.

2 tree 3 egg 4 bike 5 phone 6 boot 7 car

1.7

- 1 train /eɪ/
- 2 tree /i: /
- 3 egg /e/
- 4 bike /aɪ/
- 5 phone /əʊ/
- 6 boot /u: /
- 7 car /ɑ: /

Now play it again, pausing after each one for Sts to repeat.

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

EXTRA IDEA Tell Sts to go to the **Sound Bank** on pp. 252–253.

If your Sts didn't use *English File A1/A2*, explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns. Look at the spelling rules for the seven sounds. Model and drill the example words for the vowels and elicit / explain their meaning.

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

- c Now focus on the letters in the list, but don't elicit their pronunciation yet. Tell Sts, in pairs, to write the letters in the correct column according to their sound. Tell Sts that this exercise is easier to do if they say the letters aloud. Point out that the first one (*J*) has been done for them.

- d  **1.8** Play the audio for Sts to listen and check.

Check answers.

1.8

1 train	A H J K
2 tree	B C D E G P T V
3 egg	F L M N S X Z
4 bike	I Y
5 phone	O
6 boot	Q U W
7 car	R

Now play it again for Sts to listen and repeat.

Ask Sts which letters are difficult for them. Highlight the difference between pairs and groups of letters which are often confused, e.g. *a / e / i, g / j, k / q*, etc. You could tell Sts that *zed* is pronounced *zee* in American English and is the only letter of the alphabet that is different from British English.

In pairs, Sts practise saying the letters in each column.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Alphabet quiz, A** on p.188, **B** on p.194. Tell Sts to take turns asking and answering their questions. Point out that the answers are in italics after each question.

When they have finished, find out if any Sts got all the answers correct.

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

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: question words

4 LISTENING & SPEAKING understanding personal information

- a** **1.9** Focus on the instructions. Make sure Sts understand that they aren't going to listen to six complete conversations. They must listen to six people giving some information and write down the letters and numbers.

Go through the words in 1–6, making sure Sts know what they mean, e.g. *first name, postcode*, etc. Point out that the first one (*Wayne*) has been done.

Play the audio for Sts to listen and write the letters and numbers. Play again if necessary.

Get Sts to compare with a partner, and then check answers by eliciting the information onto the board.

EXTRA SUPPORT Before playing the audio, you might want to check that Sts know how to say an email address, e.g. that @ = *at* and . = *dot*. You might also want to check that Sts understand the term *double*, e.g. *My name's Anna – A-double N-A*.

2 SE21 8GP 3 07700 987782 4 jvine64@kings.co.uk
5 Rathbone 6 16 Russell Street

1.9

- 1 A How do you spell your first name?
B W-A-Y-N-E.
- 2 A What's the postcode?
B It's S-E-twenty-one-eight-G-P.
- 3 B Oh-seven-seven-double oh-nine eight-seven-seven-eight-two.
- 4 A It's J-V-I-N-E-six-four at kings dot co dot U-K.
B Can you repeat that, please?
A Yes, J-V-I-N-E-six-four at kings dot co dot U-K.
- 5 B Ann Rathbone. R-A-T-H-B-O-N-E.
- 6 A It's sixteen Russell Street. That's R-U-double S-E-double L. Let me show you on the map.

- b** **1.10** Focus on the instructions and make sure Sts understand what they have to do. Go through situations a–f and point out that the first one (*1b*) has been done for them.

Play the audio, pausing after each conversation to give Sts time to number a–f. Play again if necessary.

Now play the audio again, pausing after each conversation, and check the answer.

2 a 3 c 4 e 5 f 6 d

1.10

(script in Student's Book on p.206)

- 1 A Good afternoon. How can I help you?
B I have a reservation for five nights.
A What's your name?
B Wayne Roberts.
A How do you spell your first name?
B W-A-Y-N-E.
A Just a moment.
- 2 A So, the sofa is eight hundred and ninety-nine pounds and ninety-nine p in total. What's the address for delivery? Is it a London address?
B Yes, it's in south London.
A What's the postcode?
B It's S-E-twenty-one-eight-G-P.
A And the address is...?
B Fourteen Dangerford Road, flat two. That's in Forest Hill, London.

- 3 A Welcome to our mobile phone helpline. Please say the number of the mobile phone you have a problem with.
B Oh-seven-seven-double oh-nine-eight-seven-seven-eight-two.
- 4 A Now, every Friday I'm going to give you some writing to do for homework at the weekend. You can either give it to me in class on the Monday, or you can send it to me by email. I'm going to give you my email address and I'd like you to write it down. OK? It's J-V-I-N-E-six-four at kings dot co dot U-K.
B Can you repeat that, please?
A Yes, J-V-I-N-E-six-four at kings dot co dot U-K. OK, now I'm going to write it on the board for you. Did you get it right?... Well done. Remember, this symbol is called *at* in English, and this one is *dot*.
- 5 A Good evening.
B Hi. We have a table booked for seven thirty.
A Yes, madam. What name, please?
B Ann Rathbone. R-A-T-H-B-O-N-E.
A Ah, yes, here we are. Can you come this way, please?
- 6 A OK, Susannah, that's great. Here's your student card. Your classes start on Monday at nine a.m. Now, the classes are not here in the main school, but in a different building.
B Oh?
A But it's very near – just five minutes' walk from here, in Russell Street.
B Sorry, what's the address?
A It's sixteen Russell Street. That's R-U-double S-E-double L. Let me show you on the map.
B Thank you.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.206, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c** **MEDIATION ACTIVITY** Focus on the instructions and the form.

Put Sts in pairs and get them to interview each other. If Sts don't want to give their real address and phone number, tell them to invent one. Remind Sts that when we say phone numbers in English, we say the individual digits, and that 0 can be *oh* or *zero*. Elicit how to say an email address, e.g. that @ = *at* and . = *dot*.

When they have finished, get Sts to show each other their forms to check the information.

Get some feedback.

- G** present simple
V describing people: appearance and personality
P final -s and -es

Lesson plan

In this lesson, the present simple (all forms) is revised in detail through a British newspaper article. A daughter tries to find a suitable partner for her father, who is divorced. The lesson begins with Vocabulary and Reading. Basic language for physical description is revised, and in the Vocabulary Bank, new language is presented and adjectives of personality are introduced. Sts then read the article about Charlotte's dad, Clint, and focus on the grammar of the present simple. This is followed by a pronunciation focus on the final -s and -es endings in verbs and nouns. Sts then read about two possible dates for Clint and discuss who they think is the better date. In Listening, Sts listen to Elspeth, an Irish journalist, talking about a dating experiment in which her mother chooses dates for her from a dating app. The lesson ends with Sts describing a single person – a member of their family, or a friend – in detail, and writing a short description.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present simple
Vocabulary Describing people
Communicative Ask me some questions...

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 1B
 Online Practice 1B

Plus extra Vocabulary and Listening for speakers of Spanish: dating and relationships; Personality and physical appearance

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board:

DIRECT FAMILY	<i>mother</i>
OTHER RELATIVES	<i>grandmother</i>
HUSBAND / WIFE'S FAMILY	<i>mother-in-law</i>

Put Sts in pairs. Give them a minute to add more words to each category.

Get feedback and write the words on the board. Remind Sts of the pronunciation of difficult words like *daughter*.

Then ask a few Sts *What does your father look like?* and elicit a few adjectives of description, like *He's (very) tall, dark, big, good-looking, etc.*

1 VOCABULARY & READING

describing people

- a** **1.11** Books open. Focus on the instructions and the two photos.

Play the audio for Sts to listen and decide which speaker is the woman in the photos (describing her father).

Check the answer, eliciting the words and phrases which helped Sts to identify Charlotte's father, e.g. *quite good-looking, he's not very tall – a bit taller than me.*

Charlotte is speaker 2.

1.11

- 1 My dad's very tall and thin, with a big nose. He looks a bit like a tall, thin bird! He has blond hair and blue eyes, which is typical of Sweden – his grandmother was from Sweden. Um, he looks a bit serious, but he isn't, really. He's very funny – he has a great sense of humour.
- 2 I think my dad's quite good-looking. He's not very tall – a bit taller than me – and he still has his hair: it was dark, but it's grey now. He's not thin, but he isn't overweight – he's careful about what he eats. And he's got a lovely smile.
- 3 My dad's short and thin, and he wears glasses. He isn't exactly good-looking, but he's not unattractive, either. He's very friendly, and very talkative – in fact, he never stops talking.

- b** **1.12** Focus on the instructions and make sure Sts understand *height, hair, weight, and smile*.

Play the audio.

Get Sts to compare with a partner, and then check answers. Get Sts to try to spell *overweight*, and write it on the board. Elicit its meaning, as it is probably the first time Sts have seen the word.

height not very tall
hair was dark, now grey
weight not thin, but isn't overweight
smile lovely

1.12

I think my dad's quite good-looking. He's not very tall – a bit taller than me – and he still has his hair, but less than before – it was dark, but it's grey now. He's not thin, but he isn't overweight – he's careful about what he eats. And he's got a lovely smile.

Vocabulary notes

Sts are often confused by the difference between the questions *What does he look like?* and *What's he like?* *What does he look like?* only refers to appearance, but *What's he like?* can refer to both appearance and personality.

You may want to explain that *blonde* is used to describe women's / girls' hair and *blond* is used for men's / boys' hair.

c Tell Sts to go to **Vocabulary Bank Describing people** on p.236. Focus on **1 Appearance**. Focus on the question *What does he / she look like?* and elicit that it refers to a person's physical appearance. Get Sts to do **a** individually or in pairs. Point out that the first one has been done for them.

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

Check answers. Make sure Sts understand the individual words in the descriptions.

1.13

1 Appearance What does he look like? What does she look like?

- 2 She has curly red hair.
- 3 She has long, straight hair.
- 1 She has big, blue eyes.
- 6 She has short, blonde hair.
- 5 He has a beard and a moustache.
- 4 He's bald.
- 7 He's very tall and thin.
- 9 He's medium height and very slim.
- 8 He's quite short and a bit overweight.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce, e.g. *curly, straight, beard*, etc. Highlight the different pronunciations of *height /haɪt/* and *weight /weɪt/*.

Now go through the information box with the class. After going through the **Using two adjectives together** section, you might also want to elicit from Sts typical colours for hair, i.e. *fair / blond(e), red, grey, light / dark brown, black, white*. In the **Handsome or beautiful?** section, highlight the silent *d* in *handsome*.

Finally, focus on **c**. Get Sts to cover the sentences and use the photos to test themselves or their partner. If they are testing a partner, encourage them to use the question *What does he / she look like?*

Focus on **2 Personality** and get Sts to do **a** individually or in pairs. Point out that the first one (*friendly*) has been done for them.

Check the answers to **a** before moving on to **b**.

- 2 talkative 3 generous 4 kind 5 lazy 6 funny 7 clever
8 shy

Now Sts do **b** by putting the adjectives from the list into the **Opposite** column in **a**.

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

Check answers and make sure Sts understand the individual words in the descriptions.

1.14

Personality

- 1 friendly, unfriendly
- 2 talkative, quiet
- 3 generous, mean
- 4 kind, unkind
- 5 lazy, hard-working
- 6 funny, serious
- 7 clever, stupid
- 8 shy, extrovert

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

You could tell Sts that *mean* in American English has a different meaning (= *unkind*) and it is sometimes used with this meaning in British English.

Focus on the **What does she look like? What is she like?** box and go through it with the class to remind them of the difference between the two questions.

Focus on **d**. Get Sts to cover the adjectives and look at the definitions to test themselves or their partner.

Finally, for **Activation**, put Sts in pairs and get them to ask and answer questions about a member of their family or a good friend. Get some feedback from a few individual Sts.

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

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

d Focus on the instructions and make sure Sts understand all the lexis, e.g. *job, marital status*, etc.

Focus on the title of the article and elicit the meaning of the verb *date* (= go out with someone in a romantic relationship) and the noun *date* (= a romantic meeting) at the beginning of the article. Give Sts time to read the article and complete the task.

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

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

his age 52

his job businessman

his marital status divorced

his personality warm, generous, a gentleman, romantic, fun

his perfect partner a woman who works, independent, funny, clever

e Focus on questions 1–4 and go through them with the class.

Give Sts time to read the article again and answer the questions.

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

1 Because she doesn't want him to end up alone.

2 They go out together and are planning a trip together.

3 You met people face to face, and, for example, invited them for a drink.

4 He finds dates online / on the internet. Charlotte has helped by writing his profile.

f Focus on the instructions and do this as a whole-class activity.

- 1 funny 2 fun

Finally, deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

g Do this as a whole-class activity and elicit Sts' opinions.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: dating and relationships

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: people: appearance; personality

2 GRAMMAR present simple

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

needs doesn't do, does

- b Tell Sts to read the four sentences and tick the ones that are correct. Highlight that the correct answer depends on the position of the adverbs of frequency *often* and *always*.
Check answers.

1 A 2 B

EXTRA CHALLENGE Ask Sts why the other sentences are wrong and elicit the rules for word order.

Adverbs of frequency go before main verbs, but after the verb *be*.

- c Tell Sts to go to **Grammar Bank 1B** on p.212.

Grammar notes

Present simple

Remind Sts:

- of the difference in pronunciation between *do* /du:/, *don't* /dɒnt/, and *does* /dʌz/
- of the pronunciation of *goes* /gəʊz/ and *has* /hæz/
- that the contracted forms *don't* and *doesn't* are always used in conversation

Adverbs and expressions of frequency

You may want to point out that *usually* / *normally* and *sometimes* can also be used at the beginning of a present simple sentence, e.g. *Sometimes I get up late on Saturday*.

Other common expressions of frequency using *every* are *every week*, *every month*, and *every year*.

In expressions like *once a month*, *twice a day*, etc., remind Sts that *once* and *twice* are irregular (NOT *one time*, *two times*); *times* is used with all other numbers, e.g. *ten times*, *thirty times (a year)*.

Focus on the example sentences and play both audio **1.15** and **1.16** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **1B** on p.213. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
- 1 Does Anna like music?
 - 2 My sister has a lot of hobbies.
 - 3 I don't get on very well with my parents.
 - 4 My brother studies English at university.
 - 5 My neighbours don't have any children.
 - 6 What time does the film start?
 - 7 He goes out twice a week.
 - 8 We don't often talk about politics.
 - 9 How often do you see your brother?
 - 10 Sally doesn't go on Facebook very much.

- b
- 1 I always go to bed before 11.00.
 - 2 Kate hardly ever sees her family.
 - 3 We never go shopping on Saturdays.
 - 4 I go to the dentist's twice a year.
 - 5 They sometimes have breakfast in bed. / Sometimes they have breakfast in bed.
 - 6 I usually listen to the radio in the car.
 - 7 Alan runs in the park every day.
 - 8 Sam is often late for work.
 - 9 John doesn't often go to the theatre.
 - 10 I visit my mum once a month.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: 1B present simple

3 PRONUNCIATION & SPEAKING

final -s and -es

Pronunciation notes

The pronunciation rules for adding an -s (or -es) to verbs (e.g. *smokes*) and nouns (e.g. *books*) are the same.

The difference between the /s/ and /z/ sounds is very small and only occasionally causes communication problems. The most important thing is for Sts to learn when to pronounce -es as /ɪz/.

You may want to give Sts these rules:

- The s is pronounced /s/ after these unvoiced* sounds: /k/, /p/, /f/, and /t/, e.g. *walks*, *stops*, *laughs*, *eats*.
- In all other cases, the final s is voiced and pronounced /z/, e.g. *plays*, *parties*, etc.

*Voiced and unvoiced consonants

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

You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds.

- a **1.17** Explain that the final -s and -es in the third person of the present simple and in plurals can be pronounced in three different ways.

Focus on the sound pictures. Elicit and drill the words and sounds: *snake* /s/, *zebra* /z/, and /ɪz/.

! Sts may have problems distinguishing between the /s/ and /z/ sounds. Tell them that the /s/ is like the sound made by a snake and the /z/ is a bee or fly.

Play the audio once for Sts just to listen.

1.17

See sentences in Student's Book on p.11

Then play it again, pausing for Sts to listen and repeat.

Now focus on the **Pronunciation of final -s and -es** box and go through it with the class.

b **1.18** Write the three phonetic symbols, /s/, /z/, and /ɪz/ on the board. Elicit the third person pronunciation of the first verb in the list (*chooses*) and ask Sts which group it belongs to (group 3). Write it on the board under the correct heading. Get Sts to continue with the other verbs. Then tell them to do the same thing with the plural form of the nouns.

Play the audio once the whole way through for Sts to listen and check. Check answers.

	/s/	/z/	/ɪz/
verbs	cooks	goes	chooses
	stops	lives	teaches

	/s/	/z/	/ɪz/
nouns	books	boys	classes
	shops	friends	languages

1.18

chooses, cooks, goes, lives, stops, teaches
books, boys, classes, friends, languages, shops

Highlight that the most important thing to get correct is that *lives* and *dates* are pronounced /lɪvz/ and /deɪtɪz/, NOT /lɪvzɪ/ and /deɪtɪzɪ/, but that in *chooses*, *teaches*, *classes*, and *languages* the -es is pronounced /ɪz/.

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

Then repeat the activity, eliciting responses from individual Sts.

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

c **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication A date for Clint, A** on p.188, **B** on p.108.

Go through the instructions with them carefully.

Sit **A** and **B** face-to-face if possible. When they have finished reading their profiles, **B** starts by asking **A** questions 1–7 about Maggie.

When **B** has finished, they swap roles.

When they have finished, tell them to compare photos and decide who they think is a better date for Clint.

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

d With a show of hands, find out if the class think Maggie or Tessa is the better date and why.

4 LISTENING identifying the person being described

a **1.19** Focus on the photo of Elspeth Gordon and the instructions. Now focus on the four questions and point out the **Glossary**. Demonstrate the meaning of *swipe* to make sure Sts have understood the definition.

Play the audio once the whole way through.

Get Sts to compare their answers with a partner, and play the audio again if necessary.

Check answers. When checking the answer to question 2, elicit what you do if you don't like someone (*swipe left if you don't like someone*).

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

- 1 She uses a dating app.
- 2 You swipe right if you like them.
- 3 Elspeth's mother is going to choose the men she likes for her daughter.
- 4 Elspeth is going to go on a date with the men her mother chooses.

1.19

(script in Student's Book on p.206)

My name's Elspeth. I'm twenty-five, I'm a journalist, I live in Dublin, and I'm single. It's not easy to meet people here. So who can help me? My mother...and a dating app. My favourite dating app, called Tinder, shows you photos of possible partners, with a bit of information about them. You look at the photos and swipe, swipe, swipe. Swipe right if you like them, and swipe left...well...swipe left if you don't. If a guy likes you and you like him, you have a match. Then you can start messaging the person, and from this, romance follows...or so they say. I've tried it, but with no success. So I decide to give my mother my phone. She can swipe all the men she likes, and then look at my matches and choose the people that she likes the best. I've promised to go on a date with the men she chooses.

b **1.20** Focus on the instructions and the question.

Play the audio for Sts to listen and answer the question.

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

EXTRA SUPPORT Pause after the date with John and elicit the answer, then repeat for Sebastian.

She likes her mum's choices and has fun, but she isn't sure the men are right for her.

1.20

(script in Student's Book on p.206)

Date 1

My first date is with a nice guy called John. I sit at a table in a bar and wait for him to arrive. An old man walks towards the table, and for two awful seconds I think it's all a terrible mistake, but he walks past, and then my date arrives. He's very tall: one metre ninety. Well done, Mum! I'm tall myself, so I always look for tall men, as my mum knows well. We start chatting, and it's all very easy. Mum has good taste. He's a teacher. We get on well and it's a fun date, but sadly, there isn't a spark. So I try again.

Date 2

I arrive a bit early again, and I sit there waiting for Sebastian to arrive. Suddenly, I realize that I can't remember anything at all about him, not even where he's from. Then he comes through the door: tall, dark, and handsome. Mum, you're amazing, I say to myself. He's from Germany, but he lives in Dublin. He's a real gentleman. At the end of the evening, he asks for a second date. Mum is very pleased. I agree to the date, but I don't really think it's going to work.

c Give Sts time to read 1–6 and see if they can remember which man each phrase refers to. Elicit that *a spark* means a feeling of excitement.

Play the audio again.

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

- 1 S 2 J 3 J 4 S 5 J 6 S

Ask Sts which man they think Elspeth prefers and why.

d **1.21** Tell Sts they are now going to listen to Elspeth talking about a third date and they must answer the two questions. Before playing the audio, pre-teach *enthusiastic*. Model and drill pronunciation /ɪn,θju:zi'æstɪk/.

Now play the audio the whole way through.
Get Sts to compare with a partner.

Check the answer to the first question and elicit ideas for the second.

EXTRA IDEA Ask Sts more questions about the date, e.g. *What's his name? What problem is there at the beginning? What does George do?, etc.*

Yes, it is. The date is going well.

1.21
(script in Student's Book on p.206)

Date 3
Date number three is George. He suggests a bar on South William Street. I arrive early – I'm definitely the most punctual person in the world. I stand outside, very confused: the bar is closed. For a moment, I think Mum has finally got it wrong. But a few minutes later, he arrives – he just didn't know the bar was closed. We go somewhere else and start chatting. He tells me he works in IT and is from just outside Dublin. This guy is great fun. He's very relaxed and interesting – he's travelled a lot. He tells a lot of funny stories. It's all going well, and I'm getting very enthusiastic, when my phone pings.

e **1.22** Tell Sts they are now going to listen to the end of the date. They must check their ideas from **d** and answer the two questions.

Play the audio the whole way through.

Check the answers to the first two questions and elicit opinions on whether Elspeth and George have a second date.

The message was from her mother.
She feels very embarrassed and wants to die.

1.22
It's all going well, and I'm getting very enthusiastic, when my phone pings. It's on the table between us and it's a text. From my mother. *Well, is he lovely? Love Mum.*
George looks at my screen and reads the text. I want to die.

EXTRA SUPPORT If there's time, you could get Sts to listen again to all parts of the audio with the scripts on p.206, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f Do this as a whole-class activity and elicit Sts' opinions. Tell them what you think, too.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: Personality and physical appearance

5 SPEAKING & WRITING describing yourself

a Give Sts five minutes to make a few notes about a person they know well who is single and looking for a partner. Monitor and help with vocabulary.

EXTRA SUPPORT Tell Sts to make notes about their person in the form.

b **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. **A** describes his / her person and **B** listens and asks for more information.

Sts swap roles and **B** describes his / her person to **A**. Do they know someone who would be a good partner for this person? Get feedback from various pairs.

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

Tell Sts to go to **Writing Describing yourself** on p.199.

Focus on **a** and get Sts to read Charlie's profile and answer questions 1–7.

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

- 1 Carlos
- 2 Guadalajara, Mexico
- 3 He's a (physics) student.
- 4 His parents and his dog
- 5 He has black hair, brown eyes, and a Roman nose.
- 6 He's positive and funny, but he can be serious, too.
- 7 He watches TV and plays computer games.

Now do **b** and tell Sts to read the profile again and correct the ten mistakes.

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

- 1 I'm 21 years old.
- 2 studying
- 3 photo
- 4 brown
- 5 friends
- 6 can be
- 7 don't
- 8 much
- 9 because
- 10 English

Now focus on the chart in **c**. Get Sts to first write the topics from the list in the first column of the chart (**Content**), and then write the highlighted phrases from the profile for each paragraph. Point out that Paragraph 1 has been done for them.

Check answers.

	Content	Phrases
Paragraph 2	work / study, family	I'm going to tell you about...; I live with...
Paragraph 3	physical appearance	As you can see from the...; My father always says...
Paragraph 4	personality	I think I'm a...; My...say...
Paragraph 5	hobbies and interests	...when I'm not in class...; ...when I can, I like...

Focus on **d** and tell Sts they are now going to plan their own profile. They should add notes to the last column (**My information**) in the chart.

When Sts are ready, focus on **e** and tell them to write their own profiles on a piece of paper. As this writing task is quite short, you may like to get Sts to do it in class. Otherwise, set it for homework.

In **f**, Sts check their work for mistakes before giving it in.

G present continuous

V clothes: *boots, skirt*, etc., prepositions of place: *under, next to*, etc.

P /ə/ and /ɜː/

Lesson plan

The context for this lesson is a project called Remake, in which modern photographers recreate famous paintings. The images from one example, a painting by Vermeer called *The Milkmaid* and its corresponding photo, are used to present clothes vocabulary, and this is followed by a pronunciation focus on two common vowel sounds, /ə/ and /ɜː/. Sts then focus again on the images and answer questions, and this leads them to the Grammar section, which is on using the present continuous for things that are happening now, or around now, and for describing what is happening in a picture. The present continuous is also contrasted with the present simple for habitual actions or permanent situations. When Sts come back from the Grammar Bank, they have a listening activity where they hear an art expert talking about Vermeer and the painting. They then revise prepositions of place, and all the language of the lesson is pulled together in a final speaking activity, where Sts describe two more examples of paintings and their remakes to each other in order to find the similarities and differences.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present simple or present continuous?

Vocabulary Things you wear

Communicative What are they doing?

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 1C

Online Practice 1C

Plus extra Vocabulary and Pronunciation for speakers of Spanish: more clothes

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the word **CLOTHES** on the board (or play *Hangman* with it).

Then ask Sts how to pronounce it (/ˈkləʊðz/) and if it is singular or plural (plural). Explain that there is no singular form, and that if they want to talk about an item of clothing, they should refer to it by name, e.g. *a sweater*.

Now draw a line before **CLOTHES** on the board, e.g.

_____ **CLOTHES**, and ask Sts what verbs they can use with *clothes*. They should be able to produce *wear, buy, try on*, and possibly *put on* and *take off*.

1 VOCABULARY clothes

a Books open. Focus on the instructions and then give Sts time to look at the painting and photo and read about the Remake Project.

Elicit opinions from the class. You could also tell Sts what you think.

b Tell Sts to look at both the painting and the photo and look for the items of clothing. Elicit 1 from the class and explain the meaning of *apron*. Sts then continue to say who is wearing the other items.

Check answers.

1 W 2 M 3 W 4 W 5 M 6 W

c Tell Sts to go to **Vocabulary Bank Things you wear** on p.237. Focus on the four sections (*clothes, footwear, accessories, and jewellery*) and make sure Sts know what they mean and how to pronounce them (/ˈkləʊðz/, /'fʊtweə/, /ək'sesəri:z/, /'dʒu:əlri/).

Vocabulary notes

Some clothes words only exist in the plural, e.g. *jeans, leggings, pyjamas, shorts, trousers, tights*. These words cannot be used with *a*, e.g. NOT *a trousers*. If Sts want to use an indefinite article, they should use *some*, e.g. *I bought some trousers / some shoes*.

You could also teach *a pair of*, which is often used with plural clothes words, e.g. *a pair of trousers*. Other words for clothes, e.g. *footwear, socks, and gloves* are usually plural, but can be used in the singular.

Now get Sts to do **a** individually or in pairs.

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

Check answers.

🔊 1.23

Things you wear

Clothes	Footwear	Jewellery
11 blouse	24 boots	33 bracelet
13 cardigan	25 flip-flops	32 earrings
3 coat	22 sandals	35 necklace
2 dress	23 shoes	34 ring
9 jacket	21 trainers	
5 jeans		
14 leggings	Accessories	
18 pyjamas	26 belt	
8 shirt	30 cap	
1 shorts	31 hat	
6 skirt	28 gloves	
20 socks	29 scarf	
7 suit	27 tie	
16 sweater		
19 tights		
4 top		
10 tracksuit		
12 trousers		
15 T-shirt		
17 underwear		

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on **c**. Give Sts a minute to cover the words and look at the photos to test themselves or each other.

Focus on the information box for **wear, carry, or dress?** and **a pair**, and go through it with the class.

Finally, focus on **Activation** and put Sts in pairs, **A** and **B**. **A** starts by telling his / her partner what someone is wearing and **B** has to guess who it is. They then swap roles. Tell Sts to go back to the main lesson **1C**.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: things you wear

2 PRONUNCIATION /ə/ and /ɜː/

Pronunciation notes

The schwa /ə/ is the most common sound in English. It is a short sound, and always occurs in an unstressed syllable, e.g. *doctor* /'dɒktə/, *address* /ə'dres/.

You may want to point out to Sts that unstressed *-er* or *-or* at the end of a word are always pronounced /ə/, e.g. *teacher*, *better*, etc. and that *-tion* is always pronounced /ʃən/.

/ɜː/ is a similar sound, but it is a long sound and is always a stressed syllable, e.g. *nurse* /nɜːs/, *worker* /'wɜːkə/.

- a** **1.24** Focus on the instructions and the question. Play the audio once for Sts just to listen.

1.24

See sounds and words in Student's Book on p.12

Then play it again, pausing after each word for Sts to repeat.

Ask Sts which sound is only in unstressed syllables.

The schwa sound /ə/ is only in unstressed syllables.

- b** Focus on the instructions and make sure Sts understand that they have to underline the stress in the words in the list and then decide if the highlighted sounds belong to 1 or 2 in **a**. Point out that the first one (*painter*) has been done for them.

Put Sts in pairs and give them time to complete the task.

- c** **1.25** Play the audio for Sts to listen and check. Check answers by writing the words on the board in the two groups and underlining the stressed syllable.

her 2 first 2 photograph 1 picture 1 prefer 2 curly 2
attractive 1 occasion 1 work 2 university 2

1.25

painter 1 her 2 first 2 photograph 1 picture 1 prefer 2
curly 2 attractive 1 occasion 1 work 2 university 2

Play the audio again, stopping after each word for Sts to repeat.

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

- d** Put Sts in pairs and get them to ask and answer the questions. You could get Sts to ask you a couple of questions first.

Get some feedback from the class.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: more clothes

3 GRAMMAR present continuous

- a** Focus on the instructions and sentences 1–6. Make sure Sts know the meaning of *pour* /pɔː/. Model and drill pronunciation.

Now tell Sts to look at both the Vermeer painting and the photo, and complete gaps 1–6.

Check answers.

1 They're 2 She's 3 He's 4 She's 5 They're 6 They're

- b** Focus on the sentences and give Sts time to choose the correct form.

Check answers.

1 isn't wearing 2 wear

EXTRA CHALLENGE When Sts have chosen the correct form in each sentence, put them in pairs to discuss why the other is wrong.

- 1 isn't wearing (because we are describing a photo and saying what is happening at that moment)
2 wear (because it's something that happens habitually / frequently)

- c** Tell Sts to go to **Grammar Bank 1C** on p.212.

Grammar notes

Some languages do not have an equivalent to the present continuous and may always use the present simple. Typical mistakes are: *The man in the picture wears a hat. We live with friends at the moment because builders work on our house.*

The present continuous is used to describe what is happening in a painting because it is as if we were looking at a scene through a window.

The future use of the present continuous (*I'm leaving tomorrow*) is presented in **3B**.

Focus on the example sentences and play both audio

1.26 and **1.27** 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 **1C** on p.213. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

- 1 Oliver is wearing a suit today!
- 2 It's hot. Why are you wearing a coat?
- 3 Jane isn't sitting in her usual place today.
- 4 Hey! You're standing on my foot!
- 5 What book are you reading?
- 6 We're renting a small flat at the moment.
- 7 Is she wearing make-up?
- 8 I'm planning a trip to the USA.
- 9 Is your brother working in London this week?
- 10 They aren't getting on very well at the moment.

b

- 1 He **doesn't bite**
- 2 Why **are** you **wearing** sunglasses? It's **raining**.
- 3 I'm **not listening** to it.
- 4 I **need** to find a cash machine.
- 5 The baby's **putting** your pen in her mouth!
- 6 **Do** you usually **cook** at weekends?
No, we normally **eat** out.
- 7 What **are** you **doing** here?
I'm **waiting** for Emma.
- 8 I usually **drink** tea, but I **want** a coffee today.
- 9 She **works** from 9.00 to 5.00.
- 10 Marc **lives** in Paris, but he's **working** in Nice at the moment.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present continuous

4 LISTENING

checking hypotheses (using visual evidence and background knowledge)

- a Tell Sts that they are going to find out more about the painter Vermeer and *The Milkmaid*. Go through questions 1–6, making sure Sts understand all the lexis, e.g. *a pudding*. Put Sts in pairs and get them to discuss the questions. Elicit some answers from the class, but don't tell them if they are right or not.
- b **1.28** Now tell Sts to listen and check their answers to a. Play the audio once the whole way through. Get Sts to compare with a partner, and then check answers.

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

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

1.28

(script in Student's Book on p.206)

Johannes Vermeer was a seventeenth-century painter from the city of Delft, in Holland. He mainly painted the people and things he saw around him: the rooms in his house, the people who lived or worked there – usually women – and the things they did every day. For example, in his work you will see women who are playing music, reading or writing letters, or working in the kitchen. Vermeer was especially good at painting light coming into a room through windows. Partly for this reason, people often describe his work as being like photography or film – his paintings can seem very 'real'. This painting, *The Milkmaid*, is one of these very 'photographic' images. The woman, a maid or a servant, is pouring milk into a bowl. Perhaps she's making a bread and milk pudding, because there are pieces of broken bread on the table. Nobody knows if the woman he painted was a real servant or a model. However, most people think Vermeer usually painted his wife, his daughter, and his servant, not models. A famous book and film called *Girl with a Pearl Earring*, inspired by one of his best-known paintings, is an imaginary story about Vermeer and his relationship with his young servant. People admired Vermeer's paintings a lot in his lifetime, but he was never rich. There are two reasons for this. First, because he painted very slowly. Today, there are only thirty-four paintings which we can be sure are by him. Second, because he used very expensive paints. The blue paint he used for the milkmaid's apron was made of lapis lazuli, which was a very expensive stone. People loved this painting from the very beginning, and although it is very small – only forty-six by forty-one centimetres – twenty years after Vermeer died, somebody bought the painting for one hundred and seventy-five Dutch guilders. That was an enormous amount of money for the time.

- c Tell Sts to look at 1–6 and focus on the example for 1. Then ask Sts to tell you anything they can remember about 2–6.

Play the audio again for Sts to make notes.

EXTRA SUPPORT Pause the audio after each paragraph to give Sts time to take in the information.

Then play it again, pausing if necessary.

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

- 2 **light coming through windows** He was especially good at painting this.
- 3 **his wife, his daughter, and his servant** Most people think they are the women in his paintings.
- 4 **Girl with a Pearl Earring** It's a film and a book about his relationship with a young servant, inspired by one of his paintings.
- 5 **the milkmaid's apron** The blue paint he used for this was very expensive (made from lapis lazuli, a very expensive stone).
- 6 **175 Dutch guilders** What someone paid for the painting 20 years after his death. It was then a lot of money.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.206, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 VOCABULARY


prepositions of place

a Tell Sts that when you are describing a picture, it's important to use the correct prepositions to say where things are. Focus on the prepositions and phrases in the list.

Tell Sts to complete each gap with a word or phrase from the list. Point out that the first one (*in*) has been done for them.

Get Sts to compare with a partner.

EXTRA SUPPORT If Sts don't remember the prepositions very well, you could spend a bit more time recycling them, using things in the classroom, e.g. *Where's the TV? It's on a shelf behind the table, etc.*

b  **1.29** Play the audio for Sts to listen and check. Check answers.

2 in front of 3 On 4 in the middle of, between
5 under 6 Behind 7 on the left of 8 In the corner
9 on, above 10 next to

1.29

- 1 The young man is in the kitchen.
- 2 There's a table in front of him.
- 3 On the table there are some eggs, some bread, and some strawberries.
- 4 The bread is in the middle of the table. It's between the eggs and the strawberries.
- 5 There's a board under the bread.
- 6 Behind the man, there's an old washing machine.
- 7 There's a window on the left of the photo.
- 8 In the corner of the room there's a sink and some cleaning products.
- 9 There's a flower on the wall above the sink.
- 10 The sink is next to the window.

Now put Sts in pairs. Get them to cover the sentences in **a** and look at the photo, and ask each other where the things are.

Get some feedback from the class.

6 SPEAKING

a **MEDIATION ACTIVITY** Focus on the **Describing a picture** box and go through it with the class. You might also want to teach Sts the words *foreground* (= the part of a picture that is nearest to you when you look at it) and *background* (= the part of a picture behind the main objects, people, etc.). Model and drill pronunciation.

Put Sts in pairs, **A** and **B**, and get them to sit face-to-face if possible. Then tell them to go to **Communication Remakes, A** on p.188, **B** on p.194.

Go through the instructions with them carefully and make sure Sts are clear what they have to do. Stress that they have to find the similarities and differences between the original painting and the modern photo.

Give Sts a few minutes to look at their pictures and think about how they are going to describe them. Remind them to use the present continuous to say what the people are doing.

Tell **A** Sts to start by describing their painting. When they have finished, they should swap roles.

When Sts have finished, they must look at the paintings and photos together.

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

b **MEDIATION ACTIVITY** Go through the questions and make sure Sts remember the meaning of *posters*, and the difference between *paint* and *draw*. Put Sts in small groups to discuss the questions.

Get some feedback from the class for each question. Tell them what you think for the first question, too.

Function calling reception

Lesson plan

This is the first in a series of six Practical English lessons (one every other File) which teach Sts functional language to help them 'survive' in English in travel and social situations.

There is a storyline based on two characters, Jenny Zielinski, an American journalist who works in the New York office of a magazine called *NewYork 24seven*, and Rob Walker, a British journalist who works in London for the same magazine, but who is now in New York for a month. If your Sts did *English File A1/A2*, they will already be familiar with the characters. If your Sts didn't do *English File A1/A2*, you might want to point out that in the **You Say** section of the lessons, they will be watching or listening and then repeating what the people say. If the speaker is Jenny, they will be listening to an American accent, but they do not need to copy the accent when they repeat her phrases.

The main focus of this lesson is on describing problems and asking for help.

These lessons can be used with *Class DVD*, *Classroom Presentation Tool*, or *Class Audio* (audio only). Sts can find all the video content and activities on *Online Practice*.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Practical English Episode 1
Quick Test 1
File 1 Test

For students

Workbook Practical English 1
Can you remember...? 1
Online Practice Practical English 1
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

If your Sts did *English File A1/A2*, elicit anything they can remember about Rob and Jenny, and write it on the board in columns under their names. Leave it on the board so when Sts do exercise **c**, they can see if Jenny mentions any of the points on the board.

If your Sts didn't do *English File A1/A2*, introduce this lesson by giving the information in the Lesson plan.

Focus on the first two photos at the top of the page and tell Sts that the woman is Jenny and the man is Rob, and that they are the main characters in these lessons.

Get Sts to describe them, using language that they learned in **1B**, e.g. *Jenny is blonde. She has long, straight hair, etc.*

1 INTRODUCTION

a **1.30** Books open. Focus on the instructions and the six photos. Make sure Sts understand the meaning of *mention*. Give Sts a few minutes to think about which order to put them in.

Now play the video / audio once the whole way through.

Then play it again and get Sts to number the photos 1–6 in the order Jenny mentions them.

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

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

1.30

My name's Jenny Zielinski. I live and work in New York. I'm the assistant editor of a magazine called *NewYork 24seven*.

A few months ago, I visited our office in London to learn more about the company. I met the manager, Daniel O'Connor. I had lots of meetings with him, of course. And a working dinner on my birthday... But I spent more time with Rob Walker. He's one of the writers on the London magazine. We had coffees together. We went sightseeing. I even helped Rob buy a shirt! He was fun to be with. I liked him a lot. I think he liked me too. Rob isn't the most punctual person in the world, but he is a great writer. We invited him to work for the New York magazine for a month...and he agreed! So now Rob's coming to New York. I know he's really excited about it. It's going to be great to see him again.

b Focus on questions 1–7 and give Sts time to read them.

Play the video / audio again for Sts to watch or listen a second time, and answer the questions.

Get Sts to compare with a partner, and then check answers. Make sure Sts understand the meaning of *punctual*. Model and drill pronunciation /'pʌŋktʃʊəl/.

- 1 She works for a magazine. / She is the assistant editor of a magazine.
- 2 She went to London.
- 3 Rob is one of the writers for the magazine.
- 4 They had coffee and went sightseeing and shopping.
- 5 She likes him a lot. He was fun.
- 6 He isn't very punctual. / He's always late.
- 7 He is going to be in New York for a month.

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

2 CALLING RECEPTION

- a **1.31** Focus on the photo and ask Sts *Where is Rob?* (in his hotel room) and *What is he doing?* (making a phone call).

Now either tell Sts to close their books, and write the questions on the board, or get Sts to focus on the two questions and cover the conversation on page 13.

Play the video / audio once the whole way through and then check answers.

Rob calls reception because he has some problems in his room.

1.31 **1.32**

Re = receptionist, R = Rob

Re Hello, reception.

R Hello. This is room six-one-three. (repeat)

Re How can I help you?

R There's a problem with the air conditioning. (repeat) It isn't working, and it's very hot in my room. (repeat)

Re I'm sorry, sir. I'll send somebody up to look at it right now.

R Thank you. (repeat)

Re Good evening, reception.

R Hello. I'm sorry to bother you again. This is room six-one-three. (repeat)

Re How can I help you?

R I have a problem with the wi-fi. (repeat) I can't get a signal. (repeat)

Re I'm sorry, sir. I'll put you through to IT.

R Thanks. (repeat)

- b Now focus on the conversation in the chart. Ask Sts *Who says the **You hear** sentences?* and elicit that it is the receptionist. Ask *What nationality is he?* (American). Then ask *Who says the **You say** sentences?* and elicit that here it is Rob. These phrases will be useful for Sts if they have a problem in a hotel.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video / audio again, and get Sts to complete the gaps. Play again if necessary.

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

1 help 2 send 3 evening 4 put

You might want to model and drill the pronunciation of *wi-fi* /'waɪ faɪ/ and *signal* /'sɪgnəl/. Elicit / Explain what *to put someone through* means and that *IT* stands for *Information Technology*, so here it means the people responsible for wi-fi at the hotel.

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand.

- c **1.32** Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the **You say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation. Play the video / audio, pausing if necessary for Sts to repeat the phrases.

1.32

Same as script 1.31 with repeat pauses

- d **MEDIATION ACTIVITY** Focus on the **///** information box and go through it with the class.

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

- e **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. Tell them to read their instructions, and help them to understand exactly what they have to do.

A is the receptionist and has his / her book open. He / She reads the **You hear** part with the new information. Elicit that he / she may need to change *Sir* to *Madam* if **B** is a woman.

B has his / her book closed. He / She should quickly read the **You say** phrases again before starting.

Sts now role-play the conversation. **A** starts. Monitor and help.

EXTRA IDEA Before Sts start the role-play, elicit some other things they could have in a hotel room, e.g. a TV, a towel, a chair, etc., and write them on the board. Then elicit some problems they might have with these things in the room, e.g. the TV doesn't work, there's no towel, the chair is broken, etc.

- f When Sts have finished, they should swap roles.

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

3 JENNY AND ROB MEET AGAIN

- a **1.33** Focus on the photo and ask Sts where they are and how Rob looks.

Focus on the instructions and on sentences 1–7.

Go through them with Sts and make sure they understand them.

Now play the video / audio once the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Make it clear that they don't need to correct the false sentences yet.

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

1 F 2 F 3 T 4 F 5 F 6 T 7 F

1.33

J = Jenny, R = Rob

- J So, here you are in New York at last.
 R Yeah, it's great to be here. It's really exciting.
 J And how's your hotel?
 R It's fine. My room is really... nice.
 J Do you have a good view from your room?
 R I can see lots of other buildings.
 J Tomorrow, I'm going to show you around the office and introduce you to the team. Barbara's looking forward to meeting you... You remember Barbara, my boss?
 R Oh... yeah, sorry.
 J And then you can start thinking about your blog and the column. Have you got any ideas yet, Rob?... Rob?
 R What? Sorry, Jenny.
 J You must be really tired.
 R Yes, I am a bit. What time is it now?
 J It's nine o'clock.
 R Nine o'clock? That's two o'clock in the morning for me.
 J Let's finish our drinks. You need to go to bed.
 R I guess you're right.
 J So, I'll see you in the office at eleven in the morning.
 R At eleven?
 J Is that OK?
 R It's perfect. Thanks, Jenny.
 J There's just one thing.
 R What's that?
 J Don't be late.
 R By the way, it's great to see you again.
 J Yeah. It's great to see you, too.

- b Play the video / audio again for Sts to watch or listen a second time and correct the false sentences.
 Get Sts to compare with a partner, and then check answers.

- 1 Rob says the hotel is **fine**.
 2 Jenny is going to show him round the **office** tomorrow.
 4 Rob is **tired**.
 5 It's **two** in the morning for Rob.
 7 Jenny thinks that Rob is going to **be late**.

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

- c Focus on the **Social English** phrases. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

- d 1.34 Play the video / audio for Sts to watch or listen and complete the phrases.
 Check answers. If you know your Sts' L1, you could get them to translate the phrases.

- 1 great 2 good 3 must 4 right 5 way 6 too

1.34

- 1 It's great to be here.
 2 Do you have a good view?
 3 You must be really tired.
 4 I guess you're right.
 5 By the way...
 6 It's great to see you, too.

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

- e Focus on the instructions and make sure Sts understand what they have to do.
 Get Sts to compare with a partner, and then check answers.

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

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

Finally, focus on the **CAN YOU...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practise the language.

G past simple: regular and irregular verbs

V holidays

P regular verbs: *-ed* endings

Lesson plan

The past simple (regular and irregular verbs) is revised in detail in this lesson, through the context of holidays, with three stories about trips where people lose something important. Sts begin by reading about Stuart, who went on holiday with a group of friends and misplaced his phone. Sts then listen to a similar story. Sts then thoroughly revise the past simple of both regular and irregular verbs. There is a pronunciation focus which revises *-ed* endings in regular verbs. After Sts learn new holiday vocabulary, they listen to four conversations which focus on showing interest and using 'interested' intonation. Finally, Sts interview each other about their last holiday using a short questionnaire.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar past simple: regular and irregular

Vocabulary Holidays

Communicative Truth or lie?

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 2A

Online Practice 2A

Plus extra Pronunciation for speakers of Spanish: past simple verbs

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write **MY LAST HOLIDAY** on the board and tell Sts they have two minutes to find out from you as much as possible about your last holiday. Elicit questions in the past simple, e.g. *Where did you go?*, etc.

1 READING & LISTENING

understanding the key events in a story

a Books open. Focus on the title of the lesson and ask what Sts think the title means (*OMG* stands for *Oh my God* or *Oh my Goodness*). Tell Sts this abbreviation is very informal and is used in, e.g. tweets and WhatsApp messages.

Now focus on the instructions and make sure Sts know the meaning of *lose*. Model and drill pronunciation /lu:z/. You could also elicit the opposite (*to find*).

Either put Sts in pairs or do it as a whole-class activity.

If Sts worked in pairs, get some feedback.

b Give Sts time to read the story and answer the questions.

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

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

He lost his phone.

Yes.

- c** Focus on the instructions and make sure Sts know what they have to do. Point out that the first one has been done for them. Now tell Sts to read the story again. When they have finished reading, they should cover it and look at 2–11.
- Check answers.

2 One day, they **went for a long walk**.

3 It took **about two hours** to get to the top of the mountain.

4 They had **lunch** at the top of the mountain.

5 The view **was amazing**.

6 Stuart wanted to take another photo, but he couldn't find **his phone**.

7 He went back up the mountain with **all his friends**.

8 They spent **about half an hour** looking for the phone.

9 It started to get **colder**.

10 He found his phone in his **jacket pocket**.

11 His friends were **very nice** about it.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** **2.1** Now tell Sts they are going to listen to another story about someone losing something, and they must answer the two questions. You could write the two questions on the board and get Sts to close their books. Play the audio once the whole way through. Get Sts to compare answers, and then play the audio again if necessary.
- Check answers.

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

Marta lost her ID card.

No.

2.1

(script in Student's Book on p.206)

Marta's story

This happened two years ago. I'm Spanish, but I was in Ireland at the time because I had a job in Dublin. Some friends of mine who lived in Lyon, in France, invited me to come and stay, so I decided to have a short holiday, a long weekend, from Friday to Tuesday. I looked for cheap flights, but I couldn't find any direct ones. The only thing I could find was Ryanair from Dublin to Brussels, and then Air France from Brussels to Lyon.

Anyway, the flight to Brussels was fine, and when I arrived, I went to the gate for my next flight to Lyon, but then when I needed to show my boarding pass and my ID, I couldn't find my ID card. I looked everywhere – in my bag, in my case – but it wasn't there. The people at the gate were very nice and they made some phone calls, but nobody could find it. So they told me to wait in a small room and I sat there for more than an hour, and my flight to Lyon left without me.

It was awful – I cried – I was so stressed and unhappy. In the end, a policeman came and he said that I couldn't go to France because I didn't have any ID – the only place I could go was to Spain to get a new ID card! I waited another five or six hours for the flight to Madrid, feeling very depressed.

So I never had my holiday! I spent the weekend in Madrid getting my new ID card!

- e Tell Sts they are going to listen to Marta again. Give them time to read questions 1–7.
Play the audio again and get Sts to answer the questions. Get Sts to compare with a partner, and then check answers.

- 1 Two years ago
- 2 Lyon. Her friends invited her to come and stay.
- 3 There were no cheap direct flights.
- 4 She couldn't find her ID card.
- 5 She felt stressed and unhappy.
- 6 He said that she couldn't go to France because she didn't have any ID.
- 7 Madrid. She got a new ID card. / She spent the weekend getting a new ID card.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.206, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f Put Sts in pairs or small groups and get them to answer the questions.

EXTRA SUPPORT To help Sts tell their story, write the following questions on the board:

- 1 WHERE WERE YOU AND WHO WERE YOU WITH?
- 2 WHAT HAPPENED?
- 3 WHAT DID YOU DO NEXT?
- 4 HOW DID IT END?

Get some Sts to tell their stories to the class. If you have ever lost anything important on holiday, tell Sts about it.

2 GRAMMAR past simple: regular and irregular verbs

- a Focus on the verbs and tell Sts that some are regular and some are irregular. Make sure Sts know what they mean, but don't spend too much time on the pronunciation, as Sts will be focusing on this later. Elicit the past simple of the first one (*went*) and then get Sts to do the others in pairs. Encourage them to do as many as they can without looking back at the story and then check their answers in Stuart's story.

Check answers.

go – went
climb – climbed
be – was, were
take – took
have – had
can – could
sit – sat
get – got
want – wanted
think – thought
decide – decided
say – said
spend – spent
start – started
feel – felt

- b Tell Sts to complete the gaps in 1–3 with negative past simple verbs.

They then check their answers in Stuart's story.
Check answers.

- 1 wasn't 2 couldn't 3 didn't

- c Put Sts in pairs or do this as a whole-class activity. Give them a minute to remember how to make negatives and questions.

If Sts worked in pairs, check answers.

with *was / were*:

- ☐ = *wasn't* or *weren't*, e.g. *It wasn't cold.*
☐ = *Were (you, etc.)?*, *Was (he, etc.)?*, e.g. *Was it nice?*

with *could*:

- ☐ = *couldn't*, e.g. *We couldn't stay very long.*
☐ = *Could (I, you, etc.)?*, e.g. *Could you swim there?*

with other verbs:

- ☐ = *didn't* + infinitive, e.g. *I didn't show them, I didn't want it.*
☐ = *Did (you, etc.) + infinitive?*, e.g. *Did you go...?*

- d Tell Sts to go to **Grammar Bank 2A** on p.214.

Grammar notes

You may also want to remind Sts:

- that irregular forms (*went, had, etc.*) are only used in positive sentences
- that the vast majority of verbs are regular. The irregular verbs need to be learned, but Sts already know the most common ones

Tell Sts to go to **Irregular verbs** on p.250 and explain that this is their reference list. Get Sts to go through the list quickly in pairs, checking that they know what the verbs mean. Encourage them to highlight verbs they didn't know or had forgotten the past form of. Let Sts test each other, or test round the class.

- 🎧 2.2 Focus on the example sentences and play the audio 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 **2A** on p.215. Sts do the exercises individually or in pairs.
Check answers, getting Sts to read the full sentences.

- a
1 drove 2 broke 3 spent 4 got 5 went 6 couldn't
7 were 8 didn't know 9 found 10 stayed 11 saw
12 bought 13 wanted 14 didn't have 15 was 16 wasn't
17 started 18 left 19 stopped

- b
1 **Did you have** a good time?
2 **Who did you go** with?
3 **Where did you stay**?
4 **How much did** the plane tickets **cost**?
5 **What was** the weather like?
6 **What did you do** in the evening?

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

EXTRA IDEA Remind Sts that a very good way of learning irregular verbs is through reading stories. Show them a few Graded Readers if you can, and if you have a class library, encourage them to take out a book to read at home.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: past simple: regular and irregular verbs

3 PRONUNCIATION -ed endings

Pronunciation notes

The regular past simple ending *-ed* can be pronounced in three different ways:

- 1 *-ed* is pronounced /t/ after verbs ending in these unvoiced* sounds: /k/, /p/, /t/, /s/, /ʃ/, and /tʃ/, e.g. *looked, hoped, laughed, passed, washed, watched.*
- 2 After voiced endings, *-ed* is pronounced /d/, e.g. *arrived, changed, showed.* This group is the largest.
- 3 After verbs ending in /t/ or /d/, the pronunciation of *-ed* is /ɪd/, e.g. *hated, decided.*

The difference between 1 and 2 is very small and rarely causes communication problems. The most important thing is for Sts to be clear about rule 3.

* For information on **Voiced and unvoiced consonants**, see **Pronunciation & Speaking 1B** on p.18.

- a **2.3** Focus on the task and play the audio for Sts to listen to the three sentences from Marta's story. Check answers.

1 looked 2 happened 3 waited

2.3

- 1 I looked everywhere – in my bag, in my case – but it wasn't there.
- 2 This happened two years ago.
- 3 I waited another five or six hours.

- b **2.4** Focus on the three sound pictures. Elicit and drill the words and sounds: *tie* /t/, *dog* /d/, and /ɪd/. Play the audio once for Sts just to listen to the sounds and sentences.

2.4

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

Then play it again for Sts to listen and repeat.

Now focus on the **Regular past simple verbs** box and go through it with the class.

- c Give Sts a minute to practise saying the verbs in the list in the past and to decide which ones have /ɪd/ endings.

EXTRA CHALLENGE Draw three columns on the board for the sounds. Get Sts to write the verbs in the correct column.

- d **2.5** Play the audio for Sts to listen and check. Check answers. Remind Sts that you only pronounce the *e* in *-ed* endings when verbs finish in a /t/ or /d/ sound, and then the *-ed* ending is pronounced /ɪd/.

decided, rented, started, wanted

2.5

asked, called, checked, decided, happened, lived, rented, started, stopped, thanked, wanted

EXTRA SUPPORT Play the audio again, pausing after each verb for Sts to listen and repeat.

EXTRA CHALLENGE Elicit whether the other verbs are /t/ or /d/.

asked /t/ called /d/ checked /t/ happened /d/ lived /d/
stopped /t/ thanked /t/

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: past simple verbs

4 VOCABULARY holidays

- a Focus on the instructions and the examples. Highlight that the verbs are in the *-ing* form because they are things you *like doing*. Give Sts a minute to write five things, then get them to compare their list with a partner. Elicit some of the verb phrases Sts have used and write them on the board, e.g. *swimming, going to restaurants, seeing new places*, etc.

EXTRA IDEA Tell Sts to decide which activity on the board is their favourite and take a vote with a show of hands.

- b Tell Sts to go to **Vocabulary Bank Holidays** on p.238.

Vocabulary notes

Highlight:

- the difference between *go out (at night)* = leave your house / hotel, e.g. go to a restaurant, a club, etc., and *go away (for the weekend)* = leave your town, e.g. go to the country, to another town, etc.
- the difference between *swim* and *go swimming* (which applies to all the other expressions, e.g. *go walking, sailing, surfing*, etc.). We use *go + swimming*, etc. when we refer to it as an activity rather than an ability or way of moving. Compare *I go swimming every day* and *I can swim very well*, and *We went walking in the hills* and *We walked to the shops*.

Focus on **1 Phrases with go** and get Sts to do **a** individually or in pairs. Some of these phrases should already be familiar to them.

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

Check answers.

2.6

Holidays 1 Phrases with go

- 7 go abroad
- 10 go away for the weekend
- 4 go by bus
- 8 go camping
- 9 go for a walk
- 5 go on holiday
- 3 go out at night
- 1 go sightseeing
- 6 go skiing
- 2 go swimming

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

Focus on **c** and get Sts to cover the phrases and look at the photos. They can test themselves or their partner.

Focus on **2 Other holiday phrases** and get Sts to do **a** individually or in pairs.

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

Check answers.

2.7

2 Other holiday phrases

stay in a hotel / stay at a campsite / stay with friends

take photos

buy souvenirs

sunbathe on the beach

have a good time

spend money

rent an apartment

hire a bicycle

book a flight online

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

Focus on the **rent or hire?** box and go through it with the class. You could tell Sts that *flat* is British English and *apartment* is American English, although British people use both words.

Now focus on **c**. Get Sts to test themselves by covering the verbs and remembering the phrases.

Focus on **3 Adjectives**. Elicit the meaning of the *What was the...like?* questions. Then give Sts a minute to match the questions and answers.

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

Check answers.

2.8

3 Adjectives

1 What was the weather like?

It was warm. It was sunny.

It was very windy. It was foggy. It was cloudy.

2 What was the hotel like?

It was comfortable. It was luxurious.

It was basic. It was dirty. It was uncomfortable.

3 What was the town like?

It was beautiful. It was lovely.

It was noisy. It was crowded.

4 What were the people like?

They were friendly. They were helpful.

They were unfriendly. They were unhelpful.

Now either use the audio to drill the pronunciation of the sentences (*It was warm, It was sunny, etc.*), or model and drill the adjectives (*warm, sunny, etc.*) yourself. Give further practice of any words or phrases your Sts find difficult to pronounce.

Focus on the **General positive and negative adjectives** box and go through it with the class.

Finally, focus on **Activation**. Put Sts in pairs to discuss which alternatives they prefer.

Get some feedback.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book Vocabulary:** holidays; other holiday phrases, adjectives

5 SPEAKING

a 2.9 Focus on the task and make sure Sts understand what they have to do.

Play the audio once the whole way through.

Now play it again and get Sts to complete the gaps.

Check answers, making sure Sts understand the meaning of the phrases.

1 Wow 2 no, pity 3 Fantastic 4 Really, awful

2.9

1 A I went to New York last week.

B Wow! Did you like it?

2 A The weather was terrible – it rained every day.

B Oh no! What a pity! What did you do?

3 A We went to a show in the West End.

B Fantastic! What show was it?

4 A I lost my phone on the first day.

B Really? How awful! How did you lose it?

b Now play the audio again, pausing after **B**'s responses for Sts to listen and repeat. Encourage them to copy **B**'s intonation.

EXTRA IDEA Say some positive or negative things that have happened to you recently, and elicit responses from Sts.

c Focus on the questions and elicit what the missing words are (*did you* in most questions and *was / were* in others).

1 Where did you go?

2 When did you go?

3 Who did you go with?

4 Where did you stay? What was it like?

5 What was the weather like?

6 What did you do during the day?

7 What did you do in the evening?

8 Did you have a good time?

9 Did you have any problems?

Drill the complete questions quickly round the class.

d Give Sts time to think about their answers to the questions. Tell them that they can talk about another holiday they remember well, not necessarily their last holiday.

EXTRA SUPPORT Give Sts enough time to make notes or write full answers to the questions.

e **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. **A** answers **B**'s questions. **B** must try to show interest and ask for more information. Monitor and correct.

Sts swap roles.

Get some feedback from the class.

EXTRA SUPPORT You could get Sts to interview you first. Make sure they ask you for extra information, and then give as much information as you can.

- G** past continuous
V prepositions of time and place: *at, in, on*
P weak forms: *was, were*

Lesson plan

This lesson starts with a photo from a feature in the *Guardian* called *That's me in the picture*. The photo by Henri Cartier-Bresson, a well-known French photographer, is of a couple in a park in Paris. Sts read an article in which the woman in the photo tells the story behind it. They then focus on vocabulary and the correct use of the prepositions *at, in, and on*, both for time (revision) and place. The story behind the photo also provides the context for the presentation of a new structure, the past continuous. Sts then focus on the weak forms of *was* and *were* in the past continuous. This helps them when they go on to listen to a woman describing six photos on her Instagram page. The lesson ends with Sts talking about their own favourite photos, and then writing about one of them.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar past continuous
Vocabulary Prepositions *at, in, on*
Communicative Who did it?

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 2B

Online Practice 2B

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: opposite adjectives; *at, in, on*; *weren't*; My profile picture

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write PHOTO on the board. Ask Sts what it is short for (*photograph*) and elicit the verb we use with it (*take*). Elicit / Teach the words for a person who takes photos (*photographer*) and the subject (*photography*). Write them on the board and model the pronunciation. Ask Sts how the word stress changes and underline it on the board:

PHOTOGRAPH PHOTOGRAPHER PHOTOGRAPHY

1 READING checking hypotheses (using visual evidence)

- a** Books open. Focus on the instructions and the photo on p.26. Find out if any Sts have heard of Henri Cartier-Bresson. You could tell them that he is considered one of the major photographers of the 20th century. He was born in 1908 and died in 2004.

Now focus on questions 1–4 and make sure Sts know what a *decade* is. You might also want to check that Sts know the meaning of *time of year* (= season).

Put Sts in pairs and give them time to discuss the questions. Elicit ideas, encouraging Sts to say why, but don't tell Sts if they are correct or not yet.

- b** Get Sts to read the article to check their answers to **a**. Check answers.

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

1 the 1970s 2 autumn 3 an owl in a tree 4 bread, to give the animals in the zoo

- c** Focus on questions 1–6 and go through them with Sts. Give Sts time to read the article again and answer the questions. Get Sts to compare with a partner, and then check answers.

- 1 She was living in London, in her early twenties, working for an advertising agency.
- 2 She met him at a nightclub on a beach in the south of France. She found a job in Paris because she wanted to be with him.
- 3 They went for a walk.
- 4 They stopped because they heard a lot of noise coming from a tree. They saw an owl and some little birds attacking it.
- 5 She called Cartier-Bresson, and he sent her a copy.
- 6 Because it was a happy time for her.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** Do this as a whole-class activity. You could also tell the class if there is a photo with you in it that you really love.

2 VOCABULARY *at, in, on*

- a** Focus on the instructions and give Sts time to complete the gaps. Check answers.

1 In, in 2 at 3 On 4 in, in

- b** Tell Sts to go to **Vocabulary Bank Prepositions** on p.239 and focus on **1 at / in / on**.

Vocabulary notes

Place

Sts are often confused about the difference between *at* and *in* + places, as they often encounter both. At this level, it is probably better to simplify the rules, and to point out that with shops and buildings, e.g. the supermarket or the cinema, you can use *at* or *in* when you answer the question *Where were you?* With *airport* and *station*, we normally use *at*.

Time

Remind Sts that years from 2000 to 2010 are usually *two thousand and one*, etc. From 2011 onwards, we normally say *twenty eleven*, *twenty twelve*, etc.

Point out to Sts that we say *in the morning / afternoon / evening*, but *at night*.

Focus on **a** and get Sts to complete the left-hand column of the chart.

🔊 **2.10** Now do **b**. Play the audio for Sts to listen and check. Track **2.10** is quite long, so you might want to check answers without playing the audio.

🔊 **2.10**

Prepositions 1 at / in / on

1 in

countries and cities: in Spain, in Madrid

rooms: in the kitchen

buildings: in a shop, in a museum

closed spaces: in a park, in a garden, in a car

months: in February, in June

seasons: in winter

years: in 2018

times of day: in the morning, in the afternoon, in the evening

2 on

transport: on a bike, on a bus, on a train, on a plane, on a ship

a surface: on the floor, on a table, on a shelf, on the balcony,

on the roof, on the wall

dates: on the first of March

days: on Tuesday, on New Year's Day, on Valentine's Day

3 at

places: at school, at home, at work, at university, at the airport,

at the station, at a bus stop

times: at six o'clock, at half past two, at quarter to eight, at night,

at the weekend

festival periods: at Christmas, at Easter

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

Focus on **Activation**. Put Sts in pairs, **A** and **B**. **A** (book open) tests **B** (book closed) for two minutes. Then they swap roles. Allow at least five minutes for Sts to test each other. Then get Sts to close their books, and test them round the class, saying a word, e.g. *home*, for Sts to say the preposition *at*.

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

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

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication at, in, on, A** on p.189, **B** on p.195.

Go through the instructions with them carefully.

Sit **A** and **B** face-to-face. **A** asks his / her questions to **B**, who replies using a preposition and then asks *What about you?*

B then asks **A** his / her questions.

When they have finished, get some feedback from the class.

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

FOR SPEAKERS OF SPANISH **Online Practice Vocabulary: at, in, on**

3 GRAMMAR past continuous

a Focus on the highlighted verbs in the two sentences and do the questions as a whole-class activity.

1 were looking 2 was living, was working

b Tell Sts to go to **Grammar Bank 2B** on p.214.

Grammar notes

If Sts have an equivalent of the past continuous in their L1, then it doesn't normally cause problems. If they don't, it's important to make the use very clear.

We often use the past continuous at the beginning of a story, to set the scene and to say what was happening, e.g. *On 1st April, I was staying with some friends in the country. It was a sunny day and we were having lunch in the garden.*

Very often these 'actions in progress' (past continuous) are 'interrupted' by a short, completed action (past simple), e.g. *We were having lunch in the garden when suddenly it started to rain.*

Highlight the similarity in form with the present continuous. It is identical except for using *was / were* instead of *am / is / are*.

You may also want to remind Sts of the spelling rules for the *-ing* form (see **Grammar Bank 1C**).

when or while?

We can connect two actions with *when* or *while*:
when + past simple, *while* / *when* + past continuous.

Focus on the example sentences and play both audio 🔊 **2.11** and 🔊 **2.12** 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 **2B** on p.215. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

1 I took this photo when we **were travelling** in Greece.

2 He met his wife when he **was living** in Japan.

3 **Was** she **wearing** a coat when she went out?

4 The sun **was shining** when I went to work.

5 What **were** you **doing** at 7.30 last night?

6 I **wasn't listening** when you gave the instructions

7 They **weren't watching** TV when I arrived.

8 It started to rain when we **were running** in the park.

b

1 I **broke** my arm when I **was playing** football.

2 **Were** you **driving** fast when the police **stopped** you?

3 It **was snowing** when we **left** the pub.

4 I **didn't see** the match because I **was working**.

5 When you **called** me I **was talking** to my boss.

6 We **were studying** in Cambridge when we **met**.

7 **Were** they **living** in Rome when they **had** their first baby?

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

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

- c** **2.13** Focus on the instructions and the example. Make sure Sts understand they are only going to hear sound effects and that they must write a sentence using the past continuous and the past simple. Put Sts in pairs.

Play the audio, pausing after each sound effect to give Sts time to discuss what they think was happening and to write a sentence.

Check answers and write the sentences on the board.

2.13

(Sound effects to illustrate the following)

- 1 *They were playing tennis when it started to rain.*
- 2 *She was driving when somebody phoned her.*
- 3 *They were having a party when the police came.*
- 4 *He was having a shower when somebody knocked at the door.*
- 5 *They were sleeping when the baby started to cry.*
- 6 *She was walking her dog when she met a friend.*

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: past continuous: was / were + verb + -ing**

4 PRONUNCIATION & LISTENING weak forms: *was, were*

Pronunciation notes

Native speakers use two different pronunciations of *was* and *were*, depending on whether the words are stressed or not, i.e. they can have a strong or weak pronunciation.

Was and *were* always have a strong pronunciation in short answers and negatives, and can have a strong pronunciation in *yes / no* questions, e.g. *Was he working when you phoned him?* The pronunciation is /wɒz/ and /wɜːz/.

Was and *were* tend to have a weak pronunciation in positive sentences and are pronounced /wəz/ and /wə/, e.g. *He was a teacher /wəz/, They were walking in the park /wə/.*

It is useful for Sts at this level to be aware of these differences, but unrealistic to expect them to be able to use them properly, and Sts will probably use mostly strong forms of *was* and *were*.

However, it's important for Sts to be able to recognize *was* and *were* when they hear them in speech, and **b** and **c** are designed to help them with this.

- a** Focus on the instructions and make sure Sts know what *Instagram* is (= a photo-sharing and social media site).

Do this as a whole-class activity and elicit Sts' ideas.

- b** **2.14** Tell Sts they are going to hear six sentences and they must write the missing words.

Play the audio, pausing after each sentence to give Sts time to write.

Check answers.

- 1 It was 2 was staying 3 were doing 4 We were
5 were visiting 6 were...drinking, was doing

2.14

- 1 It was my first term at university.
- 2 I was staying with him in the Easter holidays.
- 3 We were doing a music course.
- 4 We were at school together.
- 5 She took this when we were visiting the Colosseum.
- 6 We were all drinking champagne, and Roz was doing the hard work!

- c** Now play the audio again for Sts to answer the question. Check the answer.

unstressed

- d** **2.15** Tell Sts they are now going to listen to Anya talking about her Instagram photos. They must number them 1–6 in the order she describes them. Point out that the first one (E) has been done for them. Also point out the **Glossary**.

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

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

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

2.15

(script in Student's Book on p.206)

A = Anya, F = friend

- 1 **A** This is me and my mum in York. It was my first term at university, and she came to visit me, and I took her on a tour round the city.
F Is that, er, the cathedral there?
A Yes – well, it's called York Minster, but it's really a cathedral.
- 2 **A** And this one's on the beach in Cornwall with my boyfriend, Ollie. I was staying with him in the Easter holidays, and he took me to the beach and we went for a walk.
F It looks windy!
A Yes, it was really windy and cold. I think we were the only people on the beach!
- 3 **F** Nice photo! I like the moustache.
A Yeah, that's me and my friend Maisie. We were doing a music course – I do it twice a year, and this was at the party at the end of the course.
F Why the moustaches and the picture frame?
A There was this corner that the teachers made where people could take funny photos with the big frame, and hats and moustaches and things.
- 4 **A** OK, this one is me and two of my best friends – we were at school together. One of them, Libby, the one on my right, has a house by the river, and we went there in September, before we all went to university.
- 5 **F** That's a nice photo. In Rome, I guess?
A Yes, I was there for a holiday with my mum the summer before I went to university. She took this when we were visiting the Colosseum – as you can see.
- 6 **F** That's your mum again, isn't it?
A Yes, that's her and her partner, and my sister Roz, on the river in Oxford. My mum's birthday is in July, and every year we go punting and then we go for dinner. We were all drinking champagne, and Roz was doing the hard work!

e Play the audio again, pausing after each photo has been mentioned, to check answers and elicit any more information Sts can remember about each photo.

- 1 **E** The photo was taken in York, where Anya is / was at university. She took her mother on a tour of the city. In the background is the Minster (cathedral).
- 2 **C** The photo was taken in Cornwall. It was really windy and cold. Anya and her boyfriend were the only people on the beach.
- 3 **A** The photo was taken at a party on the last day of a music course, which Anya does twice a year. The teachers had put the big frame in a corner, as well as hats and moustaches, etc., for people to take funny photos.
- 4 **F** The photo was taken at a friend's house in September, before going to university. It shows Anya with her two best friends. She went to school with them.
- 5 **B** The photo was taken in Rome. She went there for a holiday with her mother the summer before she went to university. Her mother took the photo when they were visiting the Colosseum.
- 6 **D** The photo was taken on the river in Oxford, in July. It shows her sister, her mother, and her mother's partner. They are drinking champagne because it is her mother's birthday.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.206, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: weren't

FOR SPEAKERS OF SPANISH **Online Practice** Listening: My profile picture

5 SPEAKING & WRITING

describing a photo

a Most Sts will have photos on their phones which they can show each other during this activity. Focus on the four questions. Make sure Sts understand all the vocabulary. Demonstrate the activity by getting Sts to ask you the questions.

Get Sts to discuss the questions in pairs. Encourage them to give more information if they can.

Get feedback from a few pairs.

b Tell Sts to go to **Writing Describing a photo** on p.200.

Focus on the information at the top of the image and establish that this is for a photo competition on the internet.

Now focus on **a** and get Sts to complete the gaps in the description.

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

- 1 of 2 in 3 with 4 in 5 like 6 of 7 at 8 away
9 on

Now focus on **b** and get Sts to match the questions to paragraphs 1–3.

Check answers.

- 2 What was happening when you took the photo?
- 3 Where do you keep it?
- 3 Why do you like it?
- 1 Where were you when you took the photo, and who were you with?
- 1 What's your favourite photo?
- 1 Who took the photo? When?

Focus on **c** and give Sts time to plan their description. They should use the questions in **b** to help them.

Set the writing in **d** in class or for homework, and ask Sts to include the photo if they can. Tell Sts to answer the questions in **b** in the correct order and not as they appear on the page, so the first question they write about is *What's your favourite photo?* They should also try to include the highlighted phrases if they can.

In **e** Sts check their writing for mistakes and attach the photo if they can.

G time sequencers and connectors: *suddenly, when, so*, etc.

V verb phrases

P word stress

Lesson plan

In this lesson Sts learn to use time sequencers, e.g. *after that, later*, etc. and the connectors *so, because, but*, and *although*. They also revise the past simple and continuous. The context is a short story with a twist. After Sts have read most of the story and worked on the grammar, they have a pronunciation focus on word stress in two-syllable words, and then in Vocabulary they expand their knowledge of verb phrases. In the video listening section, the language is pulled together, and Sts use picture prompts to retell the story so far. They then decide as a class whether they want to watch or hear a happy or a sad ending to the story, and then watch or listen to the one they have chosen. Finally, in the speaking activity, Sts answer some questions in pairs about the ending they watched or listened to.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar time sequences and connectors

Communicative Sentence race

Resources

Video One Dark October Evening

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 2C

Online Practice 2C

Plus extra Vocabulary for speakers of Spanish: telling stories in the past

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the names of these bands / performers on the board and ask Sts if they can complete them with colours:

G. _____ DAY

B. _____ SABBATH

R. _____ HOT CHILI PEPPERS

B. _____ EYED PEAS

THE W. _____ STRIPES

DEEP P. _____

P. _____

Green Day **Black** Sabbath **Red** Hot Chili Peppers
Black Eyed Peas The **White** Stripes **Deep Purple** **Pink**

Then tell Sts that they are going to read a short story in which a song by Pink plays a part.

1 GRAMMAR time sequencers and connectors

a Books open. Focus on the story and tell Sts that they are going to read it, but that first they should look at the title and photos and guess what it is about.

Elicit ideas from the class.

b **2.16** Tell Sts to read the story and complete the gaps. Tell them that the end of the story is on audio, so the last paragraph here is not the end of the story. Point out that the first one (*Two minutes later*) has been done for them.

Get Sts to compare with a partner, and then play the audio for Sts to listen to the story and check.

Check answers.

2 When 3 The next day 4 After that 5 One evening in October 6 Suddenly

2.16

N = narrator, **H** = Hannah, **J** = Jamie

N *Hannah met Jamie last summer. It was Hannah's birthday, and she and her friends went to a club. They wanted to dance, but they didn't like the music, so Hannah went to speak to the DJ.*

H This music is awful.

N ...she said.

H Could you play something else?

N The DJ looked at her and said...

J Don't worry – I have the perfect song for you.

N Two minutes later, he said...

J The next song is by Pink. It's called *Get the Party Started* and it's for a beautiful girl over there who's wearing a pink dress.

N *Hannah knew that the song was for her. When Hannah and her friends left the club, the DJ was waiting for her at the door.*

J Hi, I'm Jamie.

N ...he said to Hannah.

J Can I see you again?

N *So Hannah gave him her phone number. The next day, Jamie phoned Hannah and invited her to dinner. He took her to a very romantic French restaurant and they talked all evening. Although the food wasn't very good, they had a wonderful time. After that, Jamie and Hannah saw each other every day. Every evening when Hannah finished work, they met at five thirty in a coffee bar in the high street. They were madly in love. One afternoon in October, Hannah was at work. As usual, she was going to meet Jamie at five thirty. It was dark and it was raining. She looked at her watch. It was five twenty! She was going to be late! She ran to her car and got in. At five twenty-five, she was driving along the high street. She was going very fast because she was in a hurry. Suddenly, a man ran across the road. He was wearing a dark coat, so Hannah didn't see him at first. Quickly, she put her foot on the brake...*

- c Now give Sts time to read the story again.
Then put them in pairs to answer the questions. They can answer orally or in writing.
Check answers.

- 1 Because she didn't like the music.
- 2 Because it's by Pink, and Hannah was wearing a pink dress.
- 3 Jamie was waiting at the door and asked to see Hannah again.
- 4 It was very romantic, but the food wasn't very good.
- 5 To a coffee bar in the high street
- 6 It was dark and raining.
- 7 Because she was in a hurry.
- 8 Because he was wearing a dark coat.

EXTRA CHALLENGE Tell Sts to try to answer questions 1–8 from memory.

- d Focus on the three sentences. Tell Sts not to look back at the story, but to try and complete the sentences from memory.

Check answers, and elicit / explain the meaning of the missing words or ask Sts how to say them in their L1. Model and drill the pronunciation of *so*, *because*, and *although*. Write them on the board and underline the stressed syllable, or write them up in phonetics (/səʊ/, /bɪ'kɒz/, and /ɔ:l'ðəʊ/).

- 1 because 2 Although 3 so

- e Tell Sts to go to **Grammar Bank 2C** on p.214.

Grammar notes

We usually put a comma before *so*, *although*, and *but*, e.g. *She was tired, so she went to bed.*

Sts may also ask you about *though*, which is a colloquial, abbreviated form of *although*. *Though* is not usually used at the beginning of a sentence. It is probably best at this level if Sts just learn *although*.

I *So* has another completely different meaning, which is to intensify adjectives, e.g. *He was so tired that he went to bed at 9.00.* You may want to point out this meaning too, in case Sts get confused.

Focus on the example sentences and play audio **2.17**, **2.18** and **2.19** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Focus on the **then, after that** box and go through it with the class.

Now focus on the exercises for **2C** on p.215. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
2 G 3 B 4 E 5 A 6 F 7 H 8 D

- b
- 1 **Although** it was very cold, she wasn't wearing a coat.
 - 2 I woke him up in the night **because** there was a noise.
 - 3 I called him, **but** his mobile was turned off.
 - 4 **Although** she's very nice, she doesn't have many friends.
 - 5 There was nothing on TV, **so** I went to bed.
 - 6 All the cafés were full **because** it was a public holiday.
 - 7 She wanted to be a doctor, **but** she failed her exams.
 - 8 The garden looked very beautiful, **so** I took a photograph.
 - 9 **Although** the team played well, they didn't win.

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

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

- f Tell Sts to look at the six sentence beginnings and to complete them with their own ideas.
When Sts have finished, get them to compare their sentences with a partner.
Get some feedback from the class. You could write some of the sentences on the board.

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: time sequencers and connectors**

2 PRONUNCIATION word stress

- a Focus on the **Stress in two-syllable words** box and go through it with the class.

Now focus on the task and give Sts time, in pairs, to underline the stressed syllable in the words.

- b **2.20** Play the audio for Sts to listen and check. Pause the audio after each word, elicit the answer, and write the word on the board with the stressed syllable underlined.

across after again along although awful
because birthday evening invite perfect quickly

2.20
See words in Student's Book on p.29

Play the audio again, pausing after each word for Sts to repeat.
Put Sts in pairs and get them to practise saying the words.

- c Focus on the instructions and the example.
In pairs, Sts write a sentence using two or more of the words in **a**.
Get a few pairs to read their sentence to the class.

3 VOCABULARY & SPEAKING verb phrases

a Focus on the two boxes and the example. Tell Sts that by combining a verb from **1** with a phrase from **2**, they will make verb phrases from the story.

Put Sts in pairs and give them a few minutes to match the verbs and phrases. Tell them that sometimes two verbs may be possible with a phrase, but to try to remember the phrases from the story.

Check answers.

have a great time
drive along the high street
meet in a coffee bar
give somebody your phone number
take somebody to a restaurant
wait for somebody
be in a hurry
play a song
leave the club (very late)
run across the road

b Get Sts to test themselves by covering box **1** and remembering the verbs for each phrase.

EXTRA IDEA You could get Sts to close their books and say a phrase from box 2, e.g. *in a coffee bar*, for Sts to respond *meet in a coffee bar*.

c  **2.16** Play the audio for Sts to listen to the story again.

 **2.16**

See script 2.16 on the previous page

d **MEDIATION ACTIVITY** Re-telling a story gives Sts the opportunity for some extended oral practice, and in this case, to recycle the tenses and connectors they have been studying. Focus on the photos in **1** and the example, and tell Sts they are going to re-tell the story of Hannah and Jamie, but in first person (as either Jamie or Hannah). Tell Sts they should try to use the verb phrases from **a**.



Put Sts in pairs, **A** and **B**. Tell Sts **A** they are Jamie and Sts **B** they are Hannah. Get Sts **A** to cover the text and focus on the photos. Tell them to tell as much of the story as they can for photos 1–3 while Sts **B** look at the story to prompt / correct. They then swap roles for photos 4–6. Get individual Sts to tell the class about each photo in their roles.


FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: telling stories in the past

4 VIDEO LISTENING

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

a Tell Sts they are now going to watch or listen to the end of the story. First, Sts have to vote with a show of hands on whether they want to hear a happy ending or a sad ending.

If Sts vote for the happy ending, play the video / audio  **2.21**. If they vote for the sad ending, play the video / audio  **2.22**.

b  **2.21 / 2.22** Before playing the ending chosen by Sts, elicit ideas from the class about what they think happens, but **don't** tell them if they are right or wrong, to help build suspense.

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

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

At the end of the story, get Sts to tell you what happened. Then play the video / audio again.

 **2.21**

Happy ending

N = narrator, **H** = Hannah, **J** = Jamie, **W** = waiter

N Suddenly, a man ran across the road. He was wearing a dark coat, so Hannah didn't see him at first. Quickly, she put her foot on the brake. She stopped just in time. She got out of her car and shouted at the man.

H Don't you usually look before you cross the road? I nearly hit you. I didn't see you until the last moment.

J Sorry! Hey, Hannah, it's me. It's Jamie.

H Jamie! What are you doing here? I nearly killed you!

J I was buying something. I was in a hurry and I crossed the road without looking.

H Come on. Get in!

N Hannah and Jamie drove to the coffee bar. They sat down in their usual seats and ordered two cups of coffee.

W Here you are. Two cappuccinos.

H and J Thanks.

H What an evening! I nearly killed you.

J Well, you didn't kill me, so what's the problem?

H But what were you doing in the high street? I thought you were here, in the café, waiting for me.

J I went to the theatre to buy these tickets for the Pink concert. I know you wanted to go. And it's on the fifteenth of October – next Saturday. Our anniversary.

H Our anniversary?

J Yes. Three months since we first met. We met on Saturday the fifteenth of July. Remember?

H Gosh, Jamie. I can't believe you remember the exact day! What a romantic! It's lucky I didn't hit you in the street...

2.22

Sad ending

N = narrator, H = Hannah, P = policewoman

N *Suddenly, a man ran across the road. He was wearing a dark coat, so Hannah didn't see him at first. Quickly, she put her foot on the brake. Although Hannah tried to stop, she couldn't. She hit the man. Hannah panicked. She drove away as fast as she could. When she arrived at the coffee bar, Jamie wasn't there. She called him, but his phone was turned off. She waited for ten minutes and then she went home.*

Two hours later, a car arrived at Hannah's house. A policewoman knocked at the door.

P Good evening, Madam. Are you Hannah Davis?

H Yes, I am.

P I'd like to speak to you. Can I come in?

N *The policewoman came in and sat down on the sofa.*

P Are you a friend of Jamie Dixon?

H Yes.

N *...said Hannah.*

P Well, I'm afraid I have some bad news for you.

H What? What's happened?

P Jamie had an accident this evening.

H Oh no. What kind of accident?

P He was crossing the road and a car hit him.

H When...when did this happen? And where?

P This evening at twenty-five past five. He was crossing the road in the high street, by the theatre.

H Oh no! How is he?

P He's in hospital. He's got a bad injury to his head and two broken legs.

H But is he going to be OK?

P We don't know. He's in intensive care.

H Oh no. And the driver of the car?

P She didn't stop.

H She?

P Yes, it was a woman in a black car. Somebody saw the number of the car. You have a black car outside, don't you, Madam? Is your number plate G-Y fifty-six, R-Z-R?

H Yes...yes, it is.

P Can you tell me where you were at twenty-five past five this evening?

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

c If Sts chose the happy ending (2.21), tell them to go to **Communication Happy ending** on p.189.

If Sts chose the sad ending (2.22), tell them to go to **Communication Sad ending** on p.195.

Set a time limit for Sts to answer questions 1–8 in pairs.

Check answers.

Happy ending

1 Because he was wearing a dark coat.

2 Jamie

3 He was in a hurry.

4 To a coffee bar

5 Two cappuccinos

6 He was buying tickets for a concert.

7 It was the Pink concert on 15th October.

8 15th October is their three-month anniversary.

Sad ending

1 Because he was wearing a dark coat.

2 She hit him.

3 She went to the coffee bar and called Jamie.

4 The police / A policewoman

5 That Jamie was in a car accident.

6 He had a bad injury to his head and two broken legs. He's in intensive care.

7 The car was white and the driver was a woman.

8 She asked Hannah about the number plate of her car and where she was at 5.25 p.m.

EXTRA IDEA Ask Sts if they want to watch / listen to the ending they didn't choose (they almost always do). You could let them watch / listen to the other ending for pleasure, without doing the tasks.

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

The first page revises the **grammar, vocabulary, and pronunciation** of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first page as a mini-test on Files 1 and 2. The **pronunciation** section sends Sts to the Sound Bank on pp.252–253. Explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns for each of the sounds. Highlight the video showing the mouth position for each sound. If you don't want to use this in class, tell Sts to look at it at home, and to practise making the sounds and saying the words.

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

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 1&2
Quick Test 2
File 2 Test
Tests for Escuelas Oficiales de Idiomas
Wordlists and additional teacher resources

For students

Online Practice Check your progress

GRAMMAR

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

VOCABULARY

a 1 do 2 look 3 wear 4 take 5 stay 6 book
7 invite 8 drive 9 play 10 leave
b 1 on 2 in 3 in 4 on 5 at 6 at 7 in
c 1 beard (the others are adjectives to describe hair)
2 lazy (the others are positive adjectives)
3 clever (the others are negative adjectives)
4 dress (the others are worn by men)
5 gloves (the others are worn on your feet)
6 scarf (the others are pieces of jewellery)
7 noisy (the others are about the weather)
8 luxurious (the others are negative adjectives)

PRONUNCIATION

c
1 quiet /aɪ/ 2 skiing /iː/ 3 booked /t/ 4 waited /ɪd/
5 noisy /z/
d
1 extrovert 2 overweight 3 bracelet 4 online
5 comfortable

CAN YOU understand this text?

a
1 B 2 C 3 A
b
1 F 2 F 3 T 4 F 5 T 6 F

▶ CAN YOU understand these people?

1 c 2 a 3 b 4 c 5 c

① 2.23

1

I = interviewer, L = Lewis

I Who do you look like in your family?

L Er, well people say I often look like my dad a lot. We've got the same sort of nose and the same face shape, but I've got my mum's hair colour and my mum's eyes.

I Do you have a similar personality?

L Er, again there is, there are quite a lot of similarities between me and my dad. We're both into German and speaking German, and also into architecture, which is why I'm here.

2

I = interviewer, S = Susie

I Do you have a favourite painting?

S Um, I think so. I'm not sure of the name of the painting, but I like Salvador Dali. I really like the painting with the dripping clocks.

I Can you describe it?

S Er, yes, like I said, there are dripping clocks. It's very, um, it's an interesting style. It's not something you see all the time, and it's very colourful.

3

I = interviewer, S = Shosanna

I Where did you go for your last holiday?

S My last vacation I went to Guyana, which is my parents' country in South America.

I Did you have a good time?

S I did. It was actually one of the best vacations I had. It was really educational, and I was able to see how my parents grew up, which was interesting.

4

I = interviewer, S = Susan

I Do you take a lot of photos?

S I take a lot of photos. My telephone is full of photos and I use Instagram.

I What do you usually take photos of?

S Mostly people, places, gardens, lots of flowers. I never post photos of people, but I take photos of family, but lots of gardens and flowers.

5

I = interviewer, S = Sam

I Do you prefer films with a happy or sad ending?

S Um, it just has to be a good film. I don't mind if it's a happy ending or a sad ending.

G *be going to* (plans and predictions)

V airports

P the letter *g*

Lesson plan

In this lesson Sts revise *going to*, which they learned at A1/A2 level, to talk about plans and predictions. The context is a reading and listening based on TripAside, a company which helps travellers make the most of stopovers at airports. The lesson begins with vocabulary, and Sts learn useful vocabulary related to airports. They then focus on the pronunciation of the letter *g*. Sts read an article from the British press about TripAside and then listen to a traveller meeting his guide at the airport in Rome. This leads Sts into the grammar, which is revised and practised. Sts then ask and answer questions about their plans. The lesson ends with a speaking activity in pairs, in which Sts imagine they work for TripAside and plan a tour for travellers on a stopover at their nearest airport.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *be going to* (plans and predictions)

Communicative A day in...

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 3A

Online Practice 3A

Plus extra Vocabulary and Pronunciation for speakers of Spanish: airports; *g* and *c*

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write **AIRPORT** on the board. Put Sts in pairs and give them two minutes to think of five things people do at an airport, e.g. *catch a plane, leave, arrive, meet somebody, check in, board, fly, etc.*

Elicit answers and write some of their suggestions on the board.

1 VOCABULARY airports

a Books open. Focus on the questions, making sure Sts know the meaning of *to pick someone up* and *to drop someone off*. Sts can answer them in pairs or do it as a whole-class activity.

If Sts worked in pairs, get some feedback.

EXTRA CHALLENGE Tell Sts to ask for more information if possible. For example, if their partner says they were travelling somewhere, they should find out where, etc. If their partner says they were picking up or dropping off someone, they should find out who, etc.

b Focus on the instructions and tell Sts to look at the 12 signs and to match them to the words and phrases.

Get Sts to compare their answers with a partner.

c **3.1** Play the audio for Sts to listen and check.

Check answers and make sure Sts know the meaning of all the words and phrases.

3.1

- 3 arrivals
- 7 bag drop
- 1 baggage reclaim
- 9 check-in
- 8 customs
- 2 departures
- 11 gates
- 5 lifts
- 10 passport control
- 12 security check
- 4 terminal
- 6 trolley

EXTRA SUPPORT Use the audio to drill the pronunciation of the words and phrases, or model and drill them yourself.

Then tell Sts to cover the words and look at the signs, and try to remember the words and phrases.

d **3.2** Focus on the task and make sure Sts understand what they have to do. Point out that the first one (*a lift*) has been done for them.

Play the audio once the whole way through.

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

Check answers.

- 2 baggage reclaim
- 3 security check
- 4 gates
- 5 passport control
- 6 check-in

3.2

- 1 Doors opening. Second floor. Departures. Check-in and bag drop.
- 2 **A** Excuse me. My suitcase hasn't arrived. Do you know where I can go to report it?
B Yes, madam. Lost luggage is that window over there.
- 3 **A** Can you take your boots off, please?
B Sorry?
A Your boots. Take them off and put them on the belt, please.
- 4 Boarding for British Airways flight B-A-zero-five-six-four to Milan will begin in a few minutes. Passengers in rows fifteen to thirty are invited to board first. Please have your passport and boarding pass ready.
- 5 **A** Are you here on vacation?
B Er, yes, I am.
A How long are you staying?
B Two weeks.
- 6 Passport and boarding pass, please. Thanks. How many bags are you checking in?

FOR SPEAKERS OF SPANISH Online Practice Vocabulary: airports

2 PRONUNCIATION the letter g

Pronunciation notes

The letter *g* can be pronounced in two different ways, /g/ or /dʒ/.

g before *a*, *o*, and *u*, and before a consonant, is pronounced /g/, e.g. *gas*, *go*, *gun*, *great*.

gu + vowel is also pronounced /g/, e.g. *guard*.

g is also always pronounced /g/ when it comes after a vowel at the end of a word, e.g. *bag*, *dog*.

ge and *gi* can be pronounced /g/ or /dʒ/, e.g. *get*, *give*, but also *generous*, *page*, *giraffe*.

gg is usually pronounced /g/, e.g. *bigger*, but there are two exceptions where it is pronounced /dʒ/: *suggest* and *exaggerate*.

You could also tell Sts that the letter *g* is sometimes silent, e.g. *foreign*, *sign*, etc.

a Do this as a whole-class activity.

gg = /g/ *ge* = /dʒ/

b Focus on the chart. Elicit the two sound-picture words (*girl* and *jazz*) and the sounds /g/ and /dʒ/.

Now tell Sts to put the words in the list in the correct row. Remind Sts that this kind of exercise is easier to do if they say the words aloud.

Get Sts to compare with a partner.

c **3.3** Play the audio for Sts to listen and check.

Check answers.

3.3

girl /g/ **gate**, **foggy**, **forget**, **guide**, **guest**, **begin**, **gift**, **guarantee**, **organize**

jazz /dʒ/ **large**, **village**, **engineer**, **agent**, **region**, **emergency**, **general**

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

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

Finally, ask Sts *When can g be pronounced /dʒ/?*

When it is followed by the letter *e* or *i*.

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

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: *g* and *c*

3 READING & LISTENING understanding text cohesion – connectors

a Focus on the task and give Sts time to read the article. Tell them not to worry about the gaps for the moment.

Elicit opinions from the class.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary, but not the words or phrases in **c**.

b Tell Sts to read the article again and complete the gaps with phrases A–H.

Give Sts time to read the article and complete the task. Tell them to focus on the words that come before or after the gaps, which are mainly connectors like *and*, *or*, *so*, etc.

Get Sts to compare with a partner, and then check answers. You could tell Sts that you can say *look around* or *look round* (a city).

1 D 2 H 3 E 4 F 5 C 6 G 7 B 8 A

EXTRA SUPPORT To check comprehension, ask some more questions, e.g. *What is TripAside?* (a company that organizes short guided tours for people on stopovers), *Which airports offer trips with TripAside?* (Paris, Frankfurt, London, Brussels, Rome and Madrid), *Is TripAside unique?* (No, other small companies offer similar tours.), etc.

c Focus on the task and get Sts to work with a partner to say what the words and phrases mean. Encourage them to go back and look at the words in context if they can't remember their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. Model and drill pronunciation.

stopover /'stɒpəʊvə/ = a short stay somewhere between two parts of a journey
connecting flight /kə'nektɪŋ flaɪt/ = a second flight where you have had to change planes
departure lounge /dɪ'pɑ:tʃə laʊndʒ/ = the place at an airport where you wait for your flight
duty-free shop /,dʒu:ti 'fri: ʃɒp/ = a shop in an airport or on a ship, etc. that sells things like cigarettes, alcohol, perfume, etc. without tax on them
air traveller /eə 'trævələ/ = a passenger on a plane

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d **3.4** Focus on the task and question. Remind Sts that it will be one of the six cities mentioned in the article.

Play the audio once the whole way through.

Check the answer. Ask Sts how they knew (the Colosseum, the Forum, the Pantheon, *Via del Corso*, all the Italian food mentioned, etc.).

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

Rome

3.4

(script in Student's Book on p.207)

A = Anna, J = Jake

A Hello, Mr Bevan. I'm Anna, your tour guide.

J Hi. Please, call me Jake.

A OK, Jake. Nice to meet you. How was the flight? Are you very tired?

J No, I'm fine.

A Great. Let's go to the car park, then. Is it your first time here?

J Yeah. I was in Europe when I was a student, but somehow I never got here.

A And your final destination is London, is that right?

J Yes. I'm going to give a talk at a conference in Oxford.

A So work, not pleasure?

J Yes – well, maybe some pleasure, too. I have a friend – well, an ex-girlfriend, really, who I was with when I was a student. She's British – she lives in Oxford – and we're planning to meet up.

A That's nice! OK, so now I'm going to tell you a bit about our tour today. We're going to drive to the centre – it takes about forty-five minutes – and then we're going to start at the Colosseum.

J Great. I've always wanted to see it.

- A And then we're going to visit the Forum. After that, we're going to see the Pantheon – one of the oldest buildings in the city.
 J Wow.
 A So, then we are very near the *Via del Corso*, where all the best shops are. Would you like to maybe do some shopping?
 J Well, I'd like to see the shops, but I'm probably not going to buy anything.
 A Maybe a little present – a present for your friend in Oxford?
 J Well, maybe.
 A And then I'm sure you're going to be hungry, so I'm going to take you to a really nice restaurant for lunch. We can have pizza, or a good carbonara, a gelato – an ice cream, that is. Our typical dishes, but I promise you, very different from Italian food in America.
 J Sounds great. And then back to the airport, I guess?
 A That's right. We need to allow time for that.
 J Yes, I don't want to miss my flight.
 A Don't worry. We do this tour every day – and nobody has ever missed their flight.
 J Is it going to be very hot today?
 A No, not too hot. It's going to be nice: about twenty-two degrees.
 J Perfect. It's going to be a fantastic day.
 A Here we are. If you can just wait a minute while I pay for the parking. Oh, Mr Bevan – Jake – is this yours?
 J My passport! Thanks, Anna. Typical me. I always lose things when I'm travelling.

- e Focus on the task and give Sts time to read sentences 1–10. Make sure they understand all the lexis, e.g. *sites*, *looking forward to*, etc.
 Play the audio for Sts to listen again and complete the task. Remind them to correct the *F* sentences.
 Get Sts to compare with a partner, and then play again if necessary.
 Check answers.

- 1 T
 2 F (He **has** been to Europe before.)
 3 F (His next flight is to **London**.)
 4 T
 5 F (He **has an old friend / ex-girlfriend** there.)
 6 T
 7 T
 8 F (**They are going to have lunch at a nice restaurant**.)
 9 F (The weather forecast **is** very good.)
 10 T

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.207, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f Do this as a whole-class activity. If you have ever had a long stopover at an airport, tell Sts about it.

4 GRAMMAR *be going to* (plans and predictions)

- a **3.5** Focus on the instructions and give Sts time to complete the gaps with the correct form of *be going to*.
 Get Sts to compare with a partner, then play the audio for them to listen and check.
 Check answers.

3.5

- 1 I'm **going to give** a talk at a conference.
 2 We're **going to drive** to the centre.
 3 And then we're **going to visit** the Forum.
 4 I'm **probably not going to buy** anything.
 5 Is it **going to be** very hot?
 6 It's **going to be** a fantastic day.

- b First, make sure that Sts are clear about what the difference is between a *plan* (something you intend to do) and a *prediction* (something that you think is going to happen).
 Now, in pairs, Sts focus on whether sentences 1–6 in **a** are plans (*Pl*) or predictions (*Pr*).
 Check answers.

- 1 Pl 2 Pl 3 Pl 4 Pr 5 Pr 6 Pr

- c Tell Sts to go to **Grammar Bank 3A** on p.216.

Grammar notes

Be going to is revised here with its two main uses: plans (*I'm going to stay for six months.*) and predictions (*It's going to be a big surprise for him.*).

You may want to point out that when people speak fast, *going to* often sounds like *gonna*, and it is even sometimes written like that, for example, in song lyrics.

- 3.6** Focus on the example sentences and play the audio 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 **3A** on p.217. Sts do the exercises individually or in pairs.
 Check answers, getting Sts to read the full sentences.

- a
 1 Is...going to learn 2 aren't going to go, 're going to stay
 3 're going to be 4 's going to get 5 'm going to cook
 6 'm not going to listen 7 are...going to do, 'm going to study
 b
 1 's going to win 2 're going to be 3 're going to break

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

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

- d **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What are your plans?**, **A** on p.189, **B** on p.195.

Go through the instructions carefully and make sure Sts understand what they have to do.

EXTRA SUPPORT Get Sts to look at the prompts and give them time to write the questions.

Sit **A** and **B** face-to-face. **A** asks **B** his / her questions and, when possible, for more information. Then they swap roles. When they have finished, elicit some answers from individual Sts. Tell Sts to go back to the main lesson **3A**.

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: be going to** (plans and predictions)

5 SPEAKING

- a Focus on the task and make sure Sts understand what they have to do. Put Sts in pairs and get them to discuss the questions. Monitor and help, correcting any errors they make with *going to*.

EXTRA IDEA In a large class, you may prefer Sts to do the activity in groups of three or four.

- b When Sts are ready, get each pair to present their tour to the class.
 With a show of hands, get Sts to vote for the best tour.

G present continuous (future arrangements)

V verbs + prepositions, e.g. *arrive in*

P linking

Lesson plan

In this lesson Sts learn a new use of the present continuous: to talk about fixed arrangements. The context is the continuation of the story of Jake, the man who went on a guided tour in **3A**, who was going to a conference and hoping to meet up with an ex-girlfriend. Sts begin this lesson by doing a quiz to see how organized they are. They answer the questions individually, compare answers in pairs, calculate the score of their quiz, and then discuss the results. The lesson continues with a vocabulary focus on verbs which are normally followed by prepositions, and then there is a pronunciation focus on linking, to help Sts understand fast speech. Sts then listen to a conversation between Jake and Sarah, the ex-girlfriend, in which they make contact – Sts complete a calendar with Jake's appointments – and arrange to see each other. Finally, they listen to the meeting to find out how it went. After focusing on the grammar, Sts get more practice in a speaking activity where they try to make arrangements to go out with other Sts in the class. The lesson ends with Writing, where Sts use both the grammar and the vocabulary to write an email about travel arrangements.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present continuous (future arrangements)

Vocabulary What's the preposition?

Communicative Come fly with me!

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 3B

Online Practice 3B

Plus extra Vocabulary for speakers of Spanish: verbs + prepositions

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Quickly revise months. Write **SPRING, SUMMER, AUTUMN, and WINTER** on the board and tell Sts, in pairs, to write the months in each season.

Check answers, and model and drill the pronunciation of any months which Sts find difficult, e.g. *February* /'februəri/, *July* /dʒu'laɪ/, etc.

1 READING & SPEAKING

a Books open. Focus on the quiz and give Sts time to read it and choose their answers. You may want to check that they know the meaning of some of the lexis, e.g. *Post-it note, list, pack*, etc.

b Get Sts to compare their answers with a partner.

c Tell Sts to go to **Communication How organized are you?** on p. 189.

Give Sts time to calculate their score and then read the result.

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

d Back in their same pairs, Sts compare their results and discuss whether or not they agree with them.

Get some feedback from various pairs.

Ask the class if they know anybody who is very organized or very disorganized.

2 VOCABULARY & PRONUNCIATION

verbs + prepositions; linking

Vocabulary notes

Certain verbs are often followed by a particular preposition, which may well be different in Sts' L1. When Sts learn these verbs, they should make a note of the preposition that follows each verb.

a Focus on the two extracts from the quiz and explain that in each sentence there is a preposition missing. Highlight the fact that certain verbs are often followed by a particular preposition, e.g. *It depends **on** the weather.*

Get Sts to complete the sentences, and then check answers.

1 at 2 for

b Tell Sts to go to **Vocabulary Bank Prepositions** on p.239 and do **2 Verbs + prepositions**.

Focus on **a** and get Sts to complete the **Prepositions** column individually or in pairs.

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

Check answers. When looking at 13 and 14, you might want to highlight the difference between *think about* and *think of*: *think about* = action verb, e.g. 'Why are you so happy?' 'I'm thinking about my holiday', and *think of* = non-action verb, to have an opinion, e.g. 'What do you think of Coldplay?' 'I don't like them.'

3.7

Prepositions 2 Verbs + prepositions

- I arrived in Paris on Friday night.
- I was very tired when I arrived **at** the hotel.
- I hate waiting **for** people who are late.
- A** What are you going to do at the weekend?
B I don't know. It depends **on** the weather.
- I'm sorry, but I really don't agree **with** you.
- I asked **for** a chicken sandwich, but this is tuna!
- Please listen **to** what I'm saying.
- Who's going to pay **for** the meal?
- I need **to** speak to Martin **about** the meeting.
- I don't spend much money **on** food.
- Don't worry **about** the exam. It isn't very hard.
- Do you believe **in** ghosts?
- You're not listening! What are you thinking **about**?
- A** What do you think **of** this painting?
B I really like it. I think it's beautiful.
- Who does this bag belong **to**?

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the **arrive in or arrive at?** box and go through it with the class.

Focus on **a** in **Activation** and get Sts to cover the **Prepositions** column and say the sentences.

Finally, in **b**, get Sts to complete the gaps with a preposition, and then check answers.

1 on 2 about, to 3 in 4 to 5 for 6 for

EXTRA SUPPORT Write the prepositions on the board in random order to help Sts.

Make sure Sts understand all the questions, e.g. *love at first sight*, etc.

Put Sts in pairs and get them to ask and answer the questions.

Get some feedback from various pairs.

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

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

c **3.8** Here Sts practise deciphering connected speech.

Focus on the **Connected speech** box and go through it with the class. Highlight that this is an aspect of pronunciation that is particularly important to help them understand spoken English.

Tell Sts they are going to hear six sentences said at normal speed. The first time, tell them just to listen, not to write. Play the audio once the whole way through.

3.8

- 1 We arrived at the airport.
- 2 It depends on the time.
- 3 Let's talk about it.
- 4 What does she think of him?
- 5 Don't think about the past.
- 6 How much did you spend on food?

Now play the audio again, pausing after each sentence to give Sts time to write.

Check answers, eliciting the sentences onto the board.

See sentences in script 3.8

Finally, play the audio again, pausing after each sentence for Sts to repeat and copy the rhythm.

EXTRA SUPPORT Repeat the activity, eliciting responses from individual Sts.

d Put Sts in pairs and get them to practise saying the sentences.

FOR SPEAKERS OF SPANISH **Online Practice Vocabulary:** verbs + prepositions

3 LISTENING understanding times, dates and appointments

a **3.9** Ask Sts if they can remember Jake Bevan from **3A**. If not, remind them that he is the American man who had a stopover in Rome with the tour guide Anna.

Now focus on the instructions and make sure Sts understand the situation.

EXTRA SUPPORT Before playing the audio, focus on the phone and ask Sts the times. Elicit both ways of telling the time where possible.

(a) quarter past eight / eight fifteen
eleven / eleven o'clock
two / two o'clock
four / four o'clock
half past seven / seven thirty

Play the audio for Sts to listen and complete the phone calendar.

Check the answer.

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

Tuesday at 11.00

3.9

(script in Student's Book on p.207)

S = Sarah, J = Jake

- S Hello?
- J Sarah?
- S Hi, Jake.
- J Hi. Great to hear your voice! How are things?
- S Oh fine, fine. How was the journey? When did you arrive in the UK?
- J Last night. The journey was fine. I got a cheap flight with Alitalia, but it meant a long stopover in Rome, but I went on a guided tour and I had a great time.
- S That sounds like fun. What did you think of Rome?
- J Fantastic. I loved it. So when can we meet?
- S I'm afraid I'm really busy this week. The only possible day for me is Tuesday. I'm going to London from Wednesday to Friday...
- J Tuesday. Let me look at my calendar.
- S Wow, Jake, you put things in your calendar! You're much more organized than when we were going out.
- J Well, I'm better than I was. But I nearly lost my passport when I was in Rome. OK, Tuesday. I'm not free in the evening. I'm having dinner with Mark Taylor, my old professor. Do you remember him? It's at seven thirty. I can't change that. How about lunch?
- S It depends on the time. A late lunch would be OK, around one forty-five?
- J The problem is I'm giving my talk at two. And I'm having a breakfast meeting at eight fifteen with some colleagues.
- S Well, morning coffee, or tea in the afternoon, then. What are you doing then?
- J Let's see...I'm going to a talk about climate change at four, so I think maybe morning coffee is best. And then we can try to arrange another time.
- S OK. There's a nice coffee bar in the high street called The Grand Café. Meet there at eleven?
- J Perfect. I'm really looking forward to it!
- S Me too. Bye.

- b Focus on the task and give Sts time to read all the appointments in the list. Make sure Sts realize that there are two appointments they do not need to use. Play the audio again the whole way through. Get Sts to compare with a partner, and then play the audio again if necessary. Check answers.

8.15 breakfast meeting 2.00 my talk 4.00 talk: climate change 7.30 dinner with Mark

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.207, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c **3.10** Tell Sts they are now going to listen to Jake and Sarah talking. They must listen and decide if they think Jake and Sarah will meet again. Play the audio once the whole way through. Get Sts to compare with a partner, and then elicit opinions.

3.10

J = Jake, S = Sarah

- J Sarah! Sorry I'm late!
 S Same old Jake. You were always late. Good to see you. You look really well.
 J You look fantastic.
 S Thank you. What would you like? I'm having a cappuccino.
 J The same for me. And a croissant or something. Excuse me...can we order some coffee please?

 J It's great to see you again, Sarah – just like old times. You really haven't changed. We need to meet again. Are you doing anything on Saturday?
 S Well, actually...
 J Lunch? Dinner? Breakfast?
 S Jake, there's something I need to tell you. I'm not single now. In fact, um...in fact, I'm with someone. He's called Mike, and... we're getting married on Saturday. That's why I'm so busy all this week...
 J Wow! That's...that's great news! I wish you all the best!
 S Thanks, Jake. Would you like another coffee, or a croissant?

4 GRAMMAR present continuous (future arrangements)

- a **3.11** Focus on the instructions. Tell Sts the first time they listen they must complete the gaps in 1–5. Play the audio, pausing after each extract to give Sts time to write. Get Sts to compare with a partner, and then check answers.

3.11

- I'm **going** to London from Wednesday to Friday.
- I'm **having** dinner with Mark Taylor.
- I'm **giving** my talk at two o'clock.
- Are you **doing** anything on Saturday?
- We're **getting married** on Saturday.

Now ask Sts whether they refer to the present or the future.

They all refer to b) the future.

- b Tell Sts to go to **Grammar Bank 3B** on p.216.

Grammar notes

Sts already know how to use the present continuous to talk about things happening now, but may find this future use (*What are you doing this evening?*) quite strange. They may find it more natural to use the present simple tense for this because of L1 interference.

A typical mistake is: *What do you do this evening? I go to the cinema.*

The difference between using *be going to* and the present continuous is quite subtle, so it is probably worth stressing that they can often be used as alternative forms when we talk about plans and arrangements, e.g. *What are you going to do tonight?* / *What are you doing tonight?*

You may want to point out that whereas it is very common to use the present continuous with verbs such as *leave, arrive, go*, and *come* because these often refer to previously-made travel arrangements, *be going to* is more common with actions for which you don't usually make special arrangements, e.g. *I'm going to wash my hair tonight* is more common than *I'm washing my hair tonight*.

It is also important to highlight that the present continuous is not used for predictions, e.g. *I'm sure you're going to find a job*. NOT *I'm sure you're finding a job*.

- 3.12** Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **be going to or present continuous?** box and go through it with the class.

Focus on the exercises for **3B** on p.217. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
 1 N 2 F 3 F 4 N 5 N 6 F 7 F 8 N 9 N 10 F
 b
 1 I'm **packing** my suitcase.
 2 I'm **flying** to Vienna at eight o'clock tonight.
 3 Why **are you going** to Vienna?
 4 I'm **meeting** the boss of VTech Solutions tomorrow.
 5 Why **are you seeing** him?
 6 He's **working** on a project with me at the moment...

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

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

- c Focus on Jake's phone and the example. Put Sts in pairs and get them to ask and answer questions about Jake's phone calendar.

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: present continuous (future arrangements)**

5 SPEAKING

- a** **3.13** Focus on the task and tell Sts that the first time you play the audio, they should just listen and read at the same time. They should pay attention to **B's** intonation in the highlighted phrases, which helps to show how she is feeling, e.g. enthusiastic, apologetic.
Play the audio once the whole way through.

3.13

See the conversation in Student's Book p.41

Now tell Sts they must listen and repeat the conversation.
Play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the intonation.

- b** Now put Sts in pairs and get them to practise the conversation.
You could get a few pairs to perform in front of the class.
- c** Focus on the instructions and give Sts time to complete their calendar with different activities for three evenings next week. Encourage them to write the activities with the verb in the infinitive, or without the verb, as this is how people normally put things in a diary, e.g. *(go to) cinema with friends* NOT *I'm going to the cinema with friends*.

EXTRA SUPPORT Elicit some activities Sts could do in the evening and write them on the board, e.g. *study, do homework / housework, go to the cinema / a concert, go to a restaurant, cook dinner, watch a film at home, etc.*

- d** **MEDIATION ACTIVITY** Focus on the instructions and make sure Sts know what they have to do. Read the example with a student.
Tell Sts to mingle and try to make arrangements with a different person for every free evening they have.
When time is up, find out who is doing what when.

6 WRITING an informal email

Tell Sts to go to **Writing An informal email** on p.201.

- a** Focus on the instructions. Get Sts to read the email, and help them with any vocabulary, e.g. *for some reason, to share a room, attaching, etc.*
Now get Sts to read the email again and answer questions 1–5. Tell them not to worry about the gaps.
Get Sts to compare with a partner, and then check answers.

- 1 Last August
- 2 By plane
- 3 Sally and her family
- 4 Because she doesn't have it; it isn't on her phone.
- 5 He needs to decide if he wants to share a bedroom, and if there's anything he'd like to do in the UK.

- b** Focus on the expressions in the list and give Sts a few minutes in pairs to complete the gaps.
Check answers.

- 1 Hi
- 2 Thanks for your email
- 3 Looking forward to hearing from you.
- 4 Best wishes
- 5 PS

Now either do questions 1–3 as a whole-class activity or put Sts in pairs.

If Sts worked in pairs, check answers.

1 a 2 b 3 Yes

- c** Now focus on the instructions and tell Sts they are going to write an email to Sally. Give them time to plan their email.

Details to give Sally:

The time the plane / flight arrives. the flight number
a (mobile) phone number

Need to decide which room to sleep in and what to visit

- d** Go through the layout of the email with the class, pointing out the three different paragraphs.
Set the writing in class or for homework.
- e** Make sure Sts check their emails for mistakes before handing them in.

G defining relative clauses (*a person who...*, *a thing which...*)

V paraphrasing: *like, for example*, etc.

P silent e

Lesson plan

The topic of this lesson is word games. First, Sts are introduced to simple, defining relative clauses through the context of a TV game show where contestants have to complete the alphabet wheel by saying the correct word for definitions for each letter of the alphabet. This context shows Sts that relative clauses can help them with the essential language skill of paraphrasing. After practising the grammar, they go on to learn other useful phrases which will help them keep going in a conversation when they don't know the exact word for something. Sts then play the game with letters A–E only. The pronunciation focus is on how the silent letter *e* at the end of words, e.g. *site, fate*, etc., changes the preceding vowel sound. Finally, Sts define words to each other in order to complete a crossword.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar defining relative clauses

Communicative Can you explain the word?

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 3C

Online Practice 3C

Plus extra Pronunciation and Listening for speakers of Spanish: silent letters; The Alphabet Game

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Tell Sts you are going to play a word game. Play *Hangman* with the word **DICTIONARY**.

I If you don't know how to play *Hangman*, see A1/A2 *Teacher's Book* p.24.

Tell Sts that the lesson is going to be about word games.

1 READING & LISTENING understanding rules of a game

a Books open. Focus on the questions. Do the first one as a whole-class activity and tell Sts if you like word games.

Now give Sts, in pairs, three minutes to find as many words as possible of four letters or more (not including the letters in the circle).

Get some possible answers.

fear, brother, bread, learn, angel, danger, etc.

EXTRA CHALLENGE You could play other word games with these letters, e.g. give Sts three minutes to try to make the longest word they can.

b Focus on the photo of the quiz show. Use it to elicit the word *wheel*, and ask Sts if any of them recognize the show. Then give Sts time to read the text.

Elicit answers. The original show on TV in the UK was called *The Alphabet Game*, and it has been adapted in many countries around the world, e.g. in Spain, where it is called *Pasapalabra* and is very popular.

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

c Tell Sts to read the text again and then cover it.

Put Sts in pairs and get them to answer questions 1–5.

Check answers.

- 1 To complete the wheel by saying the correct word for each letter
- 2 Two minutes
- 3 The place where you catch a plane, airport
- 4 He or she says 'pass', and the presenter goes on to the next letter.
- 5 They get all 25 words correct.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d **3.14** Focus on the instructions and make sure Sts understand the situation. Explain that they are going to listen to the end of the show and they should try to write down the last six words the contestant needs to guess. Tell Sts not to call out the answers.

Play the audio, pausing after each 'ping' to give Sts time to write their answer.

Get Sts to compare with a partner, but don't check answers yet.

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

3.14

(script in Student's Book on p.207)

P = presenter, V = Victoria

P OK. It begins with **B**. It's an adjective for a man who has no hair on his head!

V (ping)

P Right. It begins with **C**. It's an adjective. It describes a place where there are a lot of people, for example a restaurant or a beach in the summer.

V (ping)

P Right. It begins with **G**. They're things which people wear on their hands.

V (ping)

P Right. It begins with **K**. It's the room where people cook.

V (ping)

P Right. It begins with **L**. It's an adjective for a person who doesn't like studying or working, for example. It's the opposite of *hard-working*.

V (ping)

P Right. It begins with **T**. It's a thing which you use in an airport to help you with your cases, or in a supermarket to put your shopping in. Just three seconds left...

V (ping)

e 3.15 Tell Sts that they are going to listen to Victoria again, but this time they will hear her answers. They must compare their answers to hers.

Play the audio the whole way through for Sts to compare their answers.

Check answers. Find out with a show of hands how many Sts got all six answers correct.

1 bald 2 crowded 3 gloves 4 kitchen 5 lazy 6 trolley

3.15

P OK. It begins with **B**. It's an adjective for a man who has no hair on his head!

V Bald.

P Right. It begins with **C**. It's an adjective. It describes a place where there are a lot of people, for example a restaurant or a beach in the summer.

V Crowded.

P Right. It begins with **G**. They're things which people wear on their hands.

V Gloves.

P Right. It begins with **K**. It's the room where people cook.

V Kitchen.

P Right. It begins with **L**. It's an adjective for someone who doesn't like studying or working, for example. It's the opposite of *hard-working*.

V Lazy.

P Right. It begins with **T**. It's a thing which you use in an airport to help you with your cases, or in a supermarket to put your shopping in... Just three seconds left.

V Trolley!

P Congratulations, Victoria! You've done it!

V Oh, great!

EXTRA SUPPORT If there's time, you could get Sts to listen again with script 3.14 on p.207, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

FOR SPEAKERS OF SPANISH Online Practice Listening: The Alphabet Game

2 GRAMMAR

 defining relative clauses

a Focus on the three sentences from the game show and get Sts to complete the gaps.

Check answers.

1 where 2 who 3 which

EXTRA CHALLENGE Get Sts to focus on the three sentences in a and elicit when the words *who*, *which*, and *where* are used.

We use *who* with people, *which* with things, and *where* with places.

b Tell Sts to go to **Grammar Bank 3C** on p.216.

Grammar notes

You may want to point out that in conversation and informal writing, native speakers often use *that* rather than *who* and *which*, e.g. *A waiter is somebody that works in a restaurant.*

The relative pronoun can be omitted in sentences like *This is the book I told you about*, where the subject of the relative clause changes. This is not actively focused on at this level, but is probably worth pointing out, as its omission sometimes causes comprehension problems when Sts are reading or listening, especially when they cannot leave it out in their L1.

3.16 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the information box on **that** and go through it with the class.

Focus on the exercises for **3C** on p.217. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

EXTRA CHALLENGE After checking the answers to a, you could tell Sts to close their books and then ask them *What's an octopus? What's a lawnmower?, etc.* and see if they can remember the definitions.

a

- 1 An octopus is an animal **which** lives in the sea
- 2 A lawnmower is a machine **which** cuts the grass.
- 3 A surgeon is a doctor **who** does operations.
- 4 A changing room is a room **where** people try on clothes.
- 5 A porter is the person **who** helps you with your luggage.
- 6 Garlic is a kind of food **which** keeps vampires away.
- 7 A garage is a place **where** mechanics repair cars.

b

- 1 That's the dog which always barks at night.
- 2 That's the shop where I bought my wedding dress.
- 3 He's the actor who was in the last James Bond film.
- 4 They're the children who live next door to me.
- 5 This is the restaurant where they make great pizza.
- 6 That's the switch which controls the air conditioning.
- 7 He's the teacher who teaches my sister.
- 8 That's the room where we have our meetings.
- 9 This is the light which is broken.

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

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

FOR SPEAKERS OF SPANISH Pocket Book Grammar: defining relative clauses

3 VOCABULARY & SPEAKING paraphrasing

Vocabulary notes

Native speakers often paraphrase when they can't think of the word they want. This is an essential skill for Sts at any level. Encourage Sts to get into the habit of paraphrasing whenever they need to. You can help them with this by giving definitions when they ask what a word means.

- a** Focus on the question and go through the possible answers a–c, making sure Sts understand them. Elicit answers and try to get a mini discussion going about the relative merits of each one.

You may want to point out to Sts that the word to describe option c is *paraphrasing* (the subheading of this section).

- b** **3.17** Tell Sts that they are going to learn some useful expressions to help them explain words they don't know. In pairs, Sts complete the eight expressions with the words in the list.

Play the audio for Sts to listen and check.

Check answers.

1 somebody 2 something 3 somewhere 4 kind
5 opposite 6 like 7 similar 8 example

3.17

- 1 It's somebody who shows you round a city or a museum.
- 2 It's something which we use to pay, instead of cash.
- 3 It's somewhere where people go when they want to send a parcel or a letter.
- 4 It's a kind of fruit. It's long and yellow.
- 5 It's the opposite of *expensive*.
- 6 It's like a sweater, but it has buttons.
- 7 It's similar to a wallet, but it's for a woman.
- 8 It's a verb. For example, you do this to the TV when you've finished watching something.

- c** Play the audio again, pausing after each sentence, and elicit the word being defined. You could point out that after *somewhere*, you can leave out the relative pronoun *where*.

EXTRA SUPPORT Give Sts time, in pairs, to read the expressions again and work out the word being defined.

1 guide
2 credit / debit / bank card
3 post office
4 banana
5 cheap
6 cardigan
7 purse
8 turn off

- d** Focus on the six words and give Sts time in pairs to write definitions.

Elicit some of their answers onto the board.

Possible answers

- 1 It's somebody who plays music on the radio or in a club.
- 2 It's somewhere where you can see paintings.
- 3 It's something which you use to take photos.
- 4 It's a kind of document which you need if you travel abroad / to another country.
- 5 For example, you do this when you are on the beach.
- 6 It's the opposite of *straight*.

- e** Focus on the instructions and make sure Sts only write five definitions – one for each letter from A to E.

EXTRA SUPPORT Put Sts in pairs to write their definitions. If they can't think of words, you could give them words to use, e.g.:

actor	apple	armchair	abroad
bag	builder	breakfast	bathroom
charger	cold	cook	cousin
dictionary	dangerous	dirty	drive
empty	easy	extrovert	earrings

Monitor and help Sts, correcting any errors with relative clauses.

When Sts are ready, put them in groups of three or four. If Sts wrote their definitions in pairs, then put two pairs together.

Sts read their definitions for their teammates to guess.

When they have finished, you could get a few Sts to read their definitions to the class.

4 PRONUNCIATION silent e

Pronunciation notes

Learning how a final *e* after a vowel often changes the pronunciation of this vowel will help Sts to predict the pronunciation of new words.

You may want to point out to Sts that a few common words are exceptions, e.g. *have*, *give*, and *live*, and that with two-syllable words the rule is usually true when the syllable with the silent *e* is stressed, e.g. *decide* and *arrive*, but not *practise*.

- a** Focus on the **Silent e** box and go through it with the class.

Now focus on the two definitions and elicit the words.

1 hat 2 hate

Ask the class how the pronunciation of the first word changes when you add the *e*.

It changes from /æ/ to /eɪ/ (from short to a diphthong). With an *e*, it's the same sound as the letter *a*.

b Put Sts in pairs and get them to practise saying the words.

Check answers and make sure Sts know the meaning of the words. Model and drill pronunciation.

bit /bɪt/ – bite /baɪt/
not /nɒt/ – note /nəʊt/
plan /plæn/ – plane /pleɪn/
cut /kʌt/ – cute /kju:t/

EXTRA SUPPORT Write the words and phonetics on the board to help Sts.

c **3.18** Focus on the instructions, and then play the audio for Sts to listen to the definitions and write the pairs of words.

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

Now play the audio again, pausing after each definition, and elicit the words.

1 a win	b wine
2 a pet	b Pete
3 a mad	b made

3.18

- a It's a verb. It's the opposite of *lose*.
b It's something you drink. It's alcoholic and it can be red, white, or rosé.
- a It's an animal which people have in their house, for example a cat.
b It's the short form of the name *Peter*.
- a It's an adjective similar to *crazy*.
b It's the past tense of the verb *make*.

d Put Sts in pairs and get them to say the words to each other.

e **3.19** Play the audio for Sts to listen and check.
Check answers.

kite /kaɪt/ bin /bɪn/ stone /stəʊn/
tap /tæp/ grapes /greɪps/ mug /mʌg/

3.19

See words in Student's Book on p.43

FOR SPEAKERS OF SPANISH Online Practice Pronunciation: silent letters

5 SPEAKING

MEDIATION ACTIVITY Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Split crossword, A** on p.189, **B** on p.195.

Go through the instructions carefully and make sure Sts understand what they have to do. Before Sts start, check they understand the meaning of *down* and *across* when asking for the crossword clues.

EXTRA SUPPORT Put Sts in pairs, **A** and **B**. Then put two Sts **A** and two Sts **B** together. Get them to look at the words in their crossword and make sure they know the meanings. Now put Sts back in their original pairs to do the activity.

Sit **A** and **B** face-to-face. **A** asks **B** to define his / her missing words. Then **B** does the same, and they continue taking turns to ask for and give definitions.

When they have finished, get them to compare crosswords.

Function at the restaurant

Vocabulary restaurants: *menu, bill, etc.*

Lesson plan

In this lesson Sts practise ordering food and then explaining that there is a problem. The Rob and Jenny story develops. Jenny shows Rob around the New York office, and introduces him to Barbara, the boss. Jenny and Rob go out for lunch, and Holly, Jenny's colleague, joins them and takes over the conversation!

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Practical English Episode 2

Quick Test 3

File 3 Test

For students

Workbook Practical English 2

Can you remember...? 1–3

Online Practice Practical English 2

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before starting Episode 2, elicit what Sts can remember about Episode 1. Ask *Who's Rob? Where does he work / live? Who's Jenny? Where is she from?*, etc.

Alternatively, you could play the last scene of Episode 1.

1 IN THE NEW YORK OFFICE

a **3.20** Books open. Focus on the photo and ask Sts to guess where Rob is and who the woman is.

Now focus on the instructions and on sentences 1–6.

Go through them with Sts and make sure they understand them.

Now play the video / audio once the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false).

Make it clear that they don't need to correct the false sentences yet.

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

1 F 2 T 3 F 4 F 5 T 6 F

3.20

J = Jenny, R = Rob, B = Barbara, H = Holly

J Well, I think that's everything. What do you think of the office?

R It's brilliant, and much bigger than our place in London.

J Oh, here's Barbara. Rob, this is Barbara, the editor of the magazine.

B It's good to finally meet you, Rob.

R It's great to be here.

B Is this your first time in New York?

R No, I came here when I was eighteen. But only for a few days.

B Well, I hope you get to know New York much better this time!

J Barbara, I'm going to take Rob out for lunch. Would you like to come with us?

B I'd love to, but unfortunately I have a meeting at one. So, I'll see you later. We're meeting at three, I think.

J That's right.

B Have a nice lunch.

H Hey, are you Rob Walker?

R Yes.

H Hi, I'm Holly. Holly Tyler.

R Hello, Holly.

H We're going to be working together.

J Really?

H Didn't Barbara tell you? I'm going to be Rob's photographer!

J Oh, well... We're just going for lunch.

H Cool! I can come with you. I mean, I had a sandwich earlier, so I don't need to eat, but Rob and I can talk. Is that OK?

J Sure.

H So, let's go.

b Play the video / audio again, so Sts can watch or listen a second time and correct the false sentences.

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

1 The New York office is **much bigger**.

3 Rob **has been** to New York before.

4 **Holly** is going to have lunch with Rob and Jenny.

6 Holly wants to go to the restaurant because she **wants to talk to Rob**.

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

2 VOCABULARY restaurants

- a Put Sts in pairs and tell them to answer the questions in the restaurant quiz.
- b **3.21** Play the video / audio for Sts to watch or listen and check.
Check answers.

What do you call...?

- 1 the menu
- 2 courses
- 3 a waiter / waitress
- 4 the bill
- 5 the tip

What do you say...?

- 6 A table for four, please.
- 7 Can I have the pasta? Could I have the pasta? I'll have the pasta. I'd like the pasta.
- 8 Can I have the bill, please? Could I have the bill, please?

EXTRA IDEA You could do the quiz as a competition. Set a time limit, and the pair with the most correct answers are the winners.

3 AT THE RESTAURANT

- a **3.22** Focus on the photo and ask Sts *Where are they?* (at the restaurant) and *Who are the three people?* (Rob, the waitress, and Jenny).

Now either tell Sts to close their books, and write the questions on the board, or get Sts to focus on the two questions and cover the conversation on p.45.

Play the video / audio once the whole way through and then check answers. You might want to point out that the waitress has an Australian accent.

- 1 Jenny orders tuna and a green salad. Rob orders steak and fries. Holly doesn't order anything.
- 2 The waitress gives Jenny fries instead of a salad and Rob's steak is rare, not well done.

3.22 3.23

W = waitress, J = Jenny, R = Rob, H = Holly

W Are you ready to order?

J Yes, please. (repeat)

W Can I get you something to start with?

J No, thank you. (repeat) I'd like the tuna with a green salad. (repeat)

W And for you, sir?

R I'll have the steak, please. (repeat)

W Would you like that with fries or a baked potato?

R Fries, please. (repeat)

W How would you like your steak? Rare, medium, or well done?

R Well done. (repeat)

H Nothing for me. (repeat)

W OK. And to drink?

J Water, please. (repeat)

W Still or sparkling?

J Sparkling. (repeat)

W The tuna for you, ma'am, and the steak for you, sir.

J I'm sorry, but I asked for a green salad, not fries. (repeat)

W No problem. I'll change it.

R Excuse me. (repeat)

W Yes, sir?

R Sorry, I asked for my steak well done, and this is rare. (repeat)

W I'm really sorry. I'll take it back to the kitchen.

- b Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the waitress) and who says the **You say** phrases (the customer, or here Jenny, Rob, and Holly). These phrases will be useful for Sts if they need to order food / a drink, and if they then have problems. You might want to point out the difference between *madam* in British English, which Sts will have seen if they did A1/A2, and *ma'am* in American English.

Give Sts a minute to read through the conversation and to think about what the missing words might be. Then play the video / audio again, and get Sts to complete the gaps. Play again if necessary.

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

- 1 order 2 start 3 potato 4 medium 5 drink 6 Still
7 sir 8 change 9 take

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Make sure Sts understand that *rare*, *medium*, and *well done* refer to the different ways a steak can be cooked. Also remind Sts of the two kinds of mineral water, *still* and *sparkling*.

- c **3.23** Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the **You say** phrases when they hear the beep. Elicit / Explain the two ways of ordering, e.g. *I'd like (I would like) the tuna with a green salad or I'll have the steak, please.* Elicit what Holly says (*Nothing for me.*) and ask Sts why she says that (she had a sandwich earlier).

Play the video / audio, pausing if necessary for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation, but probably not to try to copy Jenny and Holly's American accents. When Jenny pronounces *water* as /'wɔ:ɪdər/, Sts should use the British English pronunciation of *water* /'wɔ:tə/.

3.23

Same as script 3.22 with repeat pauses

- d Put Sts in pairs, **A** and **B**. **A** is Jenny, Rob, and Holly, and **B** is the waiter / waitress. Get Sts to read the conversation aloud and then swap roles.

- e **MEDIATION ACTIVITY** Focus on the instructions. **B** (book open) is the waiter / waitress. **A** (book closed) should decide what to eat and then respond when **B** starts with *Are you ready to order?*

Sts now role-play the conversation.

- f When they have finished, they should swap roles.

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

4 HOLLY AND ROB MAKE FRIENDS

a **3.24** Focus on the question.

Play the video / audio once the whole way through, and then check the answer.

Rob and Holly enjoy the lunch, but Jenny doesn't.

3.24

H = Holly, R = Rob, J = Jenny, W = waitress

H So tell me, Rob, what are you going to write about?

R Well, to start with, my first impressions of New York. You know, the nightlife, the music, things like that.

H Are you planning to do any interviews?

R I'd like to. Do you have any suggestions?

H Well, I know some great musicians.

R Musicians?

H You know, guys in bands. And I also have some contacts in the theatre and dance.

R That would be great.

H Maybe we could go to a show, and after you could talk to the actors.

R I really like that idea.

W Can I bring you anything else?

J Could we have the check, please?

W Yes, ma'am.

W Here's your check.

J Thanks.

J Excuse me. I think there's a mistake. We had two bottles of water, not three.

W You're right. I'm really sorry. It's not my day today! I'll get you a new check.

J Thank you.

H We're going to have a fun month, Rob.

R Yeah, I think it's going to be fantastic.

J OK, time to go. You have your meeting...with Barbara at three.

R Oh yeah, right.

b Focus on questions 1–6 and give Sts time to read them.

Before playing the video / audio again, focus on the **British and American English** box and go through it with the class.

Now play the video / audio again, so Sts can watch or listen a second time and answer the questions.

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

- 1 He's going to write about his first impressions of New York, the nightlife, and music.
- 2 Holly says she can introduce him to musicians, and she also knows people in the theatre and dance.
- 3 She says they could go to a show.
- 4 It says three bottles of water, but they only had two.
- 5 Because Rob has a meeting with Barbara (and maybe because she is getting tired of Holly).
- 6 No, she wanted to be alone with Rob.

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

c Focus on the **Social English** phrases. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

d **3.25** Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

- 1 So
- 2 start
- 3 suggestions
- 4 be
- 5 Could
- 6 mistake
- 7 time

3.25

1 So, tell me...

2 Well, to start with...

3 Do you have any suggestions?

4 That would be great.

5 Could we have the check, please?

6 Excuse me, I think there's a mistake.

7 OK, time to go.

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

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

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

A 7 B 6 C 3 D 4 E 2 F 5 G 1

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

Finally, focus on the **CAN YOU...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practise the language.

G present perfect + *yet, just, already*

V housework, *make or do?*

P the letters *y* and *j*

Lesson plan

This lesson presents the present perfect to talk about the recent past, and Sts also learn to use it with *yet, just, and already*. Sts who completed *English File A1/A2* will have seen the present perfect (though not *yet, just, and already*), but for other Sts this will be completely new. The context of the lesson is housework. Sts begin with two articles about housework to read and discuss. There is then a vocabulary focus on common verb phrases for housework, and collocations with *make* and *do*. In a speaking activity, Sts read a questionnaire and discuss who in their country does housework and whether they do any themselves. The grammar is then presented through three short conversations between family members about housework. The pronunciation focus is on the letters *y* and *j*, as in *yet* and *just*. The lesson ends with a listening which gives tips about how to clean quickly and efficiently.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present perfect + *yet, just, already*

Vocabulary Housework, *make* and *do?*

Communicative Find the response

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 4A

Online Practice 4A

Plus extra Pronunciation for speakers of Spanish: /ts/, /ʃ/, /dʒ/, and /j/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write these countries on the board:

CANADA ITALY NORWAY SPAIN UK

Ask Sts to rank them 1–5, with 1 = men do the most housework, and 5 = men do the least housework.

Now tell them the real order according to a 2016 survey.

- 1 Norway, where men do more housework than any other country in the world
- 2 Canada
- 3 Spain
- 4 UK
- 5 Italy

Ask Sts if they're surprised by the order.

1 READING & VOCABULARY housework, *make or do?*

- a** Books open. Focus on the task and read the two headlines. Explain / Elicit the meaning of the expression *as good as* (= equally good). Elicit what the missing words might be.
- b** Tell Sts to read the two articles to check their answers to **a**. Then they should read the online comments after the articles and match comments A–F to either article 1 or 2. Point out that the first one (1A) has been done for them. When Sts have completed the task, get them to compare with a partner. Check answers.

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

- a** housework
b B 2 C 2 D 1 E 2 F 1

Now put Sts in pairs and get them to discuss which comments they agree with.

Get some feedback.

- c** Do this as a whole-class activity.

do (housework, sport, the cleaning,)

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** Tell Sts to go to **Vocabulary Bank Housework, make or do?** on p.240.

Vocabulary notes

Housework

You may want to point out that *wash* and *wash up* are used as normal verbs, (e.g. *I'm going to wash my hair*, etc.), but that when we refer to the housework activity of washing clothes or washing up plates, etc., it is more common to use the phrases *do the washing* and *do the washing-up*. This is similar to the difference between *swimming* and *go swimming*, focused on in **2A**.

You might also want to tell Sts that in British English *vacuuming* and *hoovering* are synonyms. The word *hoover* comes from the American vacuum cleaner company.

make or do

You could suggest that when Sts aren't sure whether to use *make* or *do*, to bear in mind that *make* often has the meaning of 'creating' something which wasn't there before, e.g. *make dinner, make a noise, make a cake*, etc., whereas *do* has the meaning of fulfilling a task which already exists, e.g. *do an exercise, do housework, do a course*, etc. This rule of thumb is generally true, although there are a few exceptions, e.g. *make the bed*.

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

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

4.1

Housework, *make or do?* 1 Housework

- 7 clean the floor
- 6 do the ironing
- 3 do the shopping
- 10 do the vacuuming
- 2 do the washing
- 8 do the washing-up
- 13 dust the furniture
- 1 lay the table (opposite *clear*)
- 15 load the dishwasher (opposite *unload*)
- 14 make lunch
- 4 make the bed
- 11 pick up dirty clothes
- 5 put away your clothes
- 12 take out the rubbish
- 9 tidy your room

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

Finally, do **c** and get Sts to cover the phrases and look at the photos. They can test themselves or a partner.

Now focus on **2 make or do** and get Sts to do **a** individually or in pairs.

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

4.2

2 *make or do*

- 1 **do** a course
- 2 **make** a mistake
- 3 **do** an exam (an exercise, homework)
- 4 **make** a noise
- 5 **make** a phone call
- 6 **do** housework
- 7 **make** friends
- 8 **do** sport (or exercise)
- 9 **make** plans
- 10 **make** an excuse

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

Finally, do **c** and get Sts to cover the phrases and look at the photos. They can test themselves or a partner.

Focus on **Activation** and put Sts in pairs to test each other. **A** (book open) says a noun and **B** (book closed) says the verb. Make sure they swap roles.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book Vocabulary:** prepositions: *at / in / on*; verbs + prepositions; housework; *make or do?*

2 SPEAKING

Focus on the questionnaire and go through the questions, making sure Sts understand all the lexis, e.g. *fair, typical, teenager, argue*, etc.

Now put Sts in pairs and get them to answer the questions.

Get some feedback from various pairs.

3 GRAMMAR present perfect + *yet, just, already*

a Tell Sts to look at the pictures and read the conversations. Then they should complete them with the verbs from the list. Explain that these are past participles. Point out that the first one (*finished*) has been done for them.

EXTRA SUPPORT If your Sts haven't seen the present perfect before, or they've seen it only very briefly, tell them that the past participles are of regular and irregular verbs, and elicit which verbs they are.

Give Sts time to complete the three conversations.

b 4.3 Play the audio for Sts to listen and check.

Check answers, and if you didn't do this before, elicit the infinitive of each verb.

- 1 finished (finish), started (start), broken (break)
- 2 made (make), come (come), been (be)
- 3 done (do), put (put)

4.3

- 1 **A** Have you *finished* the washing-up?
B Not yet.
A Have you started it?
B Er...yes.
A What's that noise? Have you broken something?
B Sorry. Only a glass.
- 2 **A** What's for dinner?
B I don't know. I haven't made anything. I've just come home.
A Is there anything in the fridge?
B Not much. I haven't been to the supermarket yet.
A Oh!
B Maybe you can go?
- 3 **A** Are you going to take the rubbish out?
B I've already done it.
A And have you put a new bag in the bin?
B No, I couldn't find the bags.

Ask the class the two questions and elicit some answers. You could also tell Sts if you have conversations like this, and who with.

c Focus on the instructions and then give Sts time to match sentences 1–4 to meanings A–D.

Check answers. If you know your Sts' L1, you could elicit the translation of *just, already, and yet*. Elicit / Explain that the verbs are in the present perfect.

- 1 d 2 c 3 b 4 a

! *Just* has other meanings in other contexts, e.g. *only*.

d Tell Sts to go to **Grammar Bank 4A** on p.218.

Grammar notes

For some Sts the present perfect may be new. They may have something similar in their L1 or they may not, and the use is likely to be different. It takes time for Sts to learn and use the present perfect correctly, but this use (for things that have happened recently, with no time mentioned) is probably the simplest to understand, and Sts will probably already be used to you asking them, e.g. *Have you finished?*, etc. *Yet / already* may not have an exact equivalent in Sts' L1, and the meaning is not that easy to explain, as they are words which simply add emphasis. There is not much difference between *I haven't finished* and *I haven't finished yet*, but adding *yet* implies that you are going to finish.

just + present perfect: This use may be difficult for Sts to assimilate, as it may be expressed in a completely different way in Sts' L1, i.e. with another verb followed by the infinitive. Sts may also have previously met *just* with the meaning *only*. Tell them that the meaning is usually clear from the context. Lesson **4B** focuses on the present perfect for past experience with *ever* / *never*, and contrasts it with the past simple. Later in the course (**9B**) Sts are introduced to the present perfect with *for* and *since* for unfinished actions, and this is again contrasted with the past simple in **9C**.

Focus on the example sentences and play audio **4.4** and **4.5** for Sts to listen and repeat. Encourage them to copy the rhythm. Go through the rules with the class.

If your Sts are new to the present perfect, when you go to the **Irregular verbs** list on p.250, get them to underline or highlight the verbs where the past participle is different from the past simple, e.g. *be*, *become*, etc.

EXTRA IDEA Get Sts to close their books, and test them on participles which are different from the past simple.

Focus on the exercises for **4A** on p.219. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- 1 She's bought a new jacket.
 - 2 He hasn't found a job yet.
 - 3 Have you spoken to Mr Jackson?
 - 4 We've found a fantastic hotel.
 - 5 They haven't finished eating.
 - 6 Have you seen Peter recently?
 - 7 Have you done your homework?
 - 8 We haven't replied to their email yet.
- b**
- 1 I've just had breakfast.
 - 2 Have you finished your dinner yet?
 - 3 The film has already started.
 - 4 I haven't met his girlfriend yet.
 - 5 They've just got married.
 - 6 He's already gone home.
 - 7 We've just spoken to him.
 - 8 I haven't read his new book yet.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present perfect + *yet*, *just*, *already*

4 PRONUNCIATION & SPEAKING the letters y and j

Pronunciation notes

Remind Sts that:

- the letter *y* at the beginning of a word is always pronounced /j/.
- the letter *j* is always pronounced /dʒ/.

- a** **4.6** Focus on the sound pictures and elicit the words and sounds: *yacht* /jɒt/ and *jazz* /dʒæz/.
- Play the audio for Sts to listen and repeat.

4.6

See words and sounds in Student's Book on p.55

- b** **4.7** Before playing the audio, make sure Sts know the meaning of all the words, especially *jaw* (= the parts of your face that move when you talk or eat).

Now play the audio once for Sts just to listen.

4.7

- 1 **a** yet **b** jet
2 **a** yes **b** Jess
3 **a** yours **b** jaws

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

Now ask Sts how the letters *y* and *j* are pronounced at the beginning of words.

At the beginning of a word, *y* = /j/ and *j* = /dʒ/.

- c** **4.8** Tell Sts they are going to hear three words from **a**. Play the audio, pausing after each word to check the answer.

4.8

- 1 **a** yet 2 **b** Jess 3 **a** yours

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 the Sound Bank videos on *Online Practice*.

- d** **4.9** Tell Sts they are going to hear five sentences and they must write them down.

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

4.9

- 1 I've just bought some jeans and a jacket.
- 2 Have you used your new computer yet?
- 3 Jane's really enjoying her Japanese classes.
- 4 Do you usually argue about housework?
- 5 Is John's birthday in June or July?

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

Check answers by eliciting the sentences onto the board. You may want to point out the hidden /j/ sound in *new*, *computer*, and *argue*.

See sentences in script 4.9

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

- e** **4.10** Tell Sts they are going to hear six sound effects of things that have just happened. Point out the example. Put Sts in pairs and tell them first to listen only. Play the audio once the whole way through.

4.10

(Sound effects to illustrate the following sentences)

- 1 She's just broken a glass.
- 2 They've just got married.
- 3 He's just taken a photo.
- 4 She's just seen a mouse.
- 5 The film has just finished.
- 6 A dog has just seen a cat.

Now play the audio again, pausing after each sound effect for Sts to say a sentence with *just* and the present perfect. Accept all correct and possible sentences.

See sentences in script 4.10

EXTRA SUPPORT When Sts listen the first time, tell them to make notes only. Then play the audio again, pausing after each sound effect for Sts, in pairs, to write their sentences.

f MEDIATION ACTIVITY Tell Sts to go to **Communication Has he done it yet?** on p.190. Give them one minute to look at and remember the picture.

Now tell Sts to go to p.192. Go through the instructions and point out the example. They should write their seven sentences with either *already* or *yet*.

When Sts have written their sentences, put them into pairs. They read their sentences aloud to each other to see if they have written the same. Monitor to check they are forming the present perfect correctly and are putting *already* and *yet* in the correct place.

Finally, Sts check with the picture to see how many of their sentences were correct.

Get feedback.

Things Max has already done

- 1 He's already made the bed.
- 2 He's already had breakfast.
- 3 He's already had a shower.

Things Max hasn't done yet

- 1 He hasn't tidied his desk yet.
- 2 He hasn't taken the dog for a walk yet.
- 3 He hasn't turned off his computer yet.
- 4 He hasn't put away his clothes yet.

You could do **c** as a whole-class activity.

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

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ts/, /f/, /dʒ/, and /j/

5 LISTENING

checking hypotheses using background knowledge

- a** Do this as a whole-class activity.
- b** Focus on the task and make sure Sts understand all the lexis in the title of the video blog.
- Put Sts in pairs and give them time to guess what the missing words in tips 1–7 are.
- c** **4.11** Play the audio for Sts to listen and check.
- Get Sts to compare with their partner, and play the audio again if necessary.
- Check answers.

- 1 often 2 right 3 microwave 4 clean 5 their shoes
6 floor 7 to music

4.11

I'm lazy, but I like living in a clean tidy home. Maybe you're the same. It doesn't matter if you live by yourself, with a partner, or with a group of friends. You're always going to have to do some housework. Learn a few cleaning tricks and you can have a clean home – and still have plenty of time to relax and do nothing.

Tip one: Clean quickly, but often.

Clean for just ten minutes twice a day. This gives you time to, for example, load the dishwasher and do one other thing like vacuuming. Set an alarm on your phone to motivate yourself.

Tip two: Keep cleaning products in the right place.

Put cleaning products near the place where you need them. Keep bathroom cleaners in the bathroom, keep bin bags by the bin, and keep dishwasher tablets on top of the dishwasher. Sometimes you

don't clean if you can't immediately see what you need, and you don't want to look for it.

Tip three: Clean the microwave regularly.

You probably use this every day and it gets dirty quickly, believe me. But cleaning it is super easy. All you need to do is pour a little water into a microwave-safe bowl, slice a lemon in half and squeeze the juice into the water. Then, put the two halves of the lemon in the bowl and microwave on high for three minutes. Leave the door closed for another five minutes, and then clean the inside with a cloth.

Tip four: Use your dishwasher to clean other things.

If you have a dishwasher, it's probably already your best friend. But did you know that it can clean much more than just kitchen things? You can use it to clean all kinds of things made of plastic like toys, or even flip flops or other plastic shoes, and also for things made of metal like tools, or keys.

Tip five: Tell people to take off their shoes when they come in.

If you hate vacuuming, but you also hate the floor because you don't do the vacuuming, there's an easy solution – tell your housemates and guests to take off their shoes at the front door. And if they forget or refuse, give them the vacuum cleaner.

Tip six: Use your socks to clean the floor.

If you have a hard floor, like wood or stone, for example, make your socks work for you. Take your shoes off, and slide across a different part of your floor each time you move across it. It'll soon be completely clean. Then, just throw your socks in the washing machine. And finally tip seven: Listen to music while you clean.

Sometimes you really need to do some housework that you hate, like ironing or cleaning the bathroom. Put on your favourite playlist and focus on the music, not the boring housework.

And one last word – many people say that lazy people are often the best employees because they find the most efficient way to complete a task. That's the way you need to think when you're cleaning. Good luck!

d Now tell Sts they are going to listen again and they need to answer questions 1–7. Tell them that each question is linked to a tip in **b**, so for questions 6 and 7, they must quickly look at the tip again.

Give Sts time to read the questions and make sure they understand all the lexis, e.g. *flip-flops*, *tools*, etc.

Play the audio again, pausing after each tip to give Sts time to answer the question.

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

Check answers.

- 1 For ten minutes twice a day. Set an alarm on your phone to motivate yourself.
- 2 Near the place where you need them. If you don't know where the product is, you don't want to look for it.
- 3 Pour a little water into a microwave-safe bowl, slice a lemon in half and squeeze the juice into the water. Then, put the two halves of the lemon in the bowl and microwave on high for three minutes. Leave the door closed for another five minutes, and then clean the inside with a cloth.
- 4 Because you can clean them in the dishwasher.
- 5 Give them the vacuum cleaner.
- 6 Hard floors, like wood or stone. Throw your socks in the washing machine when you finish.
- 7 Ironing and cleaning the bathroom.

e Do this as a whole-class activity and answer the questions yourself.

G present perfect or past simple? (1)

V shopping

P c and ch

Lesson plan

In this lesson Sts look at the present perfect for past experience with *ever / never*, and contrast it with the past simple. The context of the lesson is shopping. Sts begin with a speaking activity about global chain stores, and a vocabulary focus on shopping. This is followed by a pronunciation focus on different ways of pronouncing the letters *c* and *ch*. Sts then listen to five people answering questions about shopping, and through this the grammar is presented. Then in speaking, Sts have a mingle activity where they ask other Sts some shopping-related *Have you ever...?* questions, which they then follow up with past simple questions. Finally, the lesson ends with an article explaining why we often find areas where there are a lot of the same kinds of shops.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present perfect or past simple? (1)

Vocabulary Shopping

Communicative Have you ever...?

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 4B

Online Practice 4B

Plus extra Pronunciation and Listening for speakers of Spanish: *c* and *ch*; Shopping

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Quickly revise vocabulary for clothes. Tell Sts to describe what other Sts are wearing or to test each other using the **Vocabulary Bank** on p.237.

1 SPEAKING & VOCABULARY shopping

a **MEDIATION ACTIVITY** Books open. Focus on the task and make sure Sts understand what a *global chain store* is.

Put Sts in pairs and get them to discuss questions 1–7.

Check answers for questions 1 and 2, and get some feedback from various pairs for questions 3–7.

- Zara sells clothes and accessories (also Zara Home, which sells things for the house); Apple sells technology; Topshop sells clothes and accessories; The Body Shop sells products for skin and body (e.g. face cream); H&M sells clothes and accessories; Nike sells sportswear; IKEA sells things for the house; Uniqlo sells clothes and accessories.
- Zara is from Spain; Apple is from the USA; Topshop is from the UK; The Body Shop is from the UK; H&M is from Sweden; Nike is from the USA; IKEA is from Sweden; Uniqlo is from Japan.

b Tell Sts to go to **Vocabulary Bank Shopping** on p.241 and do **1 In a shop or store**.

Vocabulary notes

In a shop or store

Highlight:

- that *store* is American English for *shop*, but now in the UK people use both *shop* and *store*.
- the difference between *fit* and *suit*. If clothes don't fit you, it means they're the wrong size (e.g. too big, too small, too tight, too loose). If clothes don't suit you, it means they don't look good on you.

Online

Some of this vocabulary will be more useful for Sts to understand than to actively use, e.g. *proceed to checkout*, but with the growth of online shopping worldwide, it is useful for them to learn the typical expressions they may see.

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

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

4.12

Shopping 1 In a shop or store

- | | |
|----------------------------|------------------|
| 3 basket | 7 shop assistant |
| 1 changing rooms | 4 shopping bag |
| 10 (self-service) checkout | 2 the sales |
| 5 customer | 6 till |
| 11 receipt | 8 trolley |
| 9 shelves | |

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Point out to Sts that the *p* in *receipt* is silent. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Get Sts to cover the words and look at the photos. They can test themselves or each other.

Focus on **c** and get Sts to match the sentences.

4.13 Now do **d**. Play the audio for Sts to listen and check. Check answers. Model and drill the pronunciation of *suit* /su:t/.

1 d 2 e 3 a 4 b 5 c 6 f

4.13

2 Shopping online

- Can I help you?
I'm just looking, thank you.
- What size are you?
I'm a medium.
- Can I try on this shirt?
Yes, the changing rooms are over there.
- This shirt doesn't fit me.
It's too big for me.
- That jacket really suits you!
You always look good in red.
- I'm going to take these trousers back. They're too short.

Now do **2 Online**. Focus on **a** and get Sts to read the text and complete the gaps.

4.14 Now do **b**. Play the audio for Sts to listen and check. Check answers. Give further practice of any words your Sts find difficult to pronounce.

2 account 3 item 4 basket 5 checkout 6 delivery
7 next-day 8 debit 9 payment 10 auction

4.14

2 Shopping online

All major chain stores and many other shops sell online, and a lot of people prefer going to their website than the actual shop. The first time you use a site, you usually have to create an account, where you give your personal details. Then you choose what you want to buy, and click on each item. Everything you buy goes in your basket, usually at the top right of the page. When you are ready to pay, you click on 'proceed to payment'. You then have to give the delivery address where you want them to send your things. You can usually pay extra for next-day delivery – standard delivery is sometimes free. Then you choose how you want to pay, for example with a credit or debit card or with PayPal, and give your payment details, for example your credit card number and expiry date. Finally, you confirm your payment and receive a reference number and a confirmation email. And then you wait! Many people also buy and sell things online at auction sites, like eBay.

Finally, focus on **Activation**. Put Sts in pairs to discuss the questions. Get some feedback from various pairs.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book Vocabulary:** shopping; describing a town or city

2 PRONUNCIATION *c* and *ch*

a Write on the board **CUT** and **CENT** and elicit their pronunciations. Highlight that *c* can be pronounced /k/ or /s/.

Focus on the two sound pictures and elicit the words and sounds: *key* /ki:/ and *snake* /sneɪk/. Give Sts a few minutes to put the words in the correct row. Encourage them to say the words aloud as they do this.

Get Sts to compare with a partner.

b **4.15** Play the audio for Sts to listen and check. Check answers.

4.15

key /k/ account, auction, click, clothes, credit card, customer
snake /s/ city, proceed, receipt, shopping centre

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

Then focus on the question and check the answer.

c is usually /s/ before *e* and *i*, e.g. *centre*, *city*, etc.

c **4.16** Focus on the first question and elicit the answer.

The letters *ch* are usually pronounced /tʃ/.

Now play the audio for Sts to listen to the words and circle the ones that are pronounced differently. Check answers.

chemist's and *cash machine* are pronounced differently. In *chemist's* the letters *ch* are pronounced /k/ and in *machine* they are pronounced /ʃ/.

4.16

See words in Student's Book on p.56

EXTRA CHALLENGE Elicit some more words where *ch* is pronounced /k/ or /ʃ/. Sts should know, e.g. *architect*, *mechanic*, *Christmas* (*ch* = /k/), and *chef*, *moustache* (*ch* = /ʃ/). You may want to tell them that words where *ch* is pronounced /ʃ/ are mostly of French origin.

d Get Sts to practise saying all the words in **a** and **c**.

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 the Sound Bank videos on *Online Practice*.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: *c* and *ch*

3 GRAMMAR present perfect or past simple? (1)

a **4.17** Tell Sts that they're going to listen to three people being interviewed about shopping. Tell them the first time they listen they just need to write down the names of shops in **1a** that the people mention.

Play the audio once the whole way through.

Check answers.

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

Kate: H&M

Rosie: Top Shop and The Body Shop

John: Uniqlo

4.17

I = interviewer, K = Kate

I Have you been to a chain store recently?

K Yes, I have. I went to H&M three weeks ago.

I And what did you buy?

K I bought a skirt. It's a long, black skirt.

I Are you happy with it?

K Yes, yes, and er...it was very cheap because it was in the sale. And it suits me.

I = interviewer, R = Rosie

I Have you been shopping for clothes recently?

R Yes, I went shopping at the weekend with my friends.

I Where did you go?

R We went to the city centre, to Princes Street – that's where we always go.

I Did you buy anything?

R I tried on a few things in Topshop, but in the end there wasn't anything I liked. But I did get something in The Body Shop. There's a shopping centre just off Princes Street, and there's a Body Shop there, and I bought some strawberry shower gel. I really like it.

I = interviewer, J = John

I Have you ever bought anything from Uniqlo?

J Not from the shop, because there isn't one where I live, but I sometimes buy stuff on their website.

I What was the last thing you bought there?

J It was a few months ago. I got some T-shirts. I always get them there; they do really good, cheap T-shirts.

I How many did you get?

J Five, I think. Yes, five.

I And are you happy with them?

J Yes. They were about five pounds each, and delivery was another five pounds, so that was thirty pounds for five T-shirts.

- b** Before playing the audio again, get Sts, in pairs, to talk about what they can remember for the two questions. Play the audio again. Pause it after each speaker to give Sts time to answer the questions. Get Sts to compare with a partner, and then check answers.

Speaker 1 (Kate): a skirt; yes
Speaker 2 (Rosie): strawberry shower gel; yes
Speaker 3 (John): five T-shirts; yes

- c** **4.18** Tell Sts to look at the beginning of Kate's interview and think what the missing verbs might be. Play the audio for Sts to listen and complete the task. Check answers.

1 Have...been 2 have 3 went 4 did...buy 5 bought

4.18

- A** Have you been to a chain store recently?
B Yes, I have. I went to H&M three weeks ago.
A And what did you buy?
B I bought a skirt.

- d** Do this as a whole-class activity.

present perfect; past simple

- e** Tell Sts to go to **Grammar Bank 4B** on p.218.

Grammar notes

This use of the present perfect, to talk about past experiences when we don't mention a time, is usually quite easy for Sts to understand. However, they may have problems with the switch to the past simple to talk about the specific experience / time, as in some Sts' L1, they may be able to continue with the present perfect.

If this is your Sts' first exposure to the contrast, don't expect too much oral accuracy yet. The contrast between present perfect and past simple for unfinished and finished actions is also studied in **9C**.

Focus on the example sentences and play both audio **4.19** and **4.20** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **been and gone** box and go through it with the class.

Then focus on the exercises for **4B** on p.219. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a** 1 Have...bought 2 've...wanted 3 haven't read
 4 haven't been 5 Has... lived 6 've been 7 hasn't flown
 8 hasn't met 9 Have...eaten 10 has...told
b 1 went 2 was 3 Did...buy 4 got 5 Were
 6 Have...bought 7 gave
c 1 gone 2 been 3 been 4 gone 5 been

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

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

- f** Tell Sts they are now going to answer the same questions as the people in the interview in **3a**. Put Sts in pairs and get them to interview each other. Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present perfect or past simple? (1)

4 SPEAKING

- a** Focus on the instructions. Do question 1 with the whole class and elicit the missing past participles (*bought* and *sold*). Sts should complete questions 2–6 with the missing participles. Check answers.

2 bought 3 got 4 lost 5 tried 6 had

- b** Focus on the follow-up question(s) after each present perfect question in **a** and point out that they are in the past simple. Get Sts to interview you with the first two or three questions.

Finally, get Sts to stand up and move round the class. When somebody answers *Yes, I have* to the present perfect question, Sts should ask the follow-up questions. Get some feedback from the class.

5 READING understanding a theory

- a** Focus on the instructions. Then read the introduction as a class and elicit some answers.
b Do this as a whole-class activity. Elicit some ideas from the class, but don't tell them if they are correct.
c Tell Sts to read the article and check their answer to **b**. Tell them not to worry about the gaps. Check the answer.

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

The second situation because nobody needs to walk more than 250 metres for an ice cream.

- d** Now tell Sts to read the article again and complete the gaps with phrases A–D. Get Sts to compare with a partner, and then check answers.

1 B 2 C 3 D 4 A

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- e** Do the first question as a whole-class activity. Focus on the pronunciation of *half* /hɑ:ɪ/ and *halves* /hɑ:vz/.

half

Now put Sts in pairs and get them to work out the plural of the nouns in the list.

Check answers, making sure Sts know what all the words mean.

leaves, lives, knives, shelves, wives

- f** Do this as a whole-class activity.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: Shopping

G *something, anything, nothing, etc.*

V adjectives ending *-ed* and *-ing*: *bored, boring, etc.*

P /e/, /əʊ/, and /ʌ/

Lesson plan

In this lesson Sts learn how to use *something, anything, nothing, etc.* These words will be familiar to Sts by this stage, but here their grammar is focused on in detail. The context is the weekend. The lesson begins with Sts reading an article about the fact that many people on social media invent what they did at the weekend in order to make it sound more exciting. Then in Vocabulary, Sts focus on the difference between *-ed* and *-ing* adjectives. This is followed by the grammar focus, and then Sts focus on three vowel sounds in order to be able to pronounce the key grammar expressions correctly. Sts then answer questions about their own weekends, with one of their answers being invented. The lesson ends with a video listening about the history and possible future of the weekend.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *something, anything, nothing, etc.*

Communicative The same or different?

Resources

Video The history of the weekend

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 4C

Online Practice 4C

Plus extra Vocabulary and Pronunciation for speakers of Spanish: *-ed* and *-ing* adjectives

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Tell Sts that you're going to describe your last weekend, but that one detail will be false, and that they have to guess which detail it is. The detail can be as easy or hard to spot as you like. (Sts do this themselves later in the lesson, so don't ask them to do it now.)

1 READING

a Books open. Focus on the instructions and make sure Sts understand the word *tweet* (= a message sent using Twitter).

Give Sts time to read the four tweets and then ask them the question as a whole class.

b Focus on the article and tell Sts to read it first, then read the tweets again, and answer the questions.

Get Sts to compare with a partner, and elicit some opinions on which tweets probably aren't true.

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

c Go through 1–6 with the class, making sure Sts understand all the lexis, e.g. *fake tan*.

Get Sts to read the article again and correct the wrong information.

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

- 1 One in **five** people sometimes lie about their lives on social media.
- 2 When people read about what their friends are doing, they are **jealous of** them.
- 3 People invent stories about their weekend because they want their **colleagues or school friends** to think they have exciting lives.
- 4 Some people put on fake tan on Sundays so that people at work think **they've had a weekend away in the sun**.
- 5 Young **men** are the biggest liars.
- 6 People's online lives are **different from** their real lives.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Put Sts in pairs and get them to discuss the two questions. Get some feedback from various pairs.

2 VOCABULARY adjectives ending *-ed* and *-ing*

Vocabulary notes

Several common adjectives in English have two forms with different meanings, e.g. *tired* and *tiring*. The *-ed* form has a passive meaning, and describes a person who feels this way. The *-ing* form has an active meaning, and describes the person or thing that produces the feeling.

It is important to highlight that we use *-ed* adjectives mainly for people because they refer to feelings, e.g. *I'm tired*. We use *-ing* adjectives for things (and sometimes people) which produce the feeling, e.g. *Driving at night is tiring*.

It is also useful to point out that although the majority of adjectives that end in *-ed* also exist ending in *-ing*, there are some which don't, e.g. *I'm feeling stressed*. *My job is very stressful*. NOT *My job is very stressing*.

a Focus on the two highlighted words in the article and elicit the answers to the questions. You could tell Sts that a person can also be boring, e.g. *My neighbour is a very boring man*.

1 bored 2 boring

b **4.21** Get Sts to read questions 1–6 and circle the correct adjective.

Play the audio for Sts to listen and check.

Check answers, making sure that Sts understand the meaning of all the adjectives.

! Be careful with *excited / exciting*. It is a false friend in some languages.

- 1 a boring b bored
- 2 a depressed b depressing
- 3 a relaxing b relaxed
- 4 a interesting b interested
- 5 a excited b exciting
- 6 a frightened b frightening

4.21

- a Do you think Sundays are usually boring?
b Are you bored with your job or studies?
- a What kind of weather makes you feel depressed?
b Do you think the news is always depressing?
- a What activities do you find relaxing?
b Do you usually feel relaxed at the end of the weekend?
- a Have you read any interesting articles or books recently?
b What sports are you interested in?
- a Are you excited about your next holiday?
b Are you doing anything exciting next weekend?
- a What were you frightened of when you were a child?
b Do you find storms frightening?

Drill the pronunciation of the adjectives. Remind Sts that the *-ed* is pronounced in the same way as regular past verbs, i.e. /t/, /d/, or /ɪd/.

EXTRA CHALLENGE You could elicit / teach some more *-ed* / *-ing* adjectives, e.g. *surprised* / *surprising*, *disappointed* / *disappointing*, etc.

- Now put Sts in pairs and get them to ask and answer the questions in **b**. They should give extra information when possible. Get some feedback from the class.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary and Pronunciation: *-ed* and *-ing* adjectives

3 GRAMMAR *something, anything, nothing, etc.*

- Focus on the instructions and make sure Sts know what a *hashtag* is (= a word or phrase with the symbol # in front of it, included in some messages sent using Twitter so that you can search for all messages with the same subject). You might want to point out that in tweets, words like articles, prepositions, and subjects are often left out. Give Sts time to complete the hashtags. Check answers.

1 badweekend 2 goodweekend 3 badweekend

- Focus on the instructions and give Sts a few moments to complete the rules. Check answers.

1 things 2 places 3 people

- Tell Sts to go to **Grammar Bank 4C** on p.218.

Grammar notes

Sts may have problems with the negative form. The typical mistakes are:

- using *nobody* / *nothing* / *nowhere* with a negative verb, e.g. *I didn't see nobody*. Highlight that you cannot use a 'double negative' in English.
- using *anybody* / *anything* / *anywhere* in one-word answers to convey a negative meaning, e.g. *Who did you see? Anybody*.
- using *anybody* / *anything* / *anywhere* as the subject of a negative verb, e.g. *Anybody didn't invite him*.

To talk about people there are two alternative forms: *-body* and *-one*, e.g. *somebody* / *someone*. They are identical in meaning. You could point out that *no one* is usually written as two words.

Something (like *some*) is also used in questions to make an offer or request, e.g. *Would you like something to drink? Could you ask somebody to help me?* To avoid overloading Sts, it may be best to focus on this rule only if Sts ask:

- 4.22 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **any, anything, etc. + positive verb** box and go through it with the class.

Then focus on the exercises for **4C** on p.219. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read full sentences in **a** and **c**.

a
1 anybody 2 Somebody 3 somewhere 4 nothing
5 anybody 6 somewhere 7 something 8 nobody
9 Anything 10 nowhere

b
1 Nothing 2 Nowhere 3 Nobody

c
1 I didn't do anything. 2 I didn't go anywhere.
3 I didn't see anybody.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *something, anything, nothing, etc.*

4 PRONUNCIATION /e/, /əʊ/, and /ʌ/

- Focus on the three sound pictures and elicit the words and sounds: *egg* /e/, *phone* /əʊ/, and *up* /ʌ/.

Focus on sentences 1–6 and the pink letters. Give Sts, in pairs, a few minutes to say them out loud to each other and decide which sound they are (a, b, or c). You could do the first one as a class.

- 4.23 Play the audio for Sts to listen and check. Check answers.

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

4.23

- b Nobody knows where he goes.
- c Somebody's coming to lunch.
- a I never said anything.
- c I've done nothing since Sunday.
- a Don't tell anybody about the message.
- b There's nowhere to go except home.

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

Give Sts time to practise saying the sentences.

Finally, get individual Sts to say them out loud.

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 the Sound Bank videos on **Online Practice**.

- 4.24 Tell Sts they are going to hear a question and they must answer it first with a one-word negative answer with *No-*, and then with a full sentence using a negative verb. Point out the example. You might want to stress that this is a drill, so Sts must always answer in the negative and not think about themselves.

Play the audio, pausing after each question to give Sts time to respond.

4.24

- 1 What did you buy? (pause) Nothing. I didn't buy anything.
- 2 Where did you go? (pause) Nowhere. I didn't go anywhere.
- 3 Who did you see? (pause) Nobody. I didn't see anybody.
- 4 What did you eat? (pause) Nothing. I didn't eat anything.
- 5 Who did you speak to? (pause) Nobody. I didn't speak to anybody.
- 6 Where did you walk? (pause) Nowhere. I didn't walk anywhere.
- 7 Who did you meet? (pause) Nobody. I didn't meet anybody.
- 8 What did you say? (pause) Nothing. I didn't say anything.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write **NOTHING, NOBODY, NOWHERE, and I DIDN'T...ANY-** on the board to give Sts something to focus on and to help elicit the response.

5 SPEAKING

- a** Tell Sts to look at all the questions in *Did you have a good weekend?*. They must think about their answers, and they must tell the truth when answering all the questions except for one. This 'lie' must make their weekend sound very exciting.
- b** **MEDIATION ACTIVITY** Now put Sts in pairs and get them to interview each other.
- Monitor and help when necessary. Before Sts swap roles, the student asking the questions should try to guess the lie.
- Get feedback from the class.

6 VIDEO LISTENING

- a** Tell Sts they are going to watch a documentary *The history of the weekend*.
- Give Sts time to read questions 1–10, making sure they understand all the lexis.
- Tell Sts they will watch twice. The first time they just need to mark each sentence *T* (true) or *F* (false).
- Now play the video once the whole way through.
- Get Sts to compare with a partner, and then play the video again for Sts to correct the false sentences.
- Check answers.

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

- 1 T
- 2 T
- 3 F (They asked factory owners for **half** of Saturday off.)
- 4 T
- 5 F (They closed their factories at **2** o'clock on Saturdays)
- 6 T
- 7 F (St Mark's football club became Manchester **City**.)
- 8 F (By the **1960s** most people had a two-day weekend.)
- 9 T
- 10 F (Most British workers think a three-day weekend **would** make people happier.)

The history of the weekend

Hi, I'm Karen. Welcome to my home town, Manchester.

Manchester is a city in the north west of England.

When you think of Manchester, you probably think of our football teams, but there is a lot more to the city.

This is the Manchester Museum of Science and Industry. I've come here today, because I'm going to find out about the city's link to the British weekend. Like many good ideas, it started right here in Manchester.

To us, the weekend is part of our routine and we can't imagine life without it. But, there was a time when working people didn't really get a weekend.

In the nineteenth century, thousands of people left their homes in the country to find work in the city. Manchester became the first industrial city and it was the home of the cotton industry.

Until eighteen forty-three, people worked for six days – from Monday to Saturday – and had a day of rest on Sunday, when they went to church. The work – like here in a cotton mill – was hard and often dangerous. But in the eighteen forties, a group of men began to ask local factory owners to give people an extra half day off on Saturday afternoon.

One of these men, Robert Lowes, was the great, great grandfather of the British actor, Sir Ian McKellen. Lowes and his colleagues had three reasons for this change.

The first reason was commercial. When people worked from Monday to Saturday, they had no time to spend their money, because shops were shut on Sunday. The second reason was religious. People were tired from the working week, so they didn't always go to church on Sundays. The last reason was economic. When people had more time off, they could rest more, be healthier and work harder during the week.

In eighteen forty-three, Lowes and his colleagues persuaded many of Manchester's factory owners to close their factories at two o'clock on Saturday. By the eighteen seventies, all workers had the same one-and-a-half-day weekend.

The extra half day made a big difference to people and to society. With more free time, people could relax, shop and watch and play sports.

In fact, Manchester's love of football began at this time; in eighteen seventy-eight Newton Heath football club began and two years later St Mark's Football club was formed. Newton Heath became Manchester United. And St Mark's became Manchester City.

The British weekend has continued to change and, by the nineteen sixties, we had a two-day weekend.

Today we enjoy a very different weekend to our ancestors. We now watch and play sports. We go to the cinema. We eat out in restaurants. Or we go to shopping centres like this one – the Arndale Centre – because in the nineteen nineties the law changed and shops started to open on Sundays.

But all these changes haven't been good for everyone. Some people, shop assistants for example, have to work at the weekend and are not paid any extra.

Maybe our working week is going to change again to improve our quality of life. One suggestion is that we make the working week four days and increase the weekend to three days. In theory, this would be better for the economy, because more people would have a job, and we would also spend more time with our families.

Seventy-one percent of British workers think Britain would be a happier place with a three-day weekend.

Until that happens, have a good weekend – a two-day weekend!

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** Put Sts in pairs or small groups and get them to discuss the questions. Make sure they understand what a 'four-day week' is. Monitor and help if necessary.
- Get some feedback. You could tell the class what you think of the idea of a 'four-day week'.

EXTRA IDEA Do the last question as a whole-class activity.

3&4 Revise and Check

For instructions on how to use these pages, see p.40.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 3&4
Quick Test 4
File 4 Test
Tests for Escuelas Oficiales de Idiomas
Wordlists and additional teacher resources

For students

Online Practice Check your progress

GRAMMAR

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

VOCABULARY

a
1 in 2 for 3 for 4 on 5 for
b
1 do 2 make 3 do 4 do 5 make
c
1 lay 2 washing 3 try on 4 receipt 5 fit 6 Gate
7 trolley 8 check-in 9 Terminal 10 lifts
d
1 boring 2 relaxed 3 exciting 4 depressed 5 interested

PRONUNCIATION

c
1 trolley /ɒ/ 2 guide /g/ 3 who /h/
4 clothes /əʊ/ 5 chain /eɪ/
d
1 departures 2 arrive 3 opposite 4 somebody
5 exciting

CAN YOU understand this text?

a
seven ways
b
1 Every three months
2 It's a combination of *video* and *blog*.
3 A noun
4 Italian
5 To describe new technology
6 Newspaper

▶ CAN YOU understand these people?

1 b 2 c 3 c 4 a 5 c

▶ 4.25

- 1
I = interviewer, S = Sean
I When was the last time you were at an airport?
S Um, about a month ago.
I Were you going somewhere or meeting someone?
S I was meeting, um, my mother, who was, er, she arrived at midnight, coming back from Tenerife.
- 2
I = interviewer, Su = Susie
I Do you have any plans for tonight?
Su Er, yes, I do have plans for tonight. I'm going to a party with some friends.
- 3
I = interviewer, C = Caroline
I What housework do you hate doing?
C I hate cleaning the bathroom, that's my least favourite job around the house.
I Is there anything you don't mind doing?
C I don't mind cleaning the kitchen, because there's usually a lot of food to eat.
- 4
I = interviewer, A = Albert
I Have you ever bought something online and had a problem?
A I, I bought clothes online that didn't fit, but that's about it.
- 5
I = interviewer, M = Mick
I How organized are you?
M Er, not very. Um, I tend to be fairly disorganized, but still get things done.
I Have you ever missed a train or a flight?
M Yes, yes. I was flying to Poland and didn't wake up in the morning, and got to the gate as the flight was leaving.

G comparative adjectives and adverbs, *as...as*

V types of numbers

P /ə/

Lesson plan

In this lesson Sts revise comparative adjectives, and learn to use comparative adverbs and the structure (*not*) *as...as* to compare things. The context is some new information based on recent research which shows how fast the pace of life has become in recent years. Sts start by answering a questionnaire about how fast their life is and then read an article and infographic about the effect on us of the increase in the pace of life. This is followed by Vocabulary, which focuses on types of numbers, such as fractions, dates, percentages, etc., which Sts have just seen in the infographic. The grammar is then presented and practised, and there is a pronunciation focus on the /ə/ sound in unstressed syllables and words. Sts then listen to five people talking about one aspect of their lives that has changed over the last three years as they either spend more or less time on it. Sts then answer the same questions about their own lives.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar comparative adjectives and adverbs, *as...as*
Communicative Which do you prefer? Why?

Resources

Tests for Escuelas Oficiales de Idiomas
Wordlists and additional teacher resources

For students

Workbook 5A

Online Practice 5A

Plus extra Vocabulary for speakers of Spanish: adjectives
Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board:

WORKING / STUDYING EATING SLEEPING RELAXING

In pairs, Sts say how long they spend doing these things in a typical day.

Get feedback and ask Sts if they think they have enough free time.

1 READING & SPEAKING

scanning for data (facts and numbers)

a Books open. Focus on the questionnaire and make sure Sts understand the title. Then go through the questions. Check that Sts understand *get impatient*, *feel frustrated*, and *get irritable*.

Focus on the task. Tell Sts to answer with *Yes, often / sometimes*, or *No, never*, and then explain why, or give examples if they can. They should also make a note of their partner's answers, as they will need them later.

Put Sts in pairs and get them to ask and answer the questions.

Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to interview you first, so you can model how you want them to answer.

b Tell Sts to go to **Communication How fast is your life?** on p.195.

Sts calculate their partner's score and then tell him / her what it is.

Sts then read the meaning of their own result. While they read, go round monitoring and helping with any vocabulary problems, e.g. *in the slow lane*, *pace of life*, *rushing*, etc.

When Sts have read their result, they tell their partner if they agree with it.

Get some feedback from various pairs.

Finally, with a show of hands, find out how many people belong to each category (slow, medium, and fast).

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

c Focus on the article and the task. Give Sts time to read the article, including all the information in the infographic, and answer the question.

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

technology / the internet

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

d Focus on the instructions and stress that Sts have exactly two minutes to complete the task.

When the two minutes are up, get Sts to compare with a partner, and then check answers.

- 1 Impatient
- 2 Mobile phone apps like Tinder
- 3 10%
- 4 More than 125 million
- 5 Three out of five
- 6 A 'like'
- 7 Six minutes
- 8 Waiting for a replacement credit card

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

e Give Sts time to find six technology words in the article. Tell them there are more than six possible answers. Check answers.

Possible answers

broadband, searches, downloads, apps, Google, web page, site, a 'like', posting

EXTRA CHALLENGE Ask Sts if they know any more words on the topic of technology, e.g. *USB*, *a mouse*, *a laptop*, etc.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

f Focus on the three questions and make sure Sts understand all the lexis, e.g. *statistics*, *time-wasting*, and *annoy*.

Put Sts in pairs and give them time to ask and answer the questions.

You might want to remind Sts to use *fewer* with countable nouns and *less*, with uncountable nouns e.g. *fewer people*, *less time*, etc.

Get feedback from various pairs. You could have a class discussion for question 3.

2 VOCABULARY types of numbers

Vocabulary notes

You might want to highlight that:

- we can use the article *a* or the number *one* when saying numbers, e.g. *one hundred / a hundred*
- the same is true with fractions, e.g. you can say *a third* or *one third*. All fractions are expressed with ordinal numbers, except *a half* and *a quarter* (not a *second* or a *fourth*)
- we don't add an *-s* to *hundred*, *thousand*, or *million*
- with decimals, e.g. *3.14*, we use *point*, not *dot* (unlike with email addresses)

a Focus on the instructions and elicit / explain what an *infographic* is (= information or data that is shown in a chart, diagram, etc. so that it is easy to understand).

Put Sts in pairs and get them to tell each other the green numbers in the top row only.

b **5.1** Tell Sts they will now hear the whole sentence, not just the numbers. Play the audio for Sts to listen and check.

Check answers by eliciting the numbers.

- 1 a hundred and twenty-five million
- 2 fifty per cent
- 3 a third

5.1

More than **a hundred and twenty-five million** Google searches are made every hour.

Fifty per cent of users leave a web page that doesn't load in ten seconds. Three out of five people don't return to that site.

A third of British people expect a 'like' on a Facebook picture in less than a minute after posting it.

c Focus on the numbers and dates, and get Sts, in pairs, to decide how they think you say them.

d **5.2** Play the audio for Sts to listen and check.

Check answers, making sure Sts also know how to say \$ (dollar), % (per cent), and . (point).

5.2

a hundred and eighty-four
three thousand and twenty-five
two thousand five hundred
the twenty-fifth of May
six million dollars
seventy-five per cent
two thirds
nine point two

EXTRA IDEA As an alternative to just getting Sts to say the numbers in **c**, copy the following on the board and ask Sts to identify a typical mistake in each one:

- 1 A HUNDRED EIGHTY-FOUR (184)
- 2 THREE THOUSAND TWENTY-FIVE (3,025)
- 3 TWO THOUSAND AND FIVE HUNDRED (2,500)
- 4 THE TWENTY-FIVE OF MAY (25TH MAY)
- 5 SIX MILLIONS DOLLARS (\$6,000,000)
- 6 SEVENTY-FIVE POR CENT (75%)
- 7 TWO THIRD (\$)
- 8 NINE DOT TWO (9.2)

EXTRA SUPPORT If you think your Sts need more practice, write some more numbers and dates on the board for them to say.

e **5.3** Tell Sts they are going to hear six conversations in which some numbers are mentioned. They need to write the numbers only. Point out that the first one (213) has been done for them.

Play the audio the whole way through for Sts just to listen. Now play it again, pausing after each conversation to give Sts time to write their answers.

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

Check answers.

2 20th 3 120,000 4 \$795,000 5 $\frac{1}{3}$ 6 60–70%

5.3

- 1 **A** What's your address?
B Two hundred and thirteen Station Road.
- 2 **A** When's your birthday?
B The twentieth of June.
- 3 **A** So how many people live here?
B About a hundred and twenty thousand, I think.
- 4 **A** How much did the house cost?
B A lot. Seven hundred and ninety-five thousand.
A Is that in pounds or dollars?
B Dollars.
- 5 **A** How much of your salary do you spend on rent?
B Er, at least a third, I think.
- 6 **A** What percentage of your day do you spend working or studying?
B I'm not sure. Between sixty and seventy per cent, maybe?

f Focus on the **Saying approximate numbers** box and go through it with the class.

Now put Sts in pairs and get them to answer questions 1–5.

Monitor and help if necessary.

Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: adjectives

3 GRAMMAR & PRONUNCIATION

comparative adjectives and adverbs, *as...as*; /ə/

- a** Tell Sts to look at the highlighted words in the sentences and decide if they are adjectives or adverbs.

Check answers.

- 1 busy, stressed = adjectives 2 quickly = adverb
3 fast = adjective 4 fast = adverb, impatient = adjective
5 bad = adjective 6 well = adverb

- b** Focus on the instructions. Give Sts a few minutes to read sentences 1–6 and circle the correct forms.

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

- 1 faster 2 worse 3 busier 4 more stressed 5 more quickly
6 as patient as

- c** Tell Sts to go to **Grammar Bank 5A** on p.220.

Grammar notes

Although A2/B1 Sts will usually have studied comparative adjectives before, they will probably need reminding of the rules, especially for one-syllable adjectives and two-syllable adjectives ending in -y. Typical mistakes are: *more big*, *more easy*, etc.

Point out that the rules for adverbs are very similar. The only difference is that whereas two-syllable adjectives ending in y make the comparative with -ier, e.g. *heavy* – *heavier*, two-syllable adverbs ending in y form the comparative with *more*, e.g. *more slowly* NOT *slowlier*.

The structure *as...as* is more common in the negative, but can also be used in the affirmative, e.g. *She's as tall as I am*. It is also very common with *much* and *many*, e.g. *I don't eat as much as you*.

You may also want to teach *the same as...*, e.g. *Your book is the same as mine*.

Focus on the example sentences and play both audio 5.4 and 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 **Comparatives with pronouns** box and go through it with the class.

Then focus on the exercises for **5A** on p.221. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- 1 Modern computers are much **faster than** the early ones.
 - 2 My sister is **shorter than** me.
 - 3 This exercise is **easier than** the last one.
 - 4 Newcastle is **further than** London **than** Leeds.
 - 5 I thought the third Bridget Jones film was **worse than** the first two.
 - 6 Manchester United played **better than** Arsenal.
 - 7 I'm **more stressed than** I was last year.
 - 8 I'm working **harder than** last year.
 - 9 The new airport is **bigger than** the old one.
 - 10 I'm not lazy – I just work **more slowly** than you!

b

- 1 Jerry isn't **as short as** Adam.
- 2 My bag isn't **as nice as** yours.
- 3 London isn't **as big as** Tokyo.
- 4 Cricket isn't **as popular as** tennis.
- 5 Adults don't **learn languages as fast as** children.
- 6 You don't **work as hard as** me.
- 7 France didn't **play as well as** England.

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

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

Pronunciation notes

At this level it is important to focus on the weak forms of *as* and *than* more for comprehension than production. However, if you encourage Sts to get the stress correct both in words and sentences, then this will help them to produce the /ə/ sound in these words.

With the -er ending, this is such a common feature of English that it is really worth making an effort to correct Sts and to encourage them to pronounce it as the /ə/ sound.

- d** 5.6 Focus on the task.

Play the audio the whole way though for Sts to listen and read the sentences in **b**.

Check answers. Remind Sts that it is the most common sound in English.

Both a schwa /ə/

5.6

See sentences in Student's Book on p.69

- e** Now play the audio again, pausing after each sentence for Sts to repeat and copy the rhythm.

Then repeat the activity, eliciting responses from individual Sts.

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 the Sound Bank videos on *Online Practice*.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: comparative adjectives and adverbs, *as...as*

4 LISTENING & SPEAKING

a **5.7** Focus on the instructions and tell Sts to look at the title, question 1, and the ten activities. Make sure Sts understand that each speaker is speaking about a different activity. Tell Sts that they won't hear the question, and when the speaker names the activity, they will hear a beep (see script 5.7).

Play the audio, pausing after each speaker to give Sts time to number the question the speaker answered.

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

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

5.7

- 1 I spend much less time (*beep*) – that is, going to real shops – than in the past, because now I get so much online. I buy most of my food online – everything except fresh things like meat or fruit and vegetables. Er, I get books from Amazon. I buy a lot of clothes online. And it's so quick. You don't have to go there; you don't spend as long looking for what you want. It's just much, much quicker. I definitely prefer it.
- 2 One of the things that has changed for me is (*beep*). It takes me much longer now because I cycle. A few years ago, I drove – I took the car – but then I decided to cycle, not always because I enjoy it, but because I know it's healthier. It takes me about half an hour to get to work now. Actually, when the weather's good I really enjoy it, but when it's raining or just cold and horrible, I get up and I think *oh no!*
- 3 I definitely spend a lot more time (*beep*) now than I did before, I think because, er, about a year ago, I started living with my boyfriend. When I lived alone, in the evening I was tired and I just got a takeaway, or made something really quickly, or just had some bread and cheese or whatever was in the fridge – whatever was easier. But when you have someone else in the house, you feel more like cooking. And also my boyfriend's a vegetarian, so it's a bit more complicated to do something very quick. So before, I spent about twenty minutes a day, and now I spend about an hour. But I'm quite happy with that – I enjoy it.
- 4 I probably spend about the same amount of time (*beep*) as I did three years ago. I'm a freelance writer now, and three years ago I had an office job, so I was doing, you know, thirty-five hours a week. Now, some weeks I probably work about fifty hours, and others twenty hours, but on average, I think it's about the same.
- 5 I definitely spend less time (*beep*), because two years ago we moved to the country from the city – and most of our friends are in the city and they're quite a long way away from us now. Sometimes they come and spend the weekend with us, or we go and spend the weekend with them, but on average, I definitely spend less time with them.

b **5.8** Elicit answers, but don't tell Sts if they are correct yet or not.

Now play the audio (where the speakers now name the activities) for Sts to listen and check.

Check answers.

- 1 shopping 2 getting to work 3 cooking 4 working
5 seeing friends

5.8

(script in Student's Book on p.207)

- 1 I spend much less time shopping – that is, going to real shops – than in the past, because now I get so much online. I buy most of my food online – everything except fresh things like meat or fruit and vegetables. Er, I get books from Amazon. I buy a lot of clothes online. And it's so quick. You don't have to go there; you don't spend as long looking for what you want. It's just much, much quicker. I definitely prefer it.
- 2 One of the things that has changed for me is getting to work. It takes me much longer now because I cycle. A few years ago, I drove – I took the car – but then I decided to cycle, not always because I enjoy it, but because I know it's healthier. It takes me about half an hour to get to work now. Actually, when the weather's good, I really enjoy it, but when it's raining or just cold and horrible, I get up and I think *oh no!*
- 3 I definitely spend a lot more time cooking now than I did before, I think because, er, about a year ago, I started living with my boyfriend. When I lived alone, in the evening I was tired and I just got a takeaway, or made something really quickly, or just had some bread and cheese or whatever was in the fridge – whatever was easier. But when you have someone else in the house, you feel more like cooking. And also my boyfriend's a vegetarian, so it's a bit more complicated to do something very quick. So before, I spent about twenty minutes a day, and now I spend about an hour. But I'm quite happy with that – I enjoy it.
- 4 I probably spend about the same amount of time working as I did three years ago. I'm a freelance writer now, and three years ago I had an office job, so I was doing, you know, thirty-five hours a week. Now, some weeks I probably work about fifty hours, and others twenty hours, but on average, I think it's about the same.
- 5 I definitely spend less time seeing friends, because two years ago we moved to the country from the city – and most of our friends are in the city and they're quite a long way away from us now. Sometimes they come and spend the weekend with us, or we go and spend the weekend with them, but on average, I definitely spend less time with them.

Give Sts time to answer questions A–E. If necessary, play the audio again.

Check answers.

- a** Speaker 4 **b** Speaker 1 **c** Speaker 5
d Speaker 2 **e** Speaker 3

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.207, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **MEDIATION ACTIVITY** Focus on the task and the example. Put Sts in small groups and give them time to discuss the three questions in **a**.

When Sts have finished discussing all three questions, they should decide whose life has changed the most.

Get some feedback from each group.

- G** superlatives (+ *ever* + present perfect)
V describing a town or city
P sentence stress

Lesson plan

In this lesson Sts move from comparatives to superlatives. Sts who did not use *English File A1/A2* may not have studied superlatives before, in which case you will probably need to spend more time on them. The context is a TripAdvisor survey of cities around the world, and an experiment carried out by the *Reader's Digest* to find out how honest 16 cities around the world were. The present perfect is also recycled in expressions like *the most beautiful place I've ever been to*. The lesson begins with a vocabulary focus on language used to describe a city. Then the grammar presentation through the TripAdvisor survey is followed by a listening on the most honest cities in the world. In Pronunciation and Speaking, Sts look at sentence stress in superlative questions and then ask and answer some superlative questions. Finally, the lesson ends with Sts writing a description of where they live.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar superlatives (+ *ever* + present perfect)
Vocabulary Describing a town or city
Communicative Superlative questions

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 5B
 Online Practice 5B
 Plus extra Pronunciation and Listening for speakers of Spanish: consonant clusters; My city
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts *What are the biggest cities in your country?* and write them on the board.

Then get Sts to ask each other in pairs *Have you been to ____? When did you go there? Did you like it? Why (not)?*

1 VOCABULARY

 describing a town or city

Vocabulary notes

Sts are sometimes confused about whether to describe the place where they live as a village, a town, or a city. A city is a large town (in the UK, historically, anywhere with a cathedral is a city); a town is medium-sized; and a village is a very small town located in a country area.

Sts often use the word *monument* to describe any historic building. You may want to point out that a monument is only a building, statue, or column built to remind people of a famous person or event.

You may want to explain the difference between *crowded* and *full* (*crowded* = full of people), and *polluted* and *dirty* (*polluted* = dirty because of contamination).

- a** Books open. Focus on the task and give Sts time to think about their answers.
 Put Sts in pairs and get them to compare their answers. If your Sts live in the same town or city, do this as a whole-class activity.
 If Sts worked in pairs, get some feedback.
- b** Tell Sts to go to **Vocabulary Bank Describing a town or city** on p.242.
 Focus on **1 Where is it? How big is it?** In **a**, tell Sts they are going to read about a city called York. They might remember Anya talking about it in Lesson **2B**. Get Sts to circle the correct words or phrases.
- 🔊 **5.9** Now do **b**. Play the audio for Sts to listen and check. Check answers.

🔊 5.9

Describing a town or city 1 Where is it? How big is it?

York is a city in the **north** of England, on **the River Ouse**. It's about twenty-five miles **east** of Leeds. It's a **medium-sized** city and it has a population of about two hundred thousand. It's famous for its cathedral, York Minster, and its historic city centre.

Now do **2 What's it like?**. Remind Sts what the question means and then focus on **a**, where Sts match the adjectives and sentences.

EXTRA SUPPORT Check Sts' answers to **a** before they match the opposites in **b**.

3 crowded 6 dangerous 4 modern 1 noisy 2 polluted

Now do **b** and get Sts to match the adjectives in the list to their opposites in **a**.

🔊 **5.10** Then do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.
 Check answers.

🔊 5.10

2 What's it like?

- 5 boring, exciting, interesting
 3 crowded, empty
 6 dangerous, safe
 4 modern, historic
 1 noisy, quiet
 2 polluted, clean

Now either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Finally, do **d** and get Sts to cover the words and look at sentences 1–6. They can test themselves or each other.

Now do **3 What is there to see?** and tell Sts to look at the photos, and ask them what they can see.

Tell Sts to do **a** individually or in pairs. Point out that each column already has one answer in it.

🔊 5.11 Then do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 5.11

3 What is there to see?

Religious buildings: *cathedral*, church, mosque, synagogue, temple

Places where you can buy things: *department store*, market, shopping centre

Historic buildings and monuments: *castle*, city walls, museum, palace, ruins, statue, town hall, ruins

Others: *bridge*, canal, harbour, hill, lake

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

EXTRA CHALLENGE Elicit more words for each column, e.g. *synagogue*, *(clock) tower*, etc.

Finally, get Sts to do **Activation** in pairs.

Then get some feedback from individual Sts.

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

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

2 GRAMMAR superlatives (+ ever + present perfect)

a Do this as a whole-class activity.

Stockholm is in Sweden. Rome is in Italy. New York is in the USA. Dubrovnik is in Croatia. Vienna is in Austria. Budapest is in Hungary. Tokyo is in Japan.

Then ask Sts what they know about each city and if anyone has been there. You could then tell Sts what you know about these places, and if you've been to any of them.

b Focus on the text and the instructions, and make sure Sts understand the situation.

Before Sts read the text, ask them if they know the website TripAdvisor, and if so, what they think of it.

Read the text with the class and go through the seven different categories.

Put Sts in pairs and get them to guess which city was the winner in each category. Tell them the photos will help them answer.

Elicit opinions and then tell Sts the answers. If your Sts have been to any of these cities, ask them if they agree with the survey. You could ask if they found any of the answers surprising.

1 Tokyo 2 Vienna 3 Budapest 4 Dubrovnik
5 New York City 6 Stockholm 7 Rome

c Tell Sts to look at the categories in **b** and think about their city. Would it do well in any of the categories?

Get some feedback from the class, and tell them what you think.

d Focus on the instructions and get Sts to work out the rules.

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

- 1 Add *-est*
- 2 Change the *y* to *i* and add *-est*
- 3 Put *more* before the adjective
- 4 *best*

e Tell Sts to go to **Grammar Bank 5B** on p.220.

Grammar notes

Remind Sts that the rules for making superlatives are similar to comparatives, but adding *-est* instead of *-er*, or using *most* instead of *more*. Remind them to use *the* before superlatives.

Sts sometimes use comparatives where they should use superlatives. A typical mistake is: ~~*the more expensive city in Europe*~~, etc.

Highlight that Sts must always think if they are comparing two things (comparative), or more than two (superlative) when deciding which form to use, e.g. *The most beautiful city I've ever been to*.

Some languages use *never* (not *ever*) in this structure.

A typical mistake is: ~~*The most beautiful city I've never been to*~~.

Adverbs can also be used in the superlative, e.g. *He drives the fastest*.

🔊 5.12 Focus on the example sentences and play the audio 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.221. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

- 1 The Polish are **the most generous** people I've ever met.
- 2 Yesterday was **the hottest** day of the year.
- 3 Early morning is **the worst** time to drive in the city centre.
- 4 She's **the friendliest** girl at school.
- 5 This is **the most important** part of the exam.
- 6 **The best** time to visit New England is autumn.
- 7 Delhi in India is one of **the most polluted** cities in the world.
- 8 **The furthest** (or **The farthest**) I've ever flown is to Bali.
- 9 It was **the funniest** film I've ever seen.
- 10 Rob's daughters are all pretty, but I think Emily is **the prettiest**.

b

- 1 It's the windiest place I've ever been to.
- 2 She's the most unfriendly person I've ever met.
- 3 It's the easiest exam we've ever done.
- 4 They're the most expensive trousers I've ever bought.
- 5 This is the longest book I've ever read.
- 6 He's the most attractive man I've ever seen.
- 7 It's the worst meal I've ever eaten.
- 8 He's the most interesting teacher we've ever had.
- 9 It's the most exciting job I've ever done.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book Grammar**: superlatives (+ ever + present perfect)

3 LISTENING understanding ranking

- a** Focus on the title of the article and make sure Sts know the meaning of *honest* (= always telling the truth, and never stealing or cheating).
Now focus on the task and give Sts time to read about the experiment.
When Sts have finished reading, get them to cover the text or close their books. Elicit from the class how the experiment worked.

EXTRA SUPPORT Get Sts to explain how the experiment worked in pairs, and then get feedback.

- b** Focus on the task. You might first want to get Sts to name the countries where all these cities are (Amsterdam is in the Netherlands, Berlin is in Germany, Budapest is in Hungary, Bucharest is in Romania, Helsinki is in Finland, Lisbon is in Portugal, Ljubljana is in Slovenia, London is in England, Madrid is in Spain, Moscow is in Russia, Mumbai is in India, New York is in the USA, Prague is in the Czech Republic, Rio de Janeiro is in Brazil, Warsaw is in Poland, and Zurich is in Switzerland).

Put Sts in pairs and give them time to discuss their choices.

- c** **5.13** Before playing the audio, focus on the **Ranking things in order** box and go through it with the class.

Now tell Sts they are going to listen to a reporter talking about the results of the experiment. They must listen and rank nine of the cities in **b** in the correct order.

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

Now play it again and get Sts to complete the task.

Check answers.

EXTRA SUPPORT Tell Sts that the first time they listen, they should just tick the nine cities that are mentioned.

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

1 Helsinki 2 Mumbai 3 Budapest, New York
5 Moscow, Amsterdam 9 London, Warsaw 16 Lisbon

5.13

(script in Student's Book on pp.207–208)

I = interviewer, O = Oliver

- I Today, we're talking about a very interesting experiment to find the most and least honest cities in the world. It involved journalists travelling to sixteen cities and 'losing' twelve wallets in each city, then waiting to see how many people returned them in each place. Our presenter, Oliver, has got the results. So, Oliver, which was the most honest city?
- O Well, in first place was Helsinki, in Finland. People returned eleven of the twelve wallets. A businessman who found the wallet in the city centre said that Finnish people were naturally honest. He said there was very little corruption in Finland, and that people didn't even drive through red traffic lights!
- I Really? And the least honest?
- O Well, I was quite surprised by this, but the least honest city, in sixteenth place, was Lisbon, in Portugal. Only one person phoned to say they'd found the wallet. And he wasn't Portuguese: he was a sixty-year-old tourist from Holland.
- I Interesting! What other results surprised you?
- O Well, I expected richer cities – cities with a higher standard of living – to be more honest than poorer ones, but this wasn't necessarily true. The city that came second in the experiment was Mumbai, in India – people returned nine out of the twelve wallets. One of them was a young mother. She took it to a post office and she said, 'I teach my children to be honest, just like my parents taught me.'
- I And which city came next?
- O In joint third place were New York and Budapest. People gave back eight wallets in both places.
- I And then?
- O Moscow and Amsterdam came joint fifth. In both places, seven out of twelve wallets were returned. And people gave lovely reasons for returning them. In Moscow, a woman said, 'I think that people need to help each other, and if I can make someone a little happier, I want to do it.' And in Amsterdam, a man said 'My wife once lost her wallet. It was found and returned. So I wanted to do the same.'
- I I notice my home city, London, is on the list. How did it do?
- O London was somewhere in the middle: joint ninth with Warsaw. Just five of the wallets were returned in each place. Interestingly, one of the people who returned a wallet in London was a Polish woman. When she found the wallet, she gave it to her boss. He – her boss – said to her, 'If you find money, you can't be sure it belongs to a rich man – it might be the last bit of money a mother has to feed her family.'
- I I think that's fantastic advice. So were there any general conclusions? What did the experiment prove?
- O Forty-seven per cent of the wallets were returned, so that's nearly half. And when we looked through the results, we found that you couldn't predict who was going to be honest or dishonest. There was no common factor. Young people and old people both kept or returned wallets; men and women both kept or returned wallets; and as I said before, it didn't make any difference whether a city was rich or poor. So our conclusion was that there are honest and dishonest people everywhere.

- d** Tell Sts they are going to listen to the interview again, but this time they need to answer questions 1 and 2. Point out situations a–e in question 1.

Play the audio again.

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

Check answers. You could ask Sts if they found anything surprising.

- 1 a Amsterdam b Helsinki c Moscow d Mumbai
e London
2 47%; No, there was no common factor.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on pp.207–208, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- e If your Sts are all from the same town or city, do this as a whole-class activity and elicit opinions.
If they are from different places, get them to answer in pairs, and then get some feedback.

FOR SPEAKERS OF SPANISH **Online Practice** Listening:
My city

4 PRONUNCIATION & SPEAKING

sentence stress

Pronunciation notes

Remind Sts that information words are the ones which are usually stressed in a sentence. These are the words which you hear more clearly when somebody speaks to you. The unstressed words are heard much less clearly, or sometimes hardly at all.

You may want to tell Sts that when native speakers use superlatives with *most*, they often link the two words together and don't pronounce the final *t* in *most*.

- a **5.14** Focus on the task and give Sts time to look at questions 1–8. Point out that the first one (*most beautiful*) has been done for them.
Play the audio for Sts to listen and complete the gaps.
Check answers.

2 most relaxing 3 most frightening 4 most exciting
5 most expensive 6 most generous 7 most dangerous
8 most difficult

5.14

- 1 What's the most beautiful city you've ever been to?
- 2 What's the most relaxing holiday you've ever had?
- 3 What's the most frightening film you've ever seen?
- 4 What's the most exciting sporting event you've ever watched?
- 5 What's the most expensive thing you've ever bought?
- 6 Who's the most generous person you've ever met?
- 7 What's the most dangerous sport you've ever done?
- 8 What's the most difficult subject you've ever studied?

EXTRA CHALLENGE Get Sts to guess what the missing superlatives are before playing the audio. Tell them that all the adjectives are three syllables or more.

- b Play the audio again for Sts to listen to the questions and hear which words are stressed. You might want to highlight that the preposition *to*, which is not normally stressed, is stressed here because it comes at the end of the question.
Now play the audio again, pausing after each question for Sts to copy the rhythm.
Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write the questions on the board. Play the audio, pausing after each question, and elicit which words are stressed.

- 1 What's the most beautiful city you've ever been to?
- 2 What's the most relaxing holiday you've ever had?
- 3 What's the most frightening film you've ever seen?
- 4 What's the most exciting sporting event you've ever watched?
- 5 What's the most expensive thing you've ever bought?
- 6 Who's the most generous person you've ever met?
- 7 What's the most dangerous sport you've ever done?
- 8 What's the most difficult subject you've ever studied?

- c **MEDIATION ACTIVITY** Focus on the instructions and speech bubbles. Do 1 yourself with Sts as an example, and elicit follow-up questions. Put Sts in pairs, **A** and **B**. Tell **A** to answer 1 with a full sentence, and **B** to ask extra questions. Then they swap roles before moving on to 2. Get some feedback from the class.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation:
consonant clusters

5 WRITING

describing where you live

Tell Sts to go to **Writing Describing where you live** on p.202.

- a Tell Sts to read the description and complete the gaps with the words in the list. Point out that the first one (*city*) has been done for them.
Check answers.

2 population 3 area 4 historic 5 modern 6 weather
7 food 8 nature 9 rivers

- b Now tell Sts to match the questions to paragraphs 1–5.
Check answers.

- 1 Where do you live? Where is it? How big is it?
- 2 What's your town like? What is there to see there?
- 3 What's the weather like?
- 4 What's it famous for?
- 5 What's the best thing about it? Do you like living there?

- c Tell Sts they are now going to plan a description of where they live. They should look at the questions in **b** and make notes of their answers.
d You may like to get Sts to do the writing in class or you could set it as homework. Make sure they write five paragraphs by answering the questions in **b** in the correct order.
e Sts should check for mistakes, and if they can, attach a photo or photos.

EXTRA IDEA If Sts are from different places, they could exchange their pieces of writing and decide which places they would like to visit.

G quantifiers, *too*, (*not*) *enough*

V health and the body

P /ʌ/

Lesson plan

In this lesson Sts revise quantifiers and learn to use *too much / many*, and (*not*) *enough*. The context is a magazine article about the latest medical research into drinks. The lesson begins with a questionnaire focusing on drinks, and what Sts drink when. Sts then go on to listen to a nutritionist talking about what kind of liquids we should drink. In Reading, the topic of the article is about confusing health advice regarding drinks. There is also a vocabulary focus on health and the body. Sts then work on the grammar, followed by a pronunciation focus on the /ʌ/ sound. The lesson ends with a speaking activity where Sts discuss more general lifestyle habits using the new quantifiers. Depending on the level of your class, you may want to do more or less revision of countability and basic quantifiers (see **Optional lead-in**).

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar quantifiers, *too*, (*not*) *enough*

Communicative How much / How many...?

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 5C

Online Practice 5C

Plus extra Vocabulary and Pronunciation for speakers of Spanish: health and the body

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise countability. Write on the board in two columns:

1	2
WATER	VEGETABLES
BREAD	BISCUITS
CHOCOLATE	SWEETS

Ask Sts *What's the difference between the words in columns 1 and 2?* and elicit that the words in column 1 are uncountable, and normally used in the singular, but the words in column 2 are countable and can be used in singular and plural. Elicit a few more words for each column, e.g. *wine, rice, apples, etc.*

Ask Sts *When do we use a, some, and any?* and elicit that you use *a* with singular countable nouns and *some / any* with plural countable nouns and uncountable nouns – *some* in positive sentences and *any* in negatives and questions, e.g. *I ate a biscuit and some bread. I didn't eat any vegetables or any fruit.*

1 SPEAKING & LISTENING

a Books open. Focus on the questionnaire and its title. Make sure Sts know what *a can* is.

Put Sts in pairs and give them time to answer the questions.

Get some feedback.

EXTRA SUPPORT Get Sts to interview you first.

b **5.15** Focus on the drawing of the jug. Go through the instructions, making sure Sts know the meaning of *a nutritionist, a liquid, a jug, alcohol, and low-fat*. Model and drill pronunciation.

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

Play it again if necessary.

Check answers.

EXTRA CHALLENGE Get Sts, in pairs, to predict which liquid goes where before they listen.

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

1 water 2 tea and coffee 3 low-fat milk 4 alcohol
5 diet coke 6 fruit juice
We should never drink sweet, fizzy drinks.

5.15

(script in Student's Book on p.208)

At least half of your daily liquids should come from water. About one third – or three to four cups – can come from coffee or tea – but with no sugar. Low-fat milk can make up another twenty per cent. If you drink less milk, just try to get your calcium from another type of food or drink, for example green vegetables. You can have one small glass of fruit juice a day, and no more than one to two alcoholic drinks for men, or one for women. However, some doctors now think that it's a good idea to have several alcohol-free days a week. Diet drinks which use artificial sweeteners are not good for you, but up to one to two glasses a day is OK. But try not to have any drinks with a lot of sugar, for example, sweet fizzy drinks.

EXTRA CHALLENGE Get Sts to listen for the recommended quantities of each drink.

1 water (half of daily liquids)
2 tea and coffee (3 to 4 cups)
3 low-fat milk (20% of daily liquids)
4 alcohol (1 or 2 drinks for men, 1 for women)
5 diet coke (1 or 2 glasses)
6 fruit juice (1 small glass)

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.208, 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.

2 READING & VOCABULARY

health and the body

- a** Do this as a whole-class activity.
- b** Focus on the task and make sure Sts understand what the article is about. Pre-teach the verbs *increase*, *improve*, *reduce*, and *cause*.

Now get Sts to read the article and match the highlighted words to pictures 1–6.

Get Sts to compare their answers with a partner.

EXTRA SUPPORT Apart from the highlighted words, this article contains other medical vocabulary. Before Sts read it, check whether you need to pre-teach any other items, e.g. *heart attack*, *cancer*, *arthritis*, etc., or whether you think Sts will be able to guess their meaning. In many languages they are similar words, but pronounced differently.

- c** **5.16** Play the audio for Sts to listen and check their answers to **b**.
Check answers.

5.16

1 liver 2 heart 3 teeth 4 muscles 5 bones 6 blood

Then play it again, pausing after each word for Sts to listen and repeat.

Now get Sts to practise saying the words.

Finally, ask Sts what they think *heart attack* /'hɑ:t ətæk/ and *blood pressure* /'blʌd preʃə/ mean. Model and drill pronunciation.

heart attack = a sudden, serious medical condition in which the heart stops working normally, sometimes causing death
blood pressure = the pressure of blood as it travels around the body

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** Focus on the instructions and put Sts in pairs. Tell them to read about each drink again and answer the two questions.
Get some feedback. Sts might have a different opinion, but if so, ask them to justify it.

a tea, water **b** alcohol, coffee, juice, milk

- e** Do this as a whole-class activity.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary and Pronunciation: health and the body

3 GRAMMAR

 quantifiers, *too*, (*not*) *enough*

EXTRA SUPPORT If you didn't do the **Optional lead-in**, you could do it here.

- a** This exercise revises what Sts should already know. Focus on the instructions and give Sts time to decide if the words are countable or uncountable.
Check answers.

(C = countable, U = uncountable)
juice U bottle C can C milk U carton C water U
wine U cup C glass C

- b** Focus on the instructions and get Sts, in pairs, to circle the correct word or phrase and say why the other one is wrong.
Check answers.

- 1 many (You can't use *much* with plural countable nouns.)
- 2 much (You can't use *many* with uncountable nouns.)
- 3 a lot of (You can't use *many* with uncountable nouns.)
- 4 a little (You can't use *a few* with uncountable nouns.)
- 5 a few (You can't use *a little* with countable nouns.)
- 6 a lot (You can't use *a lot of* without a noun.)

- c** Here the new language of the lesson is introduced. Tell Sts to look at the paragraphs about water in the article, and to focus on words or phrases which mean *the right amount* and *more than you need*. Check answers.

- 1 enough 2 too much

- d** Now tell Sts to go to **Grammar Bank 5C** on p.220.

Grammar notes

too much, too many, too

Some Sts often use *too much* + adjective. A typical mistake is: *It's too much big*.

It is also important to highlight the difference between *too* and *very*:

It's very big. (= a statement of fact, neither good nor bad)

It's too big. (= more than it should be / more than you want)

(not) enough

The main problem here is the pronunciation of *enough* /ɪ'nu:f/ and the different positions: before nouns, but after adjectives. Some Sts may confuse *quite* and *enough* because of L1 interference.

Focus on the example sentences and play both audio

- 5.17** and **5.18** 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 **5C** on p.221. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- 1 I eat **too much** chocolate.
 - 2 I eat **too many** crisps.
 - 3 Do you drink **enough water**?
 - 4 I'm **too busy**.
 - 5 This suitcase isn't **big enough**.
 - 6 I worry **too much**.
 - 7 You don't **go out enough**.
 - 8 I don't eat **enough vegetables**.
- b**
- 1 I don't do **enough** exercise.
 - 2 It's **too** far.
 - 3 There are **too many** cars on the roads today.
 - 4 I spend **too much** time on the computer...
 - 5 I don't read **enough**...
 - 6 I didn't buy the coat because it was **too** expensive.
 - 7 There were **too many** people at the hospital...
 - 8 I don't like watching films on my phone because the screen isn't big **enough**.

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

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: quantifiers, *too*, (*not*) *enough*

4 PRONUNCIATION & SPEAKING /ʌ/

a **5.19** This exercise helps Sts with the pronunciation of some of the words from the lesson.

Focus on the sound picture and elicit the word, and sound: *up* /ʌ/.

Give Sts time to read the **Typical spelling** chart. Make sure they know the meaning of *rare* (= not seen very often).

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

5.19

See words in Student's Book on p.73

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

EXTRA SUPPORT If this sound is difficult for your Sts, or you want to contrast it with the /æ/ sound, it will help to show them the mouth position. You could model this yourself or use the the Sound Bank videos on *Online Practice*.

b **5.20** Tell Sts they are going to hear 12 sentences and they must write the last word in each one.

Play the audio, pausing after each item to give Sts time to write.

Check answers by playing the audio again and pausing after each item to elicit the word onto the board.

1 butter 2 study 3 worry 4 young 5 money
6 rubbish 7 sunny 8 lovely 9 double
10 lunch 11 country 12 funny

5.20

- 1 Can you pass me the butter?
 - 2 Do you work or study?
 - 3 Everything's going to be fine – don't worry!
 - 4 Your sister's very young!
 - 5 I don't have any money.
 - 6 Please can you take out the rubbish?
 - 7 Is today going to be sunny?
 - 8 The weather's going to be lovely.
 - 9 Two single rooms, please, and one double.
 - 10 What do you want for lunch?
 - 11 What's the biggest city in your country?
 - 12 She's usually serious, but she can be very funny.
-

EXTRA SUPPORT Elicit the whole sentences / questions, not just the last word, and write them on the board.

EXTRA IDEA Some Sts have a problem pronouncing *money* and tend to say /mʌneɪ/. To help them, you could tell them that *money* rhymes with *funny* and *sunny*.

c Play the audio again, pausing after each item for Sts to listen and repeat. Make sure they repeat the whole sentence and not just the last word.

d **MEDIATION ACTIVITY** Focus on the speech bubbles, and then demonstrate the activity yourself by answering a couple of questions and explaining your reasons.

Now put Sts in pairs and get them to answer the questions, giving their reasons, too.

Get some feedback from various pairs.

Function taking something back to a shop

Vocabulary shopping

Lesson plan

In this third Practical English lesson Sts revise some basic shopping vocabulary, and learn some key phrases for taking things back to a shop. The story develops: Rob decides that he is unfit and needs to do some exercise. Holly invites him to join her and some friends in a game of basketball. Rob accepts, but first needs to buy some trainers. He buys a pair, without trying them on, and then realizes they are too small. He takes them back to the shop and manages to exchange them. Later, he accepts an invitation to go running with Jenny very early in the morning in Central Park.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Practical English Episode 3

Quick Test 5

File 5 Test

For students

Workbook Practical English 3

Can you remember...? 1–5

Online Practice Practical English 3

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before starting Episode 3, elicit what Sts can remember about Episode 2. Ask *Who's Holly? Where does she work / live? Who's Barbara?, etc.*

Alternatively, you could play the last scene of Episode 2.

1 ▶ ROB HAS A PROBLEM

a 5.21 Focus on questions 1–8 and give Sts time to read them. Sts may not know the expression *to be in shape* (= in a good physical condition) and *to keep fit* (= stay healthy).

Play the video / audio once the whole way through. Play again if necessary.

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

- 1 He says he's eating too much.
- 2 Because he eats out all the time in New York and the portions are very big.
- 3 He cycles in London.
- 4 Because he doesn't have a bike (he lives near the office and is only going to stay for another three weeks).
- 5 She goes running before and after work.
- 6 Holly thinks running is very boring.
- 7 He could play basketball with Holly and her friends.
- 8 He needs to buy some trainers (*sneakers* in American English).

5.21

H = Holly, R = Rob

H Hey, Rob, come on. Keep up.

R Sorry. I'm a bit tired this morning.

H You aren't exactly in good shape, are you?

R I know, I know. I think I'm eating too much.

H Then eat less!

R It isn't easy. I eat out all the time. And the portions in American restaurants are enormous.

H You don't do enough exercise.

R I walk a lot.

H Walking isn't enough, Rob. Do you do anything to keep fit?

R I cycle when I'm in London...

H So why don't you get a bike here?

R I'm only here for another three weeks. Anyway, my hotel's near the office. I don't need a bike.

H You know, Jennifer goes running all the time. Before and after work. But I just think that running is so boring. I mean, where's the fun?

R Yeah, I'm not very keen on running.

H So why don't you play basketball with me and my friends?

R OK. That's a great idea! But I don't have any trainers.

H Trainers? Sneakers! You can buy some.

R Is there a sports shop near here?

H Sure, there's one across the street.

Now focus on the **British and American English** box and go through it with the class.

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

b 5.22 Focus on the **Making suggestions with Why don't you...?** box and go through it with the class.

Now play the video / audio and get Sts just to watch or listen.

5.22

See the phrases in Student's Book on p.74

Play the video / audio again, pausing after each phrase, and get Sts to repeat it.

c Put Sts in pairs, **A** and **B**, and focus on the instructions. Make sure Sts understand the situation.

Tell Sts **A** to start.

When Sts have finished, ask a few Sts **A** what suggestions Sts **B** made and if they thought the suggestions were good or not.

d Sts stay in their pairs and focus on the new situation.

Tell Sts **B** to start.

When Sts have finished, ask a few Sts **B** what suggestions Sts **A** made and if they thought the suggestions were good or not.

EXTRA IDEA As a round-up, ask Sts for good suggestions for both situations and write them on the board.

2 VOCABULARY shopping

- a Put Sts in pairs and tell them to answer the questions in the shopping quiz.
- b **5.23** Play the video / audio for Sts to watch or listen and check.
- Check answers. For 1, you could also elicit *XS* and *XXL*.

5.23

- 1 S, M, L, and XL.
2 S is small, M is medium, L is large, XL is extra large
3 a changing room
4 a receipt
5 £25.99 = twenty-five pounds ninety-nine
75p = seventy-five p / pence
\$45 = forty-five dollars
15c = fifteen cents
€12.50 = twelve euros fifty

3 TAKING SOMETHING BACK TO A SHOP

- a **5.24** Focus on the photo and ask Sts some questions, e.g. *Where is Rob? Who is he talking to?*, etc.
- Now either tell Sts to close their books and write the two questions on the board, or get Sts to focus on the questions and cover the conversation on p.75.
- Play the video / audio once the whole way through and then check answers.

- 1 They are too small.
2 He changes them for another pair.

5.24 5.25

S = shop assistant, R = Rob

- S Can I help you, sir?
R Yes. Do you have these in an eight? (repeat)
S Just a minute. I'll go and check.

S Here you are, these are an eight. Do you want to try them on?
R No, thanks. I'm sure they'll be fine. (repeat) How much are they? (repeat)
S They're \$83.94.
R Oh, it says \$72.99. (repeat)
S Yes, but there's an added sales tax of fifteen per cent.
R Oh, OK. Do you take Mastercard? (repeat)
S Sure.

S Can I help you?
R Yes, I bought these about half an hour ago. (repeat)
S Yes, I remember. Is there a problem?
R Yes, I'm afraid they're too small. (repeat)
S What size are they?
R They're an eight. (repeat) But I take a UK eight. (repeat)
S Oh, right. Yes, a UK eight is a US nine.
R Do you have a pair? (repeat)
S I'll go and check. Just a minute.

S I'm sorry, but we don't have these in a nine. But we do have these, and they're the same price. Or you can have a refund.
R Erm...I'll take this pair, then, please. (repeat)
S No problem. Do you have the receipt?
R Yes, here you are. (repeat)
S Brilliant.

You might want to check Sts know what *Mastercard* is (same as *Visa card*) and that *erm* is a sound we use to give ourselves time to think. Also check they understand a *refund*. Model and drill the pronunciation /'ri:fʌnd/.

- b Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the shop assistant) and who says the **You say** phrases (the customer, here Rob). These phrases will be useful for Sts if they need to buy something and then take it back if they have a problem.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video / audio again and get Sts to complete the gaps. Play again if necessary.

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

- 1 minute 2 try 3 15 4 problem 5 size 6 sorry
7 same 8 receipt

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. You may want to highlight the meaning of the phrasal verb *try on*. You could also remind Sts that we often use *a pair* to talk about plural clothes.

- c **5.25** Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the **You say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation. Play the video / audio, pausing if necessary for Sts to repeat the phrases.

5.25

Same as script 5.24 with repeat pauses

- d Now put Sts in pairs, **A** and **B**. **A** is the shop assistant. Get Sts to read the conversation aloud, and then swap roles.
- e **MEDIATION ACTIVITY** Focus on the instructions. **A** is the customer and **B** the shop assistant. Make sure Sts understand the situation.
- B** keeps his / her book open and starts with *Can I help you, sir / madam?*
- Sts now role-play the conversation. Monitor and help.
- f Now focus on the new situation and make sure Sts know what *boots* are. **A** is now the shop assistant.
- Sts role-play the conversation. Monitor and help.
- You could get a few pairs to perform in front of the class.

4 ROB DECIDES TO DO SOME EXERCISE

- a **5.26** Focus on sentences 1–7 and go through them with Sts.
- Then play the video / audio once the whole way through for Sts to just watch or listen.
- Now play it again for Sts to circle the correct answer.
- Get Sts to compare with a partner, and then check answers.

- 1 Brooklyn 2 shows 3 morning 4 6.45 5 early
6 7.15 7 has

5.26

R = Rob, J = Jenny

R Hi, Jenny.

J Oh, hi.

R Have you had a good day?

J Oh, you know. Meetings! What about you?

R It was great. I went to Brooklyn and met some really interesting people.

J And you had time to go shopping, too.

R What? Oh yeah. I've just bought these.

J What are they?

R A pair of trainers – er, sneakers.

J Nice. Why did you buy sneakers?

R I think I need to get a bit fitter.

J Oh, I'm impressed. You know, I go running every morning in Central Park.

R Do you?

J It's so beautiful early in the morning. Why don't you come with me?

R Er...sure. Why not?

J Great! I'll come by your hotel tomorrow morning.

R OK. What time?

J Six forty-five?

R Six...?

J Forty-five.

R Can we make it a bit later? Say, seven forty-five?

J That's too late, Rob. Let's make it seven fifteen.

R OK.

J Excellent. See you later.

R Great.

H Basketball and running, Rob? You must have a lot of energy.

R Er...yeah.

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

b Focus on the **Social English** phrases. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

c **5.27** Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 had 2 know 3 don't 4 make 5 Let's

5.27

1 Have you had a good day?

2 Oh, you know. Meetings!

3 Why don't you come with me?

4 Can we make it a bit later?

5 Let's make it seven fifteen.

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

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

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

A 3 B 4 C 1 D 5 E 2

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

Finally, focus on the **CAN YOU...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practise the language.

G will / won't (predictions)

V opposite verbs: *pass* – *fail*, etc.

P 'll, won't

Lesson plan

In this lesson Sts are introduced to the future forms *will* and *won't* for the first time. They learn a specific use of these forms, which is to make predictions about the future, here particularly in response to what somebody says to you.

The context of the lesson is pessimists and optimists. The lesson begins with a vocabulary focus on common opposite verbs, e.g. *pass* – *fail*, *buy* – *sell*. The grammar is then presented through eight situations, looking at the typical predictions an optimist or pessimist might make, e.g. *You won't like it*, *That'll be interesting*, etc. In Pronunciation, Sts practise the contracted forms of *will* / *won't*. Sts then listen to a radio programme about positive thinking. They then read an article which states that negative thinking can be good for you, and they discuss the findings. Finally, Sts answer a questionnaire to find out whether they are a positive or negative thinker.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar will / won't (predictions)

Vocabulary Opposite verbs

Communicative Positive or negative?

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 6A

Online Practice 6A

Plus extra Pronunciation for speakers of Spanish: /əʊ/, /ɒ/, /ʌ/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Draw a big glass which is exactly half full of water on the board. Underneath, write THE GLASS IS HALF _____. Tell Sts to complete the sentence with one word, but they mustn't tell anybody which word they have written.

Now elicit from the class how to finish the sentence (*full* / *empty*).

Ask Sts who have written *empty* to put up their hands. Tell them that they are pessimists (explain / translate if necessary).

Now ask who wrote *full* and tell these Sts that they are optimists.

1 VOCABULARY opposite verbs

a **6.1** Books open. Tell Sts they are going to hear five sentences or questions, and they have to write down the main verb from each sentence.

Play the audio, pausing after each sentence to give Sts time to write.

Check answers.

1 find 2 send 3 remember 4 start 5 turn on

6.1

- Did you find your keys?
- Did you send the email?
- I never remember people's names.
- What time does the film start?
- Please turn on the air conditioning.

Elicit from the class the opposite verbs.

1 lose 2 get / receive 3 forget 4 finish / end 5 turn off

b Tell Sts to go to **Vocabulary Bank Opposite verbs** on p.243.

Vocabulary notes

You may want to highlight:

- the difference between *lend* and *borrow*, i.e. *I lend money to you / you borrow money from me*
- that the opposite of *start* is *finish* or *end* when referring to, e.g. a film or a book, but *stop* when referring to, e.g. an activity, a car, etc.
- the other meaning of *miss*, e.g. *miss your family* (= feel sad because you are not with them)

Focus on **a** and get Sts to match the verbs and photos.

Check answers, but don't drill pronunciation yet.

10 arrive 6 break 4 buy 15 download 3 find
7 forget 2 lend 16 love 14 miss 8 pass
17 pick up 1 push 12 send 5 start 11 teach
9 turn on 13 win

Then get Sts to do **b** by writing the verbs in the **Opposite** column in **a**. The first one (*leave*) has been done for them.

6.2 Now do **c**. Play the audio for Sts to check answers to **b** and to drill the pronunciation of the verbs in **a** and **b**.

6.2

Opposite verbs

10 arrive	leave
6 break	mend / repair
4 buy	sell
15 download	upload
3 find	lose
7 forget	remember
2 lend	borrow
16 love	hate
14 miss	catch
8 pass	fail
17 pick up	drop off
1 push	pull
12 send	get / receive
5 start	finish
11 teach	learn
9 turn on	turn off
13 win	lose

Now either use the audio, pausing after each pair of opposite verbs, or model and drill them yourself. Give further practice of any verbs your Sts find difficult to pronounce.

Focus on **Activation**. In pairs, Sts try to remember the verbs and their opposites. **A** (book open) says a verb and **B** (book closed) says the opposite. Make sure they swap roles.

Tell Sts to go back to the main lesson **6A**.

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


FOR SPEAKERS OF SPANISH **Pocket Book Vocabulary:** opposite verbs

2 GRAMMAR *will / won't* (predictions)

a Tell Sts to look at the cartoon and if you didn't do the **Optional lead-in**, check Sts know what *an optimist* and *a pessimist* are.

Now focus on the eight conversations and go through the **Your friend says** phrases with the class.

Then focus on the **You say** responses and point out that each one has two options, a and b. Tell Sts to label each response with *O* for *optimist* and *P* for *pessimist*.

b  **6.3** Play the audio for Sts to listen and check. Check answers.

1 a O b P 2 a P b O 3 a O b P 4 a O b P
5 a O b P 6 a P b O 7 a O b P 8 a P b O

6.3

- 1 This check-in queue is really slow!
optimist
Don't worry. It'll start moving soon.
pessimist
I know. We'll miss the flight.
- 2 Let's drive to the restaurant.
pessimist
We'll never find anywhere to park.
optimist
Yes, it'll be quicker.
- 3 I've lent my brother some money.
optimist
I'm sure he'll pay you back.
pessimist
You won't see it again.
- 4 I'm taking my driving test tomorrow.
optimist
It'll go well, you'll see.
pessimist
You won't pass.
- 5 I'm selling my old laptop on eBay.
optimist
You'll sell it easily.
pessimist
Nobody will buy it.
- 6 Hooray! We're in the final!
pessimist
Yes! But we'll lose.
optimist
Yes! I'm sure we'll win!
- 7 I'm having Japanese classes next week.
optimist
That'll be interesting!
pessimist
You'll never learn it.
- 8 We're going to see the film in English.
pessimist
You won't understand a word.
optimist
You'll love it. And it'll be good practice.

c Put Sts in pairs and get them to look at the eight situations in **a** and decide which response they would probably give.

If you didn't do the **Optional lead-in**, get Sts to say whether they are an optimist or a pessimist.

Get some feedback about various situations. With a show of hands, you could also see if there are more optimists or pessimists in the class.

d Focus on the **You say** responses in **a** and elicit the answer to the question.

the future

e Tell Sts to go to **Grammar Bank 6A** on p.222.

Grammar notes

In *English File A1/A2* Sts learned that *be going to* can be used to make predictions, e.g. *You're going to be very happy*. This use was revised in **3A**.

In this lesson Sts learn the future form *will / won't* + infinitive, and that it can also be used to make predictions. Sometimes both forms are possible, e.g. *I think the government will lose the election. / I think the government is going to lose the election*.

However, there is often a difference in usage: *will / won't* tends to be used more than *be going to* to make instant, on-the-spot predictions in reaction to what another person says, e.g.:

A *I'm going to try that new restaurant tonight.*

B *You won't like it.*

At this level you may prefer to simplify things by telling Sts that both *be going to* and *will / won't* can be used to make predictions.

Sts will learn other uses of the future (*will / won't*) in **6B** (promises, offers, and decisions) and will study the use of *will / won't* in conditional sentences with *if* in **8B**.

6.4 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **be going to for predictions** box and go through it with the class.

Then focus on the exercises for **6A** on p.223. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- 1 I think they'll lose the match.
 - 2 Will the meeting be long?
 - 3 She won't get the job.
 - 4 Will you see him at work later?
 - 5 It'll be impossible to park.
 - 6 You won't like that book.
 - 7 I'm sure she'll love the present I bought her.
 - 8 There won't be a lot of traffic in the morning.
 - 9 You'll find a good job, I'm sure.
 - 10 Everything will be OK, so there's no need to worry.
- b**
- 1 will be
 - 2 will like
 - 3 will snow
 - 4 will get
 - 5 will pass

Tell Sts to go back to the main lesson **6A**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *will / won't* (predictions)

3 PRONUNCIATION 'll, won't

Pronunciation notes

An important aspect of *will / won't* is the pronunciation of the contractions and Sts get some intensive practice here. Remind Sts that contractions are very common in conversation, but that it is not wrong to use the full uncontracted form.

Sts often confuse the pronunciation of the contracted form of *will not* (*won't* /wɒnt/) with the verb *want* /wɒnt/ when speaking and listening, so there is also a special focus on this.

- a **6.5** Focus on **a** and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Sts often find the contracted form of *it will* (*it'll*) difficult to say.

6.5

See words and phrases in Student's Book on p.84

- b **6.6** Tell Sts that they are going to hear six sentences and that they have to write them down. Explain that they all include either *won't* or *want to*. Tell Sts that they will hear each sentence twice.

Play the audio once for Sts just to listen.

Now play the audio again, pausing after each sentence to give Sts time to write down what they hear.

Then elicit answers and write them on the board. Get them to spell *want* or *won't* to make sure they have written the correct word.

6.6

- 1 I want to go with you.
- 2 They won't come tonight.
- 3 You won't find a job.
- 4 We want to learn Russian.
- 5 They want to sell their house.
- 6 I'm sure she won't win.

Now ask Sts what sound the pink letters have. Highlight that *want* is always followed by *to* before another verb, which will always help them to be sure which form they have heard.

won't = /wɒnt/
want = /wɒnt/

EXTRA IDEA Put Sts in pairs and get them to practise saying the sentences.

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

- c Focus on the instructions and make sure Sts know what they have to do.

Put Sts in pairs. Tell Sts **A** to start by reading the first line of conversation 1 in **2a**. Sts **B** should respond as an optimist. When Sts **A** have read all eight conversations, they swap roles, and this time Sts **A** respond to the situations as pessimists. Encourage them to use optimistic or pessimistic intonation.

Monitor and help, correcting any errors with *'ll* or *won't*.

- d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication You're a pessimist!**, **A** on p.190, **B** on p.195.

Go through the instructions carefully. Now make sure Sts understand what they have to do.

EXTRA SUPPORT Get a student to read you his / her first sentence, and give an example of a pessimistic response.

Sit **A** and **B** face-to-face. **A** says his / her first sentence and **B** responds in a pessimistic way. Then they swap roles.

When they have finished, you could get a few Sts to read a sentence and get others to respond.

Tell Sts to go back to the main lesson **6A**.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /əʊ/, /ɒ/, /ʌ/

4 LISTENING using existing knowledge to predict content

- a **6.7** Focus on the instructions and question. Tell Sts that the radio programme is a chat show where one of the guests is an expert on positive thinking.

Play the audio for Sts to listen and answer the question.

Check the answer.

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

It helps you enjoy life more. Positive people are healthier and live longer.

6.7

(script in Student's Book on p.208)

Presenter

Today's topic is 'positive thinking'. We all know that people who are positive enjoy life more than people who are negative and pessimistic. But scientific studies show that positive people are also healthier. They get better more quickly when they are ill, and they live longer. A recent study has shown that people who are optimistic and think positively live, on average, nine years longer than pessimistic people. So, let's hear what you, the listeners, think. Do you have any ideas to help us be more positive in our lives?

EXTRA CHALLENGE Before playing the audio, elicit some ideas from the class why positive thinking is good for you.

- b Now explain that five people have called the radio programme to give some tips (useful suggestions) to help people be more positive.

Get Sts, in pairs, to try and guess what the missing words in the sentences could be. Tell them not to write them in the sentences, but on a separate piece of paper.

You could elicit some ideas, but don't check answers yet.

- c **6.8** Play the audio once for Sts to listen and check their guesses and complete the gaps.

Check answers.

- 1 Live in the **present**, not in the **past**.
- 2 Think **positive** thoughts, not **negative** ones.
- 3 Don't spend a lot of time following the **news** online or on TV.
- 4 Every week, make a list of all the **good things** that happened to you.
- 5 Try to use positive **language** when you speak to other people.

6.8

(script in Student's Book on p.208)

P = presenter, C = caller

- P** Our first caller this evening is Andy. Hi, Andy. What's your tip for being positive?
- C1** Hello. Well, I think it's very important to live in the present and not in the past. Don't think about mistakes you made in the past – you can't change things now. The important thing is to think about how you can do things better now and in the future.
- P** Thank you, Andy. And now we have another caller. What's your name, please?
- C2** Hi, my name's Julie. My tip is think positive thoughts, not negative ones. We all have negative thoughts sometimes, but when we start having them, we need to stop and try to change them into positive ones. Like, if you have an exam tomorrow and you start thinking, 'I'm sure I'll fail,' then you'll fail the exam. So you need to change that negative thought to a positive thought. Just think to yourself, 'I'll pass. that exam I do this and it usually works.'
- P** Thank you, Julie. And our next caller is Martin. Hi, Martin.
- C3** Hi. My tip is don't spend a lot of time following the news online or on TV. It's always bad news and it just makes you feel depressed. Read a book or listen to your favourite music instead, and you won't feel so bad.
- P** Thanks, Martin. Good tip! And our next caller is Miriam. Miriam?
- C4** Hi.
- P** Hi, Miriam. What's your tip?
- C4** Every week, make a list of all the good things that happened to you, on your phone or on a piece of paper. Then if you're feeling a bit sad or depressed, read the list and it'll make you feel better.
- P** Thanks, Miriam. And our last call is from Michael. Hi, Michael. We're listening.
- C5** Hi. I think it's good to try to use positive language when you speak to other people. You know, if your friend has a problem, don't say, 'I'm sorry' or 'Oh, poor you.' Say something positive, like 'Don't worry! Everything'll be OK.' That way, you'll make the other person think more positively about their problem.
- P** Thank you, Michael. Well that's all we've got time for. A big thank you to all our callers.

- d** Play the audio again for Sts to write down extra information, e.g. a reason or an example.

Get Sts to compare with a partner, and then play the audio again.

Check answers (see script 6.8).

Finally, in pairs, small groups, or as a whole class, answer the two questions. For the question *Which tips do you think are the most useful?*, you could get Sts to vote for the best tip with a show of hands.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.208, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 READING

- a** Focus on the cartoon of the girl studying and, with a show of hands, find out if Sts think the girl is an optimist or a pessimist.
- b** Give Sts time to read the article and check their answer to **a**. They should also answer the question *What is 'defensive pessimism'?*
Check answers.

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

She is a pessimist.

It's a strategy which we use to control anxiety, fear, and worry.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- c** Now tell Sts to complete the two sentences from the article with the same word.
Check the answer.

wrong

- d** Do this as a whole-class activity.

- 1 The printer isn't working.
- 2 You've got the incorrect number.
- 3 There were no problems on our journey.

- e** Focus on the task and make sure Sts understand what they have to do.
When Sts have finished reading the article again, either put them in pairs or do it as a whole-class activity.
If Sts worked in pairs, get some feedback.

Possible answers

He can leave home early / check what time the bus leaves.
He can check which terminal the flight leaves from in advance.
He can pack carefully / weigh the luggage before they leave home.
He can take a jumper or jacket to wear on the plane.
He can take some food of his own or buy food at the airport.

- f** Do this as a whole-class activity and elicit answers from Sts.

6 SPEAKING

MEDIATION ACTIVITY Focus on the activity and on the seven questions.

Then go through the expressions in the **Responding to predictions** box with the class. Drill the pronunciation, making sure Sts do not over-stress the word *so* and are clear about the meaning. Point out that the word *so* in *I hope so*, etc. means *yes*, and that *maybe* and *perhaps* have the same meaning.

In pairs, Sts take it in turns to ask and answer each question, giving reasons for their predictions. They should then decide who is more optimistic.

Finally, get some feedback, e.g. ask how many people in the class think they will pass their next English exam.

G *will / won't / shall* (other uses)

V verb + *back*: *come back, call back*, etc.

P word stress: two-syllable verbs

Lesson plan

Sts continue their work on the uses of *will*. In this lesson they learn that as well as making predictions, *will* can be used for making promises, offers, and decisions. The presentation context is an article and a listening about the true story of a couple whose promise to love each other was only kept after a chain of strange circumstances. This is followed by the grammar, presented through some humorous typical offers, promises, and decisions, and a pronunciation focus on stress in two-syllable verbs, e.g. *promise, decide*. Next, in Vocabulary, Sts focus on the use of certain verbs with *back* (*come back, take back*, etc.), which they then put into practice with a final speaking activity.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *will / won't / shall* (other uses)

Communicative Guess my sentence

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 6B

Online Practice 6B

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: verb + *back*; linking; A love story

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the word **PROMISES** on the board and elicit its meaning. Teach / Elicit that you can *make a promise* and then *keep or break a promise*.

Ask Sts *What promises do people in love often make? Try to elicit some promises and write them on the board, e.g. I'll always love you / I'll never leave you / I'll marry you, etc. Then ask Sts if they think people keep or break these promises.*

1 READING & LISTENING

understanding the order of events

- a** Books open. Focus on the task and the two photos. Elicit answers for the two questions from the class. They will find out if they were right later in the lesson.
- b** Tell Sts to read the article and complete it with the four time expressions.
Check answers.

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

- 1 17 years ago 2 a year after 3 a few years later
4 for ten years

- c** Now tell Sts to read the article again and answer questions 1–3.

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

- 1 Carmen was studying English and Steve was living there.
2 Because Carmen moved to France, and the long-distance relationship didn't work.
3 Because Carmen's mother didn't send it to her.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** **6.9** Focus on the task and tell Sts they are now going to find out what happened to Steve and Carmen between the two photos. Tell Sts to look at questions 1–5.

Play the audio for Sts to listen and answer the questions. Then play it again if necessary.

Get Sts to compare with a partner, and then check answers. You could also check here the answer to **a**, i.e. that in the first photo they are both 25, and in the second they are 42.

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

- 1 Some builders found it and gave it to Carmen's sister.
2 She phoned Steve.
3 They arranged to meet in Paris a few days later.
4 They kissed at the airport and fell in love again.
5 They got married.

6.9

P = presenter, S = Steve, C = Carmen

- P** Earlier this year, ten years after Steve sent the letter, some builders were renovating the living room in Carmen's mother's house in Spain. When they were working on the fireplace, they found Steve's letter. They gave it to Carmen's sister, and she sent the letter to Carmen in Paris. Carmen was now forty-two, and she was still single.
- C** When I got the letter, I didn't call Steve immediately, because I was so nervous. I kept picking up the phone and putting it down again. I nearly didn't phone him at all. But I knew that I had to make the call.
- P** Carmen finally made the call and Steve answered the phone. He was also now forty-two and he was also single.
- S** I couldn't believe it when she phoned. I've just moved house, but luckily I kept my old phone number.
- P** Steve and Carmen arranged to meet in Paris a few days later.
- S** When we met, it was like a film. We ran across the airport and into each other's arms. Within thirty seconds of seeing each other again, we were kissing. We fell in love all over again.
- P** Last week the couple got married, seventeen years after they first met.
- C** I never got married in all those years, but now I have married the man I've always loved.

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

e Do this as a whole-class activity.

EXTRA IDEA Get Sts to retell the story from Steve or Carmen's point of view.

FOR SPEAKERS OF SPANISH Online Practice Listening: A love story

2 GRAMMAR *will / won't / shall* (other uses)

a Focus on the sentences and the photos on p.87. Elicit / Explain any new words or phrases, e.g. *hurt*. Now tell Sts to match the sentences to the people who are saying them. Check answers. Ask Sts if they have had experience of people saying these things to them, and if they were true or not.

- A This won't hurt.
- B I'll tidy my room now.
- C Shall I drive?
- D I won't have any more.
- E I'll come back tomorrow and finish it.
- F I'll have what she's having.

b Focus on the instructions and make sure Sts understand *offer* and *promise*. Highlight that they should write the letter of the people. Point out that the first one (B) has been done for them. Check answers.

offering to do something: C
deciding to do something: D, F
promising to do something: A, E

c Tell Sts to go to **Grammar Bank 6B** on p.222.

Grammar notes

Sts shouldn't worry about being able to distinguish between an offer, a promise, or a decision. Depending on the context, *I'll help you tomorrow* could be an offer, a promise, or a decision.

In some languages the present tense is used for offers and decisions. Highlight that in English you say *I'll help you* NOT *Help you*.

Shall I...? is only used when an offer to do something is asked as a question, e.g. *Shall I make you a cup of coffee?* NOT *Will I make you a cup of coffee?*

In other future contexts *Will I...?* is used, e.g. *Will I need my passport?* NOT *Shall I need my passport?*

In the past, *shall* was always used instead of *will* in the first person singular and plural. Today, *will* is commonly used for all persons, and *shall* is mainly used in offers (*Shall I turn on the heating?*) and suggestions (*Shall we get a taxi?*).

🎧 **6.10** Focus on the example sentences and play the audio 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.223. Sts do the exercises individually or in pairs. Check answers, getting Sts, in pairs, to read the full sentences.

a 1 C 2 H 3 D 4 B 5 I 6 A 7 F 8 E

b

- 1 **Shall I help** you?
- 2 I **won't tell** anyone, I promise.
- 3 **I'll call** you tonight.
- 4 When **will** you **pay** me back?
- 5 Don't worry. I **won't forget**.
- 6 **Shall I take** you home?
- 7 **I'll get** a bigger pair for you, madam.
- 8 Yes, I know. I **won't buy** it again.

Tell Sts to go back to the main lesson **6B**.

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

d Focus on the task and give Sts time to write their sentences. Monitor and help. Correct any errors with *will*, *won't*, and *shall*. Now put Sts in pairs and get them to read their sentences to each other. Find out if anyone wrote exactly the same as their partner.

FOR SPEAKERS OF SPANISH Pocket Book Grammar: *will / won't / shall* (other uses)

3 PRONUNCIATION word stress: two-syllable verbs

a Focus on the activity and give Sts, in pairs, time to put the two-syllable verbs in the correct columns.

b 🎧 **6.11** Tell Sts they are going to hear the verbs being used in sentences. First, they will hear all the verbs that are stressed on the first syllable. Play the audio for Sts to listen and check. Check answers. You might want to point out that most two-syllable verbs are stressed on the second syllable.

1st syllable: offer, promise, borrow, happen, practise
2nd syllable: decide, agree, arrive, complain, depend, forget, invite, prefer, receive, repair

🎧 6.11

First syllable

We'll offer him the job.
I promise to come.
Can I borrow your car?
It'll never happen.
Please practise the sentences.

Second syllable

We'll decide later.
I don't agree.
When do you arrive?
They complain about everything.
It'll depend on the weather.
Don't forget your keys.
Let's invite her.
Which do you prefer?
You'll receive it in a week.
Can you repair this, please?

- c **6.12** Tell Sts that this time they will only hear the verbs and they must listen and repeat them. Either tell Sts to look at the list of verbs in **a**, or get them to close their books.

Play the audio for Sts to practise saying the verbs, making sure they stress them clearly.

6.12

decide, offer, promise, agree, arrive, borrow, complain, depend, forget, happen, invite, practise, prefer, receive, repair

EXTRA CHALLENGE Divide the class into small groups. Tell Sts you are going to give them a verb from **a**, and in their groups they must write a sentence as quickly as possible, using the verb. The sentence must have a minimum of five words in it. When they are ready, they should read the sentence out loud. If the sentence is correct and their pronunciation is good, they get a point.

- d Give Sts time to complete sentences 1–5 in their own words.
Now put Sts in pairs and get them to read their sentences to each other.
Find out if anyone wrote exactly the same as their partner.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: linking

4 VOCABULARY & SPEAKING

 verb + back

- a Here Sts learn / revise some common verbs with *back*, e.g. *go back*, *pay (somebody) back*. Focus on the question and elicit the answer.

come back = to return to a place

Vocabulary notes

The key thing for Sts to understand is that by adding *back* to a verb, they are adding the sense of 'returning' an action.

You may want to point out that the object pronoun (*it*, *them*, etc.) goes between the verb and *back*, e.g. *give it back*, *send them back*. Word order with these kinds of verbs + prepositions / adverbs (phrasal verbs) is dealt with in **10B**.

Other verbs + *back* that you could also teach are *get back* (*get to somewhere* = arrive; *get back somewhere* = return to where you started from), *write back*, *walk back*, etc.

- b Focus on the phrases in the list. Demonstrate *give back* by giving something to a student and then saying *Give it back, please*.
Give Sts a couple of minutes to read 1–6 and complete them with a phrase from the list.

- c **6.13** Play the audio for Sts to listen and check.
Check answers.

1 go back 2 take it back 3 call you back 4 give it back
5 pay you back 6 send them back

6.13

- 1 A Are you feeling better?
B Yes, I think I'll go back to work tomorrow.
2 A The shirt you bought me is too small.
B Don't worry. I'll take it back to the shop and change it. I still have the receipt.
3 A Hi, Jack. It's me, Karen.
B I can't talk now, I'm driving. I'll call you back in fifteen minutes.
4 A That's my pen you're using!
B Is it? Sorry. I'll give it back in a minute.
5 A Can you lend me twenty pounds? I'll pay you back next week.
B OK – here you are.
6 A Where did you buy those shoes?
B I got them online, but they're too big. I think I'll send them back.

Get Sts to practise the conversations in pairs.

- d **MEDIATION ACTIVITY** Focus on the **Giving examples and reasons** box and go through it with the class.

Now focus on the task and make sure that Sts understand the questions.

Put Sts into groups of three or four and get them to discuss 1–6.

Monitor and help while Sts are talking.

Get some feedback from the class.

EXTRA SUPPORT Demonstrate the activity by answering a couple of questions yourself.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: verb + back

G review of verb forms: present, past, and future

V modifiers

P the letters *ea*

Lesson plan

The final lesson in File 6 provides a consolidation of the verb forms studied in the first half of the book. Present, past, and future forms are revised through the context of interpreting dreams. Although the lesson provides a light-hearted look at dreams, the symbols and their interpretations have been taken from serious sources. Sts begin by listening to a psychoanalyst interpreting a patient's dream. After focusing on and revising different forms which are used in the conversation, Sts get the chance to ask and answer questions using all the verb forms they have studied. Then there is a vocabulary focus on modifiers like *quite*, *really*, and *incredibly*. In Pronunciation Sts look at the possible pronunciations of the letters *ea*, and the lesson ends with a video listening about the meaning of dreams.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar review of verb forms: present, past, and future

Communicative Talk about it

Resources

Video What do our dreams really mean?

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 6C

Online Practice 6C

Plus extra Pronunciation for speakers of Spanish: contractions

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts if they had any dreams last night. If they say *Yes*, elicit from three or four Sts what they dreamed about (just the subject, not the details), e.g. *I dreamed I was falling / about my exams*. Write the dreams on the board and quickly ask the class if they know what the dreams mean. Accept any reasonable explanations, and tell them they are going to find out more about the meaning of dreams in the lesson.

1 LISTENING

a Books open. Focus on the four questions. Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs. You could answer a couple of questions too.

b **6.14** Focus on the instructions. Check Sts know the meaning of *psychoanalyst* and *patient*. Model and drill their pronunciation /ˌsaɪkəʊ'ænəlist/ and /'peɪnt/.

Focus on the pictures and ask Sts what they can see. Elicit that the pictures show an owl, champagne, a woman playing the violin, feet, people at a party, and flowers.

Play the audio and get Sts to number the pictures 1–6 in the correct order.

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

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

1 party 2 champagne 3 flowers 4 violin player 5 owl
6 feet

6.14

Dr = Dr Melloni, P = patient

Dr So, tell me, what did you dream about?

P I was at a party. The room was full of people.

Dr What were they doing?

P They were drinking and talking.

Dr Were you drinking?

P Yes, I was drinking champagne.

Dr And then what happened?

P Then suddenly I was in a garden. There were a lot of flowers.

Dr Flowers, yes...What kind of flowers?

P I couldn't see – it was a bit dark. And I could hear music – somebody was playing the violin.

Dr The violin? Go on.

P And then I saw an owl, a really big owl in a tree...

Dr How did you feel? Were you frightened of it?

P No, not frightened, really, no – but I remember I felt incredibly cold. Especially my feet – they were freezing. And then I woke up.

Dr Your feet? Mmm, very interesting, very interesting. Were you wearing any shoes?

P No. No, I wasn't.

Dr Tell me, have you ever had this dream before?

P No, never. So what does it mean, Doctor?

c Focus on the conversation and give Sts a few minutes to read it.

Play the audio again for Sts to complete the gaps. You may need to pause the audio to give Sts time to write the missing words.

Check answers.

1 doing 2 talking 3 drinking 4 were 5 couldn't
6 playing 7 saw 8 feel 9 remember 10 woke up
11 wearing 12 had 13 mean

EXTRA CHALLENGE Get Sts to try to complete the missing words before they listen. Don't tell them whether their guesses are right or wrong.

d Tell Sts that they are going to try to understand the man's dream. In pairs, they must match the things in his dream in the **You dream...** column to interpretations 1–5 in **This means...**

Get Sts to compare with a partner.

e **6.15** Focus on the task and play the audio for Sts to listen and check.

Check answers.

that you are at a party 2
that you are drinking champagne 5
about flowers 1
that somebody is playing the violin 3
about an owl 4

6.15

(script in Student's Book on p.208)

Dr = Dr Melloni, P = patient

P So what does it mean, Doctor?

Dr Well, first the party. A party is a group of people. This means that you're going to meet a lot of people. I think you're going to be very busy.

P At work?

Dr Yes, at work... You work in an office, I think?

P Yes, that's right.

Dr I think the party means you're going to have a lot of meetings.

P What about the champagne?

Dr Let me look at my notes again. Ah yes, you were drinking champagne. Champagne means a celebration. It's a symbol of success. So we have a meeting or meetings, and then a celebration. Maybe in the future, you'll have a meeting with your boss, about a possible promotion?

P Well, it's possible. I hope so... What about the garden and the flowers? Do they mean anything?

Dr Yes. Flowers are a positive symbol. So, the flowers mean that you are feeling positive about the future. So perhaps you already knew about this possible promotion?

P No, I didn't. But it's true – I am very happy at work and I feel very positive about my future. That's not where my problems are. My problems are with my love life. Does my dream tell you anything about that?

Dr Mmm, yes, it does. You're single, aren't you?

P Yes – well, divorced.

Dr Because the violin music tells me you want some romance in your life – you're looking for a partner, perhaps?

P Yes, yes, I am. In fact, I met a woman last month – I really like her... I think I'm in love with her. I'm meeting her tonight.

Dr In your dream you saw an owl in a tree?

P Yes, an owl... a big owl.

Dr The owl represents an older person. I think you'll need to ask this older person for help. Maybe this 'older person' is me? Maybe you need my help?

P Well, yes, what I really want to know is: does this person, this woman... love me?

EXTRA SUPPORT Play the audio again, pausing after each bit of interpretation, and elicit as much information as possible from the class.

f **6.16** Elicit a few ideas from Sts about the meaning of picture 6 (the feet). You could write some of the ideas on the board.

Now play the audio for Sts to listen.

Check the answer.

The woman doesn't love him.

6.16

P Well, yes, what I really want to know is: does this person, this woman... love me?

Dr You remember the end of your dream? You were feeling cold?

P Yes, my feet were very cold.

Dr Well... I think perhaps you already know the answer to your question.

P You mean she doesn't love me.

Dr No, I don't think so. I think you will need to find another woman. I'm sorry. Perhaps you can find someone...

EXTRA SUPPORT If there's time, you could get Sts to listen again to both parts with the scripts on p.209, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 GRAMMAR review of verb forms

a Look at the sentences and explain that they come from the listening, and are examples of the different tenses and forms Sts have studied so far.

Elicit which one is in the present perfect (3). Then give Sts, in pairs, a few minutes to decide what time the other sentences refer to.

Check answers.

1 P 2 P 3 PP 4 F 5 PR 6 F 7 PR 8 F

b Tell Sts to go to **Grammar Bank 6C** on p.222.

Grammar notes

Sts should by now be reasonably confident with the present simple and continuous, the past simple, and *be going to*. With the new forms and tenses, how quickly they assimilate them will depend to a large extent on whether they have a similar form in their L1. Don't over-correct mistakes, but encourage Sts to use these tenses where appropriate and to get the form correct.

6.17 Focus on the example sentences and play the audio 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 **6C** on p.223. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
- 1 **Do** you often remember your dreams?
 - 2 **Did** you watch the match last night?
 - 3 Who do you think **will** win the election next year?
 - 4 **Have** you been to the supermarket?
 - 5 **Does** your brother like rock music?
 - 6 What **are** you going to watch on TV tonight?
 - 7 **Was** it snowing when you left?
 - 8 **Were** you at the party last night?
 - 9 **Has** the film finished yet?
- b
- 1 We're **having** dinner with Jack and Mary.
 - 2 But we **had** dinner with them last week!
 - 3 Yes, but they **want** to tell us some good news.
 - 4 **Shall** I **buy** some champagne?
 - 5 Where **have** you **been**?
 - 6 When I **was walking** home...
 - 7 I **decided** to buy...
 - 8 And then I **saw** Mark in the shop...
 - 9 We're **going to be** / **are** late!
 - 10 I've **already booked** a taxi...
 - 11 I'll **be** ready in five minutes.

Tell Sts to go back to the main lesson **6C**.

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

3 SPEAKING

MEDIATION ACTIVITY Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication Revision questionnaire, A** on p.190, **B** on p.197.

Go through the instructions with them carefully and make sure Sts know what they have to do. You could tell Sts that the questions practise all the tenses they have studied so far, and that each student has one question for each tense.

Give Sts time to interview each other, making sure they ask for more information.

Monitor and help while Sts are talking.

Get some feedback from the class.

Tell Sts to go back to the main lesson **6C**.

4 VOCABULARY modifiers

a In this activity Sts revise / learn some useful modifiers.

Focus on the two examples in the chart.

Now make sure Sts understand that they have to complete the chart with the words in the list in order. Elicit the first one (*incredibly*) from the whole class.

b **6.18** Play the audio for Sts to listen and check.

Check answers.

	incredibly	
	really	
The room was	very	dark.
	quite	
	a bit	
	not very	

6.18

- 1 The room was incredibly dark.
- 2 The room was really dark.
- 3 The room was very dark.
- 4 The room was quite dark.
- 5 The room was a bit dark.
- 6 The room was not very dark.

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

Vocabulary notes

You may want to highlight that:

- *incredibly* /ɪnˈkredəblɪ/ has the stress on the second syllable
- *really* is a little stronger than *very*. Compare *She's very well* and *She's really well*
- *quite* means an intermediate amount – neither a lot nor a little

c Give Sts time to complete the sentences so that they are true for them, and then get them to compare their answers with a partner.

Get some feedback from the class.

5 PRONUNCIATION the letters *ea*

Pronunciation notes

The combination of vowels *ea* has several possible pronunciations.

The most common is /iː/, e.g. *speak*. /e/ is less common, e.g. *breakfast*. /eɪ/ is very rare, and the only common *ea* words with this sound are *great*, *break*, and *steak*.

a Focus on the activity and the chart. Elicit the six sound picture words and the sounds: *tree* /iː/, *egg* /e/, *train* /eɪ/, *chair* /eə/, *ear* /ɪə/, and *bird* /ɜː/.

Now tell Sts to put the words in the list in the correct column. Remind Sts that this kind of exercise is easier to do if they say the words aloud.

Get Sts to compare with a partner.

b **6.19** Play the audio for Sts to listen and check.

Check answers.

6.19

<i>tree</i> /iː/	dream, mean, beach, clean, easy, jeans, meat, speak
<i>egg</i> /e/	already, breakfast, sweater, weather
<i>train</i> /eɪ/	break, great
<i>chair</i> /eə/	wear
<i>ear</i> /ɪə/	really, clear, dear, hear, idea, near, theatre
<i>bird</i> /ɜː/	earn, learn

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

Now ask Sts what the most common pronunciation of the letters *ea* is.

/iː/

Finally, ask them what the most common pronunciation of the letters *ear* is.

/ɪə/

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 the Sound Bank videos on *Online Practice*.

c **6.20** Tell Sts they are going to hear four sentences and they must write them down.

Play the audio once for Sts just to listen.

Now play the audio again, pausing after each sentence to give Sts time to write. Check answers.

6.20

- 1 What does my dream about the beach mean?
- 2 We've already had breakfast.
- 3 Great – it's time for a break!
- 4 Oh dear! I hear nobody likes your idea.

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

EXTRA CHALLENGE Put Sts in pairs and get them to write three more sentences with the words in **a**. They should then practise saying the sentences. You could then get pairs to swap sentences and practise saying the new sentences.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: contractions

6 VIDEO LISTENING

a Tell Sts that they're going to watch a film about common dreams and what they mean.

Play the video once the whole way through.

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

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

The dreams with a good meaning are:

- Dream 4, your life is successful (this dream can also have a bad meaning).
- Dream 5, you're in love.
- Dream 7, you're having an exciting time in your life.

What do our dreams really mean?

Meet Tom. Like everyone, Tom likes to get a good night's sleep. And like us all, Tom has about five separate dreams every night. These dreams can last between fifteen and forty minutes. According to experts, our dreams tell us who we are, what we need, and what we believe in, so, for Tom and for everyone else, here is a guide to the most common dreams and their meanings.

Dream one: someone is running after you.

If you have this dream, it means something is worrying you in real life. Something like a difficult decision or a difficult situation with a friend or a colleague. People often have this dream again and again until they make the decision or deal with the situation that is worrying them.

Dream two: you can't find something you need.

Dreaming about losing something and trying to find it again is surprisingly common. It usually means that you're worried about something stressful that you need to do soon, like going on a long journey or giving a talk in public. In these situations, people sometimes dream about losing their passport or tickets, or losing their notes or memory stick.

Dream three: you're unprepared for an exam.

This one is common for young adults or children who are under stress, and it can feel very real – sometimes you can wake up sure that you've just failed an important exam or test. If you're not doing any exams in real life, this dream could mean that you don't have enough confidence in your ability to do something.

Dream four: you're flying or falling.

Another very common dream is the flying dream. Sometimes people dream that they are in control. If you feel in control, it means that your life is successful – perhaps you've just passed an important exam, or your boss has given you a promotion.

But usually, people dream that they're out of control, and falling. This means the opposite – your life isn't going well, and you're worried about what's going to happen in the future.

Dream five: you're underwater.

If you dream that you're underwater, but you're feeling happy and comfortable and you can still breathe, it could mean you have very strong feelings for someone. You're probably in love!

Dream six: you're in an out of control vehicle.

A dream about cars is a dream about your direction in life. If you dream that you're driving, and you lose control of your car, you probably feel that your life is out of control.

If somebody you know is driving, then perhaps you feel that they have problems in their life, and need your help.

Dream seven: you find a new room in your house.

This dream means that you're having an exciting time in your life, and you're discovering new possibilities. If the room is white, it means you want to make a new beginning in your life.

Dream eight: You're late for a meeting or appointment.

Dreaming that you're late for a meeting represents your worry about taking a different direction in your life. Perhaps you're not one hundred per cent confident about making a change. This dream can also mean that you feel like you don't have enough time to get something done.

Sometimes, dreams come true, but more often, they don't. Sweet dreams!

b Give Sts time to read the sentences, making sure they understand them.

Then play the video again for Sts to complete the sentences. You could pause after each dream to check answers.

EXTRA CHALLENGE First put Sts in pairs and ask them to try to complete the meanings of the dreams from memory. Then play the video again. Ask students to check their answers and make a note of any extra information about each dream.

Get some feedback from various pairs.

Dream 1 decision, friend
Dream 2 journey, talk
Dream 3 confidence, ability
Dream 4 successful, future
Dream 5 strong, love
Dream 6 life, help
Dream 7 exciting, possibilities
Dream 8 direction, time

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

c Ask Sts to discuss the questions in groups or as a class.

Get some feedback from various Sts.

For instructions on how to use these pages, see p.40.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 5&6
 Quick Test 6
 File 6 Test
 Progress Test Files 1–6
 Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Online Practice Check your progress

GRAMMAR

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

VOCABULARY

a
 1 Two thirds 2 five hundred and fifty 3 lend
 4 coming back 5 teaching

b
 1 sell 2 pull 3 forget 4 fail 5 lose

c
 1 crowded 2 safe 3 noisy 4 south 5 museum
 6 palace 7 harbour 8 bones 9 heart 10 disease

d
 1 Very 2 incredibly 3 bit 4 really 5 quite

PRONUNCIATION

c
 1 better /ə/ 2 many /e/ 3 enough /f/ 4 why /w/
 5 wear /eə/

d
 1 impatient 2 easiest 3 optimist 4 depend 5 forget

CAN YOU understand this text?

a
 She shouted 'Tell them about the dream' when he was speaking in Washington.

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

CAN YOU understand these people?

1 b 2 c 3 c 4 b 5 a

6.21

1

I = interviewer, K = Katelyn

I Do you have more free time than three years ago?
 K I actually definitely do have more free time than I did a couple of years ago, so I actually just graduated from college. This is my first year working full time, so working nine to five frees up your evenings, so definitely more free time than before.

2

I = interviewer, S = Susie

I What's the most beautiful city you've ever been to?
 S That's such a good question. Um, I think probably Athens.
 I Why?
 S It's, it's just, it's absolutely gorgeous – the Acropolis, the Parthenon, the sights are beautiful. Yeah, it's the best place to go.

3

I = interviewer, A = Anna

I What do you drink in a typical day?
 A In a typical day I usually just drink, er, a lot of coffee and water, sometimes juice.
 I Is there anything you drink too much of?
 A I probably drink too much coffee.
 I Is there anything you don't drink enough of?
 A I don't drink enough water most days, but I'm trying to get better.

4

I = interviewer, L = Laura

I Are you an optimist or a pessimist?
 C I am a realist. Um, yeah, more pessimistic than optimistic.

5

I = interviewer, P = Paula

I Do you often dream about the same thing?
 P Yes, I do. I had a really, really awful teacher at high school for history, and she was always really mean. And when I finished high school, I always dreamed that she would say, 'You will never pass your A levels'. And now I always dream of the same teacher from high school telling me, 'You will never finish your degree,' so that's kind of weird, yeah.

- G** uses of the infinitive with *to*
V verbs + infinitive: *try to, forget to*, etc.
P weak form of *to*, linking

Lesson plan

The context of this lesson is advice on how to 'survive' stressful situations such as the first day in a new job. The material is based on information on a website called *lifelhack* which gives 'tips for life'. The lesson begins with Sts reading some useful advice on what to do and say (and not do and say) when you start a new office job. They then listen to two people describing their first day at work and see how they got on. In Vocabulary, the focus is on some high frequency verbs which are followed by the infinitive form, and in Grammar, Sts learn when to use the infinitive form with *to* (after certain verbs, after adjectives, etc.). Sts also read and re-tell two more *How to...* texts (surviving meeting your partner's parents for the first time and surviving a first date). In Pronunciation and Speaking, Sts practise the weak form of *to* in phrases using an infinitive and linking. Finally, in Writing they write some tips of their own on a different subject.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar uses of the infinitive with *to*
Communicative *I'm going to tell you about...*

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 7A
 Online Practice 7A
 Plus extra Vocabulary for speakers of Spanish: work
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write **HOW TO SURVIVE...** on the board in big letters. Tell Sts that there are websites giving people advice about how to survive stressful situations in daily life. Then elicit from Sts stressful situations that they would like to read advice for, and write them on the board.

You may want to give them a few ideas to start them off, e.g. *a week of exams, a first date*, etc.

Continue until you have five or six situations. Then ask Sts *What advice would you give?* and elicit ideas.

1 READING text coherence / understanding content words

- a** Books open. Focus on the task and the two sentence beginnings. Give Sts time to think, then either put Sts in pairs or do this as a whole-class activity.
 If Sts worked in pairs, get some feedback and write it on the board in two columns.
- b** If you didn't do the **Optional lead-in**, focus on the title of the article and make sure Sts know the meaning of *survive* (= to continue to live in or after a difficult time).
 Now tell Sts to read the article from a newspaper to see if their advice is included in the article. Tell them not to worry about the gaps.
 Elicit from the class which tips on the board are mentioned in the article.

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

- c** Get Sts to read the article again and this time to complete gaps 1–7 with tips A–G. You could quickly go through the tips to make sure Sts understand all the lexis.
 Get Sts to compare with a partner, and then check answers.

1 D 2 B 3 A 4 C 5 G 6 F 7 E

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

EXTRA IDEA Get Sts to underline the important content words in A–G, i.e. nouns and verbs. Then quickly read the article again and match the tips to the correct section.

- d** Do this as a whole-class activity.

2 LISTENING

! Track 7.1 is a long listening with two stories. You could do each story separately if you prefer.

- a** **7.1** Tell Sts they are now going to listen to two people, Simon and Claire, describing their first day at a new job. They must listen to see what problems they had.
 Play the audio once the whole way through.
 Get Sts to compare with a partner, and then check answers.

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

Simon was wearing the wrong clothes (a suit).
 Claire had to teach three-year-olds and couldn't control them.

7.1

(script in Student's Book on p.208)

Simon

When I was about thirty, I got a job as an editor in a publishing company. It was my first office job, and um I didn't really know what to wear, but um for the interview I wore a suit, in fact I bought the suit specially for the interview. I got the job, so I thought that must be OK, so um on the first day I went to work wearing a suit and a tie. I got to work early, um, I wanted to make a good impression, and I was the first person in the office, so I went in, I found my desk, with my name on it, and I sat down and there were a few papers and documents for me to read, so I started reading those. I turned on my computer, and after about ten, fifteen minutes the other people in the office started to arrive and I noticed that nobody else was wearing a suit, and I thought, 'OK it's not a big problem'. So I introduced myself to the other people, I said, 'Hello, how are you?' Hello, pleased to meet you' and the next thing someone said to me was 'My computer's really slow, do you think you know what the problem is?' and I said, 'No, no, not really.' So then I introduced myself to somebody else and said, 'Hello, nice to meet you' and she replied, 'Hello, nice to meet you' and then she said, 'Do you know how I can connect my computer to the printer?' and I said, 'No, I have no idea how to do that.' Anyway I went back to work and about half an hour later I had a meeting with my boss, and she said, 'How's it going?' and I said, 'Yeah, it's all good, everybody seems really nice. Just one thing, why does everybody think I can fix their computer?' and she looked at me and what I was wearing and she said, 'It's your suit. Nobody in this office ever wears a suit, so they think you're from the IT department and you've come to help with a computer problem. They're the only ones who wear suits!' So I never wore it again. To this day.

Claire

It was my first day at work as a teacher at a language school, and they asked me to come the first week of term to observe some teachers, to watch their lessons, and then I was going to start teaching the following week. But when I arrived there they told me that one of the teachers was ill and they asked me to take the class, and it was three-year-old kids! So I was in a class with about ten three-year-olds, who were running around – my boss gave me a story book to read to them, but the kids couldn't speak any English. I'd never taught – never been trained to teach children that small. I tried to read the book to two of them, but the others were running around shouting and hitting each other, and at the worst possible moment, just when all of them were being really noisy and not doing anything I was telling them to, my boss – the director of the school – opened the door and just looked at me. I felt terrible, but then she said, 'These children are too young for you, aren't they?' and I said, 'Yes' – I was nearly crying. Luckily after that she never gave me any classes with really young children, but it was the most stressful class I've ever tried to teach.

Now ask Sts which tip from the article in **1** they would give Simon and Claire.

Simon Wear smart work clothes, but not too smart.

Claire Be prepared to have problems. Don't be afraid to ask for help.

b Tell Sts they are going to listen again and this time they must answer questions 1–6. Go through the questions, making sure Sts understand all the lexis.

Play the audio, pausing after Simon's story. Then play Claire's story.

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

1 C 2 C 3 S 4 S 5 C 6 B

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.208, 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. You could tell Sts about your own experience if you have ever had a problem on your first day.

3 VOCABULARY & GRAMMAR

verbs + infinitive; uses of the infinitive with *to*

Vocabulary notes

Although Sts are learning these verbs partly in a grammar context, it's important to make sure that they're clear about what they all mean, e.g. *pretend, try, decide, etc.*, and are also clear about the difference in meaning between *would like* and *like*.

a Here Sts focus on the verbs before the infinitives. Tell Sts not to look at the article and to complete the gaps in 1–4. Check answers.

1 Plan 2 Offer 3 want 4 Try

b Tell Sts to go to **Vocabulary Bank Verb forms** on p.244. Focus on **1 Verbs + infinitive**.

Focus on **a** and get Sts to complete the **to + verb** column with the verbs from the list.

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

Check answers.

7.2

Verb forms 1 Verbs + infinitive

- 1 We've decided to go to France for our holiday.
- 2 Don't forget **to turn off** all the lights.
- 3 We hope **to see** you again soon.
- 4 I'm learning **to drive**. My test is next month.
- 5 I need **to go** to the supermarket. We don't have any milk. 6 He offered **to help me with my case**.
- 7 They're planning **to get married** soon.
- 8 He pretended **to be** ill, but he wasn't really.
- 9 He's promised **to pay** me back when he gets a job.
- 10 Remember **to bring** your dictionaries to class tomorrow.
- 11 It was very cloudy and it started **to rain**.
- 12 I'm trying **to find** a job, but it's very hard.
- 13 I want **to catch** the six o'clock train.
- 14 I'd like **to buy** a new car next month.

Either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any verbs your Sts find difficult to pronounce.

Now do **Activation** and tell Sts, in pairs, to cover the **to + verb** column. They must try to remember and say the full sentences.

Tell Sts to go back to the main lesson **7A**.

! The photocopyable vocabulary activity revises both verbs + infinitive and verbs + gerund, so wait until after the **Vocabulary Bank** in **7B** before using it.

- c Tell Sts to focus on sentences A–C from the article and rules 1–3. They must match a sentence with a rule.
Get Sts to compare with a partner, and then check answers.

a 2 b 3 c 1

- d Tell Sts to go to **Grammar Bank 7A** on p.224.

Grammar notes

The infinitive has two forms in English:

- 1 **work** is the form which is given in a dictionary. Sts have seen this used in present simple questions and negatives, e.g. *Do you work?*, *I didn't work*, and after the modal verb *can*.
2 **to work** Sts should already be familiar with the infinitive with *to* used after some verbs such as *want* and *would like*, e.g. *I want to come with you*.

! The infinitive of purpose is only used to express a positive reason. To express a negative reason we use *in order not to* or *so as not to*, e.g. *We took a taxi so as not to be late* NOT ~~*We took a taxi not to be late*~~. At this level it is better not to point this out unless it comes up.

- 7.3 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **Infinitive without to** box and go through it with the class.

Then focus on the exercises in **7A** on p.225. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 F 2 D 3 E 4 A 5 C

- b
1 Nice **to meet** you
2 What do you want **to do** tonight?
3 I promise **not to be** late.
4 Try **not to make** a noise.
5 I'd really like **to learn** a new language.
6 Be careful **not to drive** too fast – the roads are icy.
7 My brother has decided **to look for** a new job.
8 You don't **need to pay** to go in.

EXTRA IDEA Put Sts into small groups. Get them to try to think of at least two answers to each of the questions below, using *to* + infinitive.
Why do people...?

- go to parties – go on holidays – go to a gym
– get married – learn English

Tell Sts to go back to the main lesson **7A**.

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

- e **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication How to survive...**, **A** on p.190, **B** on p.196.

Go through the instructions with them carefully, and make sure Sts know what they have to do.

A and **B** read their *How to survive...* articles. Give them time to try to memorize the information and deal with any vocabulary problems.

A then tells **B** the five tips. Then **A** and **B** decide together which they think is the most important tip.

B now tells **A** the five tips in his / her article and they again decide together which is the most important one.

When Sts have finished, get feedback from some pairs about which tip they thought was the most important.

EXTRA SUPPORT Tell Sts that they can look at the headings, but encourage them to give as much of the extra information as they can from memory.

Tell Sts to go back to the main lesson **7A**.

- f Focus on the task and make sure Sts know the meaning of *appropriate* (= suitable, acceptable, or correct for the particular circumstances). Model and drill pronunciation. Then give Sts time to think about the tips they read or heard about in **Communication**.

Now ask the class if they think the tips they have read are appropriate in their country. If not, why not?

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: verbs + infinitive

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: work

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: uses of the infinitive with *to*

4 PRONUNCIATION & SPEAKING

weak form of *to*, linking

Pronunciation notes

Weak form of *to*

The word *to* is usually unstressed in a sentence (unless it comes at the end of a question, e.g. *Who are you talking to?*) and is pronounced as a weak form /tə/, e.g. *I never speak to /tə/ Jane*.

Linking


It's important for Sts to be aware of the way two consonant sounds are linked (see information box in the Student's Book) as this will help them to understand spoken language when this linking occurs.

- a 7.4 Tell Sts to listen to the three sentences and especially to how the word *to* is pronounced. Play the audio once for Sts just to listen. Check answers.

to isn't stressed and is pronounced /tə/

7.4

See sentences in Student's Book on p.99

b  **7.5** Focus on the **Linking words with the same consonant sound** box and go through it with the class.

Now tell Sts they are going to hear ten questions and they must complete each gap with three or four words.

Play the audio, pausing after each question to give Sts time to write. Play again if necessary.

Get Sts to compare with a partner, and then check answers, making sure Sts understand the questions.

- 1 tried to learn
- 2 how to drive
- 3 what to wear
- 4 forgotten to turn off
- 5 hoping to go
- 6 planning to go anywhere
- 7 to work or study
- 8 pretended to be ill
- 9 to learn to cook
- 10 to stay friends

 7.5

- 1 Have you ever tried to learn something new and failed?
- 2 How important is it to know how to drive?
- 3 How long do you usually spend deciding what to wear in the morning?
- 4 Have you ever forgotten to turn off your phone during a class or concert?
- 5 Where are you hoping to go for your next holiday?
- 6 Are you planning to go anywhere next weekend?
- 7 Would you like to work or study in another country?
- 8 Have you ever pretended to be ill (when you weren't)?
- 9 Do you think it's important to learn to cook at school?
- 10 Do you think it's possible to stay friends with an ex-boyfriend or girlfriend?

c This speaking activity reinforces the pronunciation presented in **a**, as well as the grammar.

Put Sts in pairs, **A** and **B**. **A** asks the first five questions to **B**, who answers giving as much information as possible. Then **B** asks the next five questions to **A**.

Get feedback from the class.

EXTRA SUPPORT Get Sts to choose questions to ask you first. Encourage them to ask follow-up questions for more information. You could write a few question words, e.g. **WHY?** **WHEN?**, etc. on the board to remind them.

5 WRITING

In pairs, Sts now write their own *How to survive...* article. First, they must choose one of the three titles and then they must write at least four tips.

When Sts have finished, make sure they check their work for mistakes.

Then they could swap articles with another pair.

EXTRA SUPPORT Brainstorm suitable headings with the class for each title before Sts choose which article to write.

Possible headings:

A job interview

Don't be late

Wear the right clothes

Be prepared

Ask questions

A party where you don't know anyone

Arrive early

Introduce yourself to people

Ask people about themselves

Don't eat or drink too much

A family holiday

Try not to argue with people

Spend some time on your own

Help with housework if you're in a rented flat

Take turns to choose where to go and what to eat

- G** uses of the gerund (verb + *-ing*)
V verbs + gerund: *like, can't stand*, etc.
P *-ing*, the letter *o*

Lesson plan

Cartoons about happiness posted on Instagram by two well-known illustrators provide the context for Sts to learn three common uses of the verb + *-ing* form (often called the gerund).

The lesson begins with the cartoons which lead Sts into Vocabulary and Grammar by focusing on common verbs which are followed by the gerund and other uses of the gerund. This is followed by a Listening and Speaking activity about the Bank of Happiness in Tallinn, Estonia, and Sts listen to an interview with the founder of the bank, Airi Kivi. In Pronunciation, Sts look at the six pronunciations of the letter *o* and the /ŋ/ sound. The lesson ends with a speaking activity, in which Sts talk about things they love / like / don't mind, etc., doing.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar infinitives with *to* or verb + *-ing*?

Communicative Questions with gerunds

Vocabulary Verbs + infinitive *to* and verbs + *-ing*

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 7B

Online Practice 7B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: happiness; /ɔː/, /uː/, /ʊ/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following words on the board:

HAPPY SAD DARK WEAK

Ask Sts what part of speech these are, and elicit that they are adjectives. Then tell Sts that by adding four letters to the end of these adjectives, you make them into nouns, and see if anyone comes up with *-ness*. Write the nouns on the board (*happiness, sadness*, etc.), and model and drill pronunciation.

You could also teach a few more *-ness* nouns from other adjectives Sts know, e.g. *kindness, laziness, tidiness*, etc.

1 VOCABULARY & GRAMMAR verbs + gerund; uses of the gerund

Vocabulary notes

Although Sts are learning these verbs partly in a grammar context, it's important to make sure that they're clear about what they all mean, e.g. *go on* (= continue), *feel like* (want to have or do sth), etc.

- a** Books open. Put Sts in pairs and get them to discuss the questions. You could answer the questions yourself first. Get some feedback from various pairs.

EXTRA SUPPORT Do this as a whole-class activity.

- b** Focus on the text and Instagram posts. You may want to pre-teach some vocabulary, e.g. *a hot tub, to illustrate sth, draw – drew*, etc. or you may prefer to deal with these in context after Sts have read the text. Tell Sts to read the text once and then tick the cartoons they agree with most. Get some feedback. You could tell Sts which ones you agree with most.
- c** Do this as a whole-class activity.

We use the *-ing* form after *finish*.

- Elicit any other verbs Sts know which take the *-ing* form, e.g. *like, love, hate, mind*, etc.
- d** Here Sts learn some other common verbs which take the gerund. Tell Sts to go to **Vocabulary Bank Verb forms** on p.244 and look at **2 Verbs + gerund (verb + -ing)**. Focus on **a** and get Sts to complete the **gerund** column with the verbs from the list.
- 7.6** Now do **b**. Play the audio for Sts to listen and check. Check answers.

7.6

Verbs + gerund

- I enjoy **reading** in bed.
- Have you finished **tidying** your room?
- I want to go on **working** until I'm seventy.
- I hate **being** late when I'm meeting someone.
- I like **having** breakfast in a café.
- I love **waking up** on a sunny morning.
- I don't mind **doing** the ironing. It's quite relaxing.
- She spends hours **talking** on the phone.
- It started **raining** at five thirty in the morning.
- Please stop **making** such a noise. I can't think.
- I don't feel like **cooking** today. Let's go out for lunch.

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

Remind Sts that *I don't mind (doing something)* = although I don't enjoy it, it isn't a problem for me. Point out the asterisk by *start* and tell Sts that it can be used with a gerund or infinitive with no difference in meaning, e.g. *It started raining* or *It started to rain*.

Now do **Activation** and tell Sts, in pairs, to cover the **gerund** column. They must try and remember the full sentences.

Tell Sts to go back to the main lesson **7B**.

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

- e Focus on the task. Either put Sts in pairs or do this as a whole-class activity.
If Sts worked in pairs, check answers.

1 without asking 2 parking, fitting, finding, sitting, landing, reading 3 not having to

- f Tell Sts to go to **Grammar Bank 7B** on p.224.

Grammar notes

It is very likely that in your Sts' L1 an infinitive form will be used in places where English uses an *-ing* form.

! In British English it is much more common to use a gerund after *like*, *love*, and *hate* especially when you are speaking about general likes and dislikes. However, an infinitive can often be used without any real difference in meaning, and US English uses the infinitive.

Spelling rules

You may want to point out that two-syllable verbs which are stressed on the last syllable also double the final consonant, e.g. *begin* – *beginning*, *prefer* – *preferring*.

! *travel* – *travelling* is an exception: it is stressed on the first syllable, but doubles the final consonant.

Gerund or infinitive?

Sts are asked to discriminate between the gerund and infinitive in the second exercise in the **Grammar Bank**. Before doing it you could get Sts to quickly look again at the rules for both (see **Grammar Bank 7A** p.224).

! Remind Sts that *like* is usually followed by the gerund, e.g. *I like travelling*, but *would like* is followed by the infinitive, e.g. *I would like to travel around the world*.

- 7.7 Focus on the example sentences and play the audio 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.225. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
1 swimming 2 practising 3 remembering 4 Teaching
5 messaging 6 not knowing 7 Travelling 8 studying
b
1 Doing 2 to pay 3 to park 4 giving 5 to get
6 raining 7 cooking, doing 8 getting up

Tell Sts to go back to the main lesson **7B**.

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

- g Tell Sts they are going to write a sentence similar to the ones in **1b**. Write HAPPINESS IS... on the board and tell Sts they should write between five and ten words about their idea of happiness.

EXTRA IDEA If your Sts like drawing, you could ask them to illustrate their text.

- h When Sts have finished writing, put them in small groups (of three or four). Tell Sts to read their sentences to the rest of their group. When they have finished reading all of them, they should give their opinion.
Get some feedback from various groups. If Sts have illustrated their work, you could put it up on the wall.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: happiness

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: verbs + gerund

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: uses of the gerund

2 LISTENING & SPEAKING

- a Focus on the task and elicit ideas from the class.
b 7.8 Tell Sts they are going to listen to a radio interview with Airi Kivi, the woman who started the bank. They must listen and choose which description 1–3 best explains how the bank works.
Play the audio once the whole way through.
Check the answer.

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

- 3 You help somebody, and then somebody else helps you.

7.8
(script in Student's Book on p.209)

P = presenter, A = Airi

P The capital city of Estonia, Tallinn, is one of the most beautiful cities on the Baltic coast. It's one of the world's 'smart cities', which means that technology plays an important role in people's lives and in business. But some people in Tallinn are using the internet for something very unusual. It's called the Bank of Happiness, but it's a very different kind of bank. Nobody pays money into the bank, and the bank doesn't lend money to anybody. Instead, the Bank of Happiness is a forum where thousands of people from Estonia, and other countries too, connect with each other, and they offer or receive services completely free of charge.

Here's how it works: you register and then you post what you're offering or what you need – it's really easy. For example, people offer to do the shopping for somebody, or walk their dog.

Other people post things like 'I need someone who can fix my car' or 'Can anybody translate an email into French for me?'

But the most important thing is that nobody pays any money. Everything is free.

The bank was started over five years ago by a thirty-nine-year-old Estonian woman called Airi Kivi. She's a psychologist and a family therapist, and her goal was to make people think and act with their hearts.

A I thought, we need something like this Bank of Happiness, where people can meet each other and help each other – do something cool. The Estonian economy was also having problems at the time. A little bit later, I thought, wow, the Bank of Happiness is perfect for this economic crisis. A lot of people are unemployed and they can use our bank.

In the Bank of Happiness people don't need to pay each other back. For example, a teenager will do the shopping for his old neighbour, and maybe the neighbour can't do anything for him in return. But then perhaps the neighbour will post a comment on the site and tell people about what the teenager did, and then another person, who sees this, will probably do something to help the teenager. The principle of the bank is that it's not money and things that make people happy. What really makes them happy is doing things for other people.

- c** Give Sts time to read the six multiple-choice questions and make sure they understand all the lexis.
Then play the audio again for Sts to listen and choose the correct answer. Play the audio again if necessary.
Check answers.

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

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.209, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Focus on the three questions and give Sts time to think of their answers.
Put Sts in pairs and get them to discuss the questions.
Get some feedback from various pairs.

3 PRONUNCIATION *-ing*, the letter *o*

Pronunciation notes

-ing

-ing at the end of a word, as in the gerund, is always pronounced /ɪŋ/. Sts often need practice making this sound as they may not have it in their language.

the letter *o*

Sts often have problems with the different pronunciations of *going* and *doing*. This exercise focuses on the two most common pronunciations of the letter *o*, /ɒ/ (e.g. *clock*) and /əʊ/ (e.g. *phone*), and two less common ones, /ʌ/ (e.g. *mother*) and /uː/ (e.g. *boot*).

Highlight that *clock* and *mother* are short sounds, *boot* is a long sound, and *phone* is a diphthong.

- a** **7.9** Focus on the sound picture and elicit the word and sound (*singer* /ɪŋ/).
Now focus on the example words next to the sound picture, e.g. *shopping*, etc.
Play the audio once for Sts just to listen.

7.9

See sound and words in Student's Book on p.101

Then play the audio again, pausing after each word for Sts to listen and repeat. Correct pronunciation and give further practice if necessary.

- b** Focus on the sound pictures and elicit the six words and sounds, e.g. *phone* /əʊ/, *horse* /ɔː/, etc.
Focus on the question and play the audio again, pausing after each word for Sts to match it to a sound.

EXTRA CHALLENGE Get Sts to do the matching exercise before they listen again.

Check answers.

shopping 4 nothing 6 boring 2
ironing 3 going 1 doing 5

Play the audio again for Sts to listen and repeat. Give more practice if these sounds are a problem for your Sts.
Put Sts in pairs and get them to practise saying the words.

- c** **7.10** Focus on the pairs of words in 1–4 and make sure Sts know what they mean.
Tell Sts they are going to hear all the words and they should try to notice the difference between them.
Now play the audio once the whole way through for Sts just to listen.

7.10

See words in Student's Book on p.101

- d** **7.11** Tell Sts they are going to hear one of the words in each group in **c** used in a sentence. They just have to decide if it is a or b.
Play the audio once the whole way through, pausing after each sentence. Play it again if necessary.
Check answers.

1 b bank 2 a thing 3 b sink 4 a ping

7.11

- The news about the bank really surprised me.
- One thing I hate about supermarkets is queuing.
- Please could you put the dirty dishes in the sink?
- I think you have a message. I just heard your phone ping.

EXTRA SUPPORT Write some words on the board for each sentence to help Sts, e.g. 1 NEWS, BANK, SURPRISED; 2 HATE, SUPERMARKETS, QUEUING, etc. Then play the audio again, pausing after each sentence for Sts to listen and repeat.

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 the Sound Bank videos on *Online Practice*.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ɔː/, /uː/, /ʊ/

4 SPEAKING

- a** Here Sts get some oral practice of the new vocabulary and grammar. Focus on the task. Highlight that Sts only have to choose five things they want to talk about from the ten possibilities. Give them a minute to choose their five things.

! Highlight that *dream of* is used for daydreaming, i.e. something we would love to do; *dream about* is used for dreaming while actually asleep, e.g. *I dreamed about you last night*.

EXTRA SUPPORT Sts could write down their answers to help prepare them for the speaking.

- b** **MEDIATION ACTIVITY** Demonstrate the activity by choosing a few things from the list in **a** and talking about them yourself. Encourage the class to ask you for more information, e.g. *Why (not)?*
In pairs, **A** tells **B** his / her five things and **B** asks for more information.

When you think Sts **A** have finished, get them to swap roles.

Monitor and help while Sts are talking. Correct Sts if they use an infinitive instead of an *-ing* form.

Get some feedback from the class.

EXTRA IDEA Get fast finishers to choose more topics to talk about.

- G** *have to, don't have to, must, mustn't*
V adjectives + prepositions: *afraid of*, etc.
P stress on prepositions

Lesson plan

The title and main context of this lesson were inspired by an article in the British press, where an experiment was done to see how well someone could learn a foreign language in just a month. When the month was up, the person travelled to the country itself and carried out a series of tasks to see how much he had learned.

The lesson begins with Sts speaking about whether they use English outside the classroom. Then Sts read an article about British people's problems learning foreign languages, and an experiment to see how much Spanish a British student, Max, could learn in a month. Next is a grammatical focus on verbs expressing obligation: *have to / don't have to* and *must*. Then Sts listen to hear how Max got on in Spain when his course finished and do the challenges themselves. The Vocabulary and Pronunciation focus is on common verb + preposition combinations, e.g. *bad at, afraid of*, etc. as well as stress on prepositions. In Writing, Sts write a formal email to a language school asking for information.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *have to, don't have to, must, mustn't*
 Communicative In the UK

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 7C

Online Practice 7C

Plus extra Pronunciation, and Listening for speakers of Spanish: rhythm and stress; Learning English and Spanish Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts what rules there are in their class, and elicit their ideas onto the board, writing them up in imperatives, e.g.

DO HOMEWORK EVERY DAY.

DON'T MISS CLASSES.

TURN OFF YOUR PHONE.

DON'T SPEAK IN (Sts' L1), etc.

You could leave these up on the board to be referred to later.

Then ask Sts which two they think are the most important.

1 SPEAKING

Books open. Here Sts do a short speaking activity based on their experience of using English. Quickly run through the questions before Sts start.

Put Sts in small groups and get them to discuss the questions. Encourage them to use *What about you?* after they have answered.

Get some feedback from various groups about their experiences. You could also tell them a little about your experience of language learning.

2 READING using topic sentences

a Focus on the questions and elicit some opinions from the class. Try to get a short discussion going if Sts seem to be interested in the topic.

b Tell Sts that they are going to read an article about a language learning experiment. Make sure Sts understand what *an experiment* means (= a test that you do to find out what will happen or if sth is true).

First, focus on the **Topic sentences** box and go through it with the class.

Now focus on topic sentences A–F and go through them, making sure Sts understand all the lexis, e.g. *a Brit*.

Give Sts time to read the article and complete the gaps with the topic sentences. Point out that the first (E) has been done for them.

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

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

2 D 3 F 4 B 5 C 6 A

c Go through questions 1–6 with the class.

Give Sts time to read the article again.

Get Sts to answer the questions with a partner, and then check answers.

- 1 Tourists sometimes try to say a few phrases in a foreign language, but stop as soon as they discover that the waiter speaks English; Many British people who live abroad never learn the language at all.
- 2 They think they don't need to learn a language because everyone speaks English.
- 3 It's too difficult.
- 4 By sending one of their journalists on an intensive language course.
- 5 Because he'd like to go to Spain and Latin America. He did a one-month intensive course.
- 6 He went to Madrid with a teacher to do some tests to see if he could survive.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

3 GRAMMAR *have to, don't have to, must, mustn't*

a **7.12** Focus on the tests and rules, and give Sts time to read them.

Now play the audio of Max talking about the tests. Sts listen and complete the gaps.

Check answers.

- 1 sandwich 2 follow 3 taxi 4 dictionary
5 speak Spanish 6 hands

7.12

Max

There were four tests for me to complete in Madrid. I had to order a drink and a sandwich in a bar, ask the price, and understand it. Then I had to ask for directions in the street, and follow them, then get a taxi to a famous place, and finally phone somebody and leave a message on their voicemail.

There were just three rules. You mustn't use a dictionary or phrase book app, you must only speak Spanish and you mustn't use your hands or mime or write anything down.

b Focus on the highlighted phrases in **a** and questions 1 and 2.

Give Sts a few moments to answer the questions, and then check answers.

- 1 You have to, you must 2 you mustn't

c Do this as a whole-class activity.

- 1 I don't need to do this

d Tell Sts to go to **Grammar Bank 7C** on p.224.

Grammar notes

must and have to

At A2/B1 level *have to* and *must* can be treated as synonyms as a way of expressing obligation. We tend to use *have to* more often than *must* when there is an external obligation, i.e. a law or a rule, e.g. *You have to wear a seat belt in a car in the UK.*

Watch out for the typical mistake of using *to* with *must*: e.g. *I must to go to the bank.*

Highlight the impersonal use of *You* when we talk about rules and laws, e.g. *You have to drive on the left.*

mustn't and don't have to

The typical mistake here is when Sts use *don't have to* instead of *mustn't*, e.g. *You don't have to use your phone in class.* (*You mustn't use your phone...*)

Focus on the example sentences and play both audio **7.13** and **7.14** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the information box about **must and have to, mustn't and don't have to**, and **Impersonal you**, and go through it with the class.

Then focus on the exercises for **7C** on p.225. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

- 1 Janice **has to** study very hard – she has exams soon.
- 2 You **have to** buy a ticket before you get on the bus.
- 3 **Does** your sister **have to** go to London for her job interview?
- 4 Mike **has to** wear a really ugly uniform at his new school.
- 5 We **have to** get up early tomorrow.
- 6 Harry **doesn't have to** work today – he has a day off.
- 7 I **have to** make a phone call.
- 8 **Do** we **have to** go to bed?

b

- 1 mustn't
- 2 ✓
- 3 don't have to
- 4 ✓
- 5 mustn't
- 6 ✓
- 7 ✓
- 8 don't have to

Tell Sts to go back to the main lesson **7C**.

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

e **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication What are the rules?**, **A** on p.191, **B** on p.196.

Go through the instructions with Sts carefully, and make sure they know what they have to do.

Sts **A** look at photos 1–6 and complete the rules. Sts **B** do the same with photos 7–12.

EXTRA SUPPORT You could put two Sts **A** and two Sts **B** together first to complete the rules. Then put them in **A / B** pairs.

A then reads his / her rules in a different order to **B**, who looks at his / her photos and says which photo the rules apply to.

They then swap roles and do the same with photos 7–12. Finally, check the rules for photos 1–12.

- 1 You have to / must turn off your phone.
- 2 Children don't have to pay.
- 3 You have to / must wear a jacket.
- 4 You mustn't touch the door.
- 5 You have to / must be over 18 to see this film.
- 6 You mustn't take photos here.
- 7 You don't have to pay anything now.
- 8 You mustn't play football here at night.
- 9 You mustn't put your feet on the seats.
- 10 You don't have to come to class on Mondays.
- 11 You have to / must drive in one direction.
- 12 You have to / must wear sports shoes here.

Tell Sts to go back to the main lesson **7C**.

EXTRA IDEA Ask Sts what rules there are in their school and if they think, they are good rules. You could then also ask Sts to invent some new rules that they would like to see incorporated.

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: have to, don't have to, must, mustn't**

4 LISTENING

a **7.15** Tell Sts to look at the tests again in **3a** and ask Sts the two questions. Get some feedback from the class.

Then play the audio of Max doing the tests in Madrid. Sts just listen to hear which test was the easiest and which was the most difficult.

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

Check answers.

The easiest test was ordering the beer and sandwich. The most difficult was getting a taxi.

7.15

(script in Student's Book on p.209)

M = Max, **P** = Paula, **W** = waiter, **Pb** = passer-by, **T** = taxi driver, **L** = Lola

M I arrived at Madrid airport where I met Paula. *Hola, Soy Max.*

P *Encantada. Soy Paula.*

M Paula took me to my hotel, and that evening we went to the centre of Madrid and it was time for my first test. I had to order a sandwich and a drink in a bar, then ask for the bill. I sat down at the bar and I tried to order a beer and a ham sandwich. *Por favor, una cerveza y un bocadillo de jamón.*

W *En seguida.*

M Fantastic! The waiter understood me first time. My pronunciation wasn't perfect, but I got my beer and my sandwich. I really enjoyed it. But then the more difficult bit. Asking for the bill... *¿Cuánto es?*

W *Seis noventa.*

M *¿Cómo?*

W *Seis noventa.*

M Six ninety. I understood! Paula gave me eight points for the test. I was very happy with that. Next we went out into the street. Test number two was asking for directions and – very important! – understanding them. We were in a narrow street, and I had to stop someone and ask them for the nearest chemist, *una farmacia*. I stopped a woman. At first I didn't understand anything she said!

Pb *Siga todo recto y tome la segunda por la derecha. Hay una farmacia en esa calle.*

M I asked the woman to speak more slowly.

Pb *Todo recto y tome la segunda calle por la derecha DERECHA.*

M I got it this time, I think. The second street on the right. I followed the directions and guess what. There was a chemist there! Seven points from Paula.

Test number three. I wasn't looking forward to this one. I had to get a taxi to a famous place in Madrid. Paula wrote down the name of the place on a piece of paper. It was the name of the football stadium where Real Madrid play. We stopped a taxi. *El Bernabéu, por favor.*

T *¿Qué? ¿Adónde?*

M He didn't understand me. I tried again, but he still didn't understand. I was desperate, so I said, 'Real Madrid, Stadium, football'.

T *¡Ah! El Santiago Bernabéu.*

M Finally! Paula only gave me five because I ended up using English. Still, at least I made the taxi driver understand where I wanted to go. And so to the final test. I had to leave a message in Spanish on somebody's voicemail. I had to give my name, spell it, and ask the person to call me back. Paula gave me the number – it was one of her friends called Lola – and I dialled. I was feeling a bit nervous at this point, because speaking on the phone in a foreign language is never easy.

L *Deje su mensaje después de la señal.*

M *Er. Buenas noches. Soy Max. Max. M-A-X. Er... Por favor... llámame esta noche... Oh yes... a las 8.30 er, Gracias. Well, my grammar wasn't right, but I left the message. Half an hour later, at half past eight Lola phoned me. Success! Paula gave me eight points. That was the end of my four tests. Paula was pleased with me. My final score was seven. I was quite happy with that. So, how much can you learn in a month? Well, of course you can't learn Spanish in a month, but you can learn enough to survive if you are on holiday or on a trip. Now I want to go back to England and try and learn some more. ¡Adiós!*

b Focus on the task and quickly go through sentences 1–7 before playing the audio.

Play the audio again, pausing to give Sts time to mark them *T* (true) or *F* (false). Play all or part of the audio again if necessary. Remind Sts to correct the *F* ones.

Check answers.

1 F (The waiter **understood** Max.)

2 T

3 F (It was the **second** street on the right.)

4 F (The driver **didn't understand** the name.)

5 T

6 F (He got **seven**.)

7 F (You **can't** learn a language (Spanish) in a month, but you can learn enough to do some simple everyday things.)

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.209, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the task and give Sts time to think of their answers. Put Sts in pairs and get them to discuss their answers to 1–4. Get some feedback from various pairs for each test.

Possible answers

1 (Can / Could I have) a coffee and a cheese sandwich, please? How much is that?

2 Excuse me, where's the nearest chemist's?

3 Could you take me to..., please?

4 Hi, it's Anna. Could you please call me back? My number is...

FOR SPEAKERS OF SPANISH **Online Practice** Listening: Learning English and Spanish

5 VOCABULARY & PRONUNCIATION

adjectives + prepositions; stress on prepositions

Vocabulary notes

Certain adjectives are often followed by a particular preposition, which may well be different in Sts' L1. Sts should make a note of adjective + preposition combinations when they meet them.

- a** Focus on the **Adjectives + prepositions** box and go through it with the class.
Then focus on questions 1–10, and get Sts to complete the gaps with a preposition from the list.
Get them to compare with a partner.
- b** **7.16** Play the audio for Sts to listen and check. Check answers.

1 at 2 at 3 for 4 of 5 in 6 of 7 for 8 to 9 with 10 from

7.16

Languages

- Do you think you're good at learning languages?
- Is there anything about learning English that you're bad at?
- Do you think listening to pop music is good for your English?
- Are you afraid of going to places where you don't speak the language?
- What English-speaking countries are you most interested in?

Tourism

- Which towns or cities in your country are full of tourists in the summer?
- What tourist attractions is your country famous for?
- Are people in your country usually nice to tourists?
- Do you get angry with tourists who don't try to speak your language?
- Are people in the capital city very different from people in the rest of the country?

Pronunciation notes

Sts are normally encouraged not to stress prepositions in sentences and questions. However, there is one situation in which prepositions are stressed, which is when they are the last word in a sentence or question, and pointing this out and getting Sts to practise it will improve their sentence rhythm.

- c** **7.17** Focus on the task and play the audio once the whole way through for Sts just to listen.
Then play it again pausing after the first pair of questions. Get Sts to compare with a partner, and then repeat with the second pair of questions.
Check answers.

at is unstressed in 1 and stressed in 2.
for is unstressed in 3 and stressed in 7.

7.17

- Do you think you're good at learning languages?
- Is there anything about learning English that you're bad at?
- Do you think listening to pop music is good for your English?
- What tourist attractions is your country famous for?

Finally, ask Sts *What do you think is the rule for stress on prepositions?* to elicit that prepositions are stressed when they are the last word in a sentence or question.

- d** Put Sts in pairs and get them to ask and answer questions 1–10 in **a**. You could demonstrate the activity by getting Sts to ask you some of the questions first.
Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: rhythm and stress

6 WRITING a formal email

Tell Sts to go to **Writing A formal email** on p.203.

- a** Tell Sts to read the email and tick the questions that Marek asks the school.
Check answers.

Sts should tick

How much do the courses cost?
When do the courses start and finish?
Can I combine two kinds of classes?
Can my wife stay with me?

- b** Now tell Sts to look at the highlighted phrases. They are all for a formal email. Sts need to write the equivalent expressions for an informal email.
Check answers.

Formal	Informal
Dear Sir / Madam,	Dear / Hi [first name]
I am writing	I'm writing
I would like	I'd like
however	but
I look forward to hearing from you.	Looking forward to hearing from you.
Yours faithfully,	Best wishes / All the best / Love

- c** Get Sts to read the advertisement for a language school. They must plan a formal email to the school. They should decide how long they want to study for, what kind of course they want to do and where they want to stay. They should also ask two or three questions.
- d** You may like to get Sts to do the writing in class or you could set it as homework. Get them to write the email, making sure they write two paragraphs according to the model.
- e** Sts should check their emails for mistakes before handing them in.

Function going to a pharmacy

Vocabulary feeling ill: *a headache, a cough*, etc.

Lesson plan

In this lesson Sts get practice with describing symptoms and buying medicine. Early in the morning, Rob and Jenny go running in Central Park, and Jenny invites Rob for dinner. However, Rob isn't feeling too well, and in the afternoon he goes to a pharmacy. Later, in the evening, he has dinner at Jenny's apartment.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Practical English Episode 4

Quick Test 7

File 7 Test

For students

Workbook Practical English 4

Can you remember...? 1–7

Online Practice Practical English 4

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before starting Episode 4, elicit what Sts can remember about Episode 3, e.g. ask them *What does Rob buy? Why? What happens when he buys them? What does Rob agree to do with Jenny?*, etc.

Alternatively, you could play the last scene of Episode 3.

1 ▶ RUNNING IN CENTRAL PARK

a 🎧 7.18 Books open. Focus on the photos and elicit what Sts think is happening. Don't tell them if they are correct or not yet.

Now focus on the question and play the video / audio once the whole way through for Sts to check their ideas.

Check answers.

Jenny is enjoying the run. Rob says he is, but he is very tired.

🎧 7.18

J = Jenny, R = Rob

J Are you OK?

R Me? Never better.

J It's beautiful here, isn't it? I think this is my favourite place in New York.

R Yeah, it's great.

J So how's it all going? Are you happy you came?

R To Central Park? At seven fifteen in the morning?

J To New York, Rob.

R Yeah. Of course I'm happy. It's fantastic.

J Really? You aren't just saying that.

R No, I mean it.

J You need to get in shape, Rob.

R I know. I am a bit tired of eating out all the time. It isn't good for my figure.

J It's the restaurants you go to! Why don't you come over to my place after work? I could make you something a little healthier.

R I'd really like that. Thanks.

J So, how do you feel now? Are you ready to go again?

R Oh, yes! I'm ready for anything.

J Are you sure you're OK?

R Absolutely.

J OK. We'll only go around two more times.

R Two? Excellent!

b Focus on questions 1–6 and give Sts time to read them.

Play the video / audio again the whole way through.

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

Check answers.

- 1 Never better.
- 2 It is beautiful and her favourite place in New York.
- 3 Yes
- 4 He is tired of eating out.
- 5 She invites him to have dinner at her place.
- 6 Twice / Two more times

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

2 ▶ VOCABULARY feeling ill

a Focus on the title and elicit / teach the meaning of *ill*.

Now focus on the question *What's the matter?* and make sure Sts understand it.

Tell Sts to match the phrases and photos.

Focus on the pronunciation of the words.

Now get Sts to compare with a partner.

b 🎧 7.19 Play the video / audio for Sts to watch or listen and check.

Check answers.

🎧 7.19

What's the matter?

2 I have a headache.

4 I have a cough.

1 I have flu.

5 I have a temperature.

6 I have a bad stomach.

3 I have a cold.

Model and drill the sentences. You might want to contrast *I have a cold* (= I am ill) and *I am cold* (= I am feeling cold, but not ill).

Play the video / audio again, pausing after each phrase for Sts to repeat. Give further practice of any words your Sts find difficult to pronounce.

Tell Sts to cover the phrases and look at the photos, and practise saying the phrases with a partner.

EXTRA CHALLENGE Get Sts to give some advice.

3 GOING TO A PHARMACY

a **7.20** Focus on the title and the **British and American English** box on p. 105 and go through it with the class.

Now focus on the instructions and sentences 1–4.

Tell Sts to cover the conversation in **b**.

Play the video / audio once the whole way through. Play again if necessary.

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

1 flu 2 ibuprofen 3 four hours 4 \$6.99

7.20 7.21

P = pharmacist, R = Rob

P Good morning. Can I help you?

R I'm not feeling very well. (repeat) I think I have flu. (repeat)

P What are your symptoms?

R I have a headache and a cough. (repeat)

P Do you have a temperature?

R No, I don't think so. (repeat)

P Are you allergic to any drugs?

R I'm allergic to penicillin. (repeat)

P No problem. This is ibuprofen. It'll make you feel better.

R How many do I have to take? (repeat)

P Two every four hours.

R Sorry? How often? (repeat)

P Two every four hours. If you don't feel better in forty-eight hours, you should see a doctor.

R OK, thanks. How much is that? (repeat)

P That's six dollars ninety-nine, please.

R Thank you. (repeat)

P You're welcome.

You might want to tell Sts that ibuprofen is like aspirin, it reduces pain. You could also elicit / teach that penicillin is an antibiotic.

b Now focus on the conversation in the chart. Elicit who says the **You hear** phrases (the pharmacist) and who says the **You say** phrases (the customer, here Rob). These phrases will be useful for Sts if they need to go to a pharmacy / chemist.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video / audio again, and get Sts to complete the gaps. Play again if necessary.

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

1 temperature 2 problem 3 better 4 Two
5 Two 6 48 7 welcome

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Elicit / Explain the meaning of *symptoms*. You might also want to highlight the phrase *to be allergic to sth*. Model and drill *allergic* /ə'ɪʒ:dʒɪk/. Ask a few Sts *Are you allergic to anything?*

c **7.21** Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the **You say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

Play the video / audio, pausing if necessary for Sts to repeat the phrases.

7.21

Same as script 7.20 with repeat pauses

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

e **MEDIATION ACTIVITY** In pairs, Sts do another role-play. Go through the instructions with them. **A** (book closed) should choose another illness from **2a**. **B** (book open) starts with *Can I help you?*

Monitor and help.

EXTRA SUPPORT Demonstrate the activity by getting a confident student to play the pharmacist and you pretend to feel ill.

f When they have finished, Sts should swap roles.

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

4 DINNER AT JENNY'S APARTMENT

a **7.22** Focus on the photo and ask Sts *Where are Rob and Jenny?*

Focus on sentences 1–5 and go through them with Sts.

Then play the video / audio once the whole way through for Sts to mark the sentences *T* (true) or *F* (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

1 F 2 T 3 F 4 F 5 F

7.22

R = Rob, J = Jenny

R That was a lovely meal. Thanks, Jenny.

J That's OK.

R It's been great being in New York. You know, your offer to work here came at a very good time for me.

J Really?

R Yeah, I was looking for something new. Something different. You see, I broke up with my girlfriend a few months before I met you.

J Oh...right...

R What about you?

J What about me?

R You know...relationships?

J Oh, I've been too busy recently to think about relationships. Getting this job at the magazine was a really big thing for me. I guess that's taken up all my time and energy.

R But that isn't very good for you. Only thinking about work, I mean.

J Why didn't you tell me you weren't feeling well this morning? We didn't have to go for a run.

R I wanted to go. It was nice.

J Well, I'm glad you're feeling better. Would you like another coffee?

R No, thanks. I think I should get back to the hotel now, I've got a really busy day tomorrow. Do you have a telephone number for a taxi?

J Yeah...but it's much easier to get a cab on the street.

R Oh, OK, then.

J I'll see you in the morning, if you're feeling OK.

R Oh, I'm sure I'll be fine! Thanks again for a great evening.

J Any time.

R Goodnight.

J Night, Rob.

b Play the video / audio again, so Sts can watch or listen again and correct the false sentences.

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

- 1 Rob broke up with his girlfriend **a few months** before he met Jenny.
- 3 Jenny **didn't know** that Rob wasn't feeling well in the morning.
- 4 Rob wants to go back to his hotel because **he wants to go to bed early, as he has a busy day the next day.**
- 5 Jenny **doesn't call** a taxi.

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

- c **7.23** Focus on the **have got** box and go through it with the class.
Play the video / audio once the whole way through for Sts just to listen.

7.23

See sentences in Student's Book on p.105

Now play it again, pausing after each phrase, for Sts to listen and repeat.

In *English File* Sts have been taught to use *Do you have...?, I don't have..., I have...* to talk about possession as we believe it is the easiest form for Sts to acquire and the most international. However, it is important that they are aware of, and can recognize, the *have got* form of *have*, which is especially common in spoken English among UK native speakers of English (although the *have / do you have* form is also common). We normally contract *have got*, e.g. *I've got a headache*. Point out that you cannot use *have got* when you are using *have* with another meaning, e.g. *have dinner, have a shower*. If you want to go into the grammar of *have got* in more detail with your Sts, tell them to go to p.251.

- 7.24** Go through the rules (audio **7.24**), and get Sts to do the exercises in pairs.

Answer key for the **have got** appendix

- a
- 1 She hasn't got any brothers.
 - 2 Have you got a big flat?
 - 3 We haven't got a lot of work today.
 - 4 Has your sister got a boyfriend?
 - 5 Roger and Val have got a beautiful garden.
 - 6 I have got a really good teacher.
 - 7 My brother hasn't got a job at the moment.
 - 8 They've got the same colour eyes.
 - 9 Have we got a meeting today?
 - 10 He hasn't got many friends at work.
- b
- 1 I **haven't got** my umbrella today.
 - 2 **Has** your phone **got** a good camera?
 - 3 I've **got** a new iPad.
 - 4 Sorry kids, I **haven't got** enough money to buy sweets.
 - 5 Jane **has got** 50 pairs of shoes – can you believe it?
 - 6 I can't call him now – I **haven't got** a signal on my phone.
 - 7 **Have** you **got** your keys?
 - 8 'Maria's so lucky – she's **got** lovely curly hair.
 - 9 **Have** you **got** any qualifications?
 - 10 We might have problems getting there because we **haven't got** satnav in our car.

7.24

I've got a brother and two sisters.
I haven't got any pets.
She's got a beautiful house.
He hasn't got many friends.
Have they got any children?
No they haven't.
Has the hotel got a swimming pool?
Yes, it has.

- d Focus on the instructions and the example. Put Sts in pairs.
Monitor and help, making sure Sts use *have got* correctly.
Get some feedback from various pairs.

EXTRA IDEA Tell Sts to add two more possessions to ask their partner about.

- e Focus on the **Social English** phrases. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

- f **7.25** Play the video / audio for Sts to watch or listen and complete the phrases.
Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 meal 2 good 3 glad 4 should 5 sure 6 great

7.25

- 1 That was a lovely meal.
- 2 That isn't very good for you.
- 3 I'm glad you're feeling better.
- 4 I think I should get back to the hotel now.
- 5 I'm sure I'll be fine.
- 6 Thanks again for a great evening.

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

- g Focus on the instructions and make sure Sts understand what they have to do.
Get Sts to compare with a partner, and then check answers.

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

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

Finally, focus on the **CAN YOU...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practise the language.

- G** *should*
V *get: get angry, get lost, etc.*
P /ʊ/ and /uː/

Lesson plan

In this lesson Sts learn to use *should / shouldn't* for giving advice. The lesson begins with Sts reading a problem which was sent to a newspaper 'problem page' by a young woman wanting advice, and listening to the advice given. This leads into the grammar presentation, which is followed by a pronunciation focus on the /ʊ/ and /uː/ sounds. Then there is a speaking and listening activity where Sts listen to a radio phone-in programme and discuss the advice that is given to three callers. Finally, Vocabulary and Speaking focuses on different meanings of *get*, which are recycled in a questionnaire.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *should / shouldn't*

Vocabulary *get*

Communicative I need some advice

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 8A

Online Practice 8A

Plus extra Vocabulary and Pronunciation for speakers of Spanish: *get; should and shouldn't*

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board I NEED SOME ADVICE. Ask Sts what they think *advice* means, and also elicit that it is a noun, and that the verb is *advise*. Point out that the verb is /əd'vaɪz/ and the noun is /əd'vaɪs/. Tell Sts that *advice* is uncountable in English – it can't be used with *an* or in the plural, e.g. *My sister usually gives me good advice.* NOT *a good advice* or *good advices*.

1 READING & LISTENING

understanding opinions

- a** Books open. Focus on the question and give Sts a couple of minutes to discuss it in pairs or small groups. Get feedback from the class. Elicit also the idea of contacting a radio programme or a magazine / online problem page. Find out from the class what they think of these more impersonal options, and ask if Sts think this is better than asking a family member or friend.
- b** Focus on the instructions and make sure Sts understand what *an advice column* is. Get Sts to read the problem and then, with a partner, discuss which they think is the best advice.

Elicit some opinions. You could write the majority class opinion on the board before they listen.

EXTRA SUPPORT Before Sts read the problem and advice, check whether you need to pre-teach any vocabulary.

EXTRA SUPPORT Before Sts discuss the advice, ask a few questions to make sure they have understood the problem, e.g. *How big is the age difference? How long have they been together? Does she get on with his children?*, etc.

- c** **8.1** Tell Sts they are now going to listen to Tracey reading Graham Norton's advice and they must see which piece of advice in **b** he suggests.

Play the audio once the whole way through.

Check the answer and elicit why.

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

b: She should think hard about what kind of man she really wants to be with before making a decision.

8.1

(script in Student's Book on p.209)

Hi, Tracey. You know the answer to your last question, and it's 'yes'. You're making your life more difficult. But it's also true that having a long-term relationship with anyone is difficult, and in your case, you can at least see what some of the problems are. I'm sure this man loves you and will support you in all your goals in life, but it's true that he's already done all the things you want to do. It's not his fault, but it means that he'll never get as excited as you about, for example, a wedding or having another child. And everything you experience together he'll probably compare to the last time he did it. You should think carefully about what kind of partner you really want: someone who can support you and show you the way in life, or someone who will discover life with you. You shouldn't make a decision in a hurry. When you're clearer about what you want, then you can decide if you're going to stay with this man or not. Good luck!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.209, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 GRAMMAR *should*

- a Tell Sts to look at the three sentences and answer questions 1–3.

Check answers.

- 1 b
- 2 No
- 3 Add *not / n't* for negatives; *Should* + subject + infinitive for questions.

- b Tell Sts to go to **Grammar Bank 8A** on p.226.

Grammar notes

should does not usually cause problems, as it has a clearly defined use and the form is simple. Remind Sts to use the infinitive without *to* after *should*.

The main problem with *should* is the pronunciation, i.e. the silent / (see **Pronunciation notes** in 3).

- 🔊 8.2 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class. Now focus on the **ought to** box and go through it with the class. Then focus on the exercises for **8A** on p.227. Sts do them individually or in pairs. Check answers, getting Sts to read the full sentences.

- a
- 1 You **shouldn't** work really long hours every day.
 - 2 You **should** stop smoking.
 - 3 You **should** eat more fruit and vegetables.
 - 4 You **shouldn't** put so much sugar in your coffee.
 - 5 You **should** start doing some exercise.
 - 6 You **should** drink less alcohol.
 - 7 You **should** drink more water.
 - 8 You **shouldn't** go to bed so late.
- b
- 1 You **should wear** a scarf.
 - 2 I **should study** this afternoon.
 - 3 You **should book** a holiday.
 - 4 You **shouldn't be** at work.
 - 5 She **should relax** more.
 - 6 You **shouldn't drive** so fast – this road's very dangerous.
 - 7 Parents **should spend** more time with their children.
 - 8 You **shouldn't buy** him an iPad – he's only seven years old.

Tell Sts to go back to the main lesson **8A**.

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

- c Focus on the instructions and quickly go through the WhatsApp messages to make sure Sts understand all the lexis, e.g. *it's driving me mad*, etc. Give Sts time to write a short answer to each message. Tell them to write between 10 and 20 words for each answer. Monitor and help with vocabulary while Sts are writing. Put Sts in small groups and get them to read their advice for each problem. They should then choose the best piece of advice. Get feedback from each group by eliciting the best piece of advice they chose for each problem.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *should* and *shouldn't*

3 PRONUNCIATION /ʊ/ and /uː/

Pronunciation notes

should (like *would* and *could*) is often mispronounced, partly because of the silent /, but also because *ou* is not normally pronounced /ʊ/.

The focus on /ʊ/ and /uː/ will give Sts further practice of /ʊ/ and contrast it with the long /uː/. It is worth pointing out to Sts that one of the main problems with these two sounds is words with *oo*, which can be pronounced either way, e.g. *good* /gʊd/ and *food* /fuːd/. There is no rule, so Sts need to learn each word as it comes up.

- a 🔊 8.3 Focus on the instructions and questions. Play the audio for Sts to listen and repeat the sounds and words.

🔊 8.3

See sounds and words in Student's Book on p.114

Ask the class the first question.

/ʊ/ is short; /uː/ is long.

Now ask the second question.

The / isn't pronounced in *should* and *would*.

Finally, play the audio again for Sts to listen and repeat.

- b 🔊 8.4 Tell Sts to put the words in the correct row. Remind them that this kind of exercise is easier to do if they say the words aloud. Play the audio for Sts to listen and check. Check answers.

🔊 8.4

bull /ʊ/ book, could, look, pull, push

boot /uː/ cool, flew, food, lose, shoes, school

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

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 the Sound Bank videos on *Online Practice*.

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

EXTRA SUPPORT Before putting Sts in pairs, read each sentence aloud and get Sts to listen and repeat.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: *should* and *shouldn't*

4 SPEAKING & LISTENING

a Tell Sts that a–c are three different pieces of advice for a problem. They should read them and then, with a partner, decide what the problem is.

Elicit some ideas, but don't tell Sts if they are right.

b **8.5** Focus on the task and tell Sts they are going to listen to Annabel and Peter phoning a radio programme with their problem. They must listen and make notes about the problem.

Play the audio once the whole way through. Then play it again if necessary.

Check the answer and ask a few comprehension questions to make sure Sts understood the details of the problem. Find out how many Sts guessed correctly in **a**.

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

Their son, Jamie, wants to go on holiday to Mexico with some friends. Annabel and Peter, his parents, don't think he should go. They think he should save his money, so he can get his own place to live.

8.5

(script in Student's Book on p.209)

A = Annabel, P = Peter, E = expert

A Hello. I'm Annabel.

P And I'm Peter.

E Hi there, Annabel and Peter. What's your problem?

A We've got a son, Jamie, and he's twenty-five. He's a chef.

P But he still lives with us because he says it's too expensive to rent a flat and he doesn't earn enough money.

A He gives us some money every month for bills – not much, but a bit – and, you know, it's nice to have him at home, but we think he needs to be more independent.

P Yes, absolutely.

A But last week he told us that he's planning a two-week holiday to Mexico with his friends. I mean, it's true that he works full-time and we know he needs a break, but we really think...

P Yes, we don't think he should go on an expensive holiday when he doesn't give us much money. We think he should save his money so that he can get his own place to live. Should we tell him that he can't go to Mexico?

c Put Sts in pairs and get them to discuss which advice in **a** they think is the best.

Elicit some feedback and ask Sts to explain why they chose their advice.

d **MEDIATION ACTIVITY** **8.6** Now tell Sts they are going to listen to the expert's advice. They must see if the expert gives the same advice that they chose in **c** and decide whether it is good advice. They should make notes, so they can then compare it to their advice.

Play the audio once the whole way through. Then play it again if necessary.

Check the answer first, then find out what Sts think of the advice, and if they have any other suggestions.

c – The expert's advice is to let Jamie go on holiday, but talk to him about paying rent when he gets back.

8.6

(script in Student's Book on p.209)

A = Annabel, P = Peter, E = expert

E You know, to be honest, I think you're being a bit hard on him.

I mean, he's only twenty-five. It's good that he has a job, and everybody needs a holiday. My advice is that you should let him go to Mexico, but when he comes back, you should sit down with him and talk to him about starting to pay rent. That way he'll understand that he needs to start planning for the future and to start thinking about renting a flat. But I know from talking to other parents that there are a lot of young people still living at home in their twenties and thirties, and some of them don't even have jobs. So in many ways, I think you're lucky.

A You see? That's just what I think...

e **8.7 8.8** Tell Sts they are going to hear another caller, Nick. They should follow the same steps as for Annabel and Peter, i.e. predict the problem, then listen and check and make notes, decide which advice they think is best, and then listen to the advice and see what they think of it.

Nick's girlfriend wants to move to London to get a better job, but he has a good job and doesn't know if he should follow her or not.

8.7

(script in Student's Book on p.209)

N = Nick, E = expert

N Hi there. I'm Nick.

E Hi, Nick. So what's your problem?

N Well, I've been with my girlfriend for three years. We have a really great relationship although we're quite different. She's clever and popular, and I'm, er, quiet and hard-working. Anyway, now she wants to move to London because she thinks she can get a better job there, and she wants me to go to London, too – you know, London's much more exciting than Bolton, where we live now. But I have a good job in Bolton and I get a good salary. I mean, the idea of moving and having a new life is like a dream, but for me that's what it is – I mean, it's a dream; it isn't real. What should I do? Should I follow my heart and move to London with her? Or should I stay here, where I know I have a good job, but possibly lose my girlfriend?

a – The expert's advice is for Nick and his girlfriend to sit down and discuss their future. If they want the same thing, then Nick's girlfriend should move to London and he can visit.

8.8

(script in Student's Book on p.209)

E I think you should sit down together and talk about your dreams for the future, and see if they are the same dreams. If they are, and you can see a future together, then the first thing is for her to look for a job in London. If she finds one, then maybe she can move there first, and you can go at weekends and see how you feel about life there.

N Thanks a lot for that. I think that's really good advice.

f **8.9 8.10** Tell Sts they are going to hear a final caller, Jane. They follow the same steps as for Annabel and Peter, and Nick.

Jane has planned a holiday with her friend Susan and is really looking forward to it. However, Susan has now invited another friend, Angie. Jane doesn't know Angie and doesn't want to go on holiday with her.

8.9

(script in Student's Book on p.209)

J = Jane, E = expert

J Hello. My name's Jane.

E Hi, Jane. So, why are you calling?

J Well, a month ago, my friend Susan and I decided to go on holiday together this summer, to Turkey. So we planned everything and, er, I was really looking forward to it, as Susan's an old friend and I don't see her very often. But the other day, she told me that she was telling another friend of hers about our holiday – somebody I don't know, a woman called Angie – and Angie was really interested, and now Susan has invited her to come, too. Susan never asked me what I thought! I don't even know Angie, and I really don't want to go on holiday with someone I don't know. What should I do?

b – The expert's advice is to try to get to know Angie first. If Miriam likes her, then the holiday will be a success. If not, then she should tell her friend Susan she isn't going.

8.10

(script in Student's Book on pp.209–210)

E I think your friend has been a bit insensitive, and she's put you in a difficult position. You have several different options. You could say that you aren't going if Angie goes, but then you'll put Susan in a difficult position. Or you could just cancel, and suggest having another holiday later, with just the two of you. Or you could invite someone else who you like, and then there would be four of you, which is sometimes a better number than three. But in fact, you don't know Angie, and maybe you'll like her. So I think you should try to get to know her first. If you like her, then the holiday will probably be a success. If not, then you should tell your friend you aren't going because you don't think it will work with Angie. You know, a bad holiday is worse than no holiday.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on pp.209–210, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 VOCABULARY & SPEAKING *get*

- a** Focus on the instructions, the three sentences, and the meanings.
Get Sts to match them and then compare with a partner.
Check answers.

1 c 2 a 3 b

- b** Tell Sts to go to **Vocabulary Bank *get*** on p.245.

Vocabulary notes

Get is one of the most common verbs in English, mainly because it has many different meanings and there are also many phrasal verbs with *get*. It's important for Sts to be clear about the four main meanings (*become*, *buy / obtain*, *arrive*, and *receive*) and to begin learning some of the most common phrasal verbs.

When focusing on the first **become** section, highlight the difference between *be angry / divorced*, etc. and *get angry / divorced*, etc.

Highlight the different phrasal verbs for cars (*get into / out of*) and public transport, e.g. buses, planes, and trains (*get on / off*).

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

Get Sts to do **a** individually or in pairs. Many of these words / phrases may already be familiar to them.

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

Check answers.

8.11

- 7 get angry
- 3 get divorced
- 5 get fit
- 4 get lost
- 2 get married
- 1 get nervous
- 6 get ready
- 9 get better / get worse
- 8 get colder
- 11 get a job
- 12 get a newspaper
- 10 get a ticket
- 16 get into a car
- 15 get on a bus a bus
- 13 get on with somebody
- 14 get up
- 18 get home
- 19 get to school
- 17 get to work
- 21 get an email
- 20 get a present
- 22 get a prize

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

Finally, do **Activation** and get Sts to cover the phrases and look at the pictures. They can test themselves or a partner.

Tell Sts to go back to the main lesson **8A**.

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

- c** Focus on the questionnaire and go through the questions.
Get Sts to ask you one or two of the questions.
Then get Sts to ask and answer in pairs.
Monitor and help, making sure they are using *get* correctly.
Get feedback from a few pairs.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: *get*

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: *get*

- G** *if* + present, *will* + infinitive (first conditional)
V confusing verbs: *carry*, *wear*, *win*, *earn*, etc.
P homophones

Lesson plan

This lesson presents the first conditional through the humorous context of 'Murphy's Law', which states that if something bad can happen, it will happen. The lesson begins with a reading text about the origins of Murphy's Law and Sts try to match two halves of some common examples. This leads into the grammar presentation of the first conditional, which is followed by a listening activity in which Sts hear two true stories about real examples of Murphy's Law. The vocabulary and speaking focus is on verbs which are often confused, like *know* / *meet* and *borrow* / *lend*, which are practised in a questionnaire. The lesson ends with a pronunciation focus on homophones, e.g. *wear* – *where*, *write* – *right*, etc.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *if* + present, *will* + infinitive (first conditional)
Vocabulary Confusing verbs
Communicative Conditionals race

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 8B
 Online Practice 8B
 Plus extra Vocabulary and Listening for speakers of Spanish: more confusing verbs; Murphy's Law
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write MURPHY'S LAW on the board and elicit from the class anything they know about it. Try to elicit a concrete example of one of Murphy's laws. If the class don't seem to have much idea, you could ask them *What always happens if you drop a piece of bread or toast on the floor? Which way does it fall? (with the buttered side on the floor).* You could use mime to help make this clear.

1 READING

- a** Books open. Focus on the question. Sts will probably try to express that the queue they were in before will move faster.
- b** Focus on the article and tell Sts to read the two paragraphs (up to where the examples start). Give Sts a few minutes to read and answer the questions.
 Check answers.

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

Murphy was an American aerospace engineer.
 His 'Law' is 'if there is something that can go wrong, it will go wrong.'

- c** Give Sts time to read the examples of Murphy's Law (1–8) and to match them to the correct endings A–H.
 Check answers.

1 D 2 H 3 B 4 C 5 A 6 F 7 E 8 G

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** In pairs, small groups, or as a whole class, Sts answer the question.
 If Sts worked in pairs or small groups, get some feedback. You could tell Sts if these things happen to you.

2 GRAMMAR *if* + present, *will* + infinitive

- a** In pairs, Sts cover A–H in **1c** and try to remember the laws, using the first half of the sentences in the article as prompts.
- b** Now tell Sts to focus on the full sentences and to decide which structures are used in both parts.
 Check answers and explain that sentences with *if* are often called *conditional sentences*, and that this structure (a sentence with *if* + present, future) is often called *the first conditional*.

The verb after *if* is in the present simple and the other verb is in the future (*will* / *won't* + infinitive).

- c** Tell Sts to go to **Grammar Bank 8B** on p.226.

Grammar notes

Since first conditional sentences refer to future possibilities, some Sts may try to use the future after *if*. A typical mistake is: *if he'll phone, I'll tell him*.

The present simple is also used after *when*, rather than *will*, e.g. *I'll tell him when he arrives*. You may want to point this out in this lesson.

- 8.12** Focus on the example sentences and play the audio 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.227. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
 1 D 2 G 3 E 4 F 5 A 6 B
- b**
 1 If you **tell** me what really happened, I **won't tell** anybody else.
 2 If I **don't write** it down, I **won't remember** it.
 3 **Will** you **call** me if you **get** any news?
 4 She'll **help** you if you **ask** her nicely.
 5 I'll **phone** you if I **hear** from Alex.
 6 You'll **miss** your friends if you **move** to Paris.
 7 If you **listen** carefully, you'll **understand** everything.
 8 Your boss **won't be** pleased if you are late for work today.
 9 I'll **drive** you home if you **give** me directions.
 10 If you **don't take** an umbrella, it'll **rain**!

Tell Sts to go back to the main lesson **8B**.

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

d Focus on the prompts for Sts to make new 'Murphy's Laws'. Highlight that there is not one correct answer. Remind Sts of the original 'Law': *If there is something that can go wrong, it will go wrong.*

While Sts complete their laws in pairs, monitor and help with vocabulary and spelling. You may want to teach the verb *spill*.

e **MEDIATION ACTIVITY** Put Sts in small groups or get them to stand up and move around, and get them to read their 'laws' to each other.

Get feedback and write the 'laws' on the board. Accept all logical endings.

Possible endings

- 1 they won't have your size
- 2 you won't find / see one
- 3 you'll spill tomato sauce / red wine on it
- 4 you'll get / miss an important call
- 5 your team / someone will score a goal

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: first conditional: if + present, will / won't + infinitive**

3 LISTENING understanding an anecdote

a **8.13** Focus on the instructions and make sure Sts understand what they have to do.

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

Check answers.

- 1 recession
- 2 applied for
- 3 got cut off
- 4 either, or
- 5 in the wild
- 6 the whole morning

8.13

- 1 It was the recession and it was very difficult to get a job.
- 2 I applied for lots of different jobs.
- 3 We got cut off because the bus went into a tunnel.
- 4 I was interested in either a trip to see birds or a trip to see a tiger.
- 5 I thought it would be really cool to see a tiger in the wild.
- 6 We spent the whole morning looking for the tiger.

Now put Sts in pairs and get them to discuss what they think the words and phrases they circled mean.

Check answers. Model and drill pronunciation.

- 1 recession = a difficult time for the economy of a country
- 2 applied for = sent applications and CVs to possible employers
- 3 got cut off = lost phone connection
- 4 either, or = one of two options
- 5 in the wild = in its natural state
- 6 the whole = all of

b **8.14** Tell Sts they are now going to listen to both Peter's and Sue's stories. They must decide why they are examples of Murphy's Law.

Play the audio once the whole way through. You could pause it after Peter's story to give Sts time to complete the task.

Check answers.

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

Peter waited four months for a job interview, but when the phone call finally came for an interview, the call got cut off.

Sue got up early for a trip to see a tiger, but didn't see one. However, other people who went on a trip to see birds saw the tiger.

8.14

(script in Student's Book on p.210)

Peter wanted to get a job

I did maths at university and normally, after doing maths at university, people get a job in a bank or in IT, but when I finished it was the recession and it was very difficult to get a job. I was unemployed for quite a long time. I was looking for jobs, and I applied for lots of different jobs, but they just answered, 'Sorry, we don't want you,' and I was getting a bit depressed. This went on for about four months, and then one day, I was on a number forty-nine bus in London – I can even remember where I was sitting – and my phone rang. I said, 'Hello' and a woman said, 'Hello, you applied for a job with us a few months ago. Are you still interested?' So I said, 'Yes, absolutely. I'm very interested.' So then she said, 'We'd like you to come for an interview'...and then, at that moment, we got cut off because the bus went into a tunnel. And the phone number wasn't on my phone – it just said 'unknown number,' and I couldn't remember what the name of the company was because I'd applied for so many jobs. So I thought, 'Four months of nothing, and then when they ring, I get cut off.' Luckily, they called back the next day, and in the end, I had an interview and I got the job.

Sue wanted to see a tiger

This happened when I was at a conference in Thailand. The conference hotel was amazing – it was in a beautiful national park called *Khao Yai*, north of Bangkok. We were very busy with talks and meetings most of the time, but we had one free morning, and we could choose from different trips or activities. I was interested in either a trip to see birds or a trip to see a tiger. A tiger, not tigers, because they told us that there was only one tiger in the whole park! Well, I chose the tiger trip, because I thought it would be really cool to see a tiger in the wild. But we had to leave really early in the morning because we had to travel quite a long way to the part of the park where the tiger usually was – the bird trip was nearer the hotel. So we tiger-watchers got up at five in the morning, but our guide said that we probably wouldn't see the tiger because, you know, there was only one tiger. We finally got there and we spent the whole morning looking for the tiger, but no luck. But we saw some nice birds, and it was fun, so when we got back to the conference hotel, we felt we'd had a really good morning. But then the other group got back – the ones who went to see the birds – and of course they saw lots of amazing birds, but they also saw the tiger! I suppose that day, it wasn't in its usual part of the park. And I thought, 'Isn't that typical – you go on the tiger trip and you don't see the tiger, but the people on the bird trip see the tiger!'

c Focus on the task and give Sts time to read sentences 1–6.

Play the audio, pausing at the end of Peter's story. Give Sts time to mark 1–3 *T* or *F* and then play Sue's story. Then give Sts time to do the same with 4–6 *T* or *F*. Remind them that they need to correct the *F* sentences.

Check answers.

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

- 1 F (Peter did maths at university.)
- 2 T
- 3 F (Peter couldn't call them back because his phone said 'unknown number'.)
- 4 T
- 5 F (The guide wasn't optimistic about seeing the tiger.)
- 6 F (Sue enjoyed her trip.)

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.210, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as a whole-class activity. You could also tell Sts what you think, and tell any Murphy's Law stories that you can think of.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: Murphy's Law

4 VOCABULARY & SPEAKING confusing verbs

a Focus on the question and elicit answers from the class.

- 1 looking for 2 told

b Tell Sts to go to **Vocabulary Bank Confusing verbs** on p.246 and get Sts to do **a** individually or in pairs. Many of these words / phrases may already be familiar to them.

Vocabulary notes

Some of these verbs are often confused because in some Sts' L1, one verb may be used for both meanings. Use the notes below to help clarify where necessary. Encourage Sts to learn the verbs in a phrase, e.g. *know someone well*, *meet someone for the first time*, etc.

- **wear / carry:**
You wear clothes or jewellery, i.e. have it on your body, e.g. *I wear glasses to read.*
You carry something heavy and take it from one place to another, e.g. *He was carrying a suitcase.*
- **win / earn:**
You win a sports match, something in a competition, the lottery, etc.
You earn money when you work.
- **know / meet:**
know a person = you have met and seen this person before
meet a person = to get to know somebody for the first time, e.g. *Nice to meet you*, or to arrange to be with a person in a certain place / at a certain time, e.g. *Let's meet in the café at 6.30.*
- **hope / wait:**
hope = what you want to happen, e.g. *I hope that it's sunny tomorrow.*
wait = sit / stand and do nothing until something happens, e.g. *wait for the doctor*
- **watch / look at:**
You watch something where there is movement, e.g. *We watched a cricket match in the park, We watched the children playing.*
You look at something static, e.g. a photo, somebody's passport

- **look / look like:**
We use *look* + adjective, e.g. *You look tired.*
We use *look like* + a noun, e.g. *You look like Brad Pitt.*
- **miss / lose:**
You miss a class, a bus, a plane (e.g. if you are late / ill).
You lose a sports match or lose an object, e.g. your keys.
- **bring / take:**
This depends on where the speaker is. The teacher (at school) says: *Don't forget to bring your book to class tomorrow.* The student (at home) says: *I must remember to take my book today.*
- **look for / find:**
Look for is the action of trying to locate something you have lost or need, e.g. *I'm looking for a new job.*
Find is used when you have located it, e.g. *I have found a new job.*
- **say / tell:**
Say is used like this:
Jack said, 'Hello.'
Jack said hello to me yesterday.
Susan told a lie.
Susan told me a lie.
- **lend / borrow:**
I lent my brother some money.
My brother borrowed some money from me.
- **hear / listen to:**
hear = be aware of sounds in your ears, e.g. *I heard the baby next door crying.*
listen to = to pay attention to sb / sth that you can hear, e.g. *I listen to the news on the radio every morning.*

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

Check answers.

8.15

Confusing verbs

- 2 wear jewellery, wear clothes, carry a bag, carry a baby
- 8 win a match, win a medal, win a prize, earn a salary, earn money
- 5 know somebody well, know something, meet somebody for the first time, meet at eleven o'clock
- 1 hope that something good will happen, hope to do something, wait for a bus, wait for a long time
- 3 watch TV, watch a match, look at a photo, look at a view
- 11 look happy, look about twenty-five years old, look like your mother, look like a model
- 4 miss the bus, miss a class, lose a match, lose your glasses
- 9 bring your dictionary, bring something back from holiday, take an umbrella, take your children to school
- 6 look for your glasses, look for a job, find your glasses, find a job
- 10 say sorry, say hello, say something to somebody, tell a joke, tell a lie, tell somebody something
- 7 lend money to somebody, borrow money from somebody
- 12 hear a noise, hear the door bell, listen to music, listen to the radio

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

Focus on the **hope and expect** and **bring and take** box and go through it with the class.

Finally, get Sts to do **Activation** in pairs. **A** says a verb and **B** a continuation, and then they swap roles.

Tell Sts to go back to the main lesson **8B**.

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

- c** Get Sts to read questions 1–10 and circle the correct verb in each one.
Get Sts to compare with a partner, and then check answers.

1 look like 2 missed 3 listening to 4 earn 5 meet
6 tell 7 lent 8 looking for 9 wear 10 watch

Now put Sts in pairs and get them to ask and answer the questions.

Get some feedback from the class.

FOR SPEAKERS OF SPANISH **Online Practice Vocabulary:** more confusing verbs

FOR SPEAKERS OF SPANISH **Pocket Book Vocabulary:** confusing verbs

5 PRONUNCIATION homophones

EXTRA IDEA You could introduce the concept of homophones by dictating individual words, like *here*, *where*, *no*, etc. Then get Sts, in pairs, to compare how they've spelled them. Finally, elicit some of the words onto the board and explain that both words, e.g. *here* and *hear*, are pronounced exactly the same.

- a** **8.16** Focus on the **Homophones** box and go through it with the class, stressing that the pronunciation of the words is identical.

Give Sts time to quickly read 1–8.

Play the audio, pausing after each **b** sentence to give Sts time to write.

Check answers by eliciting the words onto the board, getting Sts to spell them.

EXTRA SUPPORT Pause the audio after the first one, and elicit the answer to check Sts know what they have to do.

1 Where 2 no 3 meat 4 Wait 5 right 6 won 7 sea
8 wore

8.16

- a** What are you going to wear tonight?
b **A** Where are you from?
B I'm from Warsaw.
- a** I don't know what to do.
b There's no milk in the fridge!
- a** Hi. Nice to meet you.
b Do you want meat or fish?
- a** The maximum weight for hand luggage is ten kilos.
b I'm coming! Wait for me!
- a** Please write soon.
b Is it on the left or on the right?
- a** There's only one ticket left.
b Brazil won the match five–one.
- a** I can't see the board!
b I love swimming in the sea.
- a** Have you ever read *War and Peace*?
b It was cold, so she wore a coat.

-
- b** **8.17** Tell Sts they are going to hear four sentences and they must write them down. The first time, tell them just to listen, not to write.

Now play the audio again, pausing after each sentence to give Sts time to write.

Check answers, eliciting the sentences onto the board and getting Sts to spell the homophones in each sentence.

8.17

- I can see the sea from here.
- I write with my right hand.
- He won one game.
- I know there's no hope.

Play the audio again, pausing for Sts to listen and repeat the sentences and copy the rhythm.

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

- G** possessive pronouns
V adverbs of manner: *dreamily, completely, etc.*
P reading aloud

Lesson plan

The context of this lesson is a short story by the famous American writer O. Henry (1862–1910), which has a characteristic ‘twist’ at the end.

Sts read and listen to the first part of the story and then practise reading aloud with good sentence rhythm in Pronunciation. Examples taken from the story lead into the grammar focus on possessive pronouns. Then Sts watch or listen to both the first two parts. Parts 3 and 4 are dramatized in video listening. Finally, there is a vocabulary and writing focus on using adverbs of manner.

This lesson provides a good opportunity to remind Sts of the value of reading Graded Readers (sometimes called Easy Readers) in English. Reading Graded Readers helps to consolidate what Sts already know and to build their vocabulary. Some Graded Readers also have accompanying audio and some are available as e-books, which can be used to help to improve Sts’ listening comprehension and pronunciation. You could recommend the Oxford Bookworm series level 2, which has a selection of other O. Henry stories in a book called *New Yorkers*.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar possessive pronouns
Communicative Reading questionnaire

Resources

Video *Girl*
 Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 8C
 Online Practice 8C
 Plus extra Vocabulary for speakers of Spanish: books and storytelling
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write this question on the board and get Sts to ask each other in pairs:

WHICH OF THESE THINGS DO YOU READ IN ENGLISH?

- SCHOOL OR UNIVERSITY TEXTBOOKS
- WEBSITES
- VIDEO OR COMPUTER GAME INSTRUCTIONS
- SONG LYRICS
- GRADED READERS
- ANYTHING ELSE

Remind Sts that Graded Readers are books which are written in simple language, using grammar and vocabulary according to level.

Get feedback from the class and use this opportunity to stress the importance of reading in English outside class. If you haven’t already done so, draw Sts’ attention to Graded Readers, particularly if your school has a library. If not, you could consider starting a class library by getting Sts to buy one book each and then swapping the books among all the Sts in the class. You could also have a wallchart recording the books Sts have read and a brief comment or score.

1 READING understanding a story

- a** Books open. Focus on the task and tell Sts to look at all the photos in the lesson. Elicit answers from the class.

Suggested answer: I think the story takes place in the 19th century, because of the costumes.

- b** **MEDIATION ACTIVITY** **8.18** Tell Sts they are going to read and listen to an extract from *Girl* by O. Henry. You might want to tell them that his real name was William Sydney Porter (1862–1910) and that he was a famous American author.

Play the audio once the whole way through while Sts follow **Part 1** of the story.

EXTRA SUPPORT Before Sts read the story, check whether you want to pre-teach any vocabulary.

8.18

See Part 1 in Student’s Book on p.118

Then give Sts time to read **Part 1** again without the audio. In pairs, Sts answer questions 1–4 and the *Think about the story so far* question.

Check answers to 1–4 and elicit ideas for *Think about the story so far*.

- 1 He gave Hartley Vivienne’s address. He offered to follow her.
- 2 He left the detective’s office and went to find where Vivienne lived.
- 3 She looked about 21, her hair was red gold, and her eyes sea-blue.
- 4 Because she didn’t answer his letter.

- c** **MEDIATION ACTIVITY** **8.19** Before telling Sts to read and listen to **Part 2**, go through the **Glossary** on p.119 with them.

Then play the audio once the whole way through while Sts read **Part 2** of the story.

8.19

See Part 2 in Student’s Book on p.119

Now give Sts time to read **Part 2** again without the audio. In pairs, Sts answer questions 1–5 and the *Think about the story so far* question.

Check answers to 1–4, elicit ideas for 5 and *Think about the story so far*.

I At this stage of the story, Sts will probably assume that Hartley is in love with Vivienne and wants her to come and live with him. They will also probably imagine that Héloïse is his wife. Don't confirm or reject these assumptions.

- 1 She doesn't think she would enjoy living in the suburbs.
- 2 He told her she could come to the city whenever she wants.
- 3 At the Montgomerys'.
- 4 Because she has someone else.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

2 PRONUNCIATION reading aloud

Pronunciation notes

Reading aloud in class is an activity which divides teachers. Some feel that it can give Sts valuable pronunciation practice, while others find it painful. We believe that in small doses, it can be helpful to improve Sts' awareness of word and sentence rhythm. However, we believe that reading aloud needs to be focused, with short pieces of text which all Sts can work on (with teacher correction). This can be much more effective than just getting Sts to read a text aloud around the class, with each person reading a different sentence.

a **8.20** Focus on the task and on the last four lines of the story on p.118 (from "Vivienne," said Hartley masterfully to the end). Get Sts to read the two questions, and then play the audio.

Check answers.

a punctuation **b** the adverbs, i.e. *masterfully, calmly*

8.20

H = Hartley, N = narrator, V = Vivienne

H Vivienne...

N ...said Hartley, masterfully!

H You must be mine.

N Vivienne looked him in the eye.

V Do you think for one moment...

N ...she said calmly...

V ...that I could come to your home while Héloïse is there?

Play the extract again and ask Sts to focus on the rhythm of the sentences, and how the speaker pauses.

Now give Sts a few moments to read the text aloud (quietly) to themselves. Tell them to try to get the correct rhythm, to pause momentarily when there is a comma, and to read the two lines with adverbs (*masterfully* and *calmly*) in the appropriate way.

Then choose a couple of Sts to read the text aloud to the class with good rhythm, correcting them as necessary.

b **8.21** Play the audio, pausing after each name for Sts to listen and repeat.

8.21

See names in Student's Book on p.118

c Focus on the **Reading aloud** box and go through it with the class.

Put Sts in pairs, **A** and **B**. Then focus on the instructions. Remind Sts that they need to pay attention to the adverbs, e.g. *slowly*, etc. as they read. They also need to stress words which should be stressed and to pause momentarily when there is a comma.

Give Sts time, in pairs, to read their section of **Part 2** of the story.

EXTRA IDEA If you think your Sts would enjoy it, you could put them in groups of three, with one student playing Hartley, one Vivienne, and one being the narrator, as they heard on the audio. When they have finished, get a group to perform in front of the class.

3 GRAMMAR possessive pronouns

a Tell Sts to look at the two sentences from the story, and to complete the gaps.

Check answers. You could ask Sts what the difference between the two words is (*my* = possessive adjective and *mine* = possessive pronoun).

1 my 2 mine

b Tell Sts to go to **Grammar Bank 8C** on p.226.

Grammar notes

Sts will probably need reminding of how possessive adjectives (*my, your, his*, etc.) are used, and in particular, how they agree with the subject of a sentence, not the object (e.g. **Jack helps his sister a lot.** NOT ~~Jack helps her sister a lot.~~) and how they never change (e.g. *your books* NOT ~~yours books~~).

When Sts learn possessive pronouns, e.g. *These are yours / hers / ours*, they may then tend to start adding an *s* to possessive adjectives.

8.22 Focus on the example sentences and play the audio 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 **8C** on p.227. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
- 1 my 2 yours 3 ours 4 her 5 mine 6 their 7 theirs
 - 8 your 9 hers
- b
- 1 **Hers** is a white Peugeot
 - 2 Maya has a new boyfriend, but I haven't met **him** yet.
 - 3 Look. Here's a photo of Alex and Kim with **their** new baby.
 - 4 We've finished paying for our house, so it's **ours** now.
 - 5 Can you give Maria and Marta **theirs**?
 - 6 Can you tell **us** how to get to the station?
 - 7 Would you like to see **our** garden?
 - 8 London is famous for **its** beautiful parks.

Tell Sts to go back to the main lesson **8C**.

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

- c **8.23** Focus on the instructions and the example. Tell Sts they are going to listen to seven sentences, and each time, they must change the object for a possessive pronoun. Play the audio, pausing after each sentence for Sts to make the transformation.

8.23

- 1 It's my book. (pause) It's mine.
- 2 It's her scarf. (pause) It's hers.
- 3 They're our coats. (pause) They're ours.
- 4 It's his bike. (pause) It's his.
- 5 It's your phone. (pause) It's yours.
- 6 It's their house. (pause) It's theirs.
- 7 They're your sweets. (pause) They're yours.

Then repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: possessive pronouns

4 VIDEO LISTENING

- a **8.18 8.19** Tell Sts to close their books and watch or listen to **Parts 1** and **2** of the story again. Play the video / audio once the whole way through.

8.18 8.19

See Part 1 and Part 2 in Student's Book on pp.118–119

- b **MEDIATION ACTIVITY 8.24** Tell Sts they are going to watch or listen to **Part 3** of the story and they must answer two questions and the *Think about the story so far* question.

Play **Part 3** of the video / audio once the whole way through. Then play it again if necessary.

Get Sts to compare with a partner, and then check answers to 1 and 2. Elicit ideas for *Think about the story so far*, but don't tell Sts if they are right yet.

- 1 He said Héloïse must go.
- 2 She promised Hartley she would be his.

8.24

H = Hartley, N = narrator, V = Vivienne

Part 3

- H Héloïse will go.
H I haven't had one day without problems since I met her. You're right, Vivienne. Héloïse must go before I can take you home. But she will go. I've decided...
V Then...my answer is yes. I will be yours.
H Promise me.
V I promise.
H I will come for you tomorrow.
V Tomorrow.
N *An hour and forty minutes later, Hartley stepped off the train when it stopped in the suburbs. He walked to his house, went inside and walked up the stairs.*

- c **8.25** Now tell Sts they are going to watch or listen to **Part 4** of the story and they must answer questions 1–3.

Play **Part 4** of the video / audio once the whole way through. Then play it again if necessary.

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

- 1 Hartley's wife 2 The Montgomerys' cook 3 Hartley's cook

8.25

HW = Hartley's wife, H = Hartley

Part 4

- HW My mother's here. But she's leaving in half an hour. She came to have dinner, but there's nothing to eat.
H I have something to tell you.
HW Oh, Mother!
HW What do you think? Vivienne is coming to be our cook! She is the cook that was with the Montgomerys. She's going to be ours! And now, dear...you must go to the kitchen and tell Héloïse to leave. She's been drunk again all day.

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

- d Do this as a whole-class activity. You could tell Sts your reaction the first time you read the story.

5 VOCABULARY & WRITING

adverbs of manner

Vocabulary notes

Some Sts at this level still have problems distinguishing between adjectives and adverbs.

If necessary, remind them that adverbs describe actions (verbs) and elicit the basic rules for the formation of adverbs:

Adjective	Adverb	
quiet	quietly	add <i>-ly</i>
sadly	sadly	
possible	possibly	change <i>-ble</i> to <i>-bly</i>
comfortable	comfortably	
lazy	lazily	<i>y</i> add <i>-ily</i>
angry	angrily	
good	well	irregular
fast	fast	
hard	hard	

- a** Focus on the instructions and give Sts time to underline six adverbs in **Part 2**.

Get Sts to compare with a partner, and then check answers. Sts may underline the adverb well (line 39). You could also accept this as an answer.

dreamily (line 24) slowly (line 25) completely (line 35)
suddenly (line 43) masterfully (line 49) calmly (line 51)

- b** Focus on the instructions and get Sts to make adverbs from the adjectives in the list.

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

angrily lazily quietly sadly seriously slowly

- c** **8.26** Get Sts to read sentences 1–6 and to think what the missing adverbs from **b** might be.

Now play the audio the whole way through. Then play it again, pausing after each sentence for Sts to write an adverb to describe how the person is speaking.

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

1 sadly 2 angrily 3 slowly 4 quietly 5 lazily
6 seriously

8.26

- I'm sorry, but I don't love you.
- Give me back all my letters.
- I think...I have an idea.
- Don't make a noise. Everyone is asleep.
- I don't feel like doing anything.
- This is a very important matter.

- d** Focus on the task, and remind Sts that at the end of the story, Hartley's wife tells him to tell the cook (Héloïse) to leave. In pairs, give Sts, e.g. five minutes to write their short scene. Tell them that they should also include at least two adverbs in their dialogues after *said*.

Get Sts to perform their dialogues in front of the class. You could get them to vote for the best ones.

EXTRA IDEA You could get pairs to read their scenes to each other and see how similar they are.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: books and storytelling

For instructions on how to use these pages, see p.40.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 7&8

Quick Test 8

File 8 Test

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Online Practice Check your progress

GRAMMAR

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

VOCABULARY

a
1 meet 2 tell 3 miss 4 hope 5 wears

b
1 forget 2 learn 3 feel like 4 promise 5 hate 6 mind
7 enjoy 8 finish

c
1 with 2 in 3 of 4 at 5 for

d
1 lost 2 home 3 better 4 tickets 5 on 6 divorced
7 presents

PRONUNCIATION

c
1 choose /uː/ 2 look /ʊ/ 3 love /v/ 4 doing /ŋ/
5 know /n/

d
1 survive 2 happiness 3 afraid 4 pretend 5 borrow

CAN YOU understand this text?

a 1
b
1 c 2 a 3 f 4 e 5 b 6 d

▶ CAN YOU understand these people?

1 b 2 c 3 b 4 c 5 a

▶▶ 8.27

1

I = interviewer, S = Susie

I What's your idea of happiness?

S That's a difficult question. Um, my idea of happiness is probably relaxing with friends in my home, listening to nice music, with lovely food for everyone.

2

I = interviewer, T = Tarquin

I What foreign languages do you speak?

T I speak French.

I How well do you speak it?

T Quite well. Not fluently, but well enough to get around.

3

I = interviewer, K = Katelyn

I If you have a problem, who do you ask for advice, friends or family?

K When I have a problem, I usually ask close friends for advice.

I Why?

K My parents are a lot older than me, so their advice is really great for certain things, but most of the things I'm going through right now, my friends are pretty good.

4

I = interviewer, J = Joseph

I What advice would you give someone who can't sleep at night?

J If someone couldn't sleep at night, I'd usually advise them to do something like meditation, so some kind of breathing exercises which would calm them down, um, and also just to be in an environment where they feel comfortable and safe I guess, rather than in an environment that stresses them out, maybe keep their phone out of the bedroom, or something like that.

5

I = interviewer, A = Alison

I Do you think the British are bad at learning languages?

A I think we do tend to be rather bad at learning languages.

I Why?

A I think we can be a bit lazy, because everybody else speaks English.

G if + past, *would* + infinitive (second conditional)

V animals and insects: *lion, tiger, goat*, etc.

P word stress

Lesson plan

A survival quiz, where Sts have to choose what they would do in a variety of situations involving animals and insects, is the context for Sts to learn about the second conditional for hypothetical and imaginary situations.

The lesson begins with Vocabulary. Sts learn the names of common animals, and Pronunciation focuses on how to pronounce the words for animals in English which may be similar in Sts' own language. Next, Sts listen to an interview about the five most dangerous animals in the UK. This leads to Reading and Speaking, where Sts read and answer questions in a quiz and then find out if they have chosen the best option. Questions from the quiz are used to lead into Grammar, where the second conditional is analysed and practised. Finally, both the grammar and vocabulary are recycled and practised in Speaking.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar if + past, *would* + infinitive (second conditional)

Vocabulary Animal quiz

Communicative I think you'd...

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 9A

Online Practice 9A

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Give Sts, in pairs, three minutes to brainstorm words they know for animals.

Elicit answers, getting Sts to spell the words, and write them on the board. Elicit the correct pronunciation. You could also write the animals in columns, depending on whether they are wild animals, farm animals, insects, etc.

1 VOCABULARY & PRONUNCIATION

animals and insects; word stress

Vocabulary notes

Many animal words are similar in other languages, and Sts may not only have pronunciation problems, but also problems with spelling, e.g. *crocodile* in English is *cocodrilo* in Spanish.

a **9.1** Books open. This listening consists only of sound effects. Play the audio, pausing after each sound for Sts to say or write the name of the animal.

Check answers.

9.1

(sound effects of the following)

1 chicken (or hen) 2 horse 3 monkey 4 snake 5 cat
6 dog 7 lion 8 bull

b Tell Sts to go to **Vocabulary Bank Animals** on p.247.

Focus on the four headings and make sure Sts understand them. Model and drill the pronunciation of *insects* /'ɪnsɛkts/ and *wild* /waɪld/.

Get Sts to do **a** individually or in pairs.

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

Check answers.

9.2

Animals

Insects

5 bee
2 butterfly
6 fly
1 mosquito
4 spider
3 wasp

Farm animals

8 bull
10 chicken
12 cow
7 goat
13 horse
11 pig
9 sheep

Wild animals

16 bat
18 bear
21 bird
14 camel
26 crocodile
28 deer
17 elephant
15 giraffe
22 kangaroo
20 lion
19 monkey
23 mouse
25 rabbit
27 rat
29 snake
24 tiger

Sea animals

32 dolphin
30 jellyfish
33 shark
31 whale

Either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Go through the **bite and sting** box with the class.

Finally, do **Activation** and get Sts to cover the words and look at the photos. They can test themselves or a partner.

Tell Sts to go back to the main lesson **9A**.

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

c Focus on the **Stress in words that are similar in other languages** box and go through it with the class.

Tell Sts to look at the animal words in the list and to underline the stress.

d **9.3** Play the audio for Sts to listen and check.

Check answers.

9.3

camel crocodile dolphin elephant giraffe kangaroo
lion mosquito

If you are teaching a monolingual class, ask them if the stress is in the same place in their L1.

- e** Quickly go through questions 1–7, making sure Sts understand them.

Put Sts in pairs, and get them to ask and answer the questions.


Get some feedback from the class by asking individual Sts for some of their answers.

FOR SPEAKERS OF SPANISH Pocket Book Vocabulary: animals

2 LISTENING understanding facts

- a** Focus on the pictures and the task.

Elicit some ideas for the most dangerous animal or insect and then the least dangerous. Don't tell Sts if they are right.

- b**  **9.4** Focus on the chart in **c**, and tell Sts that as they listen and check their answers to **a**, they should write the names of the animals or insects in the headings. Tell them not to worry about the rest of the chart.

Tell Sts they are going to hear the answers in an interview, but that the answers will be given in reverse order, i.e. the least dangerous of the five will be first. Play the audio for Sts to listen and check.

Check answers.

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

5th a snake (the adder) **4th** cows **3rd** red deer **2nd** dogs
1st wasps and bees

9.4

(script in Student's Book on p.210)

P = presenter, **D** = David

- P** So David, what are the five most dangerous animals in the UK? Can you tell us in reverse order – I mean, starting with the fifth most dangerous?

D Yes, of course. At number five is a snake: the adder. The adder is the only poisonous snake in the UK. They can be about one metre long and they're quite common in some parts of the UK. They don't normally attack people, except when people step on them by accident. A bite from an adder can be very painful, and, occasionally, can kill. However, the last death from an adder bite was more than forty years ago.

P And number four?

D The fourth most dangerous animals in the UK are cows. People think cows are slow and a bit stupid, but in fact, cows kill at least one person every year. However, nearly all attacks happen when people are walking dogs in a field of cows, and they usually happen in spring or early summer, when young cows are with their mothers. So that's when you need to be careful.

P And third?

D In third place are red deer. These are large animals – they can weigh one hundred kilos. You need to be especially careful in the autumn, when the male deer can get very aggressive. They also cause frequent accidents on the road by running out in front of cars – there are about fifty thousand car accidents a year which involve deer.

P And in second place?

D Dogs. They are responsible for around two hundred thousand attacks a year in the UK, although most of them aren't serious, and very few actually cause death. Certain breeds of dog, like German shepherds, Rottweilers, and Pit Bulls, are more aggressive than others. One reason for this is that they were traditionally hunting dogs or guard dogs. Dog attacks can happen at any time, and some dogs even attack their owners.

P And in first place?

D Wasps and bees. They cause more deaths in the UK than any other type of animal or insect. About five people a year die from bee or wasp stings, and it's nearly always because they have an allergic reaction. About twenty-five per cent of the population in the UK have a bee or wasp allergy – some more serious than others. However, people are usually allergic to either bees or wasps, but not both. Bees and wasps only sting in self-defence or when they're provoked, but wasps are more aggressive than bees. So if you ever see a wasp nest in your garden, make sure you call a professional to come and destroy it.

P Definitely. Well, David, that was certainly...

- c** Tell Sts they are going to listen to the interview again and this time they need to complete the facts in the charts with one or two words only. Go through the items in the chart, making sure Sts understand all the lexis, e.g. *by accident*, *weigh*, etc.

Give Sts time, individually or in pairs, to try to guess what the missing words might be.

Now play the audio again. You could pause it after each animal or insect is mentioned to give Sts time to write.

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

Check answers.

1 one metre **2** step on **3** every year **4** walking dogs
5 early summer **6** 100 kilos **7** autumn **8** 50,000
9 Very few **10** their owners **11** five **12** Wasps **13** bees

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.210, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Do this as a whole-class activity. You could tell Sts about your own experience if you have one.

3 READING & SPEAKING

- a** Focus on the list of animals, and elicit the pronunciation of each one.

Now focus on the instructions and the quiz. Tell Sts, in pairs, to just complete each gap in the questions with one of the animals or insects in the list.

Check answers.

EXTRA SUPPORT Before Sts do the quiz, check whether you need to pre-teach any vocabulary, but not the highlighted verbs and verb phrases.

1 dog **2** bee, wasp **3** snake **4** cows **5** jellyfish **6** shark

- b** Focus on the highlighted verbs and verb phrases. Get Sts, in pairs, to guess their meaning. Tell them to read the whole sentence, as the context will help them guess. Check answers, either explaining in English, miming, translating into Sts' L1, or getting Sts to check in their dictionaries.

shout /ʃaʊt/ = to say something in a loud voice
 keep still /ki:p stɪl/ = not move
 wave /weɪv/ = to move your hand or arm from side to side in the air, in order to attract attention, etc.
 suck /sʌk/ = to take liquid, air, etc. into your mouth with your lips
 tie /taɪ/ = to fasten something with string, rope, etc.
 rub /rʌb/ = to move your hand backwards and forwards over a surface while pressing firmly
 float /fləʊt/ = to stay on the surface of water

Finally, go through the three alternatives for each quiz question and deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- c** Give Sts a few minutes to read the questions again and choose their answers.
 Get Sts to compare their choices with a partner. Encourage them to try to say why they have chosen each option.

- d** **MEDIATION ACTIVITY** Put Sts into groups of three. Tell them to go to **Communication Would you know what to do?**,

A on p.191, **B** on p.196, and **C** on p.193. Explain that all Sts **A** are going to read the answers to *In the city*, Sts **B** to *In the country*, and Sts **C** to *In the water*.

- i** If the number of Sts you have does not divide into groups of three, have one or two pairs where they read and tell each other the answers to **A** and **B**, and then simply read the answers to **C**.

Go through the instructions with them carefully. Monitor and help with vocabulary while they are reading.

When Sts have read their answers, put them back into their groups, so they can tell each other what the correct answers are and why the others are wrong.

When they have finished, they could see who in their group got the most answers correct.

Tell Sts to go back to the main lesson **9A**.

- e** Do the questions as a whole-class activity. If you have been in any of the situations, tell the class about it.

4 GRAMMAR *if* + past, *would* + infinitive

- a** Focus on the task. Get Sts, in pairs, to look at questions 1–6 in the quiz in **3**, or go through them with the whole class.

Check answers.

They are all about an imagined future situation. The tense of the verb after *if* is the past simple. The other form is *would* + infinitive.

- b** Tell Sts to go to **Grammar Bank 9A** on p.228.

Grammar notes

Sts may find it strange to be using past tenses in the *if* half of these conditional sentences, and it needs emphasizing that they do not refer to the past, but rather to a hypothetical situation.

Sts have seen and used *would* / *wouldn't* + infinitive before with the verb *like*, so should not have problems with the form of *would*. You may want to tell them that this form is sometimes called the *conditional tense*.

- 9.5** Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **be in second conditionals** box and go through it with the class.

Then focus on the exercises for **9A** on p.229. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
 1 E 2 D 3 C 4 F 5 G 6 B
- b**
 1 We **would** / **could** get a dog if we **had** a garden.
 2 If you **tried** Indian food, I'm sure you'd **like** it.
 3 I **wouldn't buy** it if I **didn't like** it.
 4 If we **hired** a car, we **could** drive to the mountains.
 5 We'd **see** our children more often if they **lived** nearer.
 6 I **wouldn't go** to that restaurant if I **were** you...
 7 You'd **learn** more if you **did** more homework.
 8 I'd **cycle** to work if the traffic **wasn't** / **weren't** so bad.
 9 **Would** you **work** abroad if you **found** a well-paid job?
 10 I **wouldn't be** happy if I **had** to leave.

Tell Sts to go back to the main lesson **9A**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: second conditional: *if* + past, *would* / *wouldn't* + infinitive

5 SPEAKING

MEDIATION ACTIVITY Go through the questions and make sure Sts understand them all.

Then focus on the **Talking about imaginary situations with *would* / *wouldn't*** box and go through it with the class.

Get some Sts to choose a question to ask you. Answer, giving as much detail as you think Sts will understand, and trying to use some of the phrases in the box.

Put Sts into groups of three, and tell them to take turns to choose a question they want to ask their partners. They should also answer that question themselves. Encourage Sts to ask for more information (*Why?*, etc.).

Monitor and help Sts, correcting any misuse of tenses in the second conditional.

Get some feedback from the class, asking if anyone found their partners' answers surprising / funny, etc.

EXTRA SUPPORT Before Sts start, you might also want to elicit some useful phrases for them to use when they are discussing the questions in their groups, e.g. *Me too.*, *I don't think that's a good idea because...*, *Really? Why (not)?*, etc.

- G** present perfect + *for* and *since*
V words related to fear: *afraid*, *frightened*, etc., phrases with *for* and *since*
P sentence stress

Lesson plan

In this lesson Sts study the present perfect with *for* and *since* to talk about unfinished actions or states. The context is phobias, and the lesson begins with some information about phobias from a website called *fearof.net*. Sts learn some words related to fear. In Listening and Speaking, Sts hear two women talking about the phobias they suffer from. In Grammar, examples of the present perfect are taken from the listening activity and analysed before Sts go to the Grammar Bank. Sts then look at phrases with *for* and *since*. In Pronunciation, Sts work on sentence stress in present perfect sentences to prepare them for the speaking activity – a survey in which Sts find out how long their classmates have done certain things.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present perfect + *for* and *since*
Communicative Famous phobias

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 9B

Online Practice 9B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: time expressions; sentence stress

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Play *Hangman* with the word *phobia*.

When Sts have worked out the word, elicit the pronunciation (reminding Sts that *ph* is always pronounced /f/).

Then ask Sts *How do you feel if you have a phobia of something?* and elicit *afraid* (or *frightened* / *scared*).

1 READING recognizing topic links

- a** Books open. Do this as a whole-class activity. Check first that Sts know what all the photos represent. You could tell Sts if you are afraid of any of the things.
 Then elicit any other things Sts can think of that people sometimes have phobias of, and write them on the board.
- b** Focus on the title of the website and, if you didn't do the **Optional lead-in**, make sure Sts understand *phobia*. You may also need to explain here that *fear* is the noun from *afraid* (though this is focused on later). Now tell Sts to read the text and complete each phobia with one of the headings in the list.
 Get Sts to compare with a partner, and then check answers.

EXTRA SUPPORT Before Sts read the text, check whether you need to pre-teach any vocabulary, but not the highlighted words and phrases.

- 1 Fear of driving 2 Fear of butterflies 3 Fear of doctors
 4 Fear of heights 5 Fear of crowds

- c** Tell Sts that five people have written about their phobias on the website. Sts need to read each comment and match it to a phobia in **b**.
 Give Sts time to match comments A–E to phobias 1–5.
 Get Sts to compare with a partner, and then check answers. You could ask Sts which words helped them to match the comments and fears.

A 3 B 1 C 2 D 5 E 4


- d** Focus on the instructions and give Sts time to match the seven highlighted words and phrases in the phobias and comments to definitions 1–6.
 Get Sts to compare with a partner, and then check answers.

- 1 fear 2 terrified 3 scared, frightened 4 dizzy 5 panic
 6 suffers from

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- e** Focus on the task and example.
 Put Sts in pairs or small groups to discuss the three questions.
 Get some feedback from the class.

2 LISTENING & SPEAKING

- a**  **9.6** Focus on the instructions and tell Sts to copy the chart on a piece of paper, so that they have more space to write. Make sure Sts understand the meaning of *therapy* (= a way of helping people who are physically or mentally ill).
 Play the audio, pausing it after the first interview to give Sts time to write.
 Then play the rest of the audio. If Sts think the button phobia is unlikely, tell them it's a real interview!
- b** Get Sts to compare with a partner, and then play the audio again if necessary.
 Check answers.

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

Speaker 1 (Julia)

- 1 Spiders
 2 Since she was 12
 3 A very big spider went across the room in the flat where she lived.
 4 She's better now and can sit in same room as a spider, but not for long. In the past it affected her a lot – she couldn't sit in the same room as a spider, always kept doors and windows shut.
 5 Yes

Speaker 2 (Chloe)

- Buttons
- Since she was six or seven months old
- Her mum tried to dress her in a cardigan with buttons.
- She has problems buying winter coats, as there aren't many that don't have buttons. She doesn't like hugging people who are wearing clothes with buttons. Her mum had to adapt her school uniform.
- No

9.6

(script in Student's Book on p.210)

I = interviewer, J = Julia, C = Chloe

Julia

- I Do you have any phobias?
J Yes, I'm very, very scared of spiders.
I And how long have you had this phobia?
J I've had it since I was about twelve, so for more than thirty years.
I Did something happen to start the phobia?
J I remember – and it's when I think I started being frightened – I remember a very big spider in the flat that we lived in at the time coming out from under the television and going across the room, and me being absolutely terrified, and that's the first time I remember being scared.
I How does it affect your life?
J In the past, it was really awful. I mean, I couldn't sit in the same room as a spider, and I always had to keep all the doors and windows shut because I was frightened that spiders might come in. But I had some therapy, and I can now sit in the same room as a spider – not for long; it still has to be moved – and I can put it in a glass now and take it outside myself if I have to – if there's nobody else there. So it doesn't affect me as badly as it did before, but I still don't like them.
I What kind of therapy did you have? How long did it take?
J Probably about six weeks. I went to the therapist's office and he used a kind of hypnosis. He made me go back to that first incident with the spider and the TV, and we talked about it again and again, until it wasn't so frightening. And then in the last session, he brought in a spider in a jar, into the room, and he made me hold the jar. I couldn't put the spider on my hand, but that was a great improvement, because before I couldn't even look at a drawing of a spider in a children's book, and I certainly couldn't look at photos of spiders.
I Wow. Amazing.

Chloe

- I Do you have any phobias?
C Erm, yes, I have a phobia of buttons.
I Buttons on clothes?
C Yes. I don't like touching them.
I And how long have you had the phobia?
C All my life, I think. For as long as I can remember.
I Do you know what happened to start the phobia?
C I don't know exactly, but my mum has told me that when I was very little, about six or seven months old, she tried to dress me in a cardigan, a woollen cardigan with buttons that my grandmother had made for me, and apparently I screamed and screamed until she took it off again.
I OK. And how does the phobia affect your life?
C It really affects the kind of clothes I can buy, especially in the winter, when I need a coat – there aren't many coats that don't have buttons. But it's better than it was: when I was younger, I refused to wear anything that had buttons, so for example, my mother had to adapt my school uniform so that there were no buttons.
I Have you had any therapy?
C No, no. I haven't had any therapy. It seems such a silly thing to be afraid of.
I What about if other people are wearing clothes with buttons on – is that OK?
C Well, if the buttons aren't touching me, that's fine, but I don't like hugging people that have buttons on their clothes.

Finally, ask Sts if the phobias are better now.

They both still have their phobias, but they are better.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.210, 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, making sure Sts know the meaning of *rational* (= based on reason rather than emotions). You could also tell them what you think.

3 GRAMMAR & VOCABULARY

 present perfect; phrases with *for* and *since*

- a Tell Sts to focus on the extract from the first interview (Julia's) and to answer the three questions.
Get Sts to compare with a partner, and then check answers.

- 1 When she was 12. / More than 30 years ago. 2 Yes
- 3 The present perfect (*have* + past participle)

- b Tell Sts to go to **Grammar Bank 9B** on p.228.

Grammar notes

The present perfect with *for* and *since* can be tricky for Sts as they may use a different structure in their language to express this concept, e.g. the present tense. A typical mistake is: *Live here since three years / since three years ago*. The important thing to highlight is that the present perfect with *for* and *since* is used to say how long a situation has continued from the past until now, i.e. we use it for situations which are still true, e.g. *I've been in this class for two years* (= I started two years ago and I am still in this class now).

In the following lesson, the present perfect for unfinished actions / periods of time will be contrasted with the past simple for finished actions / periods.

- 9.7 Focus on the example sentences and play the audio 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.229. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full questions and sentences.

- a
- 1 How long have you been afraid of flying?
 - 2 How long has your sister had her new car?
 - 3 How long have they lived in this town?
 - 4 How long has your dad been a teacher?
 - 5 How long have you known your boyfriend?
 - 6 How long has Spain been in the EU?
 - 7 How long have you had your cat?
 - 8 How long has Dan been in this class?
- b
- 1 **I've been afraid of flying since** I was about 15.
 - 2 **She's had her car for** three weeks.
 - 3 **They've lived in this town for** a long time.
 - 4 **He's been a teacher for** more than 20 years.
 - 5 **I've known my boyfriend since** May.
 - 6 **It's been in the EU since** 1986.
 - 7 **We've had our cat for** about two years.
 - 8 **He's been in this class since** last month.

Tell Sts to go back to the main lesson **9B**.

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

- c** Give Sts time to complete the gaps with *for* or *since*.
Get them to compare with a partner.
- d** **9.8** Play the audio for Sts to listen and check.
Check answers. You might want to point out to Sts the linking between *for* and *since* and the words that follow when they start with a vowel, e.g. *for ages*, *for about*, *since I*, etc.

since 1990 **for** a long time **for** about 20 years **for** ages
since I was a child **for** six months **since** the 4th of May
for a few weeks **since** then **since** I got up this morning
since 8.15 **for** five minutes

- 9.8**
since nineteen ninety, for a long time, for about twenty years, for ages, since I was a child, for six months, since the fourth of May, for a few weeks, since then, since I got up this morning, since eight fifteen, for five minutes

Get Sts, in pairs, to practice saying the phrases.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present perfect + *for* and *since*

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: time expressions

4 PRONUNCIATION sentence stress

- a** **9.9** Here Sts practise sentence rhythm in the present perfect to prepare for the speaking activity in **5**.
Play the audio once the whole way through.
Now play it again, pausing after each section for Sts to repeat, building up to the whole sentence or question.
Encourage them to copy the rhythm.

- 9.9**
See sentences in Student's Book on p.131

Finally, get Sts to practise in pairs.

- b** **9.10** Now tell Sts they are going to hear five sentences / questions and they must write them down.
Play the audio once for Sts just to listen.
Now play it again, pausing after each line to give Sts time to write. Play the audio again if necessary.
Check answers.

- 9.10**
- 1 How long have you worked here?
 - 2 They've been married for twenty years.
 - 3 She hasn't travelled by plane since two thousand and five.
 - 4 How long has he lived in Italy?
 - 5 We've known them for a long time.

In pairs, get Sts to practise saying the sentences.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: sentence stress

5 SPEAKING

- a** Focus on the chart and instructions. Elicit the answer to the first question from the class, and tell them that all the sections have the same two tenses.

The two verb forms are the present simple and the present perfect.

Now give Sts time to complete the questions.

- b** **9.11** Play the audio for Sts to listen and check.
Check answers.

See the words in **bold** in script 9.11

9.11

have

- Do you have** a pet? What is it? How long **have you had** it?
Do you have a tablet? What kind? How long **have you had** it?

live

- Do you live** in a modern flat? How old is it? How long **have you lived** there?
Do you live near this school? Where exactly? How long **have you lived** there?

know

- Do you know** anybody from another country? Where is he or she from? How long **have you known** him or her?

be

- Are you** a fan of a football team? Which team? How long **have you been** a fan?
Are you a member of a club or organization? Which one? How long **have you been** a member?
Are you married? What's your partner's name? How long **have you been** married?

- c** Tell Sts they are going to move around the class, asking other Sts the questions. If someone says *Yes, I do / am* to the first question (the present simple question), then they must ask the follow-up question (including the present perfect question). They should try to find someone different for each question. Encourage Sts to ask for and give as much information as they can so that the survey becomes more of a conversation, rather than just question and answer.

When Sts have finished, get some feedback.

EXTRA SUPPORT Check Sts can make the questions correctly by getting them to ask you some of the questions first. Give short, natural answers with *for* and *since*, and some more information if you can, as a model for how Sts should answer.

G present perfect or past simple? (2)

V biographies

P word stress, /ɔː/

Lesson plan

The main focus of this lesson is how to describe your or somebody else's life, and the contrast between the past simple for completed actions or situations in the past, and the present perfect for situations or actions which started in the past, but are still true now. The context is famous mothers and daughters, and famous fathers and sons.

The lesson begins with Sts learning the vocabulary for verb phrases often used in biographies. There is then a pronunciation focus on the word stress in these phrases, and on the /ɔː/ sound. This lexis is recycled in Reading, where Sts read about the lives of the actress Janet Leigh and her daughter, Jamie Lee Curtis. The contrast between the verb forms used for the mother (who is dead) and her daughter (who is still alive) is used to show Sts a fundamental difference between how the past simple and the present perfect are used in English. In Listening, Sts hear about another famous parent-child pair: David Bowie (father) and Duncan Jones (son). The lesson finishes with a speaking activity where Sts talk about the life of an older person who they know well. This leads into Writing, where Sts are asked to write a short biography about either someone they know or a famous person.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar present perfect or past simple? (2)

Communicative Like father, like son

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 9C

Online Practice 9C

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: biographies; /ɔː/ and /ɜː/; Celebrity biographies

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts, in pairs, to brainstorm famous people whose parents are / were also famous.

Elicit answers, getting Sts to tell you what the people do, and write their names on the board.

Possible answers

Actors

Angelina Jolie and Jon Voight; Melanie Griffith and Tippi Hedren; Jaden Smith and Will Smith; Kiefer Sutherland and Donald Sutherland; Charlie Sheen, Emilio Estevez, and Martin Sheen, etc.

Singers

Norah Jones and Ravi Shankar; Enrique Iglesias and Julio Iglesias; Ziggy Marley and Bob Marley, Stella McCartney and Paul McCartney, etc.

1 VOCABULARY & PRONUNCIATION

biographies; word stress, /ɔː/

a Books open. Focus on the list of phrases. Elicit / Teach the meaning of *events* (= things which happen to you). Go through the list, making sure Sts understand them all. Point out that *sb* stands for *somebody*.

Now tell Sts to number the events in a logical order between *be born* and *die*.


Put Sts into pairs and get them to compare their order with a partner. Do they agree?

Finally, elicit from the class a typical order of the events.

A possible order

2 go to primary school 3 go to secondary school 4 leave school 5 go to university 6 get a job 7 fall in love 8 marry sb / get married 9 have children 10 separate 11 divorce sb / get divorced 12 retire

EXTRA IDEA You could get Sts to mark the expressions: *E* = everybody does it, *M* = most people do it, *S* = some people do it

b  **9.12** Give Sts time to look at the highlighted words and mark the stress.

Play the audio for Sts to listen and check.

Check answers.

9.12

marry somebody / get married

go to primary school

have children

go to secondary school

go to university

separate

divorce somebody / get divorced


retire

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

Pronunciation notes

The most common spellings of the /ɔː/ sound are *or* (when it is stressed), *al*, and *aw*.

However, words beginning *wor-* are pronounced /ɜː/, e.g. *work*, *world*, *worse*, etc., which is confusing for Sts, who often pronounce these words with the /ɔː/ sound. Learning the rule here should help them to avoid this common pronunciation error.

c  **9.13** Focus on the sound picture and elicit the word and sound: *horse* and /ɔː/.

Then play the audio for Sts to listen.

9.13

See sound and words in Student's Book on p.132

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

d Focus on the words in the list and tell Sts that some of them have the /ɔː/ sound. Sts should say the words and circle the ones with the /ɔː/ sound. Remind them that it is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

- e 9.14 Play the audio for Sts to listen and check.
Check answers.

Sts should circle:

more, small, walk, talk, ball, form, bought, four

9.14

See words in Student's Book on p.132

Now ask Sts *What rule can you hear for words with wor + consonant?* and elicit the answer.

wor + consonant words are normally pronounced /ɜː/.
You may want to point out that after other consonants, or is usually pronounced /ɔː/, e.g. *more, born, horse*, etc.

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

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 the Sound Bank videos on *Online Practice*.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: biographies

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /ɔː/ and /ɜː/

2 READING

- a Tell Sts they are going to read a text about two actresses, Janet Leigh and Jamie Lee Curtis. Focus on the photos and ask the class if they have heard of them. You may want to explain that in the black-and-white photo, Jamie Lee Curtis (on the left) is holding a photo of her mother in the famous shower scene from the Hitchcock film *Psycho*. Read the introduction together and then ask Sts if they have seen any of the actresses' films, and if they liked them. (Janet Leigh: *Little Women* (1949), *The Manchurian Candidate* (1962), *The Fog* (1980); Jamie Lee Curtis: *Scream Queens* (2016), *NCIS* (2012), *Freaky Friday* (2003), *A Fish Called Wanda* (1988).)
- Finally, ask Sts what the title *Like mother, like daughter* means (= the daughter is doing the same as her mother did, i.e. making a career in acting).
- b Focus on the task and tell Sts, in pairs, to read each paragraph and decide if it refers to Janet Leigh (JL) or Jamie Lee Curtis (JLC).
Check answers.

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

JL: 1, 4, 7, 9, 10

JLC: 2, 3, 5, 6, 8

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- c **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**. Sts **A** re-read the paragraphs about Janet Leigh and Sts **B** the ones about Jamie Lee Curtis.
Now, books closed, **A** tells **B** anything he / she can remember about Janet Leigh. Then Sts swap roles.

3 GRAMMAR

 present perfect or past simple? (2)

- a Tell Sts to cover the text, and give them time to answer the questions about sentences 1–6.
Check which sentences are about Janet Leigh and which are about Jamie Lee Curtis.

1, 3, and 6 are about Janet Leigh.
2, 4, and 5 are about Jamie Lee Curtis.

Now ask Sts why the tenses in the sentences about Janet Leigh are different to the ones in the sentences about Jamie Lee Curtis.

The ones about Janet Leigh are all in the past simple because she is dead. The ones about Jamie Lee Curtis are in the present perfect because she is alive, and the actions or situations are true about her life up to now.

- b Tell Sts to go to **Grammar Bank 9C** on p.228.

Grammar notes

The contrast between the past simple and the present perfect was first focused on in **4B** (see **Grammar Bank 4B** p.218).

Highlight that the present perfect is used in the examples about Jamie Lee Curtis because her career as an actress hasn't finished. She is still an actress and will probably be in more films.

The past tense is used for Janet Leigh because the sentences refer to a finished period of time. Janet Leigh won't write a book now because she is dead, so *wrote* is used. If she were still alive and writing, then *has written* would be used.

- 9.15 Focus on the example sentences and play the audio 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 **9C** on p.229. Sts do the exercises individually or in pairs.
Check answers, getting Sts to read the full sentences.


- a
- 1 Martin left 2 I lived 3 Anna's been 4 My sister had
5 I've worked 6 The city has changed 7 They were
8 I met, was
- b
- 1 How long **has he lived** there?
He **moved** there last September.
- 2 When **did Picasso** die?
How long **did he live** in France?
He **left** Spain when he was 25.
- 3 How long **have they been** married?
They **'ve been** married since 1995.
They **met** at university.
What university **did** they go to?

Tell Sts to go back to the main lesson **9C**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: present perfect or past simple? (2)

4 LISTENING understanding biographical information

- a** Tell Sts to look at the photo of a famous father and son. Ask if they know them. If they do, then what else do they know about them? Listen to their ideas, but don't tell them if they are right or not.
- b**  **9.16** Tell Sts they are going to listen to a radio programme about the son and they need to check their answers to **a** as well as answer the question *How well did he and his father get on?*
- Play the audio once the whole way through.
- Get Sts to compare with a partner, and then check answers.

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

They are Duncan Jones and his father, David Bowie.
They had a very good relationship.

9.16

(script in Student's Book on p.210)

Good evening and welcome to *Family*, the programme where we discuss issues concerning parents and children. Last week, we talked about children following their parents into the same job, and whether children of celebrities have an easier life than other children. Today, we're going to look at a celebrity son who did something different, and has been successful without the help of his famous father. Duncan Jones may not be a name you recognize if you're not a serious cinema fan. Duncan Jones is his real name, but when he was very young, he was called Zowie Bowie. His father was the famous singer David Bowie, whose real surname was Jones. Zowie was actually Duncan's middle name.

Duncan was born in the UK in nineteen seventy-one. When he was nine, his parents divorced, and Duncan stayed with his father. He continued to visit his mother, David Bowie's first wife, Angie, until he was thirteen, but their relationship wasn't a happy one, and he hasn't seen her since then.

When he was a child, Duncan wasn't interested in music. His father tried and tried to get him to learn an instrument – the drums, the saxophone, and the piano – but Duncan just wasn't interested. He was more interested in sport, and in films. So, his father bought him a little eight-millimetre video camera, and he used it to make films with his Star Wars toys.

After he left school, Duncan went to the London Film School and studied to be a film director.

In the early years of his career, Duncan directed TV commercials, for example for the fashion label French Connection, and Heinz ketchup, and he also worked on video games.

In two thousand and six, he made his first film, called *Moon*, a science fiction drama, which was a great success. He won many awards for the film, including the prize for Best New British Director. Since then, he has made many more successful films, including *Source Code*, a science-fiction thriller starring Jake Gyllenhaal, and *Warcraft*, based on the game *World of Warcraft*.

Duncan has said that one of the reasons why he went into film directing was that he wanted to be behind the camera, not in front of it. As a child, there were often paparazzi around, which he hated. Even now, as a successful film director, he doesn't like being photographed.

Although, as he says, 'I've never needed to use my father's name,' Duncan was very close to his father all his life, and was with him when he died in January two thousand and sixteen. He said of him, 'He was a wonderful father who encouraged me to be creative, but different.'

- c** Explain the task and focus on 1–9, making sure Sts understand all the lexis, e.g. *a commercial* and *paparazzi*. Point out that the first one has been done for them. In pairs, Sts quickly try to remember what connection there might be between the information in 2–9 and Duncan Jones.

Listen to their ideas, but don't tell them if they are right or not.

Play the audio once and tell Sts not to write anything, just to listen to see whether they remembered the connections correctly.

Then play the audio again, and get Sts to make notes. Pause the audio, as necessary, to give Sts time to make notes.

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

Check answers. Try to elicit as much of the information in the key as possible.

- 2 He was born in the UK in 1971.
- 3 His parents divorced when he was nine. He stayed with his father. He saw his mother, Angie, until he was 13, but hasn't seen her since then.
- 4 His father tried to get him to learn the drums, the saxophone, and the piano.
- 5 He went to the London Film School and studied to be a film director.
- 6 His father bought him an 8mm video camera, which he used to make films about his Star Wars toys.
- 7 He directed the TV commercials in the early years of his career.
- 8 He made *Moon* in 2006. It's a science-fiction drama and was very successful. He won the prize for Best New British Director.
- 9 He made *Source Code*, a science fiction thriller, and *Warcraft*, based on the game *World of Warcraft*. They have both been successful.
- 10 He wanted to be a film director because he wanted to be behind the cameras, not in front of them. He hated the paparazzi who were around when he was a child and doesn't like being photographed.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on pp.210–211, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Do the questions as a whole-class activity and elicit opinions. You could tell Sts what you think.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: [Celebrity biographies](#)

5 SPEAKING & WRITING

a In this activity Sts put into practice the contrast between the past simple and the present perfect through talking about an older person – a friend or member of their family.

Focus on the activity and give Sts five minutes to think about who they are going to talk about and to prepare their answers to the questions. Stress that it should be an older person, not a younger one, because they will have had more experiences.

Focus on the question prompts. You could demonstrate the activity by getting the class to ask you about one of your grandparents, elderly relatives, or a friend.

b **MEDIATION ACTIVITY** Sit Sts in pairs, ideally face-to-face. Set a time limit for Sts to interview each other. Encourage Sts answering to give as much information as possible, and Sts asking the questions to ask for extra information where possible.

Then Sts swap roles.

Find out if their two people had anything in common.

c Tell Sts to go to **Writing A biography** on p.204 and to do **a**. Tell them not to worry about the gaps in the biography.

When they have finished, elicit three things about Matt Damon that they remember.

Now tell Sts to do **b** by putting the verbs in brackets in the past simple or present perfect. Point out that the first one (*was born*) has been done for them.

Check answers.

2 divorced 3 lived 4 became 5 appeared 6 went
7 wrote 8 starred 9 won 10 didn't finish 11 has become
12 has appeared 13 has received 14 won 15 has been

Now focus on the **Writing a biography – use of tenses** box and go through it with the class.

For **c**, get Sts to write a biography of someone who is still alive – so someone they know or a famous person. Tell them to make notes for the three paragraphs in the model.

For **d**, it is probably better to set this writing for homework to allow Sts to research the person they want to write about. They could also attach a photo of the person.

In **e**, Sts should check their biography for mistakes.

EXTRA IDEA If Sts wrote their biographies for homework, when they bring them in, get them to swap with other Sts, or put them up round the class for people to read, and then ask the class which ones they found most interesting.

Function asking how to get there

Vocabulary directions: *traffic lights, take the... , etc.*

Lesson plan

In this lesson Sts learn how to give and understand simple directions, both for in the street and for public transport.

In the storyline, Rob is with Holly in Brooklyn. Jenny rings to confirm their dinner date in Manhattan. She gives Rob directions on the subway to the restaurant. However, Rob arrives late. When he gets there, Jenny is leaving the restaurant, after having waited an hour, and they have an argument.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Practical English Episode 5

Quick Test 9

File 9 Test

For students

Workbook Practical English 5

Can you remember...? 1–9

Online Practice Practical English 5

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Elicit from the class what happened in the previous episode. Ask some questions, e.g. *What did Rob and Jenny do in the morning? Why did Rob go to the pharmacy? What did he buy? Where did Rob go in the evening?*

Alternatively, you could play the last scene of Episode 4.

1 HOLLY AND ROB IN BROOKLYN

a **9.17** Books open. Focus on the photos and elicit what Sts think is happening. Don't tell them if they are right or not yet.

Focus on sentences 1–6 and give Sts time to read them.

Now play the video / audio once the whole way through for them to mark the sentences *T* (true) or *F* (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

1 T 2 T 3 F 4 T 5 F 6 F

9.17

H = Holly, R = Rob, J = Jenny

H That was a good day's work, Rob. You did a great interview.

R You took some great photos, too. They're really nice.

H Thanks. Hey, let's have another coffee.

R I don't know. I have to get to Manhattan.

H You don't have to go right now.

R I'm not sure. I don't want to be late.

H Why do you have to go to Manhattan?

R I've got a...erm...

H A date? You have a date?

R Mm hm.

H Is it with anybody I know?

R No, it isn't. Anyway, excuse me a minute. I need to go to 'the restroom'.

H That's very American. I'll order more coffees.

R OK.

J (on the phone) Rob?

H Is that you, Jennifer?

J Oh, hi, Holly. Erm...is Rob there?

H Yeah, one second. Rob! Not anybody I know, huh?

R Hi, Jenny.

J Rob? Are you still in Brooklyn?

R Yeah.

J You know the reservation at the restaurant's for eight, right?

R Don't worry. I'll be there! Oh, how do I get to Greenwich Village on the subway?

b Play the video / audio again so Sts can watch or listen and correct the false sentences.

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

3 He has **a date** in Manhattan.

5 **Jenny** phones Rob.

6 The restaurant is booked for **eight** o'clock.

Elicit from Sts that the restaurant is in Greenwich Village, a well-known area of Manhattan, and that *Greenwich* is pronounced /ɡrɛnɪtʃ/.

Now focus on the **British and American English** box and go through it with the class.

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

2 VOCABULARY directions

a Tell Sts to look at the pictures and then complete phrases 1–5.

Get Sts to compare with a partner.

b **9.18** Play the video / audio for Sts to watch or listen and check.

Check answers.

1 left 2 straight 3 next 4 traffic 5 roundabout

9.18

1 Turn left.

2 Go straight on.

3 Take the next turning on the right.

4 Turn right at the traffic lights.

5 Go round the roundabout and take the third exit.

Now play the video / audio again for Sts to watch or listen and repeat the phrases.

c Tell Sts to cover the phrases, look at the pictures, and say the phrases.

3 ASKING HOW TO GET THERE

a **9.19** Focus on the map of the New York subway and ask *Sts Is Rob in Manhattan or Brooklyn now?* (Brooklyn), *Is the restaurant in Brooklyn?* (No, it isn't. It's in Greenwich Village, Manhattan.)

Make sure Sts can see where Rob is on the map.

Tell Sts that they are going to hear Rob asking Jenny for directions and they need to listen to the directions and try to mark the route on the map. Play the video / audio at least twice.

Get Sts to compare with a partner, and then check that they have marked the correct route.

I The map in the Student's Book has been adapted and is simplified rather than strictly accurate.



9.19 9.20

R = Rob, J = Jenny

- R How do I get to Greenwich Village on the subway? (*repeat*)
 J Go to the subway station at Prospect Park. Take the B train to West Fourth Street.
 R How many stops is that? (*repeat*)
 J Six or seven.
 R OK. And then? (*repeat*)
 J From West Fourth Street, take the A train and get off at Fourteenth Street.
 R Could you say that again? (*repeat*)
 J OK. From Prospect Park, take the B train to West Fourth Street, and then take the A train to Fourteenth Street. That's only one stop.
 R Where's the restaurant? (*repeat*)
 J Come out of the subway on Eighth Avenue, go straight on for about fifty yards, and take the first left. That's Greenwich Avenue. The restaurant's on the right. It's called *The Tea Set*.
 R OK, thanks. See you later. (*repeat*)
 J And don't get lost!

b Now focus on the conversation in the chart. Elicit that the **You say** phrases are what Rob says and the **You hear** phrases are said by Jenny, who is giving Rob directions. These phrases will be useful for Sts if they need to ask for directions.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video / audio again and get Sts to complete the gaps. Play again if necessary.

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

1 Take 2 off 3 stop 4 straight 5 first 6 right 7 lost

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand.

c **9.20** Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the **You say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation. Play the video / audio, pausing if necessary for Sts to repeat the phrases.

9.20

Same as script 9.19 with repeat pauses

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

e **MEDIATION ACTIVITY** Still in their pairs, Sts role-play asking for and giving simple directions using the subway map. Go through the instructions with them. **A** starts with *Go to the subway station at...*

Monitor and help with any issues relating to directions.

EXTRA SUPPORT Demonstrate the activity by giving the class directions to somewhere on the map, and then ask them where they are.

f When they have finished, they should swap roles.

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

4 ROB IS LATE...AGAIN

a **9.21** Focus on the photos and ask Sts some questions, e.g. *What's happening? How do they look?*, etc.

Get Sts to focus on the question, or get them to close their books, and write it on the board.

Play the video / audio once the whole way through, and then check the answer.

No, it isn't.

9.21

- R Jenny! I'm here.
J Hi.
R I'm so sorry. There was a problem on the underground.
J We call it the 'subway' here.
R Right. Anyway, the train stopped for about twenty minutes. I tried to call, but there was no signal.
J I've been here since seven forty-five.
R I know. I ran from the underground... subway station... I'm so sorry.
J You're always late. It's funny, isn't it?
R I said I'm sorry. Look, why don't we go back inside the restaurant?
J I waited for an hour for you. I don't want to stay here any more.
R Maybe we could... we could go for a walk. We could find another restaurant.
J I don't feel like a walk. It's been a long day.
R OK.
J But the night is still young. Maybe you have time to meet up with Holly again.
R Holly?
J I'm sorry. I didn't mean to say that.
R I don't care about Holly.
J Forget it, Rob. Now, if you don't mind, I'd like to go home.
R Listen to me, Jenny. Holly is just a colleague.
J I said forget it. It's OK.
R No, it isn't OK. Look, I know I'm always late. And I know the underground is the subway. But that's not the point! I'm not interested in Holly. I came to New York because of you. The only person I'm interested in is you!

b Now give Sts time to read questions 1–5.

Play the video / audio again the whole way through. Play it again if necessary.

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

- 1 He says there was a problem on the underground.
- 2 An hour
- 3 Go back in the restaurant, go for a walk, or go to a different restaurant.
- 4 He could meet up with Holly.
- 5 Jenny

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

c Focus on the **Social English** phrases. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

d 9.22 Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

- 1 sorry 2 said 3 feel 4 long 5 mean

9.22

- 1 I'm so sorry.
- 2 I said I'm sorry.
- 3 I don't feel like a walk.
- 4 It's been a long day.
- 5 I didn't mean to say that.

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

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

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

A 3 B 1, 2 C 5 D 4

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

Finally, focus on the **CAN YOU...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practise the language

10A Into the net

- G** expressing movement: *go over*, etc.
- V** sports: *team, player*, etc., expressing movement: *into, through*, etc.
- P** word stress

Lesson plan

In this lesson Sts learn how we express movement in English using a verb and an adverb or preposition, e.g. *walk under the bridge, go out of the door*, and the context is sport. At the start of the lesson, in Vocabulary and Pronunciation, Sts look at various sports, as well as verbs that go with sports. Then they practise pronouncing the names of sports in English, before doing a questionnaire about which sports they like and don't like, etc. In Vocabulary and Grammar, Sts focus on words which describe movement (*up, down, along, through*, etc.) and they learn how to combine these words with a verb to express movement. In Reading and Speaking, Sts read some comments posted on an American site called *The Atlantic* about women's sports. Finally, in Writing, Sts read a model essay about public running events, and then write an essay of their own about an activity they enjoy in their free time.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar expressing movement
Vocabulary Expressing movement
Communicative The race

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 10A
 Online Practice 10A
 Plus extra Vocabulary and Pronunciation for speakers of Spanish: sports; word stress
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write **SPORTS** on the board and give Sts, in pairs, two minutes to think of English words for sports. Tell them that they must try to write down at least ten. Tell them to keep their lists, as they will be using them later.

1 VOCABULARY & PRONUNCIATION sports; word stress

Vocabulary and Pronunciation notes

Some words for sports in other languages are similar to the English word, or even the same. However, they are sometimes spelled differently and the pronunciation is usually different. This means that there may often be interference from Sts' L1 when they use the English word for a particular sport.

The way the verbs *do, play*, and *go* are used with sports may also be different in your Sts' L1. Remind them of the difference between, e.g. *swim* and *go swimming* (see **2A**).

With sports ending in *-ing* (*cycling*, etc.), we can also use the verb, e.g. *I cycle at weekends*.

We use *do* for sport and exercise in general, e.g. *I do a lot of exercise*.

- a** Books open. Focus on the photos and ask Sts to name all the sports. Write their answers on the board.

1 athletics (high jump) 2 basketball 3 tennis 4 skiing
 5 cycling 6 handball 7 rugby

- b** **10.1** Focus on the list of sports and make sure Sts know what they are.

Give Sts time to underline the stressed syllable in each one.

Play the audio once for Sts to listen and check.

See the underlining in the script below

10.1

athletics, baseball, basketball, cycling, football, gymnastics, handball, karate, rugby, skiing, tennis, volleyball, windsurfing, yoga

EXTRA CHALLENGE Before playing the audio, put Sts in pairs and get them to say together how they think the sports are pronounced, and to underline the stressed syllable.

- c** Now focus on the chart, and point out the three headings and examples.

Give Sts time to put the sports in the correct column.

Check answers.

play	go	do
baseball, basketball, football, handball, rugby, tennis, volleyball	cycling, skiing, windsurfing	athletics, gymnastics, karate, yoga

Tell Sts to add two more sports to each column. If you did the **Optional lead-in**, Sts could look at their lists and see if any have not been named so far. Elicit their spelling and pronunciation, and write them on the board.

Possible answers

play: badminton, table tennis, cricket, netball, golf
go: sailing, running, jogging, swimming, ice skating
do: judo, t'ai chi, aerobics, tae kwon do

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: sports

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: word stress


2 SPEAKING

Now focus on the sports questionnaire and go through the questions, making sure Sts understand them. Point out that *live* in the penultimate question is an adjective and is pronounced /laɪv/. Demonstrate the activity by answering some of the questions yourself.

Put Sts in pairs and get them to ask and answer the questions. Encourage them to ask for and give more information, so that this becomes a conversation, rather than just questions and answers.

Get some feedback from the class.

3 VOCABULARY & GRAMMAR expressing movement

a  **10.2** Focus on the task. Give Sts time to look at the illustration and read the passage.

Tell Sts they will hear some of the commentary before and after the passage in the Student's Book.

Play the audio once the whole way through for Sts to complete the gaps. Then play it again if necessary.

Check answers.

1 past 2 towards 3 over 4 into


10.2

England really need a goal now: they're losing two–one, with only five minutes left. But here comes Matthews. What can he do here? He goes past one defender, and another! The goalkeeper's coming towards him. Matthews shoots. And the ball goes over the goalkeeper, and into the goal! That is a fantastic goal! That is the Matthews magic! England: two, Germany: two!

b Tell Sts to go to **Vocabulary Bank Expressing movement** on p.248 and get them to do **a** individually or in pairs.

Vocabulary notes

Sts may not be clear about the difference between *to* and *towards*. Highlight that *He walked to the car* = he reached the car, and *He walked towards the car* = he walked in the direction of the car.

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

Check answers.

10.3

Expressing movement

- 6 under the bridge
- 11 along the street
- 10 round the lake
- 8 through the tunnel
- 4 into the shop
- 2 across the road
- 3 over the bridge
- 12 up the steps
- 7 past the church
- 9 towards the lake
- 1 down the steps
- 5 out of the shop

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

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

Then focus on the **away and back** box and go through it with the class.

Finally, focus on **Activation**. Get Sts to cover the words in **a** and look at the pictures. From memory, they take turns to tell their partner where the woman and her dog went.

Tell Sts to go back to the main lesson **10A**.

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

c Focus on the activity and check that Sts understand the verbs in the list and the words in bold. You could use the photos in **a** to elicit the meaning of *hoop, net*, etc.

Now get Sts to complete the sentences.


Check answers.

1 throw 2 kick 3 hit 4 run

d Tell Sts to go to **Grammar Bank 10A** on p.230.

Grammar notes

In English, movement is usually expressed by adding a preposition or adverb of movement to a verb, e.g. *walk **up** the steps, climb **over** the wall*. In your Sts' L1, this may be expressed in a different way, e.g. by just using a single verb.

 **10.4** Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **come or go?** and **in or into? out or out of?** boxes and go through them with the class.

Then focus on the exercises for **10A** on p.231. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- 1 to, into 2 past 3 along 4 over 5 towards
 - 6 over, into 7 round 8 across
- b**
- 1 When I was walking under the bridge, a train went **over** it.
 - 2 Come **in**. The door's open.
 - 3 Go up the stairs – the office is **on** the second floor.
 - 4 He walked **into** the café and ordered some lunch.
 - 5 Go **out** of the building and turn left.
 - 6 Go **away!** I don't want to talk to you.
 - 7 I cycle **down** a big hill on my way home.

Tell Sts to go back to the main lesson **10A**.

EXTRA CHALLENGE With a class which is very keen on sport, you could get Sts to practise more sports rules. Put Sts in groups of four: **A, B, C,** and **D.** **A** thinks of a sport he / she knows well. The others have to guess it by asking a maximum of ten *yes / no* questions, e.g. *Is it a team sport? Do you play it inside? Do you have to throw the ball?*, etc. When they have guessed, **B** thinks of a sport, etc.

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

- e** Focus on the instructions and the example. Before Sts start, you could pre-teach some words they might need, e.g. *line, jump*, etc. Point out that the first one (*jumping over*) has been done for them.
- Give Sts time to complete each sentence with the correct verb and preposition, depending on what they can see in the photos in **1**.
- Get Sts to compare with a partner, and then check answers.

2 throwing...through 3 hitting...over 4 skiing down
5 cycling round 6 throwing...into 7 running towards

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: expressing movement: *go* etc. + preposition

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: expressing movement

4 READING & SPEAKING

understanding opinions

- a** Do this as a whole-class activity.
- b** Focus on the instructions and the title, and make sure Sts understand the meaning of *popular* (= liked by a lot of people).
- Give Sts time to read the comments and complete the task.
- Get Sts to compare with a partner, and then check answers.

I The reading text is adapted from an online forum. It is important for Sts to realize that there may be opinions expressed in this text which they strongly disagree with. The opinions expressed here do not represent the views of the authors or of Oxford University Press.

EXTRA SUPPORT Before Sts read the comments the first time, check whether you need to pre-teach any vocabulary, but not the words in **d**.

One person who obviously prefers women's sport: A (RichSmith)
One who obviously prefers men's sport: E (SimonB)

- c** Tell Sts to read comments A–F again and this time match them to 1–6, which represent the main idea that each person was making.
- When Sts have finished, get them to compare with a partner.
- Check answers.

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

- d** Focus on the highlighted sports words. Get Sts, in pairs, to guess their meaning and how they are pronounced. Tell them to read the whole sentence, as the context will help them guess.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. You might want to point out that *serve* and *return* can also be nouns, e.g. *Djokovic has a good serve. His return was out.*

serve /sɜ:v/ = hit the ball over the net to start a point
opponent /ə'pəʊnənt/ = the person who you compete against
return /rɪ'tɜ:n/ = to hit the ball back over the net
team /ti:m/ = a group of players playing together
athlete /'æθli:t/ = someone who competes in sport
ice skating /'aɪs sketɪŋ/ = either dancing or racing on ice

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- e** **MEDIATION ACTIVITY** Give Sts time to read each comment again and tick the ones they agree with.

Now put Sts in pairs and get them to compare which comments they ticked. They should tell their partner why they agree with the comment and what they think of the other comments.

Get some feedback from various pairs, and open up the discussion to the whole class.

5 WRITING

- a** Do this as a whole-class activity.
- b** Tell Sts to go to **Writing An article** on p.205 and to do **a**. Tell them not to worry about the gaps in the article.
- When they have finished, check the answer.

2 Because she likes doing exercise with other people

Now tell Sts to do **b** by reading the article again and completing the gaps with the adjectives in the list.

Check answers.

1 faster 2 overweight 3 local 4 friendly
5 young 6 healthy

Now focus on **c**, where Sts look at the topic in each paragraph of the article. Get them to match 1–4 to the correct summary.

Check answers.

- 1 She gives basic information about the activity.
2 She says when and why she started doing it. She gives more details about when and where she does it now.
3 She explains why she enjoys it.
4 She recommends the activity, and explains why.

For **d**, get Sts to make notes about an activity that they enjoy doing in their free time – explain that it doesn't have to be a sport; it can be any free-time activity. Tell them they must then write an article with four paragraphs by following the model. Point out the highlighted phrases in the article. Sts should make a list of useful phrases for their activity.

For **e**, you may like to get Sts to do the writing in class, or you could set it as homework.

In **f**, Sts should check their article for mistakes. Then they should swap articles with other Sts. Find out if any Sts wrote about the same activity. Finally, find out if any Sts would like to try an activity they read about.

10B Early birds

- G** word order of phrasal verbs
- V** phrasal verbs: *look up, look after, find out*, etc.
- P** linking

Lesson plan

This lesson provides an introduction to phrasal verbs and how they work. Phrasal verbs are an important feature of English, and are used very frequently by native speakers. Sts will probably have already learned some in *English File A1/A2*, such as *wake up, get up, turn off*, and here they revise ones which have come up so far during the course, and learn some more common ones, including how they work grammatically.

The context is about the pros and cons of getting up early in the morning. The lesson begins with Reading and Speaking, where Sts read a text about Ella, a baker, or Peter, a DJ who has an early morning radio programme, and then tell each other what they found out. In Vocabulary, the focus is on common phrasal verbs, and in Grammar, the word order of phrasal verbs is analysed. In Listening, Sts listen to a radio programme about the advantages of getting up early. Then in Pronunciation, Sts have more practice of linking. The lesson finishes with Speaking, where the phrasal verbs Sts have learned are recycled and practised in a questionnaire.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar word order of phrasal verbs

Vocabulary Phrasal verbs

Communicative Phrasal verb conversations

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 10B

Online Practice 10B

Plus extra Listening for speakers of Spanish: Unusual jobs

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Draw a clock on the board and quickly revise telling the time.

Then say a few 'digital times' to Sts (e.g. *eight fifteen, eleven forty*, etc.) and elicit the other way of saying them (*a quarter past eight, twenty to twelve*).

Then tell Sts to continue in pairs, **A** and **B**. **A** says a digital time and **B** has to say it the other way. Then **B** says a digital time, etc. Stop the activity when you think Sts have had enough practice.

1 READING & SPEAKING

- a** Books open. Read the questions with the class, making sure Sts remember the meaning of all the verbs, e.g. the difference between *wake up* (= stop sleeping) and *get up* (= leave your bed).

Now put Sts in pairs and get them to interview their partner.

Get some feedback from the class. You could also tell the class about yourself.

- b** Focus on the photos and the captions. Elicit from Sts what time they think Ella and Peter get up, but don't tell them yet.

- c** **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Early birds, A** on p.191, **B** on p.197. You could explain that *an early bird* is a person who gets up very early. You could also write the idiom on the board

THE EARLY BIRD CATCHES THE WORM. Elicit / Explain that it means it is a good thing to get up early, and ask Sts if they have an equivalent idiom in their language.

Go through the instructions with them carefully.

Point out the **Glossary** with each text. Get Sts to read their text and answer the questions with short notes on a separate piece of paper.

Student A (about Ella)

- 1 She gets up at 2.35 a.m.
- 2 She sets the alarm on her phone, and her partner does, too.
- 3 She usually feels pretty terrible.
- 4 No, she doesn't eat or drink anything before she goes to work.
- 5 She walks to work.
- 6 She starts at 3.00 a.m. and finishes at 3.00 p.m.
- 7 She usually goes to bed at 8.30 p.m.
- 8 Yes, she would like to change her working hours, so she could sleep more.

Student B (about Peter)

- 1 He gets up at 4.45 a.m.
- 2 He has two alarms, one that repeats and a Fitbit that vibrates.
- 3 He feels a bit sleepy at first.
- 4 He has a cup of tea before going to work.
- 5 He drives.
- 6 He has to be at work at 5.30 a.m.; his show starts at 6.00 a.m. He finishes work late afternoon.
- 7 He usually goes to bed at 11.00 p.m.
- 8 No, he doesn't want to change his working hours.

Then sit Sts **A** and **B** face-to-face. **A** tells **B** about Ella's day, using his / her notes. Then **B** tells **A** about Peter's day, using his / her notes.

When they have finished, they should find similarities and differences between Ella and Peter.

Get some feedback from various pairs.

Similarities

They both get up early, live near work, set two alarms, have their clothes already chosen, have long working days, get similar amounts of sleep, and love their work. They don't go out with friends during the week.

Differences

Ella gets up two hours earlier than Peter, and goes to bed two and a half hours earlier; Ella feels terrible first thing and wants more sleep, but Peter just feels a bit sleepy first thing and gets enough sleep; Ella walks to work, Peter drives; Ella's first cup of tea is at work, Peter's is at home before going to work; Ella doesn't go out during the week at all, but Peter will go out if it is a necessary work event.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

Tell Sts to go back to the main lesson **10B**.

- d** Get Sts to discuss the questions in pairs, or ask the questions to the whole class. You could demonstrate the activity by answering some of the questions yourself. Get some feedback from the class.

2 VOCABULARY & GRAMMAR phrasal verbs

Vocabulary notes

Technically, a phrasal verb is a verb + particle. The particle can be a preposition or an adverb. However, at this level it is probably easier to call them *prepositions*, which many of them are, rather than confusing Sts with a new term.

Some Sts have a 'phobia' of phrasal verbs and are convinced that they are impossible to learn. It is important to make Sts realize that at the end of the day, they are just more vocabulary items. They can often use an alternative verb (e.g. *continue* instead of *go on*); however, there are some concepts which can only really be expressed with a phrasal verb (e.g. *get up, get on with*), and native speakers often use them, so it is important for Sts to gradually increase their knowledge.

- a** Focus on the **Phrasal verbs** box and go through it with the class.
Now focus on the instructions and give Sts a few minutes to work out what the highlighted verbs mean in the five sentences.
Check answers.

1 rings 2 stop sleeping 3 get out of bed 4 leave home to do something, like eat in a restaurant or meet up with friends
5 stop doing it

- b** Now elicit answers for questions 1–3. You might want to point out that *get on* isn't always followed by *with*, e.g. *My brother and I don't get on well*.

1 look for 2 try on 3 get on with

- c** Tell Sts to go to **Vocabulary Bank Phrasal verbs** on p.249 and get them to do **a** individually or in pairs.

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

Check answers.

10.5

Phrasal verbs

- 9 The match will be over at about five thirty.
11 My alarm goes off at six o'clock every morning.
14 We set off for the airport at six thirty.
4 I want to give up chocolate.
1 Don't throw away that letter!
10 Turn down the music! It's very loud.
5 Turn up the TV! I can't hear.
7 He looked up the words in a dictionary.
2 Could you fill in this form?
13 I want to find out about hotels in Madrid.
8 It's bedtime – go and put on your pyjamas.
12 Could you take off your boots, please?
3 My sister's looking after Jimmy for me today.
6 I'm really looking forward to the holidays.

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

Focus on the box explaining the three types of phrasal verbs and go through it with the class, making sure Sts understand the difference between them.

Now focus on **Activation**. For **a**, get Sts to cover the sentences and look at the pictures. They can test themselves or a partner. Encourage them to say phrases, e.g. *throw away a letter, fill in a form*, as learning phrasal verbs in context makes it easier to remember their meaning.

Now tell Sts to focus on **b**. Elicit the meaning of these phrasal verbs from Sts, or if you know your Sts' L1, translate them.

Tell Sts to go back to the main lesson **10B**.

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

- d** Here Sts focus on the grammar of phrasal verbs. Focus on the photo and instructions.
Get Sts to compare which words they have underlined, and check answers.

1 the alarm clock 2 the alarm clock 3 it

- e** Focus on the instructions and check Sts know the difference between a noun and a pronoun. Get Sts to read and complete the rules.

Check answers.

1 noun 2 pronoun

- f** Tell Sts to go to **Grammar Bank 10B** on p.230.

Grammar notes

Sts will probably ask *How do we know if a phrasal verb which takes an object is type 2 or type 3?* There is no easy rule. Tell them:

- 1 to always put new phrasal verbs into an example sentence, and if they are type 2, to write the object in the middle, e.g. *turn (the radio) down*.
2 in a dictionary, a type 2 phrasal verb will always be given with *sth / sb* between the verb and the particle, e.g. *turn sth down*.

🔊 **10.6** Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class, and remind Sts that the green phrasal verbs in the **Vocabulary Bank** are type 1; the red are type 2; and the blue are type 3.

Now focus on the exercises for **10B** on p.231. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- 1 look after my little sister 2 go out this evening
3 ✓ 4 looking for a new job 5 ✓ 6 try them on
7 ✓ 8 get on with her 9 take it back
10 get up in the morning
- b**
- 1 Pick **them up**.
2 Put **it on**.
3 Look **it up**.
4 Please fill **them in** now.
5 When can you give **it back**?
6 Turn **it on** and see.

Tell Sts to go back to the main lesson **10B**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: word order of phrasal verbs movement

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: phrasal verbs

3 LISTENING understanding reasons

a 🔊 **10.7** Focus on the task and items 1–6. Point out to Sts that the first one has been done for them. Give them time to quickly read 2–6.

Play the audio once the whole way through.

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

Check answers.

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

- 2 He does exercise for 30 minutes.
3 He goes for a walk around a local park.
4 He starts work at 9.00 a.m.
5 He studies German at 5.20 a.m. on Thursdays.
6 He works 70 hours a week.

b Now play the audio again for Sts to complete the sentences about Tim.

Check answers.

...it helps him to do more during the day.

🔊 10.7

(script in Student's Book on p.211)

Tim Powell isn't a morning person. Which is surprising because on weekdays, he gets up very early. While most of us are still asleep, Powell wakes up at five forty-five, does exercise for thirty minutes in his home gym, and has a big breakfast. Then he gets ready for work and drives to the office. When he gets to the building where he works, he goes for a walk around a local park, then he goes inside to start work at nine o'clock. And on Thursdays, he gets up even earlier, at five twenty a.m., to study German.

Powell is a lawyer. He works seventy hours a week, and he says that getting up early helps him to do more during the day. He isn't the only one – many busy, successful people get up very early.

c 🔊 **10.8** Focus on the task and give Sts time to read the three sentences.

Play the audio once the whole way through.

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

Check answers.

- 1 quiet 2 go to bed 3 do things, energy

🔊 10.8

(script in Student's Book on p.211)

Experts agree that getting up early is a big help if you have a lot of things to do. There are three main reasons for this. The first reason why it's good to get up early is that the early morning is quiet.

Nobody phones you at six a.m. There aren't any important emails or messages to answer. There aren't any meetings. There aren't any people. The morning is your time.

The second reason is that if you get up early, you go to bed early. Most people don't do anything useful in the evenings. People who go to bed late spend many hours watching TV, seeing their friends, and spending time on social media. So if you want to do a lot, it's better to go to bed early, and have shorter evenings and longer mornings.

The third reason is that it's better to do things in the morning, when you have energy. Most people are tired after a day at work or college. And when you're tired, the last thing you want to do is to exercise, or to study, or to practise a musical instrument.

And if you find it impossible to get up early? Set your alarm five minutes earlier than you usually get up. And the next day set it five minutes earlier again. After three weeks, you'll have nearly two hours that you never had before!

d Tell Sts to listen and write down examples the expert gives for each reason in **c**. Sts should also listen for the advice he gives to people who have problems getting up early.

Play the audio again, pausing after each reason to give Sts time to write.

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

Check answers.

- 1 Nobody phones you at 6.00 a.m. There aren't any important emails or messages to answer. There aren't any meetings. There aren't any people.
2 Most people don't do anything useful in the evenings. People who go to bed late spend many hours watching TV, seeing their friends, and spending time on social media.
3 Most people are tired after a day at work or university. And when you're tired, the last thing you want to do is to exercise, or to study, or to practise a musical instrument.

Now ask Sts what advice the expert gave for people who have problems getting up early.

Get up five minutes earlier every day.


Finally, ask Sts what they think of this advice.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.211, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Do this as a whole-class activity. You could share your ideas with the class and also find out who gets up the earliest and who gets up the latest.

FOR SPEAKERS OF SPANISH Online Practice Listening: Unusual jobs

4 PRONUNCIATION linking

- a  10.9 Here Sts practise deciphering connected speech, and all the examples involve phrasal verbs. Write on the board as an example GET UP and remind Sts that when a word ends with a consonant sound and the next word begins with a vowel sound, they are linked together and sound like one word, especially when people speak quickly. Draw a linking mark on the board between the t in *get* and the u in *up*.

Point out that the first one (*Please turn it off*) has been done for them. Play the audio once for Sts to hear the six sentences. Tell them just to listen, not to write.

Then play the audio again, pausing after each sentence to give Sts time to write.

Check answers, eliciting the sentences onto the board.

2 Pick it up 3 look it up 4 Put it on 5 look after it
6 Take it off

10.9

- 1 I can't concentrate with the radio on. Please turn it off.
- 2 There's a wet towel on the floor. Pick it up.
- 3 If you don't know what the word means, look it up.
- 4 Why have you taken your coat off? Put it on!
- 5 This book was very expensive. Please look after it.
- 6 Why are you wearing your coat in here? Take it off!

EXTRA SUPPORT When writing the answers on the board draw the linking mark between the words to show Sts where to link words. This will help them when listening and repeating in b.

- b Play the audio again, pausing for Sts to repeat the sentences and copy the rhythm.

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

5 SPEAKING

- a Go through the questionnaire with Sts, making sure they understand all the vocabulary.

Then give Sts some time to think about their answers.

- b Put Sts in pairs, and get them to interview each other with the questionnaire. Tell them to ask alternate questions, and to return the questions to each other with *What about you?*

Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to choose a few questions to ask you before they interview each other.

- G** the passive
V people from different countries
P /ʃ/, /tʃ/, and /dʒ/

Lesson plan

This lesson focuses on inventions – firstly, things that were invented by different nationalities in different centuries, and later, in the video listening, things invented by women. The lesson begins with Vocabulary and Pronunciation, where Sts look at nationality adjectives and the three sounds: /ʃ/, /tʃ/, and /dʒ/. Inventions through the ages provide the context for the introduction of the present and past passive in Grammar. Next, in Speaking, Sts ask each other quiz questions that use the passive. Finally, the lesson ends with a video listening, about six things invented by women.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar the passive: *be* + past participle
Communicative General knowledge quiz

Resources

Video Invented by women
 Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 10C
 Online Practice 10C
 Plus extra Vocabulary and Pronunciation for speakers of Spanish: countries and nationalities; /s/, /ʃ/, /tʃ/, /dʒ/, /j/
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following phrase on the board:

THE MOST IMPORTANT INVENTION OF THE 20TH CENTURY WAS...

Give Sts, in pairs, two or three minutes to complete the sentence. Get feedback and write Sts' ideas on the board.

Then get Sts to vote, with a show of hands, for the most useful invention.

1 VOCABULARY & PRONUNCIATION

people from different countries; /ʃ/, /tʃ/, and /dʒ/

Vocabulary notes

Talking about people of different nationalities is a complicated area in English. In this lesson we just focus on people in general from different countries, rather than individuals (*an Englishman*, *a Dane*, etc.). If relevant to your Sts, you could explain that some nationalities also have a specific word for people from that country (that is different from the nationality adjective), e.g. *the Scottish* – *the Scots*, *the Turkish* – *the Turks*, *the Polish* – *the Poles*, etc.

a Books open. Do this as a whole-class activity.

- 1 American, Belgian, Italian (all end in *an*)
- 2 Chinese, Swiss, French, Dutch, English, Spanish

b Focus on the **Talking about people from different countries** box and go through it with the class. You could point out to Sts that not all nationalities fit into these two categories, e.g. *Czechs*, *Greeks*, *Thais*, etc.

Focus on countries 1–8 and give Sts time to complete the gaps.

c **10.10** Play the audio for Sts to listen and check. Check answers. Then either use the audio to drill the pronunciation of the words, or model them yourself.

10.10

1 England	English	the English
2 Brazil	Brazilian	the Brazilians
3 Russia	Russian	the Russians
4 Turkey	Turkish	the Turkish
5 Argentina	Argentinian	the Argentinians
6 Poland	Polish	the Polish
7 Japan	Japanese	the Japanese
8 Spain	Spanish	the Spanish

Pronunciation notes

The most common spelling of the /ʃ/ sound is *sh*. However, *ti* and *ci* before another vowel are also pronounced /ʃ/, as in *invention* and *musician*.

The most common spelling of the /tʃ/ sound is *ch* or *tch*.

The most common spelling of the /dʒ/ sound is *j*; *g* before *e*, *i*, or *y*; and *dge*.

d **10.11** Focus on the three sound pictures and elicit the words and sounds: *shower* /ʃ/, *chess* /tʃ/, and *jazz* /dʒ/. Now play the audio for Sts to listen and repeat.

10.11

See sounds and words in Student's Book on p.148

e **10.12** Focus on the task. Remind Sts that this type of activity is easier if they say the words aloud to themselves. Put Sts in pairs and give them time to complete the task. Play the audio for Sts to listen and check. Check answers.

EXTRA CHALLENGE Elicit the sounds before Sts listen to the audio.

1 b, a 2 b, b, a 3 c, b 4 c, c 5 c, a

10.12

See sentences in Student's Book on p.148

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

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

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 the Sound Bank videos on *Online Practice*.

FOR SPEAKERS OF SPANISH Online Practice Vocabulary: countries and nationalities

FOR SPEAKERS OF SPANISH Online Practice Pronunciation: /s/, /ʃ/, /tʃ/, /dʒ/, /j/

2 GRAMMAR the passive

- a** Focus on the instructions and the photos. Make sure Sts know the meaning of *a century* (= a period of 100 years) and *to invent* (= to make or think of sth for the first time). Put Sts in small groups and tell them to complete sentences 1–10 with the items which are shown in the photos. Tell them to look carefully at the verbs to see if the item should be in the singular or plural.
- Elicit some ideas, but don't tell Sts if they are right.
- b** **10.13** Tell Sts they are now going to hear the answers as well as some extra facts about each item. First, they just need to listen and check their answers to **a**.
- Play the audio, pausing after each item to check the answer.

- 1 Guns 2 Glasses 3 The hot-air balloon 4 Stamps
5 The saxophone 6 Dynamite 7 The watch
8 The mobile phone 9 Lego 10 CDs

10.13

The thirteenth century

Guns were invented by the Chinese. The first guns were quite large, like small cannons. The oldest gun that still exists today was made in about twelve eighty.

Glasses were invented by the Italians in about twelve eighty-six.

Sunglasses were invented even earlier, in the twelfth century.

The eighteenth century

The hot-air balloon was invented by two French brothers, Joseph and Jacques Montgolfier. The first flight with people was in seventeen eighty-three, and the balloon flew three kilometres, over Paris.

The nineteenth century

Stamps were invented by an English teacher, Rowland Hill. The first stamp, from eighteen forty, was called the Penny Black, and it showed the head of the young Queen Victoria.

The saxophone was invented by a Belgian musician in eighteen forty-six. His name was Adolphe Sax. Saxophones were first used mainly in military bands, but are now used in all kinds of music.

Dynamite was invented by a Swedish scientist called Alfred Nobel. The Nobel Prize is named after him. Since its invention, it has been used all over the world for demolition, for making tunnels, cutting canals, and building railways.

The wrist watch was invented by the Swiss. The first one was made for a Hungarian countess by Patek Philippe in eighteen sixty-eight, a company which still makes luxury watches today.

The twentieth century

The mobile phone was invented by the Americans. It was first produced by the company Motorola. On the third of April nineteen seventy-three, Martin Cooper, a Motorola researcher and executive, made the first mobile telephone call. His phone weighed one point one kilos.

Lego was invented by a Danish businessman, Ole Kirk Christiansen. The name *Lego* comes from the Danish phrase *leg godt*, which means 'play well'. Twenty billion pieces of Lego are produced every year.

CDs were invented by a Dutch company, Philips. Sony also worked on CDs, and they were designed to play seventy-four minutes of music because that was the length of Beethoven's *Ninth Symphony* – the Sony boss's favourite piece of music.

- c** Tell Sts they are going to listen again and they need to write down one more piece of information about each invention.

Play the audio again, pausing after each invention to give Sts time to write.

Elicit any information Sts understood about each invention.

See script 10.13

- d** Focus on the task and the example. Tell Sts to write four more true sentences using information from each column once only.
- Get Sts to compare with a partner, and then check answers.

- 2 The first stamp was called the Penny Black.
3 Twenty billion pieces of Lego are produced every year.
4 The saxophone was invented by Adolphe Sax.
5 The Nobel Prize is named after the inventor of dynamite.

- e** Focus on the two sentences, a and b, and read the three questions aloud to the class. Elicit answers from the whole class, getting a majority opinion on each one and confirming if it is right or wrong.

1 Yes 2 b 3 a

- f** Tell Sts to go to **Grammar Bank 10C** on p.230.

Grammar notes

This lesson provides an introduction to the passive and Sts are taught present and past forms only.

The form of the passive is not difficult for Sts as it is composed of known items: the verb *be* and a past participle.

The passive is often used in English where other languages use an impersonal subject.

EXTRA CHALLENGE You may want to point out to Sts that all other forms of the passive are made simply by changing the form of *be*, e.g. *will be made, has been made, etc.*

- 10.14** Focus on the example sentences and play the audio for Sts to listen and repeat. Make sure they pronounce the *-ed* endings in the participles correctly, and encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **10C** on p.231. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- 1 Many of the things we use every day **were invented** by women.
2 In the UK most children **are educated** in state schools.
3 DNA **was discovered** by Watson and Crick in 1953.
4 This morning I **was woken** up by the neighbour's dog.
5 Cricket **is played** in the summer in the UK.
6 The songs on this album **were written** last year.
7 Millions of toys **are made** in China every year.
8 Carols are songs which **are sung** at Christmas.
9 These birds **aren't usually seen** in northern Europe.
10 The London Eye **was opened** on 31 December 1999...

- b**
- 1 St Paul's Cathedral was designed by Christopher Wren.
2 This olive oil is produced by a small Italian company.
3 Australia was discovered by the Dutch in 1606.
4 The *Star Wars* films weren't directed by Spielberg.
5 *Sunflowers* was painted by Van Gogh in 1888.
6 Glass wasn't invented by the Chinese.
7 The *Harry Potter* books were written by J.K. Rowling.
8 Skoda cars are made in the Czech Republic.

Tell Sts to go back to the main lesson **10C**.

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

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: the passive: *be* + past participle**

3 SPEAKING

Put Sts into pairs, **A** and **B**, and tell them to go to **Communication Passives quiz, A** on p.192, **B** on p.197.

Give Sts time to complete their sentences and circle the correct answers.

Get Sts to sit face-to-face if possible. **A** reads his / her sentences to **B**, who listens and says if **A**'s sentences are right or wrong, and corrects the wrong answers.

Sts then swap roles.

Monitor and help as Sts do the task, making sure they are forming the passive and pronouncing the past participle correctly.

End the activity when the majority of pairs have finished.

Tell Sts to go back to the main lesson **10C**.

4 VIDEO LISTENING

a Focus on the photos and give Sts, in pairs, a couple of minutes to guess which six things were invented by women. Don't check answers yet.

b Play the video for Sts to check their answers.

Check answers. Make sure Sts understand what all the words mean, e.g. *disposable* = you throw it away after you have used it once. Model and drill pronunciation.

Get feedback to find out if Sts had guessed correctly.

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

The six inventions are: the dishwasher, disposable nappies, windscreen wipers, the life raft, solar heating, and CCTV.

Invented by women

Hello, and welcome to *Science Now*. When we think of famous inventors, we usually think of men – like Alexander Graham Bell, Guglielmo Marconi, and Thomas Edison. But many of the things which make our lives easier or safer today were invented by women. And on today's show, we're going to look at six of them.

One invention that definitely improved the lives of millions of people was the disposable nappy. They were invented by a woman called Marion Donovan. Her father and uncle were inventors and, when she had young children, she invented a nappy that you could use and then throw away. Before her invention, babies wore nappies made of cotton – like these. And this meant a *lot* of washing. Although she invented the disposable nappy in the nineteen forties, it wasn't until nineteen fifty-one that an American company bought Donovan's idea. Today, millions of disposable nappies are used every day, and Donovan's invention is now more eco-friendly. You can buy biodegradable nappies!

And now another invention which has made life easier.

The dishwasher was invented by a woman called Josephine Cochrane in eighteen eighty-six. She was a rich American who gave a lot of dinner parties. But she was annoyed that her servants often broke plates and glasses when they were washing up after a party. Oops! So, Cochrane decided to invent a machine which could wash a lot of plates and glasses safely. She said, 'If nobody else is going to invent a dishwasher, then I will!' She designed the machine, and then she found a company to make it. At first, only hotels and restaurants bought Cochrane's new machine, but today, the dishwasher is used in homes all over the world.

The car was invented by a man, but it was a woman, Mary Anderson, who solved one of the biggest problems of driving. On a trip to New York in nineteen oh three, Anderson noticed that drivers had to open their windows to see where they were going when it was raining. When she returned to her home in Alabama, she invented windscreen wipers, which made driving a lot safer.

Our fourth invention made life safer for people living in flats or apartments – video entry phones. They were invented in nineteen sixty-six by Marie Van Brittan Brown, a nurse who lived in New York. Her neighbourhood was quite dangerous and Brown was often at home alone, so she decided to invent something that would make her feel safer. With the help of her husband, an electrician, she developed a camera that you could put by the front door. This camera sent a picture of the person at the door to a screen inside the flat, and there was also a microphone so you could talk to the person outside. If the person was a welcome visitor, you pushed a button to let them in. If not, you could push another button to contact a security company. This system is now common all over the world.

And now an invention that has saved a lot of lives. The modern life raft was invented by Maria Beasley in eighteen eighty and then improved in eighteen eighty-two. Before her invention, life rafts were just wooden platforms, and many people died in accidents at sea. Four of her life rafts were used on the *Titanic*, alongside the ship's normal lifeboats. When the *Titanic* sank in nineteen twelve, only seven hundred and six people survived, and nearly two hundred of them were in the life rafts designed by Beasley.

Our last invention is one of today's most important green technologies. Mária Telkes, a Hungarian-American scientist, worked at the Massachusetts Institute of Technology in the United States in the nineteen forties. She was so interested in the power of the sun, that her nickname was 'the Sun Queen'. In nineteen forty-eight, she designed the first house which was heated completely by the sun. The system worked for three years. The solar technology we use today is very different from Telkes's invention, but – like all our female inventors – she showed the world what was possible. And today solar technology has the power to change our lives and save our environment.

c **MEDIATION ACTIVITY** Focus on the questions and give Sts time to read them.

Play the video again for Sts to watch for more detail. Pause after each invention to give Sts time to write their answers.

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

Check answers.

- 1 They were inventors. Nappies were made of cotton. In 1951, an American company bought her invention.
- 2 Her servants often broke plates and glasses when they were washing up. The first customers were hotels and restaurants.
- 3 She got the idea in 1903 on a trip to New York. They had to open their windows to see where they were going.
- 4 She was a nurse. She lived in a dangerous neighbourhood. Her husband helped her with her invention. You could push a button to contact a security company.
- 5 They were used on the *Titanic*. Nearly 200 survivors had used her invention.
- 6 She was Hungarian-American. Her nickname was 'the Sun Queen'. In 1948 she designed the first house to be heated by the sun.

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

d Do this as a whole-class activity.

For instructions on how to use these pages, see p.40.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 9&10

Quick Test 10

File 10 Test

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Online Practice Check your progress

GRAMMAR

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

VOCABULARY

- a
1 goat (the others are insects)
2 lion (the others are farm animals)
3 spider (the others live in the sea)
4 retire (the others are to do with marriage)
5 cycling (the others are sports with a ball)
- b
1 for 2 for 3 since 4 since 5 for
- c
1 through 2 into 3 along 4 towards 5 past 6 off
7 up 8 down (off) 9 forward 10 out
- d
1 Japanese 2 French 3 Swiss 4 Belgians 5 Spanish

PRONUNCIATION

- c
1 giraffe /dʒ/ 2 work /ɜ:/ 3 divorce /ɔ:/ 4 invention /f/
5 Dutch /tʃ/
- d
1 butterfly 2 retire 3 secondary 4 athletics 5 karate

CAN YOU understand this text?

- b
1 Robert Bauer 2 Jon Drummond 3 Angel Matos
4 Nelson Piquet 5 Luciano Gaucci

▶ CAN YOU understand these people?

1 c 2 a 3 b 4 c 5 a

▶ 10.15

1

I = interviewer, H = Hope

- I What animal would you most like to see in the wild, for example on a safari?
H Oh, that's a really good question. Probably an elephant.
I Why?
H I think they're amazing. They're so big, and just, they sort of live in the wilderness, and yeah.

2

I = interviewer, M = Mairi

- I Do you have a phobia?
M I'm frightened of spiders.
I How long have you had it?
M Er, since I was about five or six I think, but I'm not sure.
I How does it affect your life?
M Um, I normally have to check a room to see if there's a big spider in it before I go to sleep, because, one time a spider, er, joined me in my bed.

3

I = interviewer, D = Dave

- I Who's the oldest person you know well?
D My great aunt is a hundred and four, living in California.
I What kind of life has she had?
D She has had a great life. She's still travelling at a hundred and four.

4

I = interviewer, S = Sarah

- I Do you do any sport or exercise?
S I run and I hike, and I do yoga.
I Do you enjoy it?
S I love hiking, hiking is my favourite, and I just love being in nature and outdoors, and experiencing nature on foot.

5

I = interviewer, K = Kathy

- I Are you a morning or evening person?
K Um, I'm a morning person. Um, I feel a lot more awake in the morning than in the evening, um, so I tend to get up early, even when I'm not at, even when I'm not at work. Um, and I prefer to go to bed earlier.

G *used to*

V school subjects: history, geography, etc.

P *used to / didn't use to*

Lesson plan

In this lesson Sts learn to use *used to* to talk about repeated past actions, and the main context is school experiences.

The lesson begins with a vocabulary focus on school subjects. Then Sts read an article in which three teachers talk about a student of theirs who became famous. Extracts from the article are used to present the grammar of *used to / didn't use to*. This is followed by a pronunciation focus on how to pronounce the new language. In Listening and Speaking, Sts listen to six people talking about whether they liked school or not, which leads into a speaking activity where Sts talk about their own experiences at primary or secondary school.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *used to / didn't use to*

Communicative My past

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 11A

Online Practice 11A

Plus extra Vocabulary and Pronunciation for speakers of Spanish: school; *used to / didn't use to*

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board:

WHAT PRIMARY / SECONDARY SCHOOL DID YOU GO TO? DID YOU LIKE IT? WHY (NOT)?

Model and drill the pronunciation of *primary* and *secondary*.

Answer the question yourself and tell Sts a bit about your school experience. If your Sts are at secondary school, they should talk about their primary school experience. Then get them to ask and answer in pairs, and get some feedback.

1 VOCABULARY school subjects

a **11.1** Books open. Focus on the instructions. Tell Sts they are going to hear nine teachers in their classrooms. Model and drill the pronunciation of *subjects* /'sʌbdʒektz/.

Play the audio for Sts to listen and number the lessons they hear.

Get Sts to compare with a partner.

11.1

T = teacher, Sts = students, S = student

1

T OK, so now repeat after me: *du pain*.

Sts *Du pain*

T *De la salade*

Sts *De la salade*

T *Des saucisses*

Sts *Des saucisses*

2

T So last week, we looked at percentages, and today, we're going to look at fractions. Can someone give me an example of a fraction?

S Three quarters?

T Yes, exactly. And what would that be as a percentage?

S Seventy-five per cent.

3

T Can anybody tell me the dates of the First World War?

S Me sir, me sir!

T Angela?

S Nineteen thirty-nine to nineteen forty-five, sir.

T No, that's the Second World War. Try again.

4

T So we're going to start by defining a few words and phrases.

I'm going to dictate the terms and I want you to write a short definition. So, for example, if I said the word *cookies*, what would you write?

S *Biscuits?*

T Very funny, Carl. Anna?

S Er, pieces of text that, er, websites put onto your computer?

T That's right. And what do internet cookies do?

S They record details of the websites you've visited and, er, how long you've spent on them.

5

T OK. Act three, scene one. OK, Jack, you can be Hamlet. This is a very important speech. Are you ready?

S Yes. *To be, or not to be, that is the question. Whether...*

6

T So I have a small piece of sodium here – about one cubic centimetre – and we're going to see what happens when we add it to water. So if you could all stand back a bit...further back... OK...Here we go...

7

T Today, we're going to look at two self-portraits from different centuries. Take a look at these.

S The one on the right looks like you, sir!

T Thank you, Jasper. Now, I want you to start by thinking about two questions. When do you think the self-portraits were painted? And how old do you think the artists were when they painted them?

8

T OK, we're going to warm up first. I want you to run round the track three times.

Sts Can't we play football?

T No, come on, three times round the track. Ready, steady, go.

9

T There are no active volcanoes in the UK, but there are quite a lot in the rest of Europe. Can anyone tell me a European country that has active volcanoes?

S France?

T Not France, no...

Sts Italy? Italy has Mount Etna.

T Yes, Italy. In fact, Etna is the highest active volcano in Europe, at over three thousand three hundred metres.

b **11.2** Play the audio for Sts to listen and check.

Check answers by asking the subject and which words helped Sts guess.

Possible answers

- 1 foreign languages (French): *repeat after me*, all French words
- 2 maths: *percentage, fraction, three quarters, 75%*
- 3 history: *First World War, 1939 to 1945, Second World War*
- 4 IT: *cookies, website, computer, internet*
- 5 literature: *act, scene, speech, Hamlet*
- 6 science (chemistry) *sodium, add, water*
- 7 art: *self-portraits, painted, artists*
- 8 PE: *warm up, run, track, football*
- 9 geography: *active volcanoes, European countries, Mount Etna*

11.2

T = teacher, Sts = students, S = student

1 foreign languages

T OK, so now repeat after me: *du pain*.

Sts *Du pain*

T *De la salade*

Sts *De la salade*

T *Des saucisses*

Sts *Des saucisses*

2 maths

T So last week, we looked at percentages, and today, we're going to look at fractions. Can someone give me an example of a fraction?

S Three quarters?

T Yes, exactly. And what would that be as a percentage?

S Seventy-five per cent.

3 history

T Can anybody tell me the dates of the First World War?

S Me, sir. Me, sir!

T Angela?

S Nineteen thirty-nine to nineteen forty-five, sir.

T No, that's the Second World War. Try again.

4 IT

T So we're going to start by defining a few words and phrases.

I'm going to dictate the terms and I want you to write a short definition. So, for example, if I said the word *cookies*, what would you write?

S Biscuits?

T Very funny, Carl. Anna?

S Er, pieces of text that, er, websites put onto your computer?

T That's right. And what do internet cookies do?

S They record details of the websites you've visited and, er, how long you've spent on them.

5 literature

T OK. Act three, scene one. OK, Jack, you can be Hamlet. This is a very important speech. Are you ready?

S Yes. *To be, or not to be, that is the question. Whether...*

6 science

T So I have a small piece of sodium here – about one cubic centimetre – and we're going to see what happens when we add it to water. So if you could all stand back a bit... Further back... OK... Here we go...

7 art

T Today, we're going to look at two self-portraits from different centuries. Take a look at these.

S The one on the right looks like you, sir!

T Thank you, Jasper. Now, I want you to start by thinking about two questions. When do you think the self-portraits were painted? And how old do you think the artists were when they painted them?

8 PE

T OK, we're going to warm up first. I want you to run round the track three times.

Sts Can't we play football?

T No, come on, three times round the track. Ready, steady, go.

9 geography

T There are no active volcanoes in the UK, but there are quite a lot in the rest of Europe. Can anyone tell me a European country that has active volcanoes?

S France?

T Not France, no...

Sts Italy? Italy has Mount Etna.

T Yes, Italy. In fact, Etna is the highest active volcano in Europe, at over three thousand three hundred metres.

c **11.3** Play the audio for Sts to listen and repeat the subjects.

11.3

See words in **a** in Student's Book on p. 158

Then repeat the activity, getting individual Sts to repeat. Point out that *history* /'hɪstri/ and *literature* /'lɪtrətʃə/ each have a syllable which isn't pronounced (the *o* in *history* and the *e* in *literature*).

d Focus on the task and elicit answers to the first question. Write the subjects on the board.

Now focus on the second question and the three options. Point out the speech bubble and the use of *at* after *good*, *OK*, and *bad*.

Demonstrate the activity by talking about the subjects yourself.

Put Sts in pairs and give them a few minutes to talk to each other.

Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH [Online Practice Vocabulary: school](#)

2 READING

a Focus on the task and either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, get some feedback.

b Focus on the title and read the introduction together. Make sure Sts understand *fame* (noun from *famous*), *academy*, and *spark* (= a special quality of energy, intelligence, or enthusiasm that makes sb very clever, amusing, etc.). Model and drill pronunciation. Point out the **Glossary**.

Give Sts time to read the article to check their answers to **a**. Check answers.

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

the most popular: Alex Turner

the most unpopular: Jude Law

the quietest: J.K. Rowling

c Focus on the instructions and questions 1–6, making sure Sts understand all the lexis, e.g. *pupil*, *perform*, etc. Model and drill the pronunciation of *pupil* /'pju:pəl/.

Give Sts time to read the article again and answer the questions.

Check answers.

1 Jude Law's teacher 2 J.K. Rowling 3 Alex Turner's teacher

4 J.K. Rowling's teacher 5 Jude Law 6 Alex Turner

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Put Sts in pairs or small groups.

Get some feedback from various pairs or groups. You could tell the class what you think your teachers thought of you. If any of your Sts are still at school, ask them what they think their teachers think of them.

3 GRAMMAR *used to*

a Tell Sts to read the three sentences from the article and answer the questions.

Check answers.

1 b 2 a

b Tell Sts to go to **Grammar Bank 11A** on p.232.

Grammar notes

Used to only exists in the past, and is used for past habits or states. Sts may not have an equivalent form in their language. If they do have an equivalent verb, it may also exist in the present (for present habits), which means Sts may try to say *I use to* for present habits, rather than using the present simple and an adverb of frequency (*I usually...*). A typical mistake is: *I use to go to the gym every Friday.*

I Sts might confuse *used to + infinitive with the past of the verb use*, e.g. *I used my dictionary when I did my English homework.*

11.4 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **used to or usually?** box and go through it with the class.

Then focus on the exercises for **11A** on p.233. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

- 1 He used to have long hair.
- 2 He didn't use to wear glasses.
- 3 He didn't use to have a beard.
- 4 He used to play / like / love / be interested in football.
- 5 He didn't use to wear a tie.

b

- 1 Angie used to hate maths, but she loves it now.
- 2 Where did you use to work when you lived in Cairo?
- 3 I didn't use to like reading when I was a child.
- 4 What did you use to do in the summer holidays when you were young?
- 5 The British didn't use to cook with olive oil, but now it's very popular.
- 6 This restaurant used to be a cinema in the 1960s.
- 7 Did your sister use to eat meat, or has she always been a vegetarian?
- 8 I didn't use to be interested in athletics, but now I always watch it.
- 9 Did you use to have a motorbike when you were a student?
- 10 Telegrams used to be the quickest way to send important messages.

Tell Sts to go back to the main lesson **11A**.

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

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *used to / didn't use to*

4 PRONUNCIATION *used to / didn't use to*

Pronunciation notes

As mentioned earlier, Sts might confuse *used to + infinitive* with the past of the verb *use*. As well as having a completely different meaning, the two verbs are pronounced differently (*used to* is pronounced /'ju:stə/ and *used* (past of *use*) is /ju:zd/).

The final /t/ in *used* and the /t/ in *to* are run together and make one /t/ sound. For this reason, *use to* or *used to* sound the same, and Sts sometimes write *Did you used to...?*

a **11.5** Focus on the **Pronouncing used to** box and go through it with the class. Model and drill the pronunciation of *used to* /'ju:stə/.

Now focus on the task. Play the audio once for Sts just to listen.

Play the audio again for Sts to listen and repeat.

11.5

See sentences in Student's Book on p.159

Then repeat the activity, eliciting responses from individual Sts.

b **11.6** Focus on the task and the example. Tell Sts that for the first four sentences, they must make positive *used to* sentences; for the next four, negative ones; and questions for the final four.

Play the audio, pausing after each phrase to give Sts time to make the transformation.

11.6

Positive sentences

have a lot of friends (*pause*) I used to have a lot of friends.
be lazy (*pause*) I used to be lazy.
wear a uniform (*pause*) I used to wear a uniform.
play football (*pause*) I used to play football.

Negative sentences

like exams (*pause*) I didn't use to like exams.
do much homework (*pause*) I didn't use to do much homework.
be good at maths (*pause*) I didn't use to be good at maths.
enjoy PE (*pause*) I didn't use to enjoy PE.

Questions

work hard (*pause*) Did you use to work hard?
like school (*pause*) Did you use to like school?
do sport (*pause*) Did you use to do sport?
have long hair (*pause*) Did you use to have long hair?

Then repeat the activity, eliciting responses from individual Sts.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: *used to / didn't use to*

5 LISTENING & SPEAKING understanding attitude

- a** Focus on the instructions and make sure Sts understand what they have to do. point out that the first one (P) has been done for them
Get Sts to compare with a partner, and then check answers.

No, not really. I didn't like it at all. N
I didn't hate school, but I don't think I liked it very much. N
Sometimes. Yeah, most of the time. P
Well, yes and no. B
Yes, definitely. I really enjoyed school. P

- b** **11.7** Focus on the task and tell Sts that all the speakers are answering the same question as in **a**, *Did you like school?*

Before playing the audio, tell Sts that one of the speakers is American. Focus on the **Education in the UK and the US** box and go through it with the class.

Play the audio, pausing after each speaker to give Sts time to match the speaker to their answer in **a**. Play again if necessary.

Check answers.

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

Speaker 1: I didn't hate school, but I don't think I liked it very much.

Speaker 2: No, not really. I didn't like it at all.

Speaker 3: Well, yes and no.

Speaker 4: I didn't like it – I absolutely loved it!

Speaker 5: Sometimes. Yeah, most of the time.

Speaker 6: Yes definitely. I really enjoyed school.

11.7

(script in Student's Book on p.211)

I = interviewer, M = man, W = woman

1

I Did you like school?

M I didn't hate school, but I don't think I liked it very much. I used to enjoy PE; I used to enjoy sport; um, I quite liked English, but there were lots of subjects I didn't like. I didn't like maths very much, history was boring, and I found science difficult. I had a small group of friends – not many, but a close group of friends – and I used to spend time with them, talking about sport, talking about music. So it wasn't too bad, but I didn't like it very much. I've never been back to school – I've never been to a school reunion, or anything like that.

2

I Did you like school?

M No, not really. I didn't like it at all.

I Why not?

M It was a boys' school and I got bored with just being with boys all the time. And I didn't really like any of the subjects.

3

I Did you like school?

M Well, yes and no. Some things I really loved; some things I thought, 'This isn't much fun'; but I used to enjoy quite a lot of the subjects.

I Like what?

M I liked English and I liked maths.

I And what didn't you enjoy?

M I hated geography. And I hated PE. The PE teacher once caught me reading a book on the football pitch, and I was punished for that.

4

I Did you like school?

W I didn't like it – I absolutely loved it! I liked all the subjects, especially English and history. I remember one time when I was about six or seven, I got ill during the Easter holidays and I was really, really sad, and my mum thought I was sad because I was ill during the holidays, but in fact, I was terrified that I'd never get better and I'd never go back to school.

5

I Did you like school?

W Er, sometimes. Yeah, most of the time.

I What did you like about it?

W Well, I had some good friends, and I liked learning things, but there were some subjects that I didn't like very much, and I hated PE. I used to invent a lot of excuses, like saying that I was ill, because I didn't want to do it.

6

I Did you like school?

W Yes, definitely. I really enjoyed school. Elementary school was all fun and we had great teachers. I always really looked forward to getting back to school. High school was harder work and we used to have lots of exams and tests, but we had really inspiring teachers. My favourites were in math and biology. And overall, yeah, I really liked it.

Remind Sts that speakers 1–3 are men and 4–6 are women, then ask the class if the men enjoyed school more than the women, or if it was about the same.

The women enjoyed school more than the men.

Finally, ask Sts if they think in their country girls tend to enjoy school more than boys

- c** Tell Sts that they are now going to hear the people again and they must make a list of the subjects they liked and disliked.

Play the audio again and then check answers. Elicit other details if possible.

Speaker 1: He liked PE and English, but didn't like maths, history, and science.

Speaker 2: He didn't really like any of the subjects.

Speaker 3: He liked English and maths, but hated geography and PE. He enjoyed quite a lot of subjects.

Speaker 4: She liked all the subjects, especially English and history.

Speaker 5: She hated PE.

Speaker 6: She really liked maths and biology.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.211, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Focus on the instructions and give Sts time to think about their answers.

e **MEDIATION ACTIVITY** Put Sts in small groups of three and get them to tell each other about their answers to **d**.

Get some feedback from various groups. You could also tell the class whether you used to like school.

G *might***V** word building: noun formation, e.g. *decide* – *decision***P** diphthongs

Lesson plan

This lesson presents the modal verb *might*, used to express possibility through the context of a person who is very indecisive. The lesson begins with Speaking, where Sts interview each other to find out whether they are indecisive. In the Grammar Bank, Sts see that *may* is an alternative to *might*. Although both forms are common, in oral practice Sts are asked simply to use *might*, in order to avoid confusion. Then in Pronunciation, Sts work on some common diphthongs. This is followed by a listening which asks whether there is too much choice in today's world. Finally, in Vocabulary and Speaking, Sts get some practice in word building (formation of nouns).

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar might / might not (possibility)*Communicative* I might...but I might not

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 11B

Online Practice 11B

Plus extra Pronunciation for speakers of Spanish: noun suffixes

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write **DECIDE** on the board. Ask Sts what it means (= to think carefully about the different possibilities that are available and choose one of them) and which part of speech it is (verb, noun, etc.), and elicit that it's a verb. Ask where the stress is and mark it on the board (**DECIDE**).

Then ask *What's the noun from decide?* and elicit that it's *decision*. Teach / Elicit the phrase *make a decision*. Then elicit / teach the adjective *decisive* and its meaning (it describes a person who can make decisions quickly), and then teach / elicit the opposite, *indecisive*.

1 GRAMMAR *might*

a Books open. Focus on the *Are you indecisive?* questionnaire and put Sts in pairs. If you didn't do the **Optional lead-in**, write **INDECISIVE** on the board and underline the stressed syllable. Go through the questions and make sure Sts understand the phrase *change your mind* (= make a decision and then change it). Tell them they are going to interview each other to find out who is the more indecisive of the two of them.

Give Sts time to interview each other. Monitor and encourage them to ask for / give more information, and to illustrate their answers with examples.

Get feedback from various pairs to find out which of them is more indecisive, and find out (with a show of hands) if the majority of the class is indecisive or decisive.

EXTRA IDEA You could get Sts to interview you first. Give as many examples as you can.

b **11.8** Focus on the photo and the task, and elicit the vocabulary for all the things Sts can see in Nancy's suitcase. You could ask Sts what they think Brian might say that Nancy doesn't need to pack.

Play the audio once the whole way through.

Check answers.

1 trainers 2 raincoat 3 hairdryer 4 two pairs of jeans

11.8

B = Brian, N = Nancy

B Have you finished packing? The taxi will be here in fifteen minutes.

N Er, nearly. I can't decide what to take.

B Well, hurry up. You don't need all that! You'll never close that suitcase. And we can only take fifteen kilos each.

N Yes, I know.

B You don't need your trainers. We're going to be on the beach most of the time!

N Yes, but I might go to the gym. There's one in the hotel.

B And why are you taking a raincoat? It's not going to rain in Greece in June.

N It might rain. It sometimes rains in the summer.

B What's that?

N It's my hairdryer.

B But the hotel will have a hairdryer.

N It might not have one. Hotels don't always have hairdryers. And I need it.

B And two pairs of jeans? We're only going to be there for a week.

N They're different styles. I'm not sure which ones I'll want to wear.

B You need to take some things out. Extra baggage costs a fortune. It's something like ten pounds per kilo.

N Yes, yes, I will. I promise.

B Well, hurry up. The traffic might be a bit slow because of the rain.

N I'll be ready in five minutes...

B The taxi's here.

N I've closed my case. Can you take it downstairs?

B I'm sure this is more than fifteen kilos.

N I think it'll be OK...

c Tell Sts they are going to listen again and they must write down the reasons Nancy gives for wanting to take each item mentioned in **b**.

Play the audio for Sts to listen and complete sentences 1–4.

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

1 I might **go to the gym**.

2 It might **rain**.

3 The hotel might not **have one**.

4 They're **different styles**.

d **11.9** Tell the class Brian and Nancy are now at the airport. Sts must listen and answer the question *What happens?*

Play the audio once the whole way through.

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

Check the answer.

Nancy's suitcase is too heavy (17.5 kilos, and she can only take 15). They tell her to pay £25 extra. She tries to take some things out and put them in Brian's case.

11.9

BD = bag drop, B = Brian, N = Nancy

BD Can you put your case on the scales, please?

B Shall I help you?

N No, I'm fine.

BD That's seventeen and a half kilos. You can only take fifteen.

B I knew it. I told you it was too heavy.

BD You need to go to the window over there and pay for the extra two and a half kilos. That'll be twenty-five pounds.

N Twenty-five pounds? No, wait. Brian, I can put some things in your case. Yours was only ten kilos. Look, take this pair of jeans...and the hairdryer...and these books...and the raincoat...

e Do this as a whole-class activity.

2 a possibility

f Tell Sts to go to **Grammar Bank 11B** on p.232.

Grammar notes

Might and *may* are synonyms, but *might* is probably more frequent in spoken English, which is why the presentation focuses on this form. However, *may* is also commonly used, especially in writing, so it is important that this is pointed out to Sts.

At this level, *might* is taught more for recognition than production, as it is an example of 'late assimilation' language. In conversation, Sts are more likely to try to express the same idea in another way, e.g. by using *maybe*, *possibly*, or *It's possible*.

11.10 Focus on the examples and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **may / may not** box and go through it with the class.

Then focus on the exercises for **11B** on p.233. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 H 2 G 3 A 4 C 5 B 6 I 7 F 8 E

b
1 She **might be** ill.
2 He **might be in a meeting**.
3 You **might not like it**.
4 I **might not have time**.
5 I **might have the pasta**.
6 It **might be cold** later.

Tell Sts to go back to the main lesson **11B**.

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

g Focus on the task and the example in the speech bubbles. You could demonstrate the activity by answering a couple of the questions yourself.

Make sure Sts understand that they must give two possibilities each time and return the question with *What about you?*. Put Sts in pairs and get them to ask and answer the five questions.

Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: might / might not (possibility)**

2 PRONUNCIATION diphthongs

Pronunciation notes

A diphthong is a combination of two vowel sounds which run together to produce a new sound. For example, the diphthong /ɪə/ is a combination of /ɪ/ and /ə/. There are eight diphthongs in English, which are all practised here.

a **11.11** Look at the eight picture words and sounds, and tell Sts to listen to how they are pronounced. Or, you could elicit the ones you think Sts already know. Play the audio once for Sts to just listen.

11.11

- 1 bike /aɪ/
- 2 train /eɪ/
- 3 phone /əʊ/
- 4 chair /eə/
- 5 ear /ɪə/
- 6 tourist /ʊə/
- 7 owl /aʊ/
- 8 boy /ɔɪ/

Now play the audio again for Sts to listen and repeat each sound. Play again if necessary, concentrating especially on any sounds your Sts find more difficult to make.

b Tell Sts to look at all the words in each category and to find the odd word out, i.e. the one that doesn't have the same diphthong sound. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

c **11.12** Now play the audio for Sts to listen and check. Check answers.

- 1 since 2 key 3 trousers 4 fear 5 where 6 bus
- 7 throw 8 town

11.12

See words in Student's Book on p.160

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

d **11.13** Tell Sts they are going to hear one sentence for each of the eight sounds in **b**. They must listen and repeat it.

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

11.13

- 1 I might buy a white tie.
- 2 It may rain later.
- 3 We don't know where to go.
- 4 There's a hairdresser in the square.
- 5 Here's a really good idea for a souvenir.
- 6 The tourists are curious about Europe.
- 7 We're now in a small town in the south.
- 8 Those noisy boys are annoying me.

Then repeat the activity, eliciting responses from individual Sts.

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

3 LISTENING & SPEAKING identifying the main points in a talk

- a Focus on the photos and the different styles of jeans, and make sure Sts know what they all are. Then put Sts in pairs or small groups to answer the questions.

Elicit some feedback from the class.

- b **11.14** Focus on the task, but don't ask Sts their opinion as they will be giving it later. You might want to tell Sts that the speaker is American.

Play the audio once the whole way through.

Check the answer.

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

Yes

11.14

(script in Student's Book on p.211)

Buying jeans isn't as easy as it used to be. Years ago, there was only one kind of jeans – probably Levi's. Nowadays, there are hundreds – different styles, different colours, different lengths, with buttons, with zips. There are so many options that you feel the perfect pair must be waiting for you somewhere...

And it isn't just jeans. In big supermarkets, we have to choose between thousands of products – my local supermarket has thirty-five different kinds of milk! When we're buying clothes or electrical gadgets, ordering a coffee in a café, looking for a hotel on a travel website, deciding which TV channel to watch, or even choosing a future partner on a dating website, we constantly have to choose from hundreds of possibilities.

People often think that being able to choose from a lot of options is a good thing. However, university researchers have discovered that too much choice is making us feel unhappy and dissatisfied. The problem is that we have so many options that we get stressed every time we have to make a decision, because we're worried about making the wrong one. Then when we choose one thing, we feel bad because we think we are missing other opportunities, and this makes us dissatisfied with what we've chosen.

Research also shows that we feel happier when we have less choice. In a study, Professor Mark Lepper at Stanford University found that people who tried six kinds of jam and then chose one felt happier with their choice than those who were offered twenty-four jams to taste.

But if all this choice is bad for us, what can we do about it? Professor Lepper suggests that we should try to relax when we have to decide what to buy. 'Don't take these choices too seriously or it will become stressful,' he says. 'If you pick a sofa from IKEA in thirty seconds, you'll feel better than if you spend hours researching sofas – because you won't know what you're missing.'

- c Focus on the task and give Sts time to read the five main points and their options. Make sure Sts understand all the lexis.

Play the audio again.

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

EXTRA CHALLENGE Get Sts to choose their answers before they listen again.

1 b 2 c 3 a 4 b 5 c

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.211, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Either put Sts in pairs or small groups and get them to discuss the two questions for each situation.

Get some feedback from the class.

EXTRA SUPPORT Do this as a whole-class activity.

4 VOCABULARY & SPEAKING word building: noun formation

Vocabulary notes

There are several ways of making nouns from verbs, but here we focus on the three most common endings: *-ion*, *-sion*, and *-ation*. More complicated for Sts is when the noun is a different word altogether – Sts learn six common examples here.

- a Do this as a whole-class activity. Model and drill pronunciation of each word.

choose = verb *choice* = noun
decide = verb *decision* = noun

- b Focus on the **Making nouns from verbs** box and go through it with the class.

Now focus on the chart, point out the two sections, and make sure Sts know all the nouns. Highlight the *-ion* ending and the spelling changes. Point out that the first one (*decide*) has been done for them, and get Sts to continue in pairs.

- c **11.15** Play the audio for Sts to listen and check. Check answers.

2 revise 3 confuse 4 invent 5 compete 6 educate
7 invite 8 pronounce 9 choose 10 advise 11 fly
12 live 13 die 14 succeed

Now get Sts to underline the stressed syllables in the verbs and nouns.

Check answers.

11.15

1	decide	decision
2	revise	revision
3	confuse	confusion
4	invent	invention
5	compete	competition
6	educate	education
7	invite	invitation
8	pronounce	pronunciation
9	choose	choice
10	advise	advice
11	fly	flight
12	live	life
13	die	death
14	succeed	success

2 revise, revision 3 confuse, confusion 4 invent, invention
5 compete, competition 6 educate, education 7 invite, invitation
8 pronounce, pronunciation 9 choose, choice
10 advise, advice 11 fly, flight 12 live, life 13 die, death
14 succeed, success

Now you could ask Sts what the rule is for nouns which end in *-ion*, *-sion*, and *-ation*.

With nouns ending in *-ion*, *-sion*, and *-ation*, the stressed syllable is always the one before the ending.

Finally, play the audio one more time for Sts to listen and repeat.

EXTRA CHALLENGE Give Sts some more verb prompts to change into nouns, e.g. *celebrate* – *celebration*, *communicate* – *communication*, etc.

d Focus on the task and give Sts time to complete questions 1–8 with nouns from **b**.

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

1 decision 2 invitation 3 flight 4 invention
5 competition 6 advice 7 life, death 8 pronunciation

EXTRA SUPPORT Put Sts in pairs to complete the questions, and then check as a class.

e **MEDIATION ACTIVITY** Put Sts in pairs and get them to ask and answer the questions in **d**. Tell them to give as much information as possible or to ask for more information.

Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: noun suffixes

- G** *so, neither* + auxiliaries
V similarities and differences
P /ð/ and /θ/

Lesson plan

The topic of this lesson is twins. The lesson begins with Reading and Listening about a website called *Twin Strangers*, which helps you find your lookalike anywhere in the world. The vocabulary focus is on different words / phrases used to express similarity, and the structure *So am I / Neither am I* is presented in Grammar through the true case of identical twins who were separated at birth, but reunited 40 years later. The pronunciation focus is on the two possible pronunciations of *th*, /ð/ as in *neither*, and /θ/ as in *both*. The lesson ends with a speaking activity in which Sts first complete some sentences so they are true about themselves, and then they try to find a classmate like them. At this level, Sts will find it hard to manipulate this structure with much fluency, so here they just practise using the present forms *So am I / do I* and *Neither am I / do I*.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar *so, neither* + auxiliaries
 Communicative *So do I!*

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 11C
 Online Practice 11C
 Plus extra Pronunciation and Listening for speakers of Spanish: *so, neither* + auxiliaries; Twins
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Draw a picture of a head on the board with as many facial features as possible, e.g. face, eyes, nose, mouth, hair, lips. Then elicit these words from Sts and write them on the board.

1 READING & LISTENING

understanding similarities and differences

- a** Books open. Focus on the instructions and photos. Make sure Sts know the meaning of *identical twins* and *complete strangers*.
 With a show of hands, find out which photo Sts think is of identical twins. Don't tell them if they are right.
- b** Tell Sts to read about a project called *Twin Strangers* and check their answer to **a**. Point out the **Glossary**.
 Get Sts to compare with a partner, and then check the answer.

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

Photo 2 – Thomas and Toby

- c** Before Sts read the article again, tell them that the Irish name *Niamh* is pronounced /'ni:v/. Explain that *to set up a website / business*, etc. means *to start it*.
 Now tell Sts to read the article again and answer the two questions.
 Check answers.

It was set up by Niamh Geaney and two friends.
 What was surprising was that one of the twins Niamh found is Italian.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** **11.16** Focus on the task and make sure Sts understand the situation.
 Play the audio once the whole way through for Sts to listen and answer the two questions.
 Get Sts to compare with a partner, and then check answers.

EXTRA IDEA If you didn't do the **Optional lead-in**, you could do it here before Sts listen.

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

Yes, Maggie found someone who looked very like her.
 It was a strange feeling, but she's happy she found her 'twin'.

11.16

(script in Student's Book on p.211)

I went onto the *Twin Strangers* website. All you have to do is pay three dollars ninety-five, upload a photo of your face, and then describe it – your nose, mouth, and eyes. I looked in a mirror and decided that I have an oval face, blue eyes, and, unfortunately, thin lips. Immediately, I got a lot of photos of possible matches. My first reaction was, 'They all look totally different from me.' Then something interesting began to happen. Some of the people started to look familiar, like people in my family. I found one woman who looked just like my brother. I started to wonder. Was there something there? I called my husband to come and have a look at all these 'twins'. His first reaction was the same as mine, but then he went a bit quiet. He pointed to one woman who, at first sight, looks completely different from me, but whose picture I had stopped at several times. He said, 'She has the same mouth as you. In fact, she's a bit like you.' And he was right.
 I decided to change my profile a bit. Many people tell me I look younger than I really am, so I put my age as ten years younger, and then searched again. The result was surprising. Suddenly, there seemed to be a number of women a bit like me. Especially one. I put her picture on my Facebook page and asked my friends what they thought. The first person to answer was my brother. 'Yes,' he wrote, 'she looks like you and our sister.'
 It's a strange feeling. I keep looking at her picture. We're very similar, but not identical – for example, she has brown eyes, but mine are blue. But there's something there. Not just the blonde hair and the thin lips. There's something in her eyes that I recognize. It's a very strange feeling, but I'm really happy that I found her. I sent her a message through the website, but she hasn't replied yet. I'm going to keep trying. I want to know who she is.

- e** Tell Sts they are going to listen to Maggie again and need to answer questions 1–8.
 Give Sts time to read the questions.
 Now play the audio again.

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

- 1 She says 'I have an oval face, blue eyes and, unfortunately, thin lips.'
- 2 She thought they all looked totally different from her.
- 3 Her brother
- 4 Her husband thought one of the twins had the same mouth. Yes, she did.
- 5 She changed her age by making herself ten years younger.
- 6 He thought she looked like Maggie and their sister.
- 7 They both have blonde hair and thin lips.
- 8 No, they haven't. Maggie sent her a message, but she hasn't replied.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.211, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f MEDIATION ACTIVITY** Put Sts in pairs and get them to discuss the questions.
Get some feedback from various pairs. You could tell the class your answers, too.

FOR SPEAKERS OF SPANISH **Online Practice** Listening: Twins

2 VOCABULARY similarities and differences

- a** Here Sts learn some different ways of expressing similarities. Focus on the sentences about the people in **1**.
Get Sts to complete the gaps with words from the list.
- b** **11.17** Play the audio for Sts to listen and check.
Check answers.

1 both 2 identical 3 from 4 like 5 as 6 similar

11.17

- 1 Cordelia and Ciara were both on Erasmus scholarships.
- 2 The two girls looked identical.
- 3 The first photos Maggie looked at were totally different from her.
- 4 Maggie found one woman who looked just like her brother.
- 5 Her husband said, 'She has the same mouth as you.'
- 6 Maggie's 'twin' looks very similar to her.

EXTRA CHALLENGE You may also want to teach the rules for the position of *both*, i.e. before the main verb, but after *be* (like adverbs of frequency).

- c** Say the sentences about yourself. Encourage Sts to ask for more information.
Then give Sts a few moments to complete the sentences with a family word.

! For 4, they need to add other words, too. They can use the same family member more than once.

Put Sts in pairs to discuss their answers.

Get feedback by eliciting different sentences from various pairs.

3 GRAMMAR *so, neither* + auxiliaries

- a** Focus on the photo and ask Sts if the two men look similar. Elicit that they are twins.
Now focus on the instructions. Give Sts time to read the text and answer the questions.
Get Sts to compare with a partner, and then check answers.

- 1 They are (American) identical twins.
- 2 Because they were adopted by two different families when they were babies.
- 3 He decided to try to find his brother.
- 4 Six weeks

- b** **11.18** Either tell Sts to cover the conversation or get them to close their books. Tell Sts that the two men have a lot of things in common. They should listen to the conversation for at least three things.

Before playing the audio, you might want to tell Sts that *neither* can be pronounced /'naɪðə/ or /'niːðə/, and that in this audio they will hear the American version /'niːðə/. Play the audio once the whole way through. Play again if necessary.

Elicit answers from the class onto the board. You may need to teach the word *both* here.

EXTRA CHALLENGE Tell Sts to try and hear as many things as possible that the men have in common.

Sts should mention three of these:

Both men have been married twice, they both have a son called James Allen, neither went to college, they were both terrible students, they both have a dog called Toy, they don't do any exercise, they own the same car (a Chevrolet), and they both drink Miller Lite beer.

11.18

- A** Hi! I'm Jim.
B So am I. Great to meet you. Sit down. Are you married, Jim?
A Yes...well, I've been married twice.
B Yeah? So have I. Do you have any children?
A I have one son.
B So do I. What's his name?
A James Allen.
B That's amazing! My son's name is James Allen, too!
A Did you go to college, Jim?
B No, I didn't.
A Neither did I. I was a terrible student.
B So was I. Hey, this is my dog, Toy.
A I don't believe it! My dog's called Toy, too!
B He wants to go outside. My wife usually takes him. I don't do any exercise at all.
A Don't worry. Neither do I. I drive everywhere.
B What car do you have?
A A Chevrolet.
B So do I!
A and B Let's have a beer, Jim.
A What beer do you drink?
B Miller Lite.
A So do I!

- c** Get Sts to look at the conversation. Tell them to listen again and to complete the gaps in the conversation. Play the audio once and then play it again if necessary.
Get Sts to compare with a partner, and then check answers.

1 am 2 have 3 do 4 did 5 was 6 do 7 do 8 do

Finally, ask Sts which coincidence they find the most surprising.

- d** Focus on the instructions and put Sts in pairs. Give them time to answer the questions.
Check answers.

- So am I, So have I, So was I, So do I
 Neither did I, Neither do I
- The auxiliary verb changes to follow the tense or form used by the first speaker.

e Tell Sts to go to **Grammar Bank 11C** on p.232.

Grammar notes

The main problem Sts may have is thinking that *So (do) I* is used to agree with a statement and *Neither (do) I* to disagree. It is important to stress that both are used to say that two people have the same opinion or do the same thing, but we use *So...* when it is a positive thing and *Neither...* when it is a negative thing.

Sts will probably already know the expression *Me too*, which is a 'shortcut' way to express *So do I*, etc. You may want to teach Sts the negative version, *Me neither*.

11.19 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **neither and nor** box and go through it with the class.

Then focus on the exercises for **11C** on p.233. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
- 1 am 2 did 3 was 4 do 5 have 6 can 7 would
8 did 9 would 10 can
- b
- 1 So do I. 2 Neither am I. 3 So did I. 4 Neither have I.
5 Neither do I. 6 So can I. 7 So will I. 8 So am I.

Tell Sts to go back to the main lesson **11C**.

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

f **11.20** Focus on the instructions and the example. Explain that Sts are going to hear a sentence and they have to use *So...I* or *Neither...I* to say that they are the same. You might want to stress that Sts mustn't think about themselves, but simply answer so that they agree with the speaker.

Play the audio, pausing after the first sentence to elicit *So do I* from the whole class. Continue, pausing the audio after each sentence to elicit a response.

11.20

- I catch the bus to work. (pause) So do I.
- I like chocolate. (pause) So do I.
- I'm happy. (pause) So am I.
- I'm not angry. (pause) Neither am I.
- I don't like football. (pause) Neither do I.
- I'm going out tonight. (pause) So am I.
- I have a big family. (pause) So do I.
- I'm not English. (pause) Neither am I.
- I live in a flat. (pause) So do I.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write **SO** _____ I and **NEITHER** _____ I on the board for Sts to focus on.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: *so, neither + auxiliaries*

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: *so, neither + auxiliaries*

4 PRONUNCIATION /ð/ and /θ/

Pronunciation notes

/ð/ and /θ/

Sts should be aware by now of the small difference between these two sounds, as they occur in so many common words. Here they get some extra practice to help them to hear the difference and produce the two sounds.

a **11.21** Focus on the two sound pictures, *mother* /ð/ and *thumb* /θ/, and play the audio once for Sts just to listen to the sounds and words. Encourage Sts to try to approximate the *th* sound as far as possible, and to hear the difference between the voiced sound /ð/ and the unvoiced sound /θ/, although they may find this quite difficult.

11.21

See sounds and words in **Student's Book** on p.163

Then play the audio again, pausing for Sts to listen and repeat the words and sounds.

b **11.22** Tell Sts they are going to hear four words with the *mother* sound and then four with the *thumb* sound. They must listen and write the words.

Play the audio for Sts to listen and write.

Check answers by eliciting the words onto the board.

11.22

mother /ð/ **although, other, there, without**

thumb /θ/ **maths, thing, thirsty, through**

Then play the audio again, pausing after each word or group of words, and get Sts to repeat.

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

EXTRA CHALLENGE Say some words for Sts to identify the sound, /ð/ or /θ/.

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

5 SPEAKING

a Focus on the instructions. Make sure Sts understand all the categories in brackets, and give them a few minutes to complete the sentences.

b Go through the instructions and focus on the speech bubbles. Demonstrate by going to different Sts and saying *I love* (whatever kind of music you like) to individual Sts until somebody says *So do I*. If they don't like it, encourage them to say a whole sentence, e.g. *Really? I don't like it. / I hate it*.

Tell Sts to stand up and start saying their sentences from **a** to each other to find someone who is the same. Stop the activity when one student has a name for all his / her sentences.

Get some feedback from the class.

Function on the phone

Lesson plan

In this final Practical English lesson Sts learn some vocabulary related to phoning, leaving messages, and responding to news.

Rob and Jenny are depressed that his stay in New York is coming to an end. Rob goes off to do his last interview. Meanwhile, Barbara is trying to get hold of him. Rob gets her message, and tries to phone her back, but has problems getting through. In the final scene, Rob and Jenny meet in Central Park. They both have news for each other. Jenny tells hers first – she has sent Barbara an email to say she is resigning as she wants to move to London. However, Rob's news is that Barbara has offered him a permanent job in New York, which he has accepted. Jenny desperately phones Barbara and tells her not to open the email, and all ends well. They have a future in New York.

The story is continued in New York in *English File Intermediate*.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Practical English Episode 6
Quick Test 11
File 11 Test

For students

Workbook Practical English 6
Can you remember...? 1–11
Online Practice Practical English 6
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Elicit what happened in the last episode by asking some questions, e.g. *How did Rob get to his date with Jenny? Did they have a good meal at the restaurant?, etc.*

Alternatively, you could play the last scene of Episode 5.

1 ROB AND JENNY TALK ABOUT THE FUTURE

a **11.23** Books open. Focus on the photo and elicit what Sts think Jenny and Rob are talking about.

Focus on sentences 1–6 and go through them with Sts.

Then play the video / audio once the whole way through for them to mark the sentences *T* (true) or *F* (false). Make it clear that they don't need to correct the *F* sentences yet. Play again if necessary.

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

1 F 2 F 3 T 4 F 5 T 6 F

11.23

J = Jenny, R = Rob, B = Barbara

J I can't believe it. Your month here is nearly over. It's gone so fast.

R I know. I've had a great time, Jenny.

J Me too. It's been really special. But...

R But what?

J It won't be the same when you're in London and I'm here.

R But we'll still be in touch. You can visit me in London and I can come back here to see you.

J It still won't be the same.

R No. No, it won't.

J Maybe... I could come back to London with you?

R You can't do that, Jenny. You've just got this job.

J That's true.

R Well, we still have some time together. We're going out for dinner tonight!

J Yes, and I'm going to take you somewhere really nice.

R Look at the time. I have to go now; it's my last interview in New York. I don't want to be late.

J OK. See you later, then.

R Bye.

B Jenny, is Rob here?

J Oh, you just missed him, Barbara.

B I really need to talk to him. I'll try him on his cell phone... (*on the phone*) Hello, Rob? It's Barbara. Can you give me a call? There's something I'd like to talk about.

Now focus on the **British and American English** box and go through it with the class.

b Play the video / audio again so Sts can watch or listen and correct the false sentences.

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

- 1 Rob is going home **soon**.
- 2 He says Jenny can visit London and he can come back to New York.
- 4 He **doesn't think** it's a good idea.
- 6 Barbara wants to talk to **Rob**.

Ask Sts what they think Barbara wants to talk about, and elicit ideas, but don't tell them the answer yet.

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

2 ON THE PHONE

- a **11.24** Focus on the photos and elicit what Sts think is happening.

Focus on the instructions and the two questions. Alternatively, you could get Sts to close their books, and write the questions on the board.

Play the video / audio once the whole way through.

Get Sts to compare with a partner, and play the video / audio again if necessary.

Check answers.

1 He wants to speak to Barbara. 2 He has to call three times.

11.24 11.25

M = man, R = Rob, Re = receptionist, B = Barbara

M Hello. Broadway Grill.

R Oh, sorry. I have the wrong number. (repeat)

Re NewYork 24seven. How can I help you?

R Hello. Can I speak to Barbara Keaton, please? (repeat)

Re Just a second. I'll put you through...Hello.

R Hi, is that Barbara? (repeat)

Re No, I'm sorry. She's not at her desk right now.

R Can I leave a message, please? (repeat)

Re Sure.

R Can you tell her Rob Walker called? (repeat) I'll call back later. (repeat)

Re I'll give her the message. You could try her cell phone.

R Yes, I'll do that. Thank you. (repeat)

B I'm sorry, I can't take your call at the moment. Please leave a message after the beep.

R Hello, Barbara. This is Rob, returning your call. (repeat)

Re NewYork 24seven. How can I help you?

R Hello. It's Rob again. (repeat) Can I speak to Barbara, please? (repeat)

Re Just a second...I'm sorry, the line's busy. Do you want to hold?

R OK, I'll hold. (repeat)

B Hello.

R Hi, Barbara. It's me, Rob. (repeat)

B Rob, hi! I tried to call you earlier.

R What did you want to talk about? (repeat)

- b Now focus on the conversation in the chart. Ask Sts *Who says the **You hear** sentences in each conversation?* and elicit that first it is a man working in a restaurant, then the receptionist at *NewYork24seven*, and, finally, Barbara.

Then ask *Who says the **You say** sentences?* and elicit that it is Rob. Tell Sts that if they want to make a call, they will need the **You say** phrases.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video / audio again, and get Sts to complete the gaps. Play again if necessary.

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

1 How 2 put 3 desk 4 message 5 call 6 leave
7 busy

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand.

- c **11.25** Now focus on the **You say** phrases. Tell Sts they're going to hear the conversation again. They should repeat the **You say** phrases when they hear the beep. Play the video / audio, pausing if necessary for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation.

11.25

Same as script 11.24 with repeat pauses

- d Put Sts in pairs, **A** and **B**. Tell Sts **A** to read the part of the man, the receptionist, and Barbara, and Sts **B** to read Rob. In pairs, Sts read the conversation aloud.

Then make sure **A** and **B** swap roles.

- e **MEDIATION ACTIVITY** Sts now role-play the same conversations, but this time, the person taking the part of Rob closes his / her book and does it from memory.

- f Sts swap roles when they have finished.

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

3 IN CENTRAL PARK AGAIN

- a **11.26** Focus on the photo and ask Sts what's happening.

Get Sts to focus on the question, or get them to close their books, and write it on the board.

Play the video / audio once the whole way through and then check the answer.

It's a happy ending.

11.26

R = Rob, J = Jenny

R Jenny!

J Rob! I have something to tell you.

R I have something to tell you, too. You go first.

J Well, I thought again about moving to London...

R But you don't need to move to London.

J What?

R Barbara called me earlier.

J What about?

R She offered me a job. Here, in New York!

J What?! Oh, that's great news.

R You don't seem very pleased.

J I am. I mean, it's great! It's just that...

R What?

J I sent Barbara an email this morning.

R And?

J I told her I was quitting and moving to London.

R Don't worry. Maybe she hasn't read your email yet.

J I'll call her.

B Hello, Barbara Keaton.

J Barbara? It's Jenny.

B Oh, hi, Jenny.

J Um, have you read your emails recently? There's one from me.

B Oh, yes. I can see it. I haven't opened it yet.

J Don't open it! Delete it! Please just delete it. I'll explain later.

B OK. It's gone. Is everything all right, Jenny?

J Yes, thanks. Never better.

- b Focus on the questions and give Sts time to read them.

Play the video / audio once the whole way through.

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


Check answers.

- 1 They both have news.
- 2 Barbara offered Rob a job in New York.
- 3 She sent Barbara an email. She quit her job.
- 4 Jenny asks Barbara to delete her email.

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


- c** Focus on the **Social English** phrases. In pairs, get Sts to see if they can remember any of the missing words.

EXTRA CHALLENGE In pairs, get Sts to complete the phrases before they listen.

- d**  **11.27** Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

1 go 2 news 3 call 4 later 5 all right 6 Never

 **11.27**

- 1 You go first.
- 2 That's great news.
- 3 I'll call her.
- 4 I'll explain later.
- 5 Is everything all right?
- 6 Never better.

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

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

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

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

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

Finally, focus on the **CAN YOU...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to go to *Online Practice* to watch the episode again and practise the language.

12A Unbelievable!

- G** past perfect
- V** time expressions
- P** the letter *i*

Lesson plan

In this lesson the past perfect is presented through the context of strange but true stories from around the world. The lesson begins with Reading and Vocabulary, where Sts read three stories and sequence the events in the stories in the correct order. They also study time expressions in the stories. In Grammar, a sentence from one of the stories is used to present the past perfect. In Pronunciation, Sts look at two pronunciations of the letter *i* and learn some spelling and pronunciation rules. The lesson finishes with Speaking, where Sts read two more strange but true stories, and re-tell them to each other.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar past perfect

Communicative What had happened?

Resources

Tests for Escuelas Oficiales de Idiomas

Wordlists and additional teacher resources

For students

Workbook 12A

Online Practice 12A

Plus extra Pronunciation for speakers of Spanish: the letter *i*

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Revise irregular past participles by saying a verb from the **Irregular verbs** list on p.250 and eliciting the past simple and past participle.

Then ask Sts *When do you use past participles?* and elicit in the present perfect (with *have*) and the passive (with *be*). Now tell Sts they're going to learn another form where the past participle of the verb is used.

1 READING & VOCABULARY

understanding the order of events; time expressions

- a** Books open. Focus on the pictures and headlines, and elicit some ideas about the stories from the class. **Don't** tell them if they are right.
- b** Now tell Sts to read the stories and match them to the headlines. Point out the **Glossary**.
Get Sts to compare with a partner, and then check answers, making sure Sts understand the meaning of each headline.

EXTRA SUPPORT Before Sts read the stories, check whether you need to pre-teach any vocabulary, but **not** the time expressions in **d**.

Story 1 False alarm
Story 2 In the post
Story 3 Left behind

- c** Tell Sts to read the stories again and then put the events in each story in the correct order. Point out that the first one in *Story 1* has been done for them.
Get Sts to compare with a partner, and then check answers.

Story 1

- 2 The man killed the spider.
- 3 The police arrived at the apartment.
- 4 The man explained what had happened.

Story 2

- 1 Julie lost her cat.
- 2 Julie put up posters.
- 3 The cat jumped out of the box.
- 4 The vet contacted Julie.

Story 3

- 1 Walter went to the toilet.
- 2 Claudia went into the shop.
- 3 Walter got back into the car and drove off.
- 4 Walter realized what had happened.

- d** Tell Sts to look at the stories and find the time expressions to complete sentences 1–5.
Get Sts to compare with a partner, and then check answers.

- 1 immediately
- 2 suddenly
- 3 straight away
- 4 Meanwhile
- 5 eventually

- e** Get Sts to match the time expressions in **d** with definitions 1–4.
Check answers.

- 1 suddenly
- 2 eventually
- 3 meanwhile
- 4 immediately, straight away

Deal with any other new vocabulary, making sure especially that Sts understand *notice* and *realize* in the third story, as these are verbs often followed by the past perfect, which they are about to focus on. Model and drill the pronunciation of any tricky words.

Finally, ask Sts which of the three stories they liked best.

2 GRAMMAR

past perfect

- a** Focus on the sentence and get Sts to number the sentences, or do it as a whole-class activity.
Check answers.

- 1 Walter drove 100 kilometres.
- 2 Walter realized his wife wasn't in the car.

- b** Do this as a whole-class activity and elicit answers. Some Sts may think that it is the contraction of *would*. Point out that this is impossible as *would* is followed by the infinitive, not the past participle. Explain that this form (*had* + past participle) is called the past perfect.

'd is a contraction of *had*; *driven* is a past participle.

- c Give Sts time to look for two more examples of the past perfect in each story. You could tell Sts that stories 2 and 3 have a lot of examples, but they only need to underline two in each.
Get Sts to compare with a partner, and then check answers.

Possible answers

Story 1:

The callers had heard a woman screaming...; The officer told the man that his neighbours had heard shouting and screaming...

Story 2:

A woman in Worthing, West Sussex, got a big surprise yesterday when she opened a large box of DVDs she had bought on eBay...; The cat, called Cupcake, had got into the box eight days earlier...; Julie didn't notice that Cupcake had climbed into the box and had fallen asleep; ... the cat had survived the 260-mile journey with no food or water; Julie had been very sad about losing her cat; She had put up posters and had looked for Cupcake for days.

Story 3:

Claudia had been asleep in the back seat; when she came back outside, she found that her husband had left without her; Walter only realized his wife wasn't in the car after he'd driven 100 kilometres.

- d Tell Sts to go to **Grammar Bank 12A** on p.234.

Grammar notes

The form and use of the past perfect is not normally problematic for most Sts, but the concept may be difficult if Sts do not have the same grammatical structure in their L1.

The past perfect is very common after verbs like *realized*, *remembered*, *saw*, etc., e.g. *I suddenly realized that I'd forgotten my sister's birthday.*

- 🎧 **12.1** Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **had or would?** box and go through it with the class.

Then focus on the exercises for **12A** on p.235. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a
1 G 2 D 3 A 4 F 5 E 6 B

- b
- 1 Caroline **had changed** a lot, and I **didn't recognize** her.
 - 2 My friend **phoned** to tell me that I **had left** my coat in his car.
 - 3 When I **turned** on the radio, the news **had already finished**.
 - 4 She **didn't lend** me the DVD because she **hadn't watched** it yet.
 - 5 The bar **had closed** by the time we **arrived**.
 - 6 When we **got** home, we saw that somebody **had broken** the kitchen window.
 - 7 When we **got up** in the morning, we saw that it **had snowed** in the night.

Tell Sts to go back to the main lesson **12A**.

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

- e Give Sts time to complete the five sentences with their own ideas. Make sure they use the past perfect.

- f Put Sts in pairs and get them to compare their sentences with a partner.

Get some Sts to read their sentences to the class.

Possible completions

- 1 I'd left my passport at home.
- 2 all our plants had died.
- 3 I'd already seen it.
- 4 hadn't studied.
- 5 where we had parked.

- g **MEDIATION ACTIVITY** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What had happened?**, **A** on p.192, **B** on p.198.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

I WASN'T VERY HAPPY BECAUSE MY BOYFRIEND HAD EATEN ALL THE BISCUITS.

Don't show the piece of paper to the Sts yet. Then write on the board:

I WASN'T VERY HAPPY BECAUSE MY BOYFRIEND _____ ALL THE BISCUITS. [+]

Tell Sts that what's missing is a positive form of a verb in the past perfect. Tell them that they must guess the exact sentence that you have written on the piece of paper. Elicit ideas. If they are wrong, say *Try again*, until someone says the correct answer. Then show them your piece of paper with the sentence on it.

Tell Sts to look at instruction **a**. Give them a few minutes to think of how to complete their sentences in a logical way, and remind them not to write anything yet. Explain that their partner has the same sentences already completed and the idea is to try and complete the sentences in the same way. Emphasize, too, that they must use a verb in the past perfect. Monitor and help while they are doing this.

Now tell Sts to look at instruction **b**. **A** must read out his / her first sentence and **B** tells him / her if he / she has completed the sentence correctly. If not, **A** has to guess again. When the guess is correct, **A** writes the answer in the gap.

When **A** finishes, **B** reads his / her sentences to **A**, etc.

Tell Sts to go back to the main lesson **12A**.

FOR SPEAKERS OF SPANISH **Pocket Book Grammar: past perfect**

3 PRONUNCIATION the letter *i*

Pronunciation notes

There are several clear spelling / pronunciation rules for words with the letter *i*, but there are a few common exceptions, like *live* (v), *drive* / *driven*, etc., which trip Sts up sometimes.

- a Focus on the box **The letter *i*** and go through it with the class.

Now focus on the activity and elicit the two sounds and words, *bike* /aɪ/ and *fish* /ɪ/.

Give Sts two minutes to put the words in the correct row.

Get Sts to compare with a partner.

- b 🎧 **12.2** Play the audio for Sts to listen and check. Check answers.

12.2

fish /ɪ/ driven, kill, miracle, notice, signal

bike /aɪ/ alive, arrive, outside, spider, surprise, survive, while, wife

Now ask Sts which two words in the /ɪ/ row don't follow the rules.

driven and *notice* are exceptions

Play the audio again for Sts to listen and repeat.

Then play the audio again, eliciting responses from individual Sts.

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

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

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: the letter *i*

4 SPEAKING

a Focus on the instructions and the pictures. Make sure Sts know *shark*, *waves*, and *a luggage belt*.

Then either put Sts in pairs to discuss what they think the stories are about, or do it as a whole-class activity.

If Sts worked in pairs, elicit some ideas from the class. Don't tell Sts if they are right.

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Two more stories, A** on *p.193*, **B** on *p.198*.

Go through the instructions with them carefully.

Give Sts time to read their stories and answer the questions. Monitor and check their answers while they do this, to make sure they are answering the questions correctly.

Student A

- 1 The swimming pool was in Sydney, close to the sea; it was outdoors.
- 2 The pool assistant shouted, 'Get out...' because there was a shark in the pool.
- 3 A large wave had carried the shark into the pool.
- 4 No one was hurt. The shark was put back into the sea.

Student B

- 1 The airport was in Stockholm, in Sweden.
- 2 The airport workers were surprised because they saw an old lady on the luggage belt.
- 3 She had got on the luggage belt with her suitcase because she was confused.
- 4 She only travelled a few metres.

When they are ready, sit **A** and **B** face-to-face. **A** tells his / her story to **B**. Then **B** tells **A** his / her story.

Tell Sts to go back to the main lesson **12A**.

c Ask the questions to the class and elicit opinions and any stories they may have heard.

- G** reported speech
V say or tell?
P double consonants

Lesson plan

This lesson provides a clear introduction to reported (or indirect) speech. Sts simply learn to deal with reported statements – reported questions are taught in *English File Intermediate*. The context for the lesson is the topic of gossiping. The lesson begins with Listening, where Sts listen to a conversation between two elderly women who are gossiping about a conversation one of them overheard between a young couple, Jack and Emma, who live next door. However, Sts find out later that she had completely misunderstood what she heard, as often happens! The grammar section presents reported speech by contrasting what Emma actually said with how the woman reported it to her friend. After practising the grammar, in Vocabulary, Sts focus on how *say* and *tell* are used, and in Speaking, they practise reporting what other Sts have said. Pronunciation focuses on how double consonants are pronounced, and the effect they have on the preceding vowel sound. The lesson finishes with a traditional story about the harmful effect of gossip, and Sts talk about the subject.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar reported (or indirect) speech
Communicative The celebrity interview

Resources

Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 12B

Online Practice 12B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: expressions with *say* and *tell*; /æ/, /ʌ/, /ɪ/, /e/, /ɒ/

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the word **GOSSIP** on the board. Elicit the meaning and tell Sts that it's a noun and a verb.

Ask Sts *Who do people often gossip about? How do you feel when people gossip about you?* Elicit ideas and opinions. You could also tell them what you think.

1 LISTENING

- a** Focus on the question and picture, and elicit some ideas from the class.
- b** **12.3** Focus on the instructions.
 Now play the audio once the whole way through. Play it again if necessary.
 Get Sts to compare with a partner, and then check answers.

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

Jack and Emma are Rosemary's neighbours. They have broken up.

12.3

(script in Student's Book on p.211)

I = Iris, R = Rosemary

- I** Hello, Rosemary. How are you this morning?
R Hello, Iris. I'm fine, thanks, but you'll never guess what's happened. Jack and Emma have broken up!
I No! Jack and Emma from number thirty-six? That can't be true. I saw them last week and they looked really happy.
R No, it's definitely true. I heard them shouting. They were having a terrible argument.
I No! When?
R Last night. After he came home from work.
I What did they say?
R Well, I wasn't really listening...
I Of course not.
R But I couldn't help hearing. She was talking so loudly, and of course, the walls are very thin...
I So what did they say?
R Well, she said that she was going to stay with her mum! She told him that she wouldn't come back.
I Ooh, how awful. What about the children?
R She said she'd taken them to her sister's. I suppose she'll take them with her in the end. And anyway, then five minutes later I saw her leaving the house with a suitcase!
I No! Why do you think she's leaving him? Is he seeing another woman?
R I don't know. Ooh, here's my bus.
I I must go and tell Mrs Jones at number fourteen. She's always thought there was something... something strange about him.

- c** Now tell Sts they will hear the conversation again and they must answer questions 1–4. Give them a few minutes to read all the options.

Now play the audio the whole way through. Play it again if necessary.

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

1 a 2 c 3 b 4 c

- d** **12.4** Now tell Sts they are going to listen to what Jack and Emma really said when Rosemary overheard them. They must listen for any differences between what Rosemary told Iris and what Jack and Emma really said. Play the audio once the whole way through. Play it again if necessary.

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

No, she wasn't. She either misunderstood a lot of what she heard, or only heard part of the conversation. In fact, Emma isn't leaving Jack; she's going to look after her mother, who has had an accident.

12.4

(script in Student's Book on p.211)

J = Jack, E = Emma

J Hi, Emma. I'm back. Where are you?

E I'm upstairs in the bedroom. I'm packing.

J Why? Where are you going?

E I'm going to stay with my mum.

J Your mum? Why?

E She's had an accident. She fell over in the street yesterday, and she's broken her leg.

J How awful! Poor thing. Shall I go and make you a cup of tea?

E That'd be lovely. Thanks, darling.

J How long do you think you'll have to stay?

E I won't come back until the weekend, I don't think.

J Sorry, until when?

E Until the weekend. I'll have to make sure she's OK. I've taken the children to my sister's for the night, and she'll take them to school tomorrow morning. Can you pick them up after school?

J Of course I can, darling. Now don't worry about anything. We'll be absolutely fine. Drink your tea, and I'll go and get your suitcase.

E Thanks, darling. The taxi'll be here in five minutes.

EXTRA CHALLENGE Ask Sts some comprehension questions, e.g. *Why was Emma packing? (to go and stay at her mother's), Why was she going to her mother's? (because her mother had broken her leg), etc.*

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.211, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Put Sts in pairs and get them to discuss the questions. Get some feedback from various pairs.

2 GRAMMAR & VOCABULARY

reported speech; *say* or *tell*?

- a Focus on the instructions and the extracts. Give Sts time, in pairs, to underline the words that are different. Check answers.

She said that she was going to stay with her mum.
She told him that she wouldn't come back.
She said she'd taken them to her sister's.

- b Tell Sts to go to **Grammar Bank 12B** on p.234.

Grammar notes

This is an introduction to reported (or indirect) speech. The reporting of sentences with *say* and *tell* is covered here, but not reported questions, e.g. *He asked me if I lived near here.*

When people report a past tense statement, they sometimes do not make the change to the past perfect, e.g.

Direct speech: *'I saw Jack at the party.'*

Reported speech: *Jane told me she saw / had seen Jack at the party.*

However, this may confuse Sts, who prefer to be given one rule, so you may not want to highlight it at this level.

Sts tend to confuse the verbs *say* and *tell*, and may try to use *say* with a person. A typical mistake is: *He said me that he was tired.*

12.5 Focus on the example sentences and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **say or tell?** box and go through it with the class.

Then focus on the exercises for **12B** on p.235. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
- 1 Ana said that she **was hungry**.
 - 2 He said he **would call the doctor**.
 - 3 Paul told us that he **had bought a new phone**.
 - 4 She said that she **lived in the city centre**.
 - 5 They said that they **couldn't do it**.
 - 6 Julie said that she **had seen a great film at the cinema**.
 - 7 Ben told her he **didn't like dogs**.
- b
- 1 'I'm studying German.'
 - 2 'My car has broken down.'
 - 3 'I'll send you an email.'
 - 4 'We're in a hurry.'
 - 5 'I haven't finished my essay yet.'
 - 6 'I won't arrive on time.'
 - 7 'I've just arrived in London.'

Tell Sts to go back to the main lesson **12B**.

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

- c 12.6 Focus on the instructions and examples. Tell Sts that they must begin the sentences with *He said that* or *She said that*, depending on whether they hear a male voice or a female voice. Do the first two as a class. Play the audio, pausing after the direct speech sentence for the class to make the transformation into reported speech.

- 12.6
- 1 I'm in a hurry. (*pause*) She said that she was in a hurry.
 - 2 I'll write. (*pause*) He said that he would write.
 - 3 I didn't see it. (*pause*) She said that she hadn't seen it.
 - 4 I'm hungry. (*pause*) He said that he was hungry.
 - 5 I'll be late. (*pause*) She said that she would be late.
 - 6 I've finished. (*pause*) He said that he had finished.
 - 7 I'm coming. (*pause*) She said that she was coming.
 - 8 I'll do it again. (*pause*) He said that he would do it again.
 - 9 I had a great time. (*pause*) She said that she had had a great time.
 - 10 I'm tired. (*pause*) He said that he was tired.

Then repeat the activity, eliciting responses from individual Sts.

- d Focus on the task and give Sts time to complete the sentences. Get them to compare with a partner, and then check answers.

- 1 said 2 told 3 said 4 told 5 said 6 tell 7 say
8 tell, say

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: reported (or indirect) speech

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: expressions with *say* and *tell*

3 SPEAKING

- a** Focus on the task. Give Sts a minute or so to think about their answers. Remind them that the information must be true, except for one answer which they must invent.
- b** Put Sts into pairs and give them time to interview each other. Remind Sts that the person listening must take some notes.

Make sure Sts swap roles.

- c** **MEDIATION ACTIVITY** Get Sts to change partners, and explain that they must now tell their new partner what their first partner told them. To do this, they must change the information into reported speech.
- Give Sts time to report their conversations to their new partners and to decide together which answer their previous partners invented.

EXTRA IDEA To help Sts to get the idea of the activity, begin by whispering a piece of real or invented gossip to one student. Then get the class to ask the student *What did he / she say?* Now encourage the student to report what you said, using reported speech.

- d** Then Sts should go back to their original partners and find out which answer they invented.
- Get feedback by asking individual Sts to report one exchange.

4 PRONUNCIATION double consonants

Pronunciation notes

Here Sts learn two clear rules about double consonants. Firstly, vowel sounds are normally short before a double consonant. This is the reason why we double the final consonant before adding *-er* in comparatives, and *-ed* in past tenses – that is, to maintain the short vowel sound. Secondly, double consonants (e.g. *ss*, *rr*, etc.) are usually pronounced exactly the same as a single consonant, unlike in many other languages, where they are different.

- a** Tell Sts to look at the five vowel sound pictures and to match each one to a group of words 1–5.
- b** **12.7** Play the audio for Sts to listen and check. Check answers.

1 /ɒ/ clock 2 /ʌ/ up 3 /ɪ/ fish 4 /æ/ cat 5 /e/ egg

12.7

- 4 cat /æ/ happy, married, accident, rabbit, baggage
2 up /ʌ/ hurry, rubbish, funny, summer, butterfly
3 fish /ɪ/ written, miss, bitten, different, middle
5 egg /e/ letter, leggings, message, umbrella, tennis
1 clock /ɒ/ gossip, offer, opposite, bottle, borrow

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

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

- c** Focus on the **Double consonants** box and go through it with the class.

Tell Sts, in pairs, to try to pronounce the words in the list. Then they should look them up and find out how to pronounce them and what they mean.

Check answers.

kettle /'kɛtl/ = a kitchen appliance used for boiling water
nanny /'næni/ = a person who takes care of young children in the children's own home
pillow /'pɪləʊ/ = a piece of cloth filled with soft material, e.g. feathers, used to rest your head on in bed
pottery /'pɒtəri/ = pots, dishes, etc. made with clay that is baked in an oven
supper /'sʌpə/ = the last meal of the day, either a main meal or a snack before you go to bed, sometimes used as an alternative to *dinner*

Still in pairs, Sts practise saying the words.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: /æ/, /ʌ/, /ɪ/, /e/, /ɒ/

5 READING & SPEAKING recognizing text type

- a** This is a traditional story which exists in slightly different versions in many countries. Focus on the title and make sure Sts know what it means. Use the illustrations to teach the word *feather*.

Now tell Sts to read the text and answer the two questions.

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

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

It's b (a traditional story) because it starts with 'Once upon a time...'; the characters have no names, and the time and place aren't specific.

- b** **MEDIATION ACTIVITY** Focus on the task and make sure Sts know the meaning of the noun *moral* (= a practical lesson that a story teaches you).

Tell Sts to read the story again. Then ask Sts what they think the moral of the story is. Elicit ideas, but don't tell Sts if they are right.

Now tell Sts to go to **Communication Blowing in the wind** on p.193. Give Sts time to read the ending of the story.

Finally, ask Sts what the message of the story is.

The message is that gossip can't be controlled. It can travel a long way and do a lot of damage – so think before you speak.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

Tell Sts to go back to the main lesson **12B**.

- c** Focus on the instructions and questions 1–7, making sure Sts understand all the lexis, e.g. *celebrity*, *spread*, etc.
- Put Sts in pairs to discuss the questions.
- Get some feedback from various pairs.

- G** questions without auxiliaries
V revision of question words
P question words

Lesson plan

In this final lesson Sts learn to use questions without auxiliaries (*Who painted this picture?*, etc.) and contrast them with questions with auxiliaries (*When did he paint it?*).

The lesson begins with some revision of question words in Pronunciation and Vocabulary. The grammar is presented through a quiz which tests Sts' memory on information that has come up in the book. If your Sts have only used the second half of *English File A2/B1* (i.e. Multipack B), they should just do the second half of the quiz, i.e. questions 8–15. Then in Speaking, Sts practise making questions with or without auxiliaries, and then ask and answer them with a partner. Finally, the lesson finishes with a video listening of a pub quiz, and Sts join in to answer the questions in teams.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar questions with and without auxiliaries
Communicative Hollywood quiz

Resources

Video Pub quiz
 Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Workbook 12C
 Online Practice 12C
 Plus extra Pronunciation and Listening for speakers of Spanish: question words; Trivia Quiz
 Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask eight different Sts these questions and tell them to answer them. Tell the rest of the class to listen carefully and note down just the answers to the questions.

- *How did you get to class today?*
- *What's your favourite TV programme?*
- *When do you usually get up?*
- *Where would you like to go for your next holiday?*
- *Which do you prefer, coffee or tea?*
- *Who do you live with?*
- *Whose bag is that? (pointing to another student's bag)*
- *Why are you learning English?*

Then tell Sts that you asked eight questions with eight different question words. Tell them, in pairs, to look at the eight answers and try to write down the eight question words you used.

Then get Sts to open their books and check in **1a**.

1 PRONUNCIATION & VOCABULARY

revision of question words

- a** Books open. Now focus on the activity and elicit the two sounds and words, *witch* /w/ and *house* /h/.
 Give Sts two minutes to put the words in the correct row.
 Get Sts to compare with a partner.
- b** **12.8** Play the audio for Sts to listen and check.
 Check answers.

12.8

witch /w/ what, when, where, which, why
house /h/ how, who, whose

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

EXTRA CHALLENGE Elicit any other words beginning with *wh* that Sts know, e.g. *whale, whole, wheel, while*, and ask Sts how they are pronounced.

- c** Give Sts time to complete the questions with the question words from **a**.
 Get Sts to compare with a partner, and then check answers.

1 How 2 Who 3 What 4 How 5 whose 6 How
 7 where 8 When / What 9 Which 10 Why

- d** Put Sts in pairs and get them to ask and answer the questions in **c**. Get some feedback from various pairs.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: question words

2 GRAMMAR

questions without auxiliaries

- a** Focus on the instructions and tell Sts that the questions in the quiz are based on lessons (Files 1–11) in the Student's Book.
 Put Sts in pairs and set a time limit for them to answer as many questions as possible from memory. Tell Sts to use the pictures to help them. (See **Lesson plan** above if you are using Multipack B.)
- b** When the time limit is up, ask Sts how many questions they could answer from memory.
 Now tell them that they must find the answers to the questions they couldn't answer by looking back at lessons in Files 1–11. Tell them not to look for the answers they have already given.
 Check answers. Find out which pair(s) got the most answers correct.

EXTRA CHALLENGE You could do **2a** as a competition and when the time limit is up, find out which pair(s) got the most answers correct.

1 Vermeer 2 In his jacket pocket 3 An owl 4 A guided tour when you have a stopover at an airport 5 Because she didn't do the housework. 6 Helsinki 7 Murphy's Law 8 O. Henry 9 Wasps and bees 10 A fear of butterflies 11 Janet Leigh 12 Duncan Jones 13 Adolphe Sax 14 Snape 15 His twin brother

- c Now tell Sts to only focus on the quiz and to answer questions 1–4.
Get Sts to compare with a partner, and then check answers.

- 1 Who
- 2 Stuart
- 3 In question 1, *painted* is the past simple form with no auxiliary. In question 2, we use the auxiliary *did* + the infinitive *find*.
- 4 Questions 6, 8, 11, 12, and 13 are similar.

Highlight that when the question word (usually *who* or *which*) is the subject of the sentence, QuASI (**Q**uestion word, **A**uxiliary verb, **S**ubject, **I**nfinitive) does not apply because the question word and the subject are the same.

- d Tell Sts to go to **Grammar Bank 12C** on p.234.

Grammar notes

Sts will already have met questions without auxiliaries, e.g. *Who knows the answer?*, etc., but until now, this type of question has not been focused on.

Highlight that:

- the vast majority of questions in the past and present follow the **QuASI** rule.
- the only question words which can be the subject of a question, and may not need an auxiliary verb, are:
Who...?, e.g. *Who wrote the song?*
Which...?, e.g. *Which singer sang My Way?*
What...?, e.g. *What happened?*
How many / much...?, e.g. *How many students came?*
- questions beginning with *When*, *Why*, *Where*, *How long*, etc. always need an auxiliary.

- 🎧 **12.9** Focus on the example sentences and play the audio 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 **12C** on p.235. Sts do the exercises individually or in pairs. Check answers, getting Sts to read the full sentences.

- a
- 1 happened
 - 2 does this word mean
 - 3 came
 - 4 goes
 - 5 won
 - 6 did the teacher say
 - 7 made
- b
- 1 When **did Barack Obama become** president of the USA? (in 2008)
 - 2 Which US state **starts** with the letter *H*? (Hawaii)
 - 3 Which books **did George R.R. Martin write?** (*A Song of Ice and Fire*, *A Game of Thrones*, etc.)
 - 4 Who **won** the football World Cup in Russia in 2018? (TBC)
 - 5 Which sport **uses** the lightest ball? (ping-pong / table tennis)
 - 6 Where **did the 2016 Olympics take place?** (Rio)
 - 7 Which company **did Steve Jobs start?** (Apple Inc.)

Tell Sts to go back to the main lesson **12C**.

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

FOR SPEAKERS OF SPANISH **Pocket Book Grammar:** questions without auxiliaries

3 SPEAKING

Put Sts into pairs, **A** and **B**, and get them to sit face-to-face if possible. Tell them to go to **Communication General knowledge quiz, A** on p.193, **B** on p.198.

Focus on the instructions and make sure Sts are clear what they have to do. Remind Sts that the correct answer is the one in red. Highlight that all the questions in the quiz are questions without auxiliaries.

Give Sts time to complete their questions. Monitor and make sure Sts are forming the questions correctly.

EXTRA SUPPORT You could elicit the verbs first, making sure that Sts can pronounce the past tense forms correctly.

Student A

- 1 lost
- 2 starred
- 3 wrote
- 4 won
- 5 said
- 6 broke
- 7 cut
- 8 discovered

Student B

- 1 became
- 2 played
- 3 became
- 4 painted
- 5 wrote
- 6 used
- 7 refused
- 8 invented

Now tell Sts **A** to ask their questions first. Highlight that they should give the three alternatives each time.

Then Sts swap roles.

Get feedback to see who got the most answers correct.

Tell Sts to go back to the main lesson **12C**.

EXTRA CHALLENGE You could get Sts **A** (and later Sts **B**) to ask their questions first without the three alternatives. If **B** gets the answer correct, he / she gets three points. If not, **A** gives him / her the three alternatives, and this time if **B** gets it correct, he / she gets one point.

4 VIDEO LISTENING

a Do this as a whole-class activity. Tell Sts if you have ever been on a quiz team and whether you enjoyed it.

b **MEDIATION ACTIVITY** Focus on the task and put Sts in teams of three or four.

Now play the video for Sts to watch or listen and answer the questions in their teams.

Check answers.

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

Round 1 Sports

- 1 Manchester United
- 2 ten
- 3 three
- 4 basketball
- 5 Roger Federer

Round 2 Music

- 1 Chris Martin
- 2 Andrea Bocelli
- 3 four
- 4 Stockholm
- 5 Ludwig

Round 3 Geography

- 1 Venice
- 2 The Amazon
- 3 Istanbul
- 4 Dublin
- 5 Venezuela

Pub quiz

Good evening, everyone! Welcome to this week's quiz. I hope you've got a drink and you're feeling confident. Here are a few rules as always.

You'll hear each question twice. Write your answers on your answer sheets, and remember: you mustn't use your phone to Google any of the answers! We might even get a fair result that way, who knows?!

And lastly: please remember to write your team name on your answer sheets.

Right, everyone, round one – sports!

Question 1: Which English football team plays at Old Trafford?

[repeat]

2 How many events are there in the decathlon?

[repeat]

3 How many times did Usain Bolt win the Olympic 100 metres race?

[repeat]

4 Which is the biggest, a football, a volleyball, or a basketball?

[repeat]

5 Who won the men's singles at Wimbledon seven times between 2003 and 2012?

[repeat]

OK – next round...music.

Question 1: What's the name of the lead singer in the band Coldplay?

[repeat]

2 Which Italian opera singer became blind at the age of 12 after a football accident?

[repeat]

3 How many strings does a violin have?

[repeat]

4 In which country did the pop group Abba form in 1972?

[repeat]

5 What was Beethoven's first name?

[repeat]

And the final round is Geography.

Question 1: In which European city could you visit the Doge's Palace and St Mark's Square?

[repeat]

2 Which rainforest produces over 20% of the world's oxygen?

[repeat]

3 Which is the only city in the world that is in two separate continents?

[repeat]

4 What is the capital of the Republic of Ireland?

[repeat]

5 Angel Falls is the world's highest waterfall. Which country is it in?

[repeat]

OK, time for the answers. Swap your answer sheets please.

Here are the answers for Round 1: Sport

Which English football team plays at Old Trafford? Manchester United.

2 How many events are there in a decathlon? Ten.

3 How many times did Usain Bolt win the Olympic 100 metres race? Three.

4 Which is the biggest, a football, a volleyball, or a basketball? A basketball.

5 Who won the men's singles at Wimbledon seven times between 2003 and 2012? Roger Federer.

Music

Question 1: What's the name of the lead singer in the band Coldplay? Chris Martin.

2 Which Italian opera singer became blind at the age of 12 after a football accident? Andrea Bocelli.

3 How many strings does a violin have? Four.

4 In which country did the pop group Abba form in 1972? Sweden.

5 What was Beethoven's first name? Ludwig.

And finally...Geography.

Question 1: In which European city could you visit the Doge's Palace and St Mark's Square? Venice.

2 Which rainforest produces over 20% of the world's oxygen? The Amazon.

3 Which is the only city in the world that is in two separate continents? Istanbul.

4 What is the capital of the Republic of Ireland? Dublin.

5 Angel Falls is the world's highest waterfall. Which country is it in? Venezuela.

OK, add up the scores and bring the answer sheets to me...

OK, and the winners are...

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.

FOR SPEAKERS OF SPANISH [Online Practice](#) Listening: Trivia Quiz

For instructions on how to use these pages, see p.40.

More materials for speakers of Spanish

For teachers on Oxford Premium

Resources

Video Can you understand these people? 11&12
 Quick Test 12
 File 12 Test
 Progress Test Files 7–12
 End-of-course Test
 Tests for Escuelas Oficiales de Idiomas
 Wordlists and additional teacher resources

For students

Online Practice Check your progress

GRAMMAR

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

VOCABULARY

a
 1 invention 2 decision 3 choice 4 invitation 5 death

b
 1 literature 2 maths 3 geography 4 science (biology)
 5 history

c
 1 identical 2 as 3 similar 4 like 5 both

d
 1 suddenly 2 Meanwhile 3 immediately 4 eventually
 5 straight away

e
 1 Tell 2 say 3 say 4 say 5 tell

PRONUNCIATION

c
 1 maths /θ/ 2 sure /ʊə/ 3 neither /ð/ 4 fear /fɪə/
 5 written /r/

d
 1 indecisive 2 identical 3 immediately 4 neighbour
 5 accident

CAN YOU understand this text?

a
 They both happened in / near an airport.

b
 1 T 2 F 3 T 4 F 5 F 6 T 7 T 8 F

▶ CAN YOU understand these people?

1 c 2 b 3 a 4 b 5 c

▶▶ 12.10

1

I = interviewer, M = Mark

I Did you like school?

M I loved school actually. Um, I think I preferred senior school more than junior school, but yeah, um, lots of friends, lots of, sort of sporting activities and things, so yeah, I loved it.

I What were your best and worst subjects?

M My best subject was probably mathematics. Um, loved mathematics and found I was, sort of, very capable at it, so it was quite easy. Um, I think it's one of those things that's natural. But, um, worst subject, maybe Latin. Never very good at languages even though I use them every day now, but never very, I like languages now but I hated them at school.

2

I = interviewer, C = Caroline

I Did you have a favourite or least favourite teacher at school?

C Um, let me think about that. Yes, I, um, liked the French teacher. She was probably my favourite, favourite teacher because, um, she was French and she taught us to speak with a very good French accent.

I Did she inspire you?

C She did, and I'm still learning French and go, I live in Australia, um, and I go to France every year and I go to French language schools.

3

I = interviewer, J = John

I Do you have a problem making decisions? What about?

J It depends what sort of decision it is. If it's a sort of instant decision, I make pretty good instant decisions, but the longer you think about them, then I probably decide, or try to decipher, which is the best decision. So, instant decisions is a better way for me.

4

I = interviewer, A = Alison

I Do you know any twins? Are they identical?

A Yes, I'm a twin myself. I have a twin brother. And my sister has got twin boys. They're aged 16 and they're not identical. They don't look very similar and they don't have similar personalities either.

5

I = interviewer, K = Kathy

I Who do you think gossips more, men or women? Why?

K I think stereotypic-, stereotypically people say women gossip more, um, but I actually think men gossip quite a lot as well. I think, I think men gossip more in a factual way, whereas women gossip more, maybe, in more of a personal, emotional way, so maybe in kind of a nastier way than what men do, I would say. But I would say that they probably gossip the same, or in a similar way.

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