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American English File

Starter

Third Edition

TEACHER'S GUIDE

WITH TEACHER RESOURCE CENTER

Includes photocopiable Grammar, Communicative, and Vocabulary activities



Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

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Third Edition

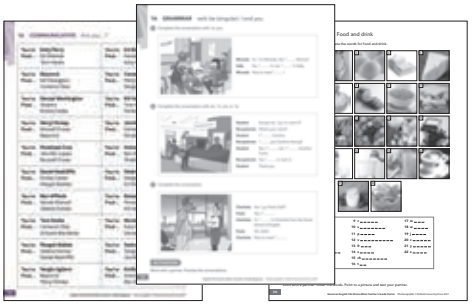
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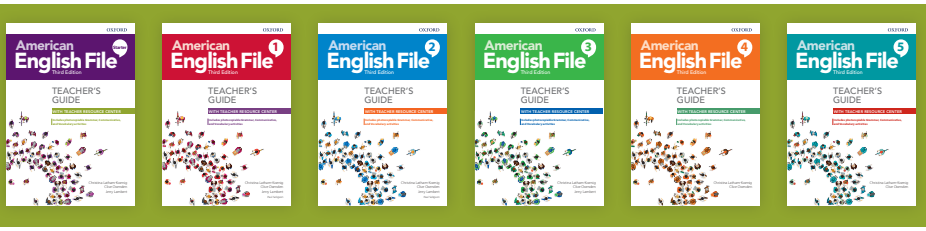
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Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

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Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
6	**A A cappuccino, please**	verb *be* (singular): *I* and *you*	numbers 0–10, days of the week, saying goodbye	/h/, /aɪ/, and /i/
8	**B World music**	verb *be* (singular): *he, she, it*	countries	/ɪ/, /oʊ/, /s/, and /ʃ/
10	**Practical English** Episode 1	**checking into a hotel, booking a table**	**V the classroom**	**P the alphabet**
2				
12	**A Are you on vacation?**	verb *be* (plural): *we, you, they*	nationalities	/dʒ/, /tʃ/, and /ʃ/
14	**B That's my bus!**	*Wh-* and *How* questions with *be*	phone numbers, numbers 11–100	understanding numbers
16	**Review and Check 1&2**			
3				
18	**A Where are my keys?**	singular and plural nouns, *a / an*	small things	/z/ and /s/, plural endings
20	**B Souvenirs**	*this / that / these / those*	souvenirs	/ð/, sentence rhythm
22	**Practical English** Episode 2	**understanding prices, buying lunch**	**P /ʊr/, /s/, and /k/**	
4				
24	**A Meet the family**	possessive adjectives, possessive *'s*	people and family	/ʌ/, /æ/, and /ə/
26	**B The perfect car**	adjectives	colors and common adjectives	/ɑr/ and /ɔr/, linking
28	**Review and Check 3&4**			
5				
30	**A A big breakfast**	simple present + and − : *I, you, we, they*	food and drink	/ʤ/ and /g/
32	**B A very long flight**	simple present ?: *I, you, we, they*	common verb phrases 1	/w/ and /v/, sentence rhythm and linking
34	**Practical English** Episode 3	**telling the time**	**V the time, saying how you feel**	**P /ɑ/, silent consonants**
6				
36	**A A school reunion**	simple present: *he, she, it*	jobs and places of work	third person *-es*, sentence rhythm
38	**B Good morning, goodnight**	adverbs of frequency	a typical day	/y/ and /yu/, sentence rhythm
40	**Review and Check 5&6**			

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SPEAKING	LISTENING	READING
introducing yourself; meeting people	people introducing themselves	
talking about where people and things are from	distinguishing between *he* and *she*	
talking about nationalities	understanding short conversations	people meeting for the first time
giving personal information	understanding numbers	asking for and giving personal information
things in your bag	understanding short conversations	
roleplay buying and selling souvenirs	At a souvenir stand	
talking about your family and friends	understanding a conversation	
talking about cars; discussing preferences	understanding a conversation	
talking about meals and food	people talking about their favorite meal	Breakfast around the world
talking about habits	understanding a longer conversation	On the plane
talking about jobs and work	understanding a longer conversation	English at work?
Are you a morning person?; a typical evening	an interview	

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

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SPEAKING	LISTENING	READING
your weekend	an interview	a short newspaper article
talking about movies	understanding a conversation; people talking about movies	
talking about what you can and can't do in a town	taking a driver's test	
What do you like doing?		tweets about what people like doing alone or with friends
talking about what people are doing	understanding a short conversation	text messages
talking about clothes	an interview	Undercover Boss
describing rooms	hotel facilities	Vermont, US and "Champ" the monster
Where were you yesterday?	a police interview	
talking about past activities and events	We followed our dream	We followed our dream
talking about yesterday	understanding a conversation	Life in a day
re-telling a story	Strangers on a train	Strangers on a train
oral review of the simple past		

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Course overview

Introduction

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

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

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

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

What do Starter students need?

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

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

Grammar

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

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

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

Vocabulary

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

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

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

Pronunciation

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

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

The **Sound Bank** on pages 134–135 helps students to see the many clear sound-spelling patterns that do exist in English and gives common examples of them.

Throughout *American English File Starter* we emphasize improving pronunciation by focusing on important sounds, on word stress, and on sentence rhythm. Every lesson has an integrated pronunciation focus on one of the above aspects. **Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.



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Speaking

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

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

Listening

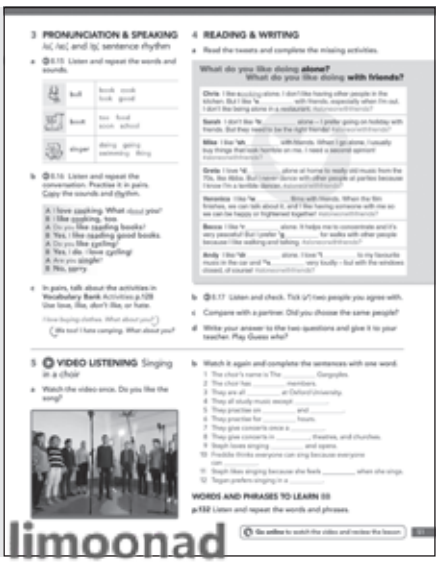
- A reason to listen.
- Exposure to as much aural English as possible.
- Confidence-boosting by listening to short accessible texts and conversations with achievable tasks.
- Get the gist of what is being said by focusing on the key words in an utterance.

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

Reading

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

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


3 PRONUNCIATION & SPEAKING

4 READING & WRITING

5 VIDEO LISTENING Singing in a choir

Writing

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

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

Practical English

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

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

Review

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

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. After every two Files there is a two-page Review & Check section. The left-hand page reviews 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 practice 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 Book**.

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Course overview

For students

Student Book

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

A and B lessons

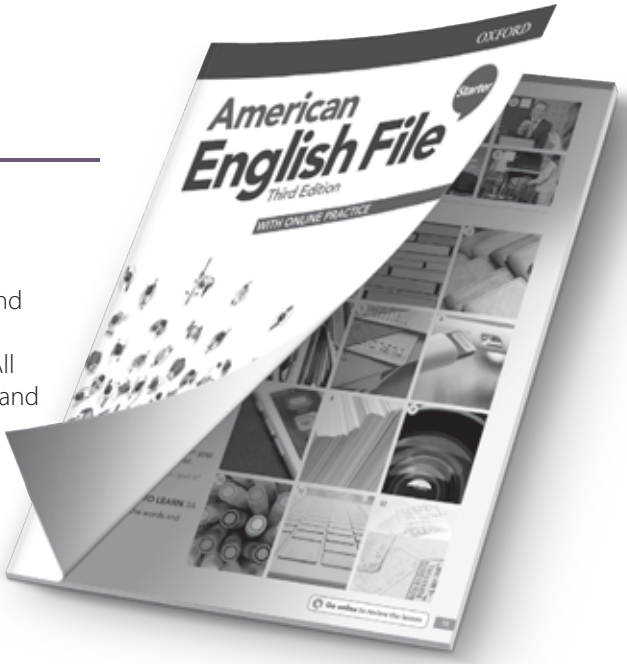
Each File contains two two-page lessons which present and practice **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. Every two Files (starting from File 2), the B lesson ends with a **Video Listening** section.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

Practical English

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

Review & Check

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



The back of the Student Book

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

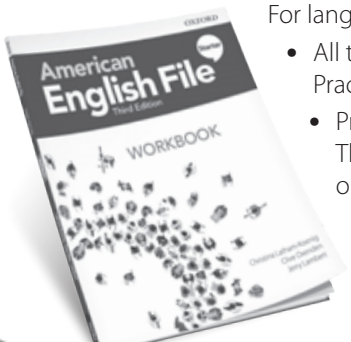
Online Practice

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

- **Look again:** students can review the language from every lesson.
- **Practice:** students can develop their skills with extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves on the main language from the lesson and get instant feedback, and try an extra challenge.
- **Interactive video** to practice the language from the Practical English lessons.
- **Sound Bank videos** to learn and practice pronunciation of English sounds.
- **Resources:** All Student Book audio, video, scripts, wordlists, and CEFR Language Portfolio.



Workbook



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
- Available with or without key

Say It app

For students to learn and practice the sounds of English

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



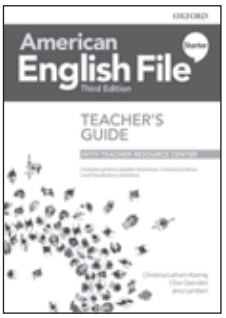
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For teachers

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 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.

All lesson plans include answer keys and audio scripts.

Over 60 pages of photocopiable activities.

Grammar

see pp. 134–159

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

Communicative

see pp. 160–201

- Extra speaking practice for every A and B lesson

Vocabulary

see pp. 202–225

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

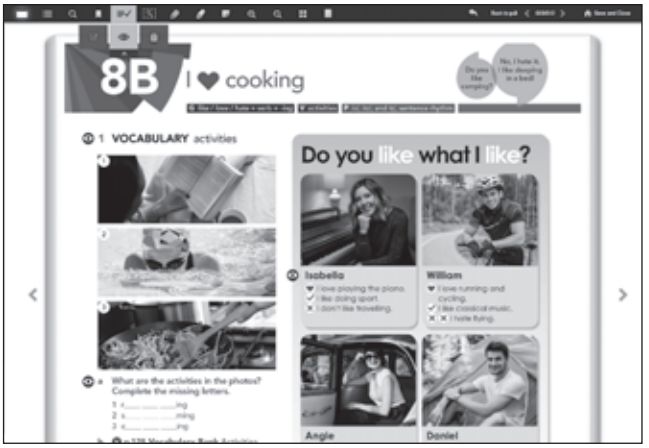
There is more information on page 133 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

Teacher Resource Center



- All the Student Book audio/video files and scripts
- Detailed lesson plans from the Teacher's Guide
- Answer keys
- All the photocopiable activities from the Teacher's Guide, including customizable versions
- All the Workbook audio files and scripts
- Tests and assessment material, including: 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

Classroom Presentation Tool



- The complete Student Book
- Photocopiable activities from the Teacher's Guide
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and photocopiable activities

Class audio

All the listening materials for the Student Book can be found on the **Teacher Resource Center**, **Classroom Presentation Tool**, **Online Practice**, and the **Class Audio CDs**.

Video

Video listening

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

Practical English

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

Review & Check video

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



All the video materials for the Student Book can be found on the **Teacher Resource Center**, **Classroom Presentation Tool**, **Online Practice**, and the **Class DVD**.

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1A A cappuccino, please

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

Lesson plan

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

More materials

For teachers

Photocopiables
Grammar verb *be* (singular): *I* and *you p.136*
Communicative Are you…? *p.170* (instructions *p.160*)
Vocabulary Numbers 0–10 and days *p.208* (instructions *p.202*)

For students
Workbook 1A
Online Practice 1A

OPTIONAL LEAD-IN (BOOKS CLOSED)
Introduce yourself to the class. Say *Hello. I'm* (…) twice. Repeat your name and write it on the board.

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

Repeat this process with other Sts around the class. Depending on your class, you may also want to teach the phrase *Nice to meet you* at this point.

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

1 LISTENING & SPEAKING

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

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

1.2
See conversations in the Student Book on *p.6*

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

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

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

1.3
Same as script 1.2 with repeat pauses

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

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

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

Repeat with the other three conversations.

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

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

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

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

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

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

Check answers.

1 I **2** You

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

Grammar notes

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

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

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

I is always written with a capital letter.

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

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

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

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

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

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

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

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

Then go through the rules with the class.

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

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

Check answers, getting Sts to read the full sentences.

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

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

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

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

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

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

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

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

1.6
1 I am (*pause*) I'm
2 You are (*pause*) You're
3 I am not (*pause*) I'm not
4 You are not (*pause*) You aren't

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

3 VOCABULARY numbers 0–10

a **1.7** Some Sts may already know some numbers in English, but real beginners probably won't know the correct pronunciation or spelling of all the numbers 0–10.

Focus on the photos and elicit, if possible, what Sts can see, i.e., two cappuccinos, one cappuccino and two teas, etc.

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

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

Check the answer.

2

1.7
A A cappuccino, please.
B A tea for me.
C And a tea for me, too.
Assistant What's your name?
A Maria.
B I'm Andrew.
C I'm Sally.
Assistant Two teas and one cappuccino.

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

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

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

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Vocabulary notes

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

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

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

1.8
See 0–10 in the Student Book on *p.116*

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

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

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

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

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

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

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

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

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

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

3 0 8 9 1 4 5 6 2 10

1.9
seven, three, zero, eight, nine, one, four, five, six, two, ten

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

d **1.10** Focus on the instructions and example. Demonstrate by saying two numbers yourself and eliciting the next one from the class.

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

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

1.10
one, two (*pause*) three
seven, eight (*pause*) nine
three, four (*pause*) five
five, six (*pause*) seven
four, five (*pause*) six
two, three (*pause*) four
six, seven (*pause*) eight
zero, one (*pause*) two
eight, nine (*pause*) ten

Then repeat the activity, eliciting responses from individual Sts.

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

4 PRONUNCIATION /h/, /aɪ/, and /i/

Pronunciation notes

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

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

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

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

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

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

1.11
See words and sounds in the Student Book on *p.7*

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

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

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

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

Then repeat the activity, eliciting responses from individual Sts.

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

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

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

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

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

Then repeat the activity, eliciting responses from individual Sts.

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

5 SPEAKING

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

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

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

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

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

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

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

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

6 VOCABULARY days of the week, saying goodbye

Vocabulary notes

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

a **1.13** Focus on the task and tell Sts those are the seven days of the week.

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

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

1.13
See days of the week in the Student Book on *p.7*

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

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

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

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

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

Finally, elicit which days Sts have English classes.

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

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

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

1.14
See sentences in the Student Book on *p.7*

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

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

WORDS AND PHRASES TO LEARN

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

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1B World music

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

Lesson plan

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

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

More materials

For teachers

Photocopiables

Grammar verb *be* (singular): *he*, *she*, *it p.137*
Communicative Where are they from? *p.171* (instructions *p.160*)
Vocabulary Countries *p.209* (instructions *p.202*)

For students

Workbook 1B
Online Practice 1B

OPTIONAL LEAD-IN (BOOKS CLOSED)

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

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

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

1 VOCABULARY countries

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

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

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

1.16
(Extracts of the following:)
1 *Mariachi music, from Mexico*
2 *American country music*
3 *Chinese music*
4 *Turkish music*
5 *Brazilian music*

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

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

1.17
1 Mexico
2 the United States
3 China
4 Turkey
5 Brazil

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

Vocabulary notes

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

Countries

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

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

1.18
See Countries in the Student Book on *p.117*

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

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

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

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

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

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

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

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

1.19
See conversation in the Student Book on *p.8*

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

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

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

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

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

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

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

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

Now put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where is it?**, **A** on *p.78* and **B** on *p.82*.

Go over the instructions and make sure Sts understand what they have to do. Focus on the question in the speech bubble and the three possible answers. Stress that they must answer each question using one of the three options in the speech bubbles, depending on whether they know the answer.

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

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

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

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

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

a **1.20** Focus on the poster and the conversation. You could ask Sts if they know any of the people on the poster.

Then tell Sts to read and listen to the conversation and fill in each blank with a country.

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

Play the audio again, as necessary.

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

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

1.20
A Wow! Caetano Veloso!
B Where's he from?
A He's from Brazil.
B Is Lila Downs from Brazil, too?
A No, she isn't. She's from Mexico.
B Is she good?
A Yes, she is. Very good.

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

1.21
Same as script 1.20 with repeat pauses

c Put Sts in pairs. Focus on the instructions and have a volunteer pair demonstrate the activity.

Now ask Sts to practice the conversation.

Make sure they switch roles. Monitor and help.

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

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

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

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

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

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

⊞	he**'s**	⊟	he **isn't**
	she**'s**		she **isn't**
	it**'s**		it **isn't**

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

Grammar notes

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

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

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

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

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

Focus on the example sentences and play audio **1.22**, **1.23**, and **1.24** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

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

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

a

1 **She's** from Canada.
2 **It's** in Turkey.
3 **He's** from Brazil.
4 **It's** in China.
5 **He's** from England.
6 **She's** from Peru.
7 **It's** in Canada.
8 **He's** from Mexico.

b

1 A Where**'s** Osaka? **Is** it in Japan?
B Yes, it **is**.
2 A **Is** Mark from the US?
B No, he**'s** from Canada.
3 A Where**'s** she from?
B She**'s** from Rio.
4 A **Is** Robert from Canada?
B No, he **isn't**. He**'s** from England.
5 A **Is** Lima in Mexico?
B No, it **isn't**. It**'s** in Peru.

c

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

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

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

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

Pronunciation notes

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

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

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

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

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

1.25
See words and sounds in the Student Book on *p.9*

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

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

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

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

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

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

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

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

1.26
See sentences in the Student Book on *p.9*

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

Then repeat the activity, eliciting responses from individual Sts.

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

4 LISTENING & SPEAKING

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

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

1.27
See sentences in the Student Book on *p.9*

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

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

Get Sts to practice saying them.

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

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

Play the audio again for Sts to listen and check.

Check answers.

1 b **2** a **3** a **4** b **5** a

1.28
1 Is she from Vietman?
2 He's from Turkey.
3 Where's he from?
4 She's nice.
5 Where is he?

d **1.29** Tell Sts they are going to hear six sentences or questions and they must write them down. Point out that the first one (*He's from Vietnam.*) has been done for them.

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

1.29
1 He's from Vietnam.
2 She's from Peru.
3 She isn't from Japan.
4 Is he from Turkey?
5 He isn't from England.
6 Is she from Brazil?

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

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

See script 1.29

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

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

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

He / She / It's from…

I think he / she / it's from…

I don't know.

EXTRA SUPPORT Write the options on the board for reference.

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

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

1.30
1 He's from the US.
2 It's from China.
3 He's from Saudi Arabia.
4 She's from Turkey.
5 He's from Chile.
6 It's from Spain.
7 She's from Japan.
8 He's from Mexico.
9 It's from Peru.
10 He's from Canada.
11 It's from Korea.
12 She's from the UK.

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

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

WORDS AND PHRASES TO LEARN

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

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EPISODE 1

Practical English How do you spell it?

Function checking into a hotel, booking a table

V the classroom

P the alphabet

Lesson plan

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

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

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

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

More materials

For teachers

Photocopiables

Communicative Who are you? *p.172* (instructions *p.160*)

Vocabulary Classroom language *p.210* (instructions *p.202*)

Teacher Resource Center

Video Practical English Episode 1

Quick Test 1

File 1 Test

For students

Workbook Practical English 1
Can you remember? 1

Online Practice Practical English 1
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

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

1 THE ALPHABET

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

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

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

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

1.32
See the alphabet in the Student Book on *p.10*

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

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

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

1.33
See chart in the Student Book on *p.10*

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

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

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

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

1.34
See pairs of letters in the Student Book on *p.10*

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

Play the audio once for Sts to circle the letter.

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

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

1.35
1 A 2 E 3 W 4 I 5 B 6 V 7 J 8 K 9 N 10 C
11 T 12 W

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

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

1.36
1 VIP 2 CNN 3 FBI 4 BBC 5 ATM 6 USB 7 BMW 8 EU

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

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

See script 1.36

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

T *Two* **Sts** *CNN*

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

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

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

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

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

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

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

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

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

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

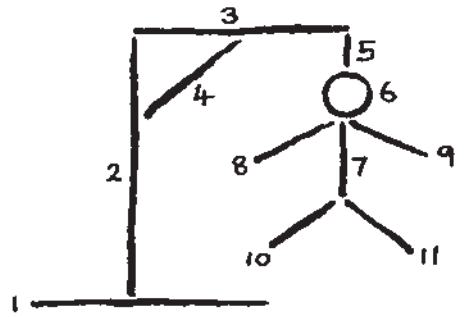
When Sts have finished, find out who won in each pair.

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

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

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

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



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

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

Sts can also play on paper in pairs / groups.

2 VOCABULARY the classroom

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

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

1.37
S = student, T = teacher
S What's *libro* in English?
T Book.
S How do you spell it?
T B-O-O-K.

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

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

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

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

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

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

Vocabulary notes

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

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

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

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

1.38
See Things in the classroom in the Student Book on *p.118*

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

Monitor and help as necessary, correcting any pronunciation errors.

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

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

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

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

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

1.39
See Classroom language in the Student Book on *p.118*

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

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

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

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

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

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

Check answers and write them on the board.

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

1.40
T = teacher, S = student

1
T Open your books, please. Go to page seven.
S Sorry, can you repeat that, please?
T Go to page seven.

2
S Excuse me. How do you spell *birthday*?
T B-I-R-T-H-D-A-Y.

3
S Sorry I'm late.
T That's OK. Sit down, please.

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

Make sure they switch roles. Monitor and help.

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

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

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

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1.41
1 Stand up.
2 Close your books.
3 Sit down, please.
4 Open your books.
5 Go to page nine.

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

3 CHECKING INTO A HOTEL

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

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

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

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

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

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

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

1.42
(script in the Student Book on *p.88*)
Hello. I'm Rob. I'm from London. I'm a journalist. Today I'm in Poland. I'm not on holiday. I'm here for work.

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

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

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

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

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

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

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

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

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

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

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

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

2 Good afternoon.
3 My name's Rob Walker. I have a reservation.
4 Sorry, what's your surname?
5 Walker.
6 How do you spell it?
8 Sorry?
9 W-A-L-K-E-R.
10 Thank you. OK, Mr. Walker. You're in room 321.
11 Thanks.
The sentences are numbered: 7, 3, 8, 1, 6, 5, 4, 10, 2, 9, 11.

1.43
Ro = Rob, R = receptionist
Ro Hello.
R Good afternoon.
Ro My name's Rob Walker. I have a reservation.
R Sorry, what's your surname?
Ro Walker.
R How do you spell it?
Ro W-A-L-K-E-R.
R Sorry?
Ro W-A-L-K-E-R.
R Thank you. OK, Mr. Walker. You're in room three two one.
Ro Thanks.

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

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

1.44
Same as script 1.43 with repeat pauses

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

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

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

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

Clean the board and get Sts to do the roleplay.

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

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

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

4 BOOKING A TABLE

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

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

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

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

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

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

1.45
(script in the Student Book on *p.88*)
Hi. I'm Jenny Zielinski. I'm from New York. Tomorrow's my birthday, and my favorite restaurant in New York is Locanda Verde. It's Italian.

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

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

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

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

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

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

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

1.46
(script in the Student Book on *p.88*)
W = waiter, J = Jenny
W Locanda Verde. Good morning. How can I help you?
J Hello. A table for tomorrow, please.
W Tomorrow…uh, Tuesday?
J Yes, that's right.
W How many people?
J Three.
W What time?
J Seven o'clock.
W What's your name, please?
J Jenny Zielinski. That's Z-I-E-L-I-N-S-K-I.
W Thank you, Ms., uh, Zielinksi. OK. So, a table for three on Tuesday at seven.
J Great. Thanks. Bye.
W Goodbye. See you tomorrow.

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

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

5 USEFUL PHRASES

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

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

1.47
See Useful phrases in the Student Book on *p.11*

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

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

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

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2A Are you on vacation?

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

Lesson plan

This lesson is centered around a dialogue where an American couple meets a British couple in an outdoor restaurant. Sts complete their knowledge of the verb *be*, and study the positive, negative, and question forms for *we*, *you*, and *they*.

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

More materials

For teachers

Photocopiables

Grammar verb *be* (plural): *we*, *you*, *they* *p.138*
Communicative Match the sentences *p.173* (instructions *p.161*)
Vocabulary Nationalities and languages *p.211* (instructions *p.203*)

For students

Workbook 2A

Online Practice 2A

OPTIONAL LEAD-IN (BOOKS CLOSED)

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

London (England)
Brasília (Brazil)
Santiago (Chile)
Beijing (China)
Ottawa (Canada)
Seoul (Korea)
Washington, DC (the United States)
Tokyo (Japan)
Madrid (Spain)
Hanoi (Vietnam)
Mexico City (Mexico)
Riyadh (Saudi Arabia)
Buenos Aires (Argentina)
Ankara (Turkey)

1 VOCABULARY nationalities

a Books open. Focus on the instructions and the photos. Then focus on the first photo and elicit what it is (candy). Point out that *Turkish* has been circled because it is the nationality word. Make sure Sts understand what they have to do.

Give Sts time to circle the other nationality words.

Check answers.

2 American **3** Chinese **4** British

EXTRA SUPPORT Do this as a whole-class activity.

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

Check answers.

2 the United States (US) **3** China **4** the United Kingdom (Britain)

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

Vocabulary notes

Nationality endings

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

Word stress

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

The US

The official nationality for people from the US is *American*.

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

2.1
See Nationalities in the Student Book on *p.117*

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

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

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

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

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

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

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

Give Sts time to answer the question.

Ask individual Sts for feedback.

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

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

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

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

2 PRONUNCIATION /dʒ/, /tʃ/, and /ʃ/

Pronunciation notes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Then repeat the activity, eliciting responses from individual Sts.

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

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

Get Sts to compare with a partner.

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

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

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

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2.5

J = Jessica, M = Max, Ji = Jim, R = Rachel

J Excuse me. Are these seats free?
M Yes, they are. Please sit down.
J Thanks. I'm Jessica. Hi.
Ji And I'm Jim.
M Are you Canadian?
J No, we aren't. We're from the UK.
M Oh, OK! We're American. I'm Max.
R And I'm Rachel.
Ji Nice to meet you.

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

Give Sts time to complete the chart.

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

***be* (plural)**	
+	−
you**'re**	you **aren't**
they**'re**	they **aren't**

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

Grammar notes

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

We, *you*, and *they* are plural pronouns.

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

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

They can be used for people or things.

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

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

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

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

Then go through the rules with the class.

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

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

Check answers, getting Sts to read the full sentences.

a
1 **We**'re in room 4.
2 **It**'s in India.
3 Are **they** in Mexico?
4 Where's **she** from?
5 **They**'re Brazilian.
6 **He** isn't in the hotel.
7 **You**'re in class 2.
8 **We**'re from the US.
9 **They**'re Japanese.

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

c
1 A **Are** you from the US?
B No, we **aren't** American. We**'re** English.
2 A **Are** they Mexican?
B Yes, they **are**. They**'re** from Mexico City.
3 Kareem is from Riyadh. He **isn't** from Jeddah.
4 Sorry, you **aren't** in room 20, you're in room 22.
5 A **Is** your name Maria?
B No, it **isn't** Maria. It**'s** Marta.
6 A **Are** we late?
B Yes, you **are**. It**'s** 9:30!
7 I**'m not** Sara Smith, I'm Sara Simpson.
8 They **aren't** from New York. They're from Texas.
9 A Where's Laura from?
B She**'s** from Recife.
A **Is** Recife in Brazil?
B Yes, it **is**.

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

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

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

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

2.9

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

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

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

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4 READING & LISTENING

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

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

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

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

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

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

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

2.10
See conversation in the Student Book on *p.13*

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

Give them time to write the four short answers.

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

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

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

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

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

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

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

1 free **2** vacation **3** business **4** that **5** day **6** too

2.11
1 Excuse me. Are these seats free?
2 Are you on vacation?
3 We're here on business.
4 What's that?
5 Have a nice day!
6 Nice to meet you, too.

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

5 SPEAKING

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

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

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

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

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

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

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

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

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

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

WORDS AND PHRASES TO LEARN

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

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2B That's my bus!

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

Lesson plan

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

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

More materials

For teachers

Photocopiables

Grammar *Wh-* and *How* questions with *be* *p.139*
Communicative Remember the sentences *p.174* (instructions *p.161*)
Vocabulary Numbers dictation *p.212* (instructions *p.203*)

Teacher Resource Center

Video Meet the students

For students

Workbook 2B

Online Practice 2B

OPTIONAL LEAD-IN (BOOKS CLOSED)

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

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

1 READING & LISTENING

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

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

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

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

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

2.13
See conversation in the Student Book on *p.14*

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

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

2.14
L = Lin, P = Pia, A = Alex
L Hi, Pia. How are you?
P Hi, Lin. I'm fine, and you?
L I'm fine, too. This is Alex. He's in my class. Alex, this is Pia.
P Hi, Alex!
A Hi. What class are you in?
***
L That's my bus! Bye. See you tomorrow!
P Bye.
A Bye. Where are you from, Pia?
P I'm from Brazil. This is my bus stop. Bye, Alex. Nice to meet you.
A Nice to meet you, too, Pia. Uh…what's your cell phone number?
P Sorry, my bus! It's 617-55…

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

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

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

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

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

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

2.15
Same as script 2.14 with repeat pauses

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

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

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

A *How are you?*
B *I'm fine. How are you?*
A *Very well, thanks.*

Then get Sts to practice the conversations in pairs, switching roles.

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

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

2.16
See words in the Student Book on *p.14*

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

Then give Sts time to complete the other questions.

Get Sts to compare with a partner.

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

Check answers.

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

2.17

1	**A** Where are you from?	**B** I'm from China.
2	**A** How are you?	**B** Fine, thanks.
3	**A** Who's he?	**B** He's a friend.
4	**A** What's your name?	**B** Molly.
5	**A** Where's Alberta?	**B** It's in Canada.
6	**A** How old are you?	**B** Twenty-six.
7	**A** What's your cell phone number?	**B** 617-555-6879.

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

Grammar notes

_Wh-_ and _How_ questions with _be_

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

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

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

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

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

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

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

Then go through the rules with the class.

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

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

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

a
1 **When**'s the concert?
Where is it?
2 **What**'s your name?
3 **Who** is she?
Where's she from?
4 **What**'s your email?
5 **Who**'s that?
How old is he?

b
1 Who is she? (Who's she?)
2 What is your cell phone number? (What's your cell phone number?)
3 Where is room 4? (Where's room 4?)
4 Is Marta married?
5 When is your English class? (When's your English class?)
6 Is your phone number 555-0362?
7 What is his email? (What's his email?)
8 How old is Pedro?

c
1 Where are you from?
2 Where's Monterrey?
3 What's your email?
4 Thanks. What is your cell phone number? (What's your cell phone number?)
5 How old are you?

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

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

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

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

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

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3 VOCABULARY phone numbers, numbers 11–100

Vocabulary notes

Phone numbers

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

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

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

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

2.19
two one two, five five five, zero three seven five

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

Check answers, by writing the number on the board.

2 **1** 2 **- 5 5** 5 - 0 **3 7 5**

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

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

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

Play the audio for Sts to listen and check.

Check answers.

2.20
1 six zero eight, five seven one three
2 eight four five, seven nine zero two
3 two three one, five zero four, zero two zero six

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

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

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

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

Get some feedback by eliciting some numbers onto the board.

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

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

Vocabulary notes

Numbers 11–100

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

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

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

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

2.21
See 11–20 in the Student Book on *p.116*

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

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

2.22
See 21–100 in the Student Book on *p.116*

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

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

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

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

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

e **2.23** Focus on the instructions and the example.

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

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

97 11 100 40 29 16 62 56 78 34 81

2.23
fifteen, ninety-seven, eleven, one hundred, forty, twenty-nine, sixteen, sixty-two, fifty-six, seventy-eight, thirty-four, eighty-one

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

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

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

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

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

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

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

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

Tell Sts that the numbers can't have a zero, i.e., not 20, 30, etc.

Now make a chain around the class. Say the first number, and then elicit the second from the first student on your left, and continue around the class.

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

4 PRONUNCIATION & LISTENING
understanding numbers

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

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

2.24
See numbers in the Student Book on *p.15*

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

Play the audio again to check answers.

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

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

Get Sts to practice saying the numbers in pairs.

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

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

Play the audio and pause after the first conversation. Ask Sts *Which question is it?* Elicit that the question in the conversation is *What's your cell phone number?* Get Sts to write *1* next to the question.

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

Check answers.

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

2.26
(script in Student Book on *p.88*)
1 A Great. OK, see you on Tuesday.
B Yes. Oh, what's your cell phone number?
A It's, uh, 303-555-0415.
2 A Thank you. What's your address, please?
B It's fifty-seven Oak Street.
3 A Come in, sit down. You're Martin Lee, right?
B Yes.
A And how old are you, Mr. Lee?
B I'm thirty-nine…
4 A Thank you very much. Uh, one more thing. What's your email?
B It's James eighty-five at geemail dot com.

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

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

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

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

1 303-555-0415 **2 57** Oak Street **3** Age: **39**
4 james**85**@geemail.com

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

5 WRITING & SPEAKING a form

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

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

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

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

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

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

Give Sts time to match each question to a part of the form.

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

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

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

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

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

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

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

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

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

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

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

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

When they have finished, get them to compare forms.

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

6 VIDEO LISTENING

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

a Focus on the task. Tell Sts they are going to watch a program about a language school in the US.

Play the video once the whole way through for Sts to watch and answer the question.

Elicit Sts' opinions.

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

Meet the students

Today we're in San Francisco.

San Francisco is in California, in the United States. It's on the west coast. It's a fantastic city, and it's famous for the Golden Gate Bridge, Pier 39, and cable cars. But we're not on vacation. We're here to visit an English language school. This is the school. It's a big school with about three hundred and fifty students.

Rike and Hyeongwoo are students at the school. Hyeongwoo is twenty-three years old. He's from Korea. He's a beginner student. His class is small, with only five students. His teacher is Stephen. He's American. He's very friendly, and he's a very good teacher.

Rike is nineteen years old. She's from Brazil. She's an intermediate student, and her class is big, with eleven students. Her teacher is Laura. She's American. She's really nice, and she's a very good teacher, too.

When Rike and Hyeongwoo aren't in class, they're in the computer room…or here, in the cafeteria. In the evening they're at home. Rike and Hyeongwoo live in a student house. It's near the school. It's a big house with five bedrooms, a kitchen, and a beautiful yard.

San Francisco is great for students like Rike and Hyeongwoo. The people are friendly, and the city is exciting and fun!

b Focus on the task and give Sts time to read sentences 1–8. Model the pronunciation of *San Francisco* and *California* and tell Sts that San Francisco is a city in California on the west coast of the US.

Play the video again the whole way through.

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

Check answers.

1 west **2** is **3** students **4** 23 **5** Stephen
6 Brazilian **7** teacher **8** is

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

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

Play the video again the whole way through.

1 It's a big school with about three hundred and fifty students.
2 His class is small, with only five students.
3 …they're in the computer room…or here, in the cafeteria.
4 It's a big house with five bedrooms, a kitchen, and a yard.

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

Check answers.

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

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

WORDS AND PHRASES TO LEARN

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

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1&2 Review and Check

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

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

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

More materials

For teachers

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

For students

Online Practice Check your progress

GRAMMAR

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

VOCABULARY

a
1 Turkish **2** Saudi Arabia **3** American **4** England
5 Brazil **6** Japanese

b
1 two **2** seven **3** thirteen **4** twenty-one **5** Thursday
6 Sunday

c
1 Open **2** Sorry, down **3** know **4** me, what's, repeat
5 number, email

d
1 a chair **2** the door **3** a pen **4** the board

PRONUNCIATION

a
1 /i/ tree **2** /oʊ/ phone **3** /ɪ/ fish **4** /ʃ/ shower
5 /h/ house

c
1 Chinese **2** fifty **3** fifteen **4** tomorrow **5** Argentinian

CAN YOU understand this text?

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

CAN YOU understand these people?

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

2.28

1
I = interviewer, J = Jayna
I What's your name?
J Jayna.
I How do you spell it?
J J-A-Y-N-A.

2
I = interviewer, B = Brian
I Where are you from?
B I'm from California.
I Where in California?
B Sacramento, but I also lived in LA.

3
I = interviewer, R = Richard
I How old are you?
R I'm sixty-six.

4
I = interviewer, Ry = Rytis
I What's your cell phone number?
Ry My phone number is three four seven, two two two, one two eight nine.

5
I = interviewer, C = Christopher
I What's your email address?
C My email address is c-y-o-o-n-i-t-1-2-3 at yahoo dot com.

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3A Where are my keys?

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

Lesson plan

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

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

More materials

For teachers

Photocopiables
Grammar singular and plural nouns; *a / an p.140*
Communicative The same or different? *p.175* (instructions *p.161*)
Vocabulary Things *p.213* (instructions *p.203*)

For students

Workbook 3A

Online Practice 3A

OPTIONAL LEAD-IN (BOOKS CLOSED)

To review vocabulary and spelling, play *Hangman* with a word from **Vocabulary Bank The classroom** in **1 Things in the classroom** on *p.118*, e.g., *dictionary*, *chair*, *coat*, etc. (See *p.21* for instructions on how to play *Hangman*.) Don't use any of the four words in **1a**.

1 VOCABULARY small things

a Books open. Focus on the task.

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

Check answers by eliciting the missing letters onto the board.

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

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

Vocabulary notes

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

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

Complete beginners may feel a bit overwhelmed with the number of new items to learn. This would be a good time to talk to them about strategies to help them to remember new words, e.g., writing them on cards and displaying them around their desk, copying them into a vocabulary notebook, and above all, using all the resources in *Online Practice* to test themselves.

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

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

3.1
See Small things in the Student Book on *p.119*

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

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

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

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

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

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

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

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

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

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

Play again as necessary.

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

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

3.2
(script in the Student Book on *p.88*)
What are the top things people look for every day?
At number eight, it's…wallets and change purses.
At number seven, umbrellas.
At number six, bank cards – credit cards or debit cards.
At number five, phone chargers.
And now for the top four:
At number four, glasses and sunglasses.
At number three, pens and pencils.
And at number two, cell phones.
And at number one – yes, that's right – keys. House keys and car keys.
So, try to find a safe place…

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

Help with any vocabulary problems that arose.

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

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

SINGULAR = (A) PEN PLURAL = PENS

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

Now give Sts time to complete the chart.

Check answers.

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

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

Grammar notes

singular nouns, *a* / *an*

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

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

plural nouns

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

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

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

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

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

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

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

the

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

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

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

Then go through the rules with the class.

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

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

Check answers, getting Sts to read the full sentences.

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

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

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

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

e Tell Sts to go to **Communication Memory game** on *p.81*.

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

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

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

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

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

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

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

Pronunciation notes

/z/ and /s/

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

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

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

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

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

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

Plural endings

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

The *-s* ending on most plural nouns is pronounced /z/ when it is added to voiced sounds, e.g., *phone**s***, *door**s***, *key**s***.

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

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

-ies is always pronounced /iz/, e.g., *countries*.

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

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

*** Voiced and unvoiced consonants**

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

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

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

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

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

Give further practice as necessary.

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

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

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

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

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

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

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

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

c **3.7** Focus on the task and the example. Play the audio, and pause after *It's a photo* for Sts to say *They're photos* in chorus. You could also demonstrate by saying a sentence yourself and eliciting the plural from the class, e.g.,
T *It's a bag.* **Sts** *They're bags.*

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

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

3.7

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

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

4 LISTENING

a **3.8** Focus on the instructions and the photos. Explain that Sts are going to hear five short conversations and they have to match them to the photos. You could tell them that in each conversation, they will hear a word that they have just learned in the **Vocabulary Bank**.

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

3.8

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

1 Please take out your laptops... All laptops out, please.
2 Please turn off all cell phones and electronic devices.
3 A Excuse me, is this your bag?
B Oh yes! Thank you very much!
4 A Hi. My name's Sam Smith. I have a reservation.
B Can I see your passport, please?
A Sure, here you are.
5 A OK, Ms. Jones, you're in room three fifteen. Here's your key.
B Thank you very much. Uh, where's the elevator?

Now play the first situation again, pause, and elicit the answer (*photo D*). Make sure Sts write *1* in the correct box.

Then play the other four situations, pausing after each one to give Sts time to write the numbers.

Check answers and elicit where each situation is taking place (1 *airport security*, 2 *on a plane*, 3 *in a taxi*, 4 and 5 *in hotels*).

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

2 B 3 E 4 A 5 C

b Now tell Sts to listen again, and this time they must write the word for the small thing(s) from the **Vocabulary Bank** that they hear in each conversation. Tell them to listen carefully to hear whether the things are singular or plural.

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

Check answers.

1 laptops 2 cell phones 3 bag 4 passport 5 key

EXTRA CHALLENGE Before playing the audio again, get Sts to look at the photos and write the name of each small thing. Then play the audio for them to listen and check.

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

5 SPEAKING

a Focus on the photos and the speech bubbles.

Put Sts in pairs, **A** and **B**. Focus on photo 1 and elicit from an **A** the question (*What is it?*), and then elicit the answer from a **B** (*It's a watch*). Now elicit from a **B** the question for photo 2 (*What are they?*) and from an **A** the answer (*They're books*).

Monitor and help with pronunciation, and make sure Sts are asking the correct question.

When Sts have finished, check answers by asking individual Sts.

3 They're wallets. 4 They're keys. 5 They're credit cards.
6 It's a (phone) charger. 7 It's a (cell) phone.
8 They're pieces of paper. 9 It's a camera.
10 They're pens. 11 It's a laptop. 12 They're passports.

b Focus on the instructions and make sure Sts know the meaning of *pocket*. Demonstrate the activity by taking something out of your bag / pocket and asking Sts which word to check.

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

Ask them to check the things they have.

c Focus on the instructions and the speech bubble, and elicit / explain the meaning of *I have*.

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

EXTRA IDEA Tell Sts which of the things in the list you have in your bag / pocket.

EXTRA CHALLENGE Get Sts to guess what they think their partner has. Write on the board: I THINK YOU HAVE…
You could get them to guess about you first.

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

Finally, write all the new words on the board.

WORDS AND PHRASES TO LEARN

3.9 Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **3A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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3B Souvenirs

G *this / that / these / those*
V souvenirs
P /ð/, sentence rhythm

Lesson plan

The topic of this lesson is buying souvenirs.

First, a photo of a souvenir stall in New York is used to teach Sts the vocabulary for typical souvenirs. Then a conversation between a tourist and the vendor provide the context for introducing the grammar of demonstrative pronouns *this*, *that*, *these*, and *those*.

In Pronunciation, Sts practice the voiced *th* sound /ð/ used in the demonstrative pronouns, and work on sentence rhythm. The language is brought together in the final speaking activity, in which Sts role-play buying and selling souvenirs.

More materials
For teachers
Photocopiables *Grammar* *this / that / these / those p.141* *Communicative* What's this? What are these? *p.176* (instructions *p.162*)
For students
Workbook 3B
Online Practice 3B

OPTIONAL LEAD-IN (BOOKS CLOSED)

To review vocabulary for small things, put Sts in pairs or small groups. Give them 30 seconds to look at **Vocabulary Bank Small things** on *p.119*. Then get them to close their books. Give them one minute exactly to write down as many small things as they can.

When the time is up, ask Sts how many words they have. Get the pair / group with the most words to spell them to you as you write them on the board. They get a point for each correct answer.

Finally, tell Sts that in this lesson, they are now going to learn vocabulary for souvenirs. Check they understand the meaning, and model and drill pronunciation /ˈsuvəˌnɪr/.

1 VOCABULARY souvenirs

a 3.10 Books open. Focus on the photo of the souvenir stall in **b** and, if you didn't do the **Optional lead-in**, make sure Sts understand the meaning of the word *souvenir*. Model and drill pronunciation /ˈsuvəˌnɪr/.

Now focus on the instructions in **a** and make sure Sts understand what each item is.

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

3.10
See words in the Student Book on *p.20*

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

b Focus on the photo of the souvenir stall and point out that all the items in **a** are numbered in the photo. Tell Sts to cover **a**, look at the photo, and say the words. They could do this individually or in pairs.

EXTRA SUPPORT Say a number to the class to elicit the souvenir, e.g.,
T *five* **Sts** *a mug*

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

2 LISTENING

a 3.11 Focus on the instructions and make sure Sts understand that they have to write the prices of the items. Elicit that the $ symbol is for US dollars, and model and drill the pronunciation /ˈdɑlər/.

Give Sts time to look at the pictures and read the conversation. Ask Sts where the people are (*probably in New York*) and elicit that the woman is probably a tourist.

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

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

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

1 15 **2** 6 **3** 14 **4** 25

3.11
W = woman, M = man
W Excuse me. What are those?
M They're caps.
W How much are they?
M They're fifteen dollars.
W And how much are these key chains?
M They're six dollars.
W And this mug?
M Fourteen dollars.
W Is that a Mets t-shirt?
M No, it's a Yankees t-shirt.
W How much is it?
M Twenty-five dollars.
W Oh…no. Thank you. Bye.

Go through the conversation and explain / elicit the following:

- *Oh* is not a word, just a noise we make when we react to something that someone has said.
- the question *How much is it / are they?* is used to ask about the price.

b 3.12 Play the audio again and get Sts to repeat each line in chorus.

3.12
Same as script 3.11 with repeat pauses

Now put Sts in pairs and get them to practice the conversation.

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c 3.13 Focus on the instructions and elicit / explain the meaning of the question *What does the woman buy?* Model and drill pronunciation.

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

3.13
(script in the Student Book on *p.88*)
M Excuse me. Is this your cell phone?
W Oh! Yes, it is. Thank you *very* much.
M You're welcome. It's a *very* nice phone! The new iPhone.
W Sorry? Oh yes.
M A souvenir for your family? A t-shirt is only twenty-five dollars!
W OK. A Mets t-shirt, please.
M And a mug?
W Yes, and a mug!

Then play it again and get Sts to answer the question.

Check the answer.

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

A Mets t-shirt and a mug

Go through the conversation and explain / elicit that *You're welcome* is a common response to *Thanks* or *Thank you*.

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

3 GRAMMAR *this / that / these / those*

a Focus on the chart and elicit the meaning of *singular* and *plural*. Elicit / Demonstrate the difference between *here* and *there*. Point out that the first one (*this*) has been done for Sts.

Get Sts to complete the chart.

Check answers.

	here	there
singular	*this*	that
plural	these	those

b Tell Sts to go to **Grammar Bank 3B** on *p.96*.

Grammar notes

this / that / these / those

The words *this* and *these* are used for things within reach of or near the speaker. *That* and *those* are for things that are out of reach or farther away.

The best way to explain the words is to demonstrate. Touch something that is close to you and say, e.g., *This is a book* or *These are pencils*. Then point at something across the room and say, e.g., *That's a board* or *Those are bags*.

That / Those are sometimes used with *over there*, e.g., *Is that your bag over there?*

That is is often contracted as *That's*. However, there are no contracted forms for *this is* or *these / those are*.

Focus on the example sentences and play audio 3.14 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

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

Check answers, getting Sts to read the full sentences.

a
1 Are **those** your T-shirts?
2 **These** are my children.
3 Is **that** your cell phone over there?
4 Look at **these**! They're great.
5 Who's **that**? Is he your brother?

b
1 **It's** a key chain from New York.
2 And **these** are sunglasses.
3 **They're** great!
4 Are **those** mugs?
5 Yes, **they are**.
6 And **this** is a cap for Joey.
7 What**'s that**?
8 **It's** a T-shirt.

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

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

4 PRONUNCIATION & SPEAKING /ð/, sentence rhythm

Pronunciation notes

/ð/

The letters *th* can be pronounced two ways in English, /θ/ or /ð/. Sts have already been exposed to both sounds, /θ/ in *three*, *thirteen*, *Thursday*, *thank you*, etc., and /ð/ in *they*, *the*, and *brother*.

Here the focus is on the /ð/ sound, which occurs in *this*, *that*, *these*, and *those*.

Sts may have problems with this sound because it may not exist in their language.

Show Sts the correct position of the mouth with the tongue behind the teeth and moving forward between the teeth as the /ð/ sound is made, or use the Sound Bank videos on the *Teacher Resource Center*. Model the sound and have Sts put their hands on their throats to feel the vibration of the voiced sound.

It is worth making Sts aware that *th* can be pronounced in two different ways, but at this stage it may not be helpful to compare them too much.

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Sentence rhythm

Remind Sts that in English the words that carry the important information are said more strongly than others, e.g., in *What's your name?*, *What* and *name* are stressed more strongly than *your*.

Generally speaking, question words, nouns, verbs, adjectives, etc. are usually stressed, whereas small words like articles, pronouns, and prepositions are not. It is this mixture of stressed and unstressed words that gives English its characteristic rhythm.

Even at this beginning level, it is good to help Sts, through these exercises, to start to get a feel for English sentence rhythm.

As well as helping their spoken English, an awareness of the fact that important words are stressed more strongly will help with Sts' understanding. They can be encouraged to listen for the stressed words in a sentence and deduce overall meaning from them.

a **3.15** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

3.15
See words and sound in the Student Book on *p.21*

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

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

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

Give further practice as necessary.

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

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

b **3.16** Focus on the task and questions 1–5. Ask Sts what kind of information these questions are asking for (*prices*). Elicit that the missing words are either a thing or things, and prices.

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

3.16
1 How much is this mug?
It's nine dollars.
2 How much is that cap?
It's twelve dollars.
3 How much are these toys?
They're fifteen dollars.
4 How much are those T-shirts?
They're twenty dollars.
5 Two caps, please.
That's twenty-four dollars.

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

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

1 mug, 9 **2** cap, 12 **3** toys, 15 **4** T-shirts, 20 **5** caps, 24

c This exercise focuses on sentence rhythm. Play the audio again and tell Sts to listen to the sentence rhythm. You could also point out that in the questions *What are these?* and *What are those? are* is pronounced /ər/ because it is unstressed.

Now play the audio again, pausing once after each question for Sts to listen and repeat, and then again after each answer for Sts to repeat that, too. Encourage them to try and copy the rhythm on the audio. Give further practice as necessary, using choral and individual repetition.

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

Then get Sts to switch roles.

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How much are these watches?**, **A** on *p.79* and **B** on *p.83*.

Go over the instructions and speech bubbles, and make sure Sts are clear about what they have to do. They take turns asking their partner questions about the items with blank price tags. They need to use *this / these* for things that are in touching distance, at the front of the stall, and *that / those* for things that are at the back of the stall, out of reach.

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

EXTRA SUPPORT For reference, write the following on the board:

HOW MUCH IS…? / HOW MUCH ARE…?
IT'S… / THEY'RE…

WORDS AND PHRASES TO LEARN

3.17 Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **3B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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EPISODE 2

Practical English Can I have an orange juice, please?

Function understanding prices, buying lunch

P /ʊr/, /s/, and /k/

Lesson plan

In this lesson, Sts learn how to ask for food and drink in a restaurant or café, and how to say prices in pounds, dollars, and euros. They also review asking how much something is, which they learned in the previous lesson. There is a pronunciation focus on the /ʊr/, /s/, and /k/ sounds, which they need to get right in order to pronounce the currencies correctly. Language for buying something to eat and drink is presented through Rob buying lunch in a London pub. Sts then go on to practice buying a drink and something to eat from the same menu.

The language is further reinforced through listening to Jenny and her friend buying lunch in a New York deli. Finally, Sts focus on the useful phrases from the lesson.

More materials

For teachers

Photocopiables

Communicative Can I have an orange juice, please? *p.177* (instructions *p.162*)

Teacher Resource Center

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)

Review numbers 11–99 by giving Sts a dictation. Dictate ten numbers and ask Sts to write them down. Make sure you write the numbers down as you say them. Get them to compare with a partner, and then check answers.

Now tell Sts to choose five numbers of their own and to write them on a piece of paper. Put Sts in pairs, **A** and **B**, and ask **A** to dictate their numbers for **B** to write down. Then get Sts to switch roles. Monitor and make a note of any problems.

Ask Sts to check answers by comparing the numbers they wrote with the numbers their partner wrote.

Correct any mistakes on the board.

1 UNDERSTANDING PRICES

a **3.18** Books open. Focus on the money pictures and elicit where they are from (*Britain*, *the EU* (*the European Union*), and *the United States*). You may want to point out that not all countries in the EU use the euro.

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

3.18
See prices in the Student Book on *p.22*

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

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

Focus on the instructions and the example.

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

Get Sts to compare with a partner.

c **3.19** Play the audio once for Sts to listen and check.

Check answers.

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

3.19

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

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

Highlight that, in British English, they don't use *and* between pounds and pence or between euros and cents (e.g., NOT ~~*two pounds and twenty*~~), and that they usually only use the word *pence* / *cents* for an amount that is less than a pound / euro (e.g., *fifty cents*). However, in American English, we always use *and* in between dollars and cents, and we say *cents* after any amount that includes cents.

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

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

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

EXTRA IDEA Write some more prices in the three currencies on the board for extra practice.

e **3.20** Focus on the four items and the different prices, and elicit them from the class.

Play the audio, pausing after each conversation for Sts to listen and circle the correct price. Play again.

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

You could point out to Sts that native speakers are often unsure whether a price is, for example, 2.50 or 2.15 and might query it, asking *Five oh or one five?*

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

1 $2.50 **2** €15 **3** $9.49 **4** £30.20

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3.20
(script in the Student Book on *p.88*)
M = man, W = woman
1
M *The New York Times*, please.
W Here you are.
M How much is it?
W It's two dollars and fifty cents.
2
M An umbrella, please.
W For how much?
M Fifteen euros, please.
W Here you are.
M Thanks.
3
M1 A memory card, please.
M2 Two gigs or four?
M1 Two, please. How much is it?
M2 Nine dollars and forty-nine cents.
M1 Is a credit card OK?
M2 Sure.
4
W A one-way ticket to Oxford, please.
M Thirty pounds twenty pence, please.
W Here you are.
M Thank you.

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

2 PRONUNCIATION /ʊr/, /s/, and /k/

Pronunciation notes

The /ʊr/ sound is not a very common sound in English. You might like to point out that the sound is a diphthong, i.e., two sounds (a combination of /ʊ/ and /r/).

eur is usually pronounced /ʊr/, and three of the most common words with *eu* are *euro*, *Europe*, and *European*.

The goal of the section on /s/ and /k/ is to help Sts with two pronunciations of the letter *c*.

You might want to highlight the following sound–spelling rules.

- The letter *c* is pronounced /s/ before the vowels *e* and *i*, e.g., *center*, *city*, *nice*, *piece*, *pencil*.
- The letter *c* is pronounced /k/ before consonants and before the letters *a*, *o*, and *u*, e.g., *class*, *cat*, *computer*, *coat*, *picture*.

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

3.21
See words and sounds in the Student Book on *p.22*

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

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

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

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

Give further practice as necessary.

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

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

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

EXTRA IDEA Write these sentences on the board:

1 IN EUROPE, A LOT OF COUNTRIES USE THE EURO.
2 THE MOVIE TICKET IS SIX EUROS AND SIXTY CENTS.
3 CAN I HAVE A COFFEE, PLEASE?

Model the first sentence. Repeat the sentence and get Sts to repeat it. Do the same with sentences 2 and 3. Then put Sts in pairs and get them to practice saying the sentences. Get a few Sts to say the sentences in front of the class.

3 BUYING LUNCH

a **3.22** Focus on the title and photo, and explain / elicit the meaning of *Buying lunch*. Model and drill pronunciation.

Now focus on the menu and answer any questions about vocabulary. If possible, show pictures of the different foods and drinks, e.g., *pie*, *cheese*, *tuna*, *mineral water*, etc. If Sts don't recognize the word *burger*, write HAMBURGER on the board and strike through HAM. You might also want to point out that *Coca-Cola* is the real name for *Coke*, but in the US, people just say *Coke*.

Give Sts time to read the menu.

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

3.22
See menu in the Student Book on *p.22*

You could help Sts by writing the multi-syllable words on the board and underlining the stressed syllables (BURGER, SANDWICHES, TUNA, SALAD, CHICKEN, MINERAL WATER, ORANGE JUICE, COFFEE), or you could ask them to listen again and underline the stressed syllables.

Then drill the words in chorus and individually.

EXTRA CHALLENGE In pairs or as a class, get Sts to tell you the prices of each item on the menu before they listen to the audio.

b Put Sts in pairs and focus on the task and the example. Model and drill the question.

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

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

Make sure they switch roles.

c **3.23** Focus on the photo and ask Sts who the man on the right is (*Rob*). Ask Sts what they can remember about him from the previous **Practical English** lesson. Ask Sts where he is now (*In a pub*). Elicit that the other man is a server, and model and drill pronunciation.

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Focus on the menu. Explain that they have to check the items that Rob asks for. Make sure they cover the conversation in **d**.

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

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

Sts should check: a cheese sandwich and a Coke.

3.23

S = server, R = Rob

S Who's next?
R Can I have a cheese sandwich, please?
S Anything else?
R And a Coke, please.
S Ice and lemon?
R No, thanks.
S There you go.
R Thanks. How much is it?
S Six pounds seventy-five.
R Here you are.
S Thanks. Here's your change.

d Focus on the instructions and the conversation.

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

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

1 cheese **2** Coke **3** No **4** £6.75 **5** are

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

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

e **3.24** Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm on the audio. Give further practice as necessary.

3.24

Same script as 3.23 with repeat pauses

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

Make sure Sts switch roles.

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

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

Make sure Sts switch roles.

Get some pairs to act out the roleplay in front of the class.

g **3.25** Focus on the photos in **g** and **h** and ask Sts who is in both photos (*Jenny*). Ask Sts what they can remember about her from the previous **Practical English** lesson. Ask who they think the other women might be (*the other woman in the first photo is the deli assistant, and in the second, a friend of Jenny's named Amy*).

Now focus on the instructions and the question. Highlight that the prices are going to be in dollars.

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

Check the answer.

Jenny's lunch is $9.70.

3.25

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

A = assistant, J = Jenny, Am = Amy

A Hi. How can I help you?
J Hi. How much is this tuna salad?
A It's seven twenty.
J OK, fine. And this mineral water, please.
A That's nine dollars seventy cents.
J Here you are.
A Thank you. Have a nice day.
***
Am Jenny!
J Amy! Hi, how are you?
Am I'm fine. How are you?
J I'm fine, too.
Am What's that?
J Oh, just a salad and some water.
Am You are good! Look, wait for me. We can have lunch together in the park.
J Sure! Great idea.
Am Can I have a cheese sandwich, a cappuccino, and a brownie, please?

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

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

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

Jenny a tuna salad and mineral water
Amy a cheese sandwich, a cappuccino, and a brownie

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

4 USEFUL PHRASES

3.26 Focus on the phrases and make sure Sts understand what each one means.

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

3.26

See Useful phrases in the Student Book on *p.23*

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

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

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4A Meet the family

G possessive adjectives, possessive *'s*
V people and family
P /ʌ/, /æ/, and /ə/

Lesson plan

The topic of this lesson is the family.

Sts start by learning the words for people and family members in the **Vocabulary Bank** and also some irregular plurals. Then the new vocabulary is supported by the pronunciation section, which highlights common sounds in the new words. In Grammar, possessive adjectives and the possessive *'s* are presented through a conversation where Sarah, a babysitter, arrives at a couple's house and is introduced to the family.

In the second half of the lesson, Sts listen to an American woman showing her birthday card to a Mexican friend and explaining who the people who signed it are. The lesson ends with Sts talking and writing about their own family.

More materials

For teachers

Photocopiables

Grammar possessive adjectives; possessive *'s p.142*
Communicative Family tree *p.178* (instructions *p.162*)
Vocabulary People and family *p.214* (instructions *p.204*)

For students

Workbook 4A
Online Practice 4A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Show Sts a photo of your family, projected onto the board, or use a large printed photo. Point to the people in the photo and talk about them, e.g., *This is my brother. His name's Andrew. He's 24*, etc.

Then write the family words for the people you introduced on the board, e.g., FATHER, BROTHER, etc., and model and drill the pronunciation.

1 VOCABULARY people and family

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

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

b **4.1** Now play the audio for Sts to listen and check.

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

4.1
1 a man
2 a woman
3 a girl
4 a boy

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

Vocabulary notes

Family words in English are different from those in some languages where, for example, the word for *sister* is the same as that for *brother*, but with a feminine ending, e.g., *hermano*, *hermana*. If this is the case in your Sts' L1, it's important to point out that if you want to talk about brothers and sisters, you must use both words, not just the plural of the masculine word, e.g., *How many brothers do you have?* (= boys), but *How many brothers and sisters do you have?* (= boys or girls). The same applies to sons and daughters, though here we tend to use *children*, which covers both.

Depending on your Sts, you may want to teach a few other family words, such as *stepmother / stepfather*, but try not to overload them with too much new vocabulary.

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

4.2
See People in the Student Book on *p.120*

4.3 Focus on the **Irregular plurals** box in **b** and go through it with the class. Explain that these four words have irregular plurals. Play the audio for Sts to listen and repeat the plural words in chorus and individually. Highlight how the pronunciation changes in *child / children* and *woman / women*. Pause and play again as necessary. Give further practice as necessary, modeling and drilling the words yourself, or using the audio, and getting choral and individual responses.

4.3
See Irregular plurals in the Student Book on *p.120*

EXTRA SUPPORT Get Sts to look at the words in **a** and elicit which are plural (*children* and *friends*).

Now focus on **Activation**. Get Sts to look at the photos in **a** and say the words in both the singular and the plural. They could do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

4.4 Now look at **2 Family**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the words yourself, or using the audio, and getting choral and individual responses.

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4.4
See Family in the Student Book on *p.120*

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

You may also want to teach the word *partner*, which is very common these days to describe the person you are either married to or in a relationship with. Highlight that this word is also used to describe the person you work with in class.

Now focus on **Activation**. Get Sts to cover the words, look at the photos, and say the family members. They could do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Get Sts **A** (books open) to ask Sts **B** (books closed) to spell five words. **A** chooses the words and reads them for **B** to spell, e.g., *How do you spell "husband?"* Demonstrate with a pair of Sts. When Sts have finished, tell them to switch roles.

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

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

2 PRONUNCIATION /ʌ/, /æ/, and /ə/

Pronunciation notes

Sts may have problems with the first two sounds, /ʌ/ and /æ/, as they may not have exactly the same vowel sounds in their language. You may want to show them the mouth position video for these two sounds or use the Sound Bank videos on the *Teacher Resource Center*.

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

- /ʌ/ The letter *u* is usually pronounced /ʌ/, especially between consonants, e.g., *husband*, *Russia*. The letter *o* is sometimes pronounced /ʌ/, e.g., *mother*.
- /æ/ The letter *a* between consonants is often pronounced /æ/, e.g., *man*, *thanks*.
- /ə/ This is the most common vowel sound in English. It is called the *schwa*. Many unstressed syllables have this sound, e.g., final *-er* in *brother*, *teacher*, etc.

a **4.5** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

4.5
See words and sounds in the Student Book on *p.24*

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

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

Now repeat the same process for *cat* /æ/ and *computer* /ə/.

Play the audio again from the beginning, pausing after each group of words for Sts to repeat. Give further practice as necessary.

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

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

Finally, focus on the /ə/ box and go through it with the class. Give some other examples of words Sts already know that have the /ə/ sound, e.g., *Sat**ur**day*, *t**o**morrow*, *childr**e**n*, *cam**e**r**a***, *wom**a**n*, *sist**er***, etc. Highlight that this very common sound often occurs after (and sometimes before) an unstressed syllable. Final letters *-er* (e.g., *brother*, *mother*, *teacher*) are always pronounced /ə/.

b **4.6** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

4.6
See sentences in the Student Book on *p.24*

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

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

3 GRAMMAR possessive adjectives, possessive *'s*

a **4.7** Focus on the instructions and the conversation on *p.25*. Elicit the meaning of *babysitter* (= someone who takes care of the children when the parents are out).

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

Check the answer.

b

4.7
See conversation in the Student Book on *p.25*

b Focus on photo A and the example. Then get Sts to point to the people and say their names.

Check answers. Say *Who's the man?*, etc.

c Play the audio again and go through the conversation with Sts line by line. Elicit / Explain / Demonstrate any new words or phrases, e.g., *come in*.

Focus on the instructions and point out that two of them (*my husband* and *our children*) have been done for Sts. Give Sts a few minutes to complete the chart.

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

! Remind Sts that animals are usually *it*. However, if you know whether an animal is male or female, for example because it is a pet, you can say *he* or *she*. (Sts might be interested to know that about 68 percent of all US households have a pet, usually a fish, a cat, or a dog.)

I	*my husband*
you	your number
he	his name
she	her name
it	its name
we	*our children*
you (*plural*)	your babysitter
they	their names

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

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

1 Marc's **2** husband's

e **4.8** Focus on the question and play the audio once the whole way through for Sts to listen.

Elicit opinions.

4.8

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

M Now, children. Sarah is your babysitter. Be good.
C OK, Mom.
M Goodbye, Sarah.
S Bye, Mrs. Taylor.
***
S OK, let's order pizza and watch TV.
E My mother says no pizza and no TV.
S Well, your mother isn't here, is she?

f Tell Sts to go to **Grammar Bank 4A** on *p.98*.

Grammar notes

possessive adjectives

In English, the possessive adjective agrees with the person who possesses something, not the noun that follows it, e.g., *Sam's key = his key* and *Ann's keys = her keys*.

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

Some languages use the same possessive adjective for *he*, *she*, and *it*. Highlight that in English, we use three different possessive adjectives, i.e., *his* for *he*, *her* for *she*, and *its* for *it*.

Point out that the possessive adjective *its* has no apostrophe. Sts may confuse this with *it's = it is*.

possessive *'s*

Highlight that we use *'s* with words for people, e.g., *girl*, *boy*, *husband*, and names, e.g., *Jack's car*, *my husband's keys*, to show possession, and as an alternative to a possessive adjective. We don't usually use *'s* with things although it is possible, e.g., *the pages of the book*, less common, *the book's pages*.

For plural nouns, the apostrophe goes after the *s*, e.g., *the students' books*.

NB For irregular plurals, use *'s*, e.g., *the children's toys*. This isn't focused on in the lesson, but Sts may ask you about this.

The pronunciation of the possessive *'s* follows the same rules as those for the pronunciation of plurals formed with *s*.

Focus on the example sentences and play both audio **4.9** and **4.10** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **4A** on *p.99* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 **Their** names are Bihn and Vu.
2 What's **your** name?
3 **His** name is Roberto.
4 It's a good hotel, and **its** restaurant is fantastic.
5 **Their** last name is Romero.
6 **Its** name is Café des Fleurs.
7 **Her** name is Tina.
8 Lisa and Amy are American, but **their** husbands are British.
9 This is **your** key.
10 Here are **our** coffees.
11 I'm Azra, and this is **my** husband, Ahmet.
12 **Our** children are over there.

b

1 Peter is Kayla's father.
2 Diana is Sam's mother.
3 Kayla is Peter's daughter.
4 Peter is Diana's husband.
5 Sam is Peter's son.
6 Diana is Peter's wife.
7 Sam is Kayla's brother.

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

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

g Focus on the instructions and demonstrate the activity, which is to reinforce the difference between *his* and *her*. Point to one student, and ask another student *What's his / her name?* Elicit *His / Her name is* _____. Repeat with a different student.

You might want to teach the expression *I don't remember*.

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

Monitor and help with any pronunciation problems.

h Focus on the instructions and example.

Put Sts in pairs and get them to talk about the people in photo A on *p.25*. Monitor and help.

4 LISTENING

a **4.11** Focus on the instructions and photo. Ask a couple of questions about it, e.g., *Who are these people?* (Carly and Marina / Two girls / Two women), *Where are they?* (In Mexico), *Whose birthday is it?* (Carly's).

Tell Sts that they are going to hear Carly and Marina talking about the birthday card.

Focus on the example and make sure Sts understand that they have to fill in each blank with a name + apostrophe *s* and a family member.

Play the audio and pause after Carly says *and Hayley's his girlfriend*. Ask *Who's Hayley?* and elicit that she is Paul's girlfriend.

Then continue playing the audio for Sts to complete 3–5. Play it again as necessary.

Check answers.

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EXTRA SUPPORT Draw two circles on the board. In the first, write NICOLE'S CARLY'S JERRY'S PAUL'S. In the second, write WIFE GIRLFRIEND BOYFRIEND SISTER.
Tell Sts that to complete 2–5, they need to use a name from circle 1 and a family word from circle 2.

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

2 Hayley is **Paul's girlfriend**.
3 Shira is **Jerry's wife**.
4 Nicole is **Carly's sister**.
5 John is **Nicole's boyfriend**.

4.11
(script in the Student Book on *p.89*)
M = Marina, C = Carly
M What a nice card!
C Yeah, it's from my family.
M Can I see?
C Sure.
M Who's Paul? Is he your brother?
C Yes, he's my brother, and Hayley's his girlfriend.
M How old is Paul?
C He's twenty-nine. No, he's thirty.
M What about Shira? Is she your sister?
C No, Shira's my brother Jerry's wife. And Mia's their daughter.
M Oh yeah, I remember. The baby in the photo on your phone.
C Yes. She's so beautiful.
M So who's Nicole?
C She's my sister.
M Is John her husband?
C No, he's her boyfriend – they aren't married. Maybe one day.
M And how old's Nicole?
C She's twenty-six.
M And who's Buddy?
C He's my dog!
M Oh. What kind of dog is he?

b Give Sts time to read the two questions.

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

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

1 Paul is 30. Nicole is 26.
2 Mia is Jerry's daughter (and Shira's). Buddy is Carly's dog.

Remind Sts of the meaning and pronunciation of the adjective *beautiful* /ˈbyutəfl/.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 SPEAKING & WRITING

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

Read the instructions and the example with the whole class. Model the activity by looking at a list from a strong student and ask about the first name on the list *Who's* (name)*?* Elicit the response *He / She's my* (e.g., *brother*).

Sts continue asking and answering in pairs.

EXTRA IDEA Get Sts to show each other photos of friends and family members on their phones, and explain who they are. If you can, demonstrate by projecting some of your photos onto the board, and tell Sts about the people.

b Tell Sts to go to **Writing A post about a photo** on *p.86*.

Focus on the title and make sure Sts understand it.

Now focus on **a**. Look at the photo and read the instructions. Point out that the first one (*E1 – Ava*) has been done for Sts. Give them time to read the text and write the numbers of the people in the correct place on the photo.

Check answers. Now ask *Who's Ron?* (to elicit *Ava's father*), and do the same with the other people.

A 2 (Ron – father)
B 3 (Linda – mother)
C 4 (Ariana – sister)
D 5 (Will – brother)
F 6 (Rocky – dog)

Elicit the meaning of the final question, *Do you like my photo?*

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

Finally, focus on **c** and tell Sts they are going to write about their families. Explain that they should follow the model in **a**.

To show Sts how to begin write the sentence stems on the board MY NAME IS _____. I'M FROM _____.

Assign this for homework so that Sts can attach a photo of their family (or friends).

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

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

WORDS AND PHRASES TO LEARN

4.12 Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **4A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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4B The perfect car

G adjectives
V colors and common adjectives
P /ɑr/ and /ɔr/, linking

Lesson plan

This lesson uses the context of a son and his elderly mother buying a car for Sts to learn some common adjectives and how to use them. The vocabulary load at the beginning of the lesson is quite high, as it includes both colors and adjectives, although some beginners may already know some of these words. Sts then move on to the grammar of adjectives, which is relatively straightforward. Pronunciation focuses on the sounds /ɑr/ and /ɔr/, and on how words are linked in English, which will help Sts to understand when they hear words run together. Sts then use adjectives in a speaking activity where they talk about their preferences, and the lesson ends with a video about the Beaulieu Motor Museum. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials

For teachers

Photocopiables
Grammar adjectives *p.143*
Communicative What is it? *p.180* (instructions *p.162*)
Vocabulary Colors and common adjectives *p.215* (instructions *p.204*)

Teacher Resource Center
Video Beaulieu Motor Museum

For students

Workbook 4B

Online Practice 4B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Review nationality adjectives. Call out the names of the countries in **Vocabulary Bank Countries and nationalities** on *p.117* and get the class or individual Sts to say the word for the nationality.

1 LISTENING & VOCABULARY colors and common adjectives

a Books open. Focus on the quiz and the speech bubble. Then drill the English pronunciation of the car makes: Chevrolet /ˈʃevrəleɪ/, Honda /ˈhandə/, SEAT /sit/, Hyundai /ˈhʌndeɪ/, Geely /ˈdʒili/, and Jaguar /ˈdʒægwɑr/.

Put Sts in pairs and give them time to match the car logos to the car makes and then write the nationalities.

b **4.13** Play the audio for Sts to listen and check.

Check answers.

4.13
(script in the Student Book on *p.89*)
1 It's a Chevrolet. It's American.
2 It's a Jaguar. It's British.
3 It's a Hyundai. It's Korean.
4 It's a Geely. It's Chinese.
5 It's a SEAT. It's Spanish.
6 It's a Honda. It's Japanese.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **4.14** Focus on the instructions and the picture. Get Sts to cover the conversation in **d** with a piece of paper. Before playing the audio, you might want to tell Sts that the woman and her son in the audio are looking at cars with a car salesman.

Focus on the task and make sure Sts understand *perfect* and *eco-friendly*.

Play the audio once the whole way through for Sts to listen and answer the questions. Play again if necessary.

Check answers.

a the red sports car **b** the blue car

4.14
See conversation in the Student Book on *p.26*

d Focus on the instructions and get Sts to uncover the conversation. Play the audio again for Sts to read and listen at the same time.

Then focus on the first highlighted word and elicit / explain its meaning with the photo or something blue in the classroom. Get Sts to write *blue* under the correct photo. Then tell Sts that the highlighted words are all colors or adjectives, i.e., words that describe the cars.

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

Get Sts to work with a partner.

Check answers. Mime, explain, or translate any words Sts couldn't work out.

red car red, fast, expensive, beautiful
blue car blue, small, slow, ugly

Help with any other new vocabulary in the conversation.

e **4.15** Play the audio, pausing after each phrase for Sts to listen and repeat. Encourage Sts to copy the rhythm and intonation on the audio. Give further practice as necessary, using choral and individual repetition.

4.15
Same as script 4.14 with repeat pauses

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Put Sts in groups of three. Assign roles and get them to practice the conversation.

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

You could get some groups to act out the conversation for the class.

f Tell Sts to go to **Vocabulary Bank Adjectives** on *p.121*.

Vocabulary notes

Common adjectives

beautiful

We usually use *beautiful* for a woman (not a man) or an animal, place, piece of music, etc. You could also elicit *good-looking*, which Sts saw in **2B**, and tell them that it is used for both men and women.

Positive and negative adjectives

very good / very bad

Sts have already seen *very* in the phrase *very well*. Highlight that it can be used with many adjectives, e.g., *very big*, *very small*, etc., but not with adjectives that already have a strong meaning, so NOT ~~*very fantastic*~~ or ~~*very awful*~~ / ~~*terrible*~~.

4.16 Focus on **1 Colors**. Play the audio for Sts to listen and repeat the colors in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

4.16
See Colors in the Student Book on *p.121*

Focus on **Activation**. Ask Sts to cover the words, look at the photos, and ask and answer about the colors in pairs.

EXTRA IDEA You could point to different objects in the classroom and say *What color is it?* to practice the ten colors in the **Vocabulary Bank**.

4.17 Look at **2 Common adjectives** and focus on **a**. Play the audio for Sts to listen and repeat the adjectives in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses

4.17
See Common adjectives in the Student Book on *p.121*

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the adjectives. They could do this individually or with a partner.

Now focus on **Activation**. Model and drill the question *What's the opposite of "new?"* and elicit / explain the meaning of *the opposite*.

Put Sts in pairs and give them a few minutes to test each other on the adjectives.

Monitor and correct any pronunciation mistakes on the board.

4.18 Focus on **Positive and negative adjectives** in the box in **d** and go through it with the class. Then play the audio for Sts to listen and repeat the adjectives.

4.18
See Positive and negative adjectives in the Student Book on *p.121*

Now focus on ***very*** in the box and go through it with Sts.

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

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

g Focus on the instructions and the example. Give Sts a few minutes to think of adjectives to describe their own car or their family's car.

EXTRA SUPPORT Sts could write a sentence with two adjectives about their car, e.g., *My car is a Kia. It's small and cheap.*

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

Monitor and help.

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

2 GRAMMAR adjectives

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

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

1 a **2** b

b Tell Sts to go to **Grammar Bank 4B** on *p.98*.

Grammar notes

adjectives

In English, an adjective can go after the verb *be*, but when it is with a noun, it always goes before the noun, e.g., *My car is fast. It's a fast car.*

Adjectives are the same for singular and plural nouns, so you never add an *s* to an adjective. This is different from many other languages, where adjectives have to "agree" with nouns.

Adjectives have no masculine or feminine form.

Focus on the example sentences and play audio **4.19** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **4B** on *p.99* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

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a

1 It's an old car.
2 They're black coats.
3 It's a new (cell / smart) phone.
4 They're big houses.
5 They're expensive (sun)glasses.
6 It's a good book.

b

1 It's a beautiful day.
2 Amy's husband is very nice.
3 They're very difficult questions.
4 This is a cheap phone.
5 It's a terrible photo.
6 Natsuko is a fantastic teacher.
7 Our cat is very old.
8 This isn't a very good restaurant.
9 It's a very long exercise.
10 Their dog is very ugly.
11 Japanese movie tickets are very expensive.
12 This is a very small room.

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

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

c **4.20** Focus on the instructions and example. Explain to Sts that they are going to hear a phrase in the singular, and they have to say the plural form.

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

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

4.20

1 an American car (*pause*) American cars
2 an expensive watch (*pause*) expensive watches
3 a big house (*pause*) big houses
4 a tall man (*pause*) tall men
5 a long book (*pause*) long books
6 a new phone (*pause*) new phones
7 a good friend (*pause*) good friends
8 a beautiful woman (*pause*) beautiful women
9 a small child (*pause*) small children

Now repeat the activity, eliciting responses from individual Sts.

3 PRONUNCIATION /ɑr/ and /ɔr/, linking

Pronunciation notes

/ɑr/ and /ɔr/

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

- /ɑr/ The letters *ar* are usually pronounced /ɑr/, e.g., *car*, *are*.
- /ɔr/ The letters *or* are usually pronounced /ɔr/, e.g., *short*, but sometimes /ɜr/ after *w*, e.g., *world*.

Linking

It is very common in English to link words together, especially when one word finishes with a consonant sound and the next word begins with a vowel sound, e.g., *an old umbrella*. Being aware of this will help Sts to "separate" words in their head when people speak to them.

a **4.21** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

4.21
See words and sounds in the Student Book on *p.27*

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

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

Now repeat the same process for *horse* /ɔr/.

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

Give further practice as necessary.

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

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

b **4.22** Focus on the word *linking* in the title and tell Sts that when one word ends with a consonant, e.g., *bi**g***, and the next word begins with a vowel, e.g., ***u**mbrella*, we link the two words: *big umbrella*.

Now focus on the phrases and highlight the linking marks. Remind Sts that the underlined syllables in the multi-syllable words are stressed more.

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

4.22
See phrases in the Student Book on *p.27*

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

Then repeat the activity, eliciting responses from individual Sts.

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

c **4.23** Focus on the instructions.

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

4.23

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

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

Check answers by eliciting each phrase onto the board.

See script 4.23

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EXTRA IDEA Put Sts in pairs and get them to practice saying the phrases.

d Focus on the instructions. Now tell Sts to go back to **Vocabulary Bank Adjectives** on *p.121*. Focus on the photo of the bag, and elicit *It's a black bag*. Do the same with *blue keys*. You may want to highlight that *It's a* is linked.

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

Then use the numbers to elicit the phrases from the class or from individual Sts.

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

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

4 SPEAKING

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

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

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

Demonstrate the activity by saying what you prefer for a couple of categories, or get a volunteer pair to demonstrate the activity to the class.

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

Get some feedback from individual Sts.

5 VIDEO LISTENING

a Focus on the task.

Play the video once the whole way through for Sts to watch and answer the question.

Elicit Sts' opinions.

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

Beaulieu Motor Museum

Hi! I'm Louise, and today I'm in Beaulieu.
Beaulieu is a small village. It's in England, but Beaulieu is a French word. In English, we say *Bjuli*, but in French it's *Beau lieu* – beautiful place.
And it really is beautiful! Beaulieu is in the New Forest. It's famous for its big house, old church, and fantastic motor museum.
The National Motor Museum in Beaulieu is sixty-two years old. It's a very interesting place, with lots and lots of cars. Let's go and see!
These are some of the cars. This is a very small car. These are old, vintage cars. These are fast, modern cars. This is my favorite car. It's British and its name is Bluebird. It's fifty-five years old and it's very, very fast!
These cars are from lots of different countries. This is a Mercedes sixty hp. It's a German car. It's a hundred and ten years old and it's black and gold. This is a Ferrari Dino. It's Italian. It's forty years old. It's red and it's great. This is a Ford Anglia. Ford is an American company, but the Anglia is a British car. This blue Ford Anglia is very famous. It's the Weasleys' car in the Harry Potter films!
But the National Motor Museum isn't just famous for cars. It's also famous for motorbikes. This is an American Harley Davidson, this is an Italian Ducati, and this is a German BMW. The National Motor Museum is fantastic, and Beaulieu is a beautiful village. Come and see!

b Focus on the task and give Sts time to read 1–8, making sure they understand all the vocabulary, e.g., *famous*, etc.

Play the video again the whole way through.

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

Check answers.

1 T 2 F 3 F 4 T 5 F 6 F 7 F 8 T

EXTRA CHALLENGE Play the video again and get Sts to correct the False sentences. Check answers.

2 It **is** famous for its big house, old church, and fantastic motor museum.
3 The National Motor Museum is **62** years old.
5 The Ferrari Dino is **40** years old.
6 The Ford Anglia is a **British** car
7 It's famous because it's in the **Harry Potter** movies.

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

c Do this as a whole-class activity.

WORDS AND PHRASES TO LEARN

4.24 Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **4B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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3&4 Review and Check

For instructions on how to use these pages, see *p.34*.

More materials

For teachers

Teacher Resource Center
Video Can you understand these people? 3&4
Quick Test 4
File 4 Test

For students

Online Practice Check your progress

GRAMMAR

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

VOCABULARY

a
1 a credit card **2** a map **3** an umbrella **4** a key **5** a cap

b
1 mother **2** husband **3** daughter **4** brother **5** girlfriend

c
1 women **2** children **3** men **4** people

d
1 blue **2** green **3** red **4** yellow **5** black **6** pink

e
1 small **2** cheap **3** short **4** old **5** beautiful

PRONUNCIATION

a
1 /ə/ computer **2** /ʌ/ up **3** /ɔr/ horse **4** /ɑr/ car **5** /æ/ cat

c
1 woman **2** sunglasses **3** orange **4** expensive **5** sister

CAN YOU understand this text?

a
Photo1: 1 Jeremy **2** Anna **3** Matthew **4** Susanna
Photo 2: 1 Maddie **2** Stella **3** Finn

b
1 His last name is Fisher.
2 He's from Vancouver / Canada.
3 His son's name is Matthew.
4 Susanna's 19 / nineteen.
5 She's American.
6 She's Maddie's sister.
7 No, she isn't.
8 She's 31 / thirty-one.

CAN YOU understand these people?

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

4.25

1
I = interviewer, R = Richard
I What's in your bag?
R Uh, my coat, and water, and wallet.

2
I = interviewer, J = Josh
I What's in your bag?
J I have a laptop in my bag, a charger in my bag, and some books.

3
I = interviewer, K = Kieran
I Are you from a big or small family?
K I'm from a small family. I have my mum, my dad, and one little sister.

4
I = interviewer, D= Debra
I How much is a cup of coffee in your local coffee shop?
D It's four dollars.
I Do you think it's cheap or expensive?
D I think it's expensive.

5
I = interviewer, D = Daniel
I Do you have a car?
D I do have a car.
I Can you describe your car?
D I have a white Honda Civic.

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5A A big breakfast?

G simple present ⊞ and ⊟: *I*, *you*, *we*, *they*
V food and drink
P /dʒ/ and /g/

Lesson plan

The context of this lesson is what people have for breakfast and how important breakfast is.

Sts begin by reviewing some food and drink words that have already come up, before going to the **Vocabulary Bank** to learn more. They then read an article where different people talk about their breakfasts, and the article is then used to present the *I*, *you*, *we*, and *they* forms of verbs in the simple present. Sts then listen to three people talking about their favorite meal of the day, where they have it, and what they have. In Pronunciation, Sts have more practice in word stress and pronouncing consonant sounds. The lesson builds up to a speaking activity, where Sts talk about their eating habits and what people eat in their country. Finally, Sts write a paragraph about their own typical breakfast.

More materials

For teachers

Photocopiables

Grammar simple present ⊞ and ⊟: *I*, *you*, *we*, *they p.144*
Communicative Talk about food *p.181* (instructions *p.163*)
Vocabulary Food and drink *p.216* (instructions *p.205*)

For students

Workbook 5A
Online Practice 5A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the names of some "international" food words on the board, e.g., PASTA, PIZZA, SUSHI, BURGERS, CROISSANTS, etc. If possible, choose words that are the same or very similar in your Sts' L1. You might be able to elicit more words from the class. Model and drill pronunciation.

Ask Sts *Where are these foods from?* and elicit a response, e.g., *Pasta and pizza are from Italy,* etc.

1 VOCABULARY food and drink

a Books open. Focus on the title of the lesson, *A big breakfast?*, and elicit / explain that *breakfast* is what people eat in the morning. Elicit the word *lunch*, which Sts saw in **Practical English 2**.

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

b **5.1** Play the audio for Sts to listen and check.

Check answers by getting Sts to spell the words for you to write on the board, and then to tell you the letter of the photo. Model and drill the pronunciation of the food and drink words: *tea* /ti/, *cheese* /tʃiz/, *orange juice* /ˌɔrɪndʒ 'dʒus/, *sandwich* /'sænwɪtʃ/, and *eggs* /ɛgz/.

1 tea, D 2 cheese, E 3 orange juice, A 4 sandwich, B 5 eggs, C

5.1
1 D tea
2 E cheese
3 A orange juice
4 B sandwich
5 C eggs

c Tell Sts to go to **Vocabulary Bank Food and drink** on *p.122*.

Vocabulary notes

Pronunciation

You may want to highlight that:

- *ea* is pronounced /i/ in *tea* and *meat*, but /ɛ/ in *bread* and *breakfast*.
- *vegetables* and *chocolate* both have a syllable that is not pronounced.
- the *d* in *sandwich* /'sænwɪtʃ/ is not usually pronounced.
- the *s* in *sugar* is pronounced /ʃ/.

Meals

Lunch is the word we use for the meal eaten at midday or in the early afternoon, and *dinner* is usually in the evening (however, in some parts of the US, some people call the midday meal *dinner* if it is their main meal of the day).

Supper can also be used to refer to the evening meal.

Verbs

The verbs *eat* and *drink* describe the general actions, e.g., *I eat a lot of bread. I don't drink coffee*. However, we usually use *have* with meals, e.g., *have breakfast*, and to describe what we eat / drink at a particular meal, e.g., *I have toast and tea for breakfast*.

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

5.2
See Food and drink in the Student Book on *p.122*

5.3 Now focus on the information box in **b**. Play the audio for Sts to listen and repeat the words and phrases in chorus. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

5.3
See information box in the Student Book on *p.122*

Finally, focus on **Activation** and ask Sts to cover the words in **a** with a piece of paper, look only at the photos (they do this for each row of photos), and say the words. They could do this individually or with a partner.

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Monitor and help. Make a note of any pronunciation problems they are still having, to focus on at the end of the activity.

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

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

2 READING & SPEAKING

a Focus on the instructions and the photos of breakfasts, and elicit the food words that Sts already know, e.g., *coffee*, *fruit*, etc.

Now focus on the question and make sure Sts understand the meaning of *important*. Model and drill pronunciation.

Give Sts time to read the article and comments, and answer the question. Tell them not to worry about the blanks in the comments.

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

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

a Ashley, Paulo, Sakura **b** Rob

EXTRA SUPPORT Read the article out loud with the class to help Sts understand the comments.

b **5.4** Now tell Sts to read the comments again and this time to fill in the blanks with words for food or drink. Tell them to look at the photos. Point out that the first one (*croissant*) has been done for them.

Give Sts time to fill in the blanks.

Play the audio for Sts to listen and check.

Check answers.

2 milk **3** fruit **4** yogurt **5** coffee **6** rice **7** fish

5.4

Ashley, the US

I have breakfast in a great café near my office. I have a croissant and coffee – an espresso with hot milk. Mmm. I love breakfast! It's my favorite meal.

Paulo, Brazil

I have breakfast at home, but I don't have a big breakfast. I have fruit and yogurt, and sometimes toast. It's a healthy breakfast. That's a good thing at the beginning of the day.

Rob, Canada

I don't eat in the morning. I'm not hungry. I just have a coffee at work. But I have lunch early, at about 11:30.

Sakura, Japan

I really like breakfast. It's an important meal for Japanese people. I have breakfast with my family. We have a traditional breakfast. It isn't very different from lunch and dinner. We have rice, fish, and miso soup and we drink green tea. We don't drink a coffee with a traditional Japanese breakfast.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words. Other vocabulary words Sts may ask about are *healthy*, *I'm* (not) *hungry*, *traditional*, and *different*. Highlight that we use *I'm* before *hungry*, not *I have*, which may be what Sts use in their L1. You may also need to explain that *miso* is a substance made from beans, used in Japanese cooking, especially soup.

c Tell Sts to read the comments again and circle the places people have their breakfast and underline any other words for food and drink that they didn't write in the blanks.

Check answers.

1 Places: a café (Ashley), at home (Paulo), at work (Rob), at home (Sakura)
2 Other words for food and drink: espresso, toast, soup, green tea

d Focus on the questions. You could tell Sts if breakfast is important for you, what you have, and where you have it.

Give Sts time to think about their answers.

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

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

3 GRAMMAR simple present ⊞ and ⊟: *I*, *you*, *we*, *they*

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

Check answers and write them on the board.

1 have **2** like **3** have **4** don't have **5** don't eat **6** don't drink

b Tell Sts to go to **Grammar Bank 5A** on *p.100*.

Grammar notes

simple present ⊞ and ⊟: *I, you, we, they*

The *I*, *we*, *you*, and *they* forms of the simple present are the same, e.g., *I have*, *you have*, *we have*, *they have*. The verb endings don't change, unlike in many languages. Highlight that it is the subject pronoun *I* / *you* / *we* / *they* that changes, not the verb (*have*). For this reason, it is essential to always use pronouns – otherwise it won't be clear which person you are talking about.

In the simple present, for *I*, *we*, *you*, and *they*, we use *don't* before the base form of the verb to form negatives. *Don't* is the contraction of *do not*. *Do* and *don't* are called *auxiliary verbs*. They are used to form negatives and questions. Remind Sts that native speakers nearly always use the contracted form *don't* in spoken English.

Focus on the example sentences and play audio **5.5** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **5A** on *p.101* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 I **have eggs** for breakfast.
2 We **don't drink coffee** in the evening.
3 They **like chocolate**.
4 You **eat meat**.
5 We **eat rice** in the evening.
6 I **don't have sugar** in my coffee.
7 You **don't like cheese**.
8 The children **eat vegetables**.

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b

1 People in the US **don't have** a big lunch…
We always **have** lunch with my family on Sundays.
2 I **don't eat** meat. I'm a vegetarian.
They **eat** a lot of fish and rice in Japan.
3 You **drink** a lot of coffee! It isn't good for you.
They **don't drink** coffee. They only drink tea.
4 We **don't go** to restaurants. They're very expensive.
I don't have breakfast at home. I **go** to a café.

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

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

c Focus on the emoticons in the instructions and the speech bubble, and elicit the meaning of *I like* / *I don't like*. Model and drill the pronunciation.

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

Put Sts in pairs and get them to tell each other what food and drink they like and dislike.

EXTRA SUPPORT Write I LIKE and I DON'T LIKE on the board for reference. Demonstrate first by telling Sts about foods you like and don't like.

Get some feedback from the class.

Tell Sts to go back to the main lesson **5A**.

4 LISTENING

a **5.6** Focus on the instructions and the phrase *favorite meal*. Tell Sts they are going to listen to three people talking about their favorite meal. Point out each person's answer in the chart (i.e., Anna – *dinner*, Will – *lunch*, etc.). Tell Sts they are going to listen to Anna and they must complete the first column in the chart. If you know your Sts' L1, you may want to pre-teach the adverbs of frequency *usually* and *always*, which come up in these recordings.

Play the audio once the whole way through for Sts to listen and do the task. Play again as necessary.

Check answers.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new vocabulary before Sts listen.

1 At **home** or at a **restaurant**.
2 **Meat** or **fish** and **vegetables**.
3 A cup of **coffee**.

5.6
(script in the Student Book on *p.89*)

Anna My favorite meal of the day is dinner. I usually have dinner at home, but sometimes I have dinner at a restaurant. I usually have meat or fish and vegetables, and if I'm at a restaurant, I have a cup of coffee.

b **5.7** Now tell Sts to focus on the second column in the chart.

Play the audio, pausing after Will to give Sts time to write. Play again as necessary.

Get Sts to compare with a partner, and then check answers.

4 At **work**.
5 Different things but with **French fries**.
6 **Water** and then a **coffee**.

Finally, repeat the process for Sarah.

7 Usually at **home**. On Wednesdays at a **café**.
8 **Fruit** and an **egg**. On Wednesdays a **muffin**.
9 **Coffee** or **tea**. On Wednesdays **hot chocolate**.

5.7
(script in the Student Book on *p.89*)

Will My favorite meal of the day is lunch. I'm always hungry then. I have lunch at work. We have a cafeteria there. I have different things for lunch, but always with French fries. I love French fries. Sometimes a burger and French fries, sometimes fish and French fries. I drink water with my lunch, but after lunch, I have a coffee, an espresso.

Sarah My favorite meal of the day is breakfast. I usually have it at home, but on Wednesdays I have my yoga class and I have breakfast at a café near the yoga studio. At home I have fruit and an egg, and coffee or tea. But at the café I have a muffin and hot chocolate.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the question and give Sts a few minutes to think about their answer.

Put Sts in pairs or small groups and get them to tell each other what their favorite meal is.

Get some feedback from the class. With a show of hands, you could find out which is the class's favorite meal.

5 PRONUNCIATION /dʒ/ and /g/

Pronunciation notes

/dʒ/ and /g/

The sounds in this lesson are all consonant sounds. For information on /dʒ/, see the **Pronunciation notes** in **2A**.

You might want to highlight the following sound–spelling rule.

- /g/ This sound only occurs where there is the letter *g*.

You could remind Sts that the letter *g* is always pronounced /g/ when it comes after a vowel at the end of a word, e.g., *bag* and *dog*, and often at the beginning and in the middle of a word, e.g., *glasses* and *sugar*, before *a*, *o*, and *u*. However, before *e* and *i*, the letter *g* is often pronounced /dʒ/, e.g., *German*, *orange*.

a **5.8** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.8
See sounds and words in the Student Book on *p.31*

Now focus on the sound picture *jazz*. Play the audio to model and drill the word and the sound (pause after the sound).

Then focus on the words after *jazz*. Remind Sts that the pink letters are the /dʒ/ sound. Play the audio, pausing after each word for Sts to listen and repeat. You might want to highlight the two silent letters in *vegetables*.

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Now repeat the same process for *girl* /g/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Get Sts, in pairs, to practice saying the words.

Finally, focus on the ***g* and *j*** box and go through it with 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 the *Teacher Resource Center*.

b **5.9** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

5.9
See sentences in the Student Book on *p.31*

Then play the audio again, pausing after each sentence for Sts to listen and repeat.

Finally, put Sts in pairs and get them to practice saying the sentences. Monitor and help.

Get individual Sts to say the sentences to the class.

EXTRA CHALLENGE Dictate some more words with the letter *g* in them and get Sts to write them in the correct row in **a**, e.g., *Germany*, *Egypt*, *bag*, *dog*, *glasses*, *mug*, *charger*, *green*, *ugly*, *good*.

6 SPEAKING

a Focus on the task and make sure Sts understand the meaning of *true*.

Now focus on the questionnaire and the two sections, *You* and *Your country*, and make sure Sts understand all the phrases. Highlight that where there is a question word, it tells Sts what kind of word or phrase they should put in the blanks, and where there are two alternatives (as in some of the sentences in the *Your country* section), they should choose one of the words / phrases to fill in the blanks. Demonstrate by telling them a few sentences about you and your country.

Give Sts time to complete the sentences so that they are true for them and their country.

b Focus on the first speech bubble and the question *What about you?*, used to check the listener's statement. You could tell the class where you have breakfast, and then ask a student *What about you?* If you are not from your Sts' country, you could also focus on the first phrase in the *Your country* section, and say what people from your country have for breakfast, then ask *What about in your country?*

Then put Sts in pairs and give them time to talk about each sentence. In the *You* section, they should say alternate sentences, but each time finish with *What about you?* In the *Your country* section, if Sts are from the same country, they should agree with their answers. If not, they should simply tell each other what happens in their country.

Monitor and help.

Get some feedback from individual Sts.

EXTRA SUPPORT If your Sts are all from the same country, you could do the *Your country* section as a whole class.

7 WRITING a comment post

Tell Sts to go to **Writing A comment post** on *p.86*.

a Focus on the title, *A comment post*, and make sure Sts understand it.

Focus on the instructions and then give Sts time to read Mark's comment.

Before eliciting Sts' opinions on whether they like Mark's breakfast, elicit each item he has and check Sts know the meaning: *orange*, *apple*, *milk*, *cereal*. Model and drill pronunciation.

If you didn't focus on the word *healthy* in Paulo's text in **2**, then focus on it here. If you did, check Sts can remember what it means.

Now tell Sts if you like or don't like Mark's breakfast, and then ask *What about you?* With a show of hands, you could find out how many Sts like his breakfast.

b Focus on the instructions and give Sts time to look at the highlighted words and then complete sentences 1–3.

Check answers.

1 but **2** or **3** and

Check Sts know the meaning of the three words.

EXTRA SUPPORT Write the following sentences on the board to help Sts understand how to use *and*, *or*, and *but*.

I LIKE TEA. I LIKE COFFEE. ⟶ I LIKE TEA *AND* COFFEE.

SOME DAYS I DRINK TEA, AND SOME DAYS I DRINK COFFEE. ⟶ I DRINK TEA *OR* COFFEE.

I LIKE CEREAL. I DON'T LIKE TOAST. ⟶ I LIKE CEREAL, *BUT* I DON'T LIKE TOAST.

c Give Sts time to write their own comments. Tell them to use Mark's comment as a model. They can begin with *For breakfast, I have…* Give Sts six to eight minutes to write about 50 words for this task.

Go around the room to monitor and help as Sts are writing. However, don't make a lot of corrections at this time. Allow Sts to focus on putting their ideas down on paper.

EXTRA IDEA You could get Sts to post their comments around the classroom. Then Sts can circulate around the room and read about their classmates' breakfasts. (Check to make sure that comments don't have too many errors before Sts put them up.)

Tell Sts to go back to the main lesson **5A**.

WORDS AND PHRASES TO LEARN

5.10 Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **5A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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5B A very long flight

G simple present ?: *I*, *you*, *we*, *they*
V common verb phrases 1
P /w/ and /v/, sentence rhythm and linking

Lesson plan

The focus of this lesson is on forming questions in the simple present using *I* / *you* / *we* / *they* with some common verb phrases.

A conversation between a British and an American woman traveling on a plane provides the context for Sts to review positive and negative forms of *I*, *we*, *you*, and *they* in the simple present, and it also introduces the grammar of question formation. After the grammar presentation and practice, Sts go to the **Vocabulary Bank** to learn a group of common verb phrases, which are then recycled in the listening (the two women from the first activity meet again on the return flight). In Pronunciation, Sts focus on two consonant sounds, /w/ and /v/, and they practice sentence rhythm and linking. Finally, all the language is brought together in the speaking activity, where Sts ask and answer questions about lifestyle before writing a few sentences about themselves.

More materials

For teachers

Photocopiables

Grammar simple present ?: *I*, *you*, *we*, and *they* *p.145*
Communicative Do you…? *p.182* (instructions *p.163*)
Vocabulary Common verb phrases 1 *p.217* (instructions *p.205*)

For students

Workbook 5B

Online Practice 5B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Review simple present + and − sentences by writing the following on the board:

I LIKE I DON'T LIKE	FOOTBALL. TENNIS. DOGS. CATS. TEA. COFFEE.

Model and drill pronunciation of the nouns and then of *I like / don't like*.

Put Sts in pairs and demonstrate the activity yourself by making true sentences using *I like / I don't like*… Point out that you don't use *the* before the nouns, e.g., NOT ~~*I like the football*~~ (because you are making general statements).

Sts practice in pairs, taking turns saying what they like / don't like.

Get some feedback.

1 GRAMMAR simple present ?: *I, you, we, they*

a 5.11 Books open. Focus on the lesson title and elicit / explain *flight*. Then focus on the pictures and ask Sts a few questions about them, e.g., *Where are the people? Who is the man?*, etc.

Now focus on the task and get Sts to cover the conversation.

Play the audio once the whole way through for Sts to listen and number the pictures. Make it clear to Sts that, at this stage, they are not expected to understand every word of the conversation; they just need to get a general idea of what is happening. Sts will get help here from the sound effects and from words they already know.

Get Sts to compare with a partner, and then play the audio again, pausing after each section to check answers.

1 B 2 D 3 A 4 C

5.11

E = Eve, W = Wendy, FA = flight attendant

1 E Do you like the book?
W Yes, I do. It's very good.
E She's my favorite writer. I love her books.
2 E Do you live in New York?
W No, I don't. I live in London. My husband and I work for a British company.
E Oh! Do you have children?
W No, we don't.
E I have two sons and a daughter. David and Andrew are in college, and Carla's in high school. Look. Here are some photos…This is a photo of our vacation in Barbados. Do you know Barbados?
W No, I don't.
3 FA Do you want meat, fish, or pasta?
E Oh, fish, please.
W Pasta for me, please.
***
E How's your pasta?
W It's OK.
E This fish isn't very good. Excuse me, I don't like this fish. Can I have the pasta, please?
FA I'm sorry, ma'am. We're out of pasta.
4 E Oh, I need to go to the restroom. Oops, sorry.
W Excuse me. What time do we arrive?
FA In twenty-five minutes, ma'am.
W That's good!

b Get Sts to uncover the conversation and focus on the instructions. Sts have seen all the words in the list in previous lessons, but you might want to quickly check that they can remember what they mean.

There is a lot of new vocabulary in the conversation, so Sts will need to use the pictures as a guide.

Give Sts time to read the conversation and decide what the missing words are.

c Get Sts to compare answers, and then play the audio again for them to listen and check.

Play again, pausing after each blank, and elicit the answers onto the board.

1 book 2 New York 3 children 4 meat 5 pasta 6 time

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Go through the conversation with Sts line by line. Elicit / Explain any words or phrases that Sts don't understand, e.g., *writer*, *Do you know…?*, *Do you want…?*, etc. Highlight that *oops* (**Part 4**) is an exclamation word that we sometimes use when someone has a small accident or does something by mistake. Here, Eve knocks Wendy as she gets out of her seat.

Highlight also the sentence *I need to go to the restroom*. Elicit the meaning of *need* and explain that after *need*, you can use a noun, e.g., *I need a piece of paper*, or *to* + a verb in the infinitive, e.g., *I need to be home at five o'clock*.

! Sts may ask about the meaning of *do* here. Explain that we use *do* to make a question, in the same way as they learned in the last lesson that we use *don't*. This will be explained later in the grammar section.

! The question *Do you have children?* can also be asked as *Do you have **any** children?* However, at this level, we think it is easier to teach the question without *any*.

Elicit a reaction from the class, using L1 if necessary, by asking *Is the American woman happy that it's almost the end of the flight? Why?*

EXTRA IDEA Get Sts to practice the conversation in pairs.

d Get Sts to underline all the questions and short answers in **Parts 1** and **2** of the conversation.

Get Sts to compare with a partner, and then check answers.

1 **Eve** Do you like the book?
Wendy Yes, I do.
2 **Eve** Do you live in New York?
Wendy No, I don't.
Eve Do you have children?
Wendy No, we don't.
Eve Do you know Barbados?
Wendy No, I don't.

EXTRA SUPPORT Do the first one as a class and then put Sts in pairs to underline the questions and short answers in **Part 2**.

e Tell Sts to go to **Grammar Bank 5B** on *p.100*.

Grammar notes

simple present ?: *I, you, we, they*

We use the verb *do* + the base form of a verb to form questions. *Do* in this context cannot be translated. It simply indicates to the other person that you are going to ask a question in the present tense.

Highlight the use of the short answers *Yes, I do* and *No, I don't*, which can be used as an alternative to just answering *Yes* or *No*. You might add that a simple *Yes* or *No* can sound too abrupt to an English speaker.

Focus on the example sentences and play audio **5.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **5B** on *p.101* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a
1 **A** **Do** you have children?
B No, I **don't**.
2 I **don't** like this photo. It's terrible.
3 **A** **Do** you want a coffee?
B No, thanks. I **don't** drink coffee.
4 I **don't** have brothers and sisters. I'm an only child.
5 **A** **Do** you listen to music on the radio?
B I **don't** listen to pop music, but I listen to Classic FM…
6 **A** Excuse me, **do** you work here?
B No, I **don't**. Sorry.
7 **A** **Do** you like American TV shows?
B No, I **don't**. I **don't** watch TV. I read.
8 **A** **Do** you have a big family?
B Yes, I **do**. I have two brothers and three sisters.
9 **A** **Do** you speak Spanish?
B No, I **don't**. I only speak English.
10 **A** **Do** you like Saturdays?
B Yes, I **do**. I **don't** work on weekends.

b
1 I don't know.
2 Do you live near here?
3 I don't like soccer.
4 Do you want a sandwich?
5 They work in the tall building.
6 I have two sisters.
7 Do you speak Spanish?
8 I don't need a big car.
9 Do you go to Chinese classes?
10 I don't have a watch.
11 Do you listen to music in the car?
12 I don't work on Sundays.

Tell Sts to go back to the main lesson **5B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

2 VOCABULARY common verb phrases 1

a Focus on the instructions and point out that the first one (*1d*) has been done for Sts.

Give Sts a few minutes to match the phrases.

Check answers.

2 a 3 c 4 e 5 b

b Tell Sts to go to **Vocabulary Bank Common verb phrases 1** on *p.123*.

Vocabulary notes

Highlight the irregular pronunciation of the verb *live* /lɪv/. Sts might expect /laɪv/, especially as *like* /laɪk/ is taught here, too. You could tell Sts that *i* + consonant + *e* is usually /aɪ/.

Highlight also the use of the preposition *to* in *listen to the radio*, but remind Sts that if there is no object after *listen*, you don't use *to*. Compare *Please listen!* and *Listen to me*.

5.13 Focus on the instructions for **a**. Play the audio and get Sts to listen and repeat the phrases in chorus. Make sure Sts understand the meaning of each phrase. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

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5.13
See Common verb phrases 1 in the Student Book on *p.123*

5.14 Now focus on **b**. Focus on the example and then demonstrate the activity by saying part of a phrase, omitting the verb, and eliciting the complete phrase from the class, e.g.,

T *tea* **Sts** *drink tea*

Play the audio and pause after the first prompt (*in an apartment*) and elicit the phrase (*live in an apartment*) from the class. Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio, and give Sts time to say the phrases in chorus.

5.14
1 in an apartment (*pause*) live in an apartment
2 breakfast (*pause*) have breakfast
3 TV (*pause*) watch TV
4 to the radio (*pause*) listen to the radio
5 the newspaper (*pause*) read the newspaper
6 fast food (*pause*) eat fast food
7 coffee (*pause*) drink coffee
8 English (*pause*) speak English
9 a coffee (*pause*) want a coffee
10 a dog (*pause*) have a dog
11 cats (*pause*) like cats
12 in a bank (*pause*) work in a bank
13 Spanish (*pause*) study Spanish
14 to English classes (*pause*) go to English classes
15 a new car (*pause*) need a new car

Then repeat the activity, eliciting responses from individual Sts.

Now focus on the speech bubbles in **Activation**. Put Sts in pairs and get them to ask and answer questions.

Get some pairs to ask and answer in front of the class.

Tell Sts to go back to the main lesson **5B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

c Focus on the instructions and the examples.

Give Sts time to write their four true sentences.

d Get Sts to read their sentences to each other and see if any of them are the same.

Get some feedback from various pairs.

3 LISTENING

a **5.15** Focus on the picture and establish the context for the listening by asking questions, e.g., *Who is she?* (She's Eve, the British woman from the flight.), *Where is she?* (She's in a taxi.)

Focus on the instructions and check that Sts understand *end* and *back to the airport*.

Focus on the options in sentences 1–10. Give Sts time to read them and ask you about any words they don't understand, e.g., *traffic*, *gate*. Point out that the first one (*1b*) has been done for them.

Play the audio for Sts to circle the correct option. You could pause after each question and give Sts time to choose the correct answer. Play the audio again as necessary.

Get Sts to compare with a partner, and then check answers. For 8, you could ask Sts if they can remember a similar expression to *Have a good day!* which they saw in **2A** (*Have a nice day!*).

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

2 a **3** a **4** b **5** b **6** b **7** a **8** b **9** a **10** a

5.15
(script in the Student Book on *p.89*)
T = taxi driver, E = Eve, A = announcer
T Where to, ma'am?
E Hello. To the airport, please.
T JFK or Newark?
E JFK, please.
***
E Oh dear. The traffic is bad this morning.
T Yes. It's terrible. Where are you from?
E I'm from Manchester, but I live in London. Are you from New York?
T No, ma'am, I'm from Puerto Rico.
E Oh, do you like New York?
T It's a great city, but it's very expensive.
E London is very expensive, too. Do you have children?
T I have two daughters.
E Oh, really? I have two sons and a daughter. David and Andrew are in college, and Carla's in high school…
***
T OK. Here we are.
E How much is that?
T That's $87.50.
E Here's a hundred dollars. Keep the change.
T Thanks. Have a good flight!
E I need to hurry. I'm late!
A This is the final call for flight BA641 to London Heathrow. All passengers please proceed to gate B5.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b **5.16** Focus on the task, making sure Sts know what a *surprise* is.

Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

Because Wendy, the American woman, is on the same flight.

5.16
A = announcer, FA = flight attendant, E = Eve
A This is the final call for flight BA641 to London Heathrow. All passengers please proceed to gate B5.
FA1 Can I see your passport and boarding pass, please?
E Here you are.
***
FA2 Good afternoon, ma'am. Your boarding pass, please. Seat 3D. This way, please.
E Oh, what a nice surprise! We meet again!
W Oh, hello!

Finally, ask Sts *Is the American woman happy to see the British woman again?*

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4 PRONUNCIATION & SPEAKING /w/ and /v/, sentence rhythm and linking

Pronunciation notes

/w/ and /v/

The /w/ and /v/ sounds are often confused because in several languages *w* is pronounced /v/.

You may want to highlight to Sts the following sound–spelling patterns.

- /w/ The letter *w* (without *h*) is always pronounced /w/ at the beginning of a word, e.g., *watch*. The letters *wh* are usually pronounced /w/, e.g., *what* and *where*, but there are some exceptions, e.g., *who* /hu/.
- /v/ The letter *v* is always pronounced /v/, e.g., *live*.

Sentence rhythm and linking

For information on sentence rhythm, see the **Pronunciation notes** in **2B**.

For information on linking, see the **Pronunciation notes** in **4B**.

a **5.17** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.17
See words and sounds in the Student Book on *p.33*

Focus on the sound picture *witch*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *witch*. Remind Sts that the pink letters are the /w/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *vase* /v/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

b **5.18** Focus on the sentences and remind Sts that the words in **bold** are the ones that are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

Play the audio once the whole way through for Sts just to listen.

Highlight the linked phrases, e.g., *live in a* / *Yes, I do*, and model and drill the pronunciation.

5.18
See sentences in the Student Book on *p.33*

c Play the audio again, pausing after each sentence for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

d **5.19** Tell Sts they are going to hear five short sentences or questions and they must write them down.

Play the audio once the whole way through for Sts just to listen.

5.19
1 I work in a café.
2 I eat a lot of fruit.
3 Do you need an umbrella?
4 Do you have a cat?
5 I want a sandwich.

Now play it again, pausing after each item to give Sts time to write.

Get Sts to compare with a partner, and then check answers, eliciting the sentences onto the board.

See script 5.19

EXTRA IDEA Play the audio again, pausing after each item and getting Sts to listen and repeat. Then put Sts in pairs and get them to practice saying the sentences.

e Focus on the instructions and the example. Elicit / Explain the meaning of *near*. Model and drill pronunciation.

Go through the other nine questions, checking Sts know the meaning of all the vocabulary, e.g., *a gym*. Model and drill any words you think Sts might have problems with.

Give Sts time to complete 2–10 with the verbs from the list.

Check answers by asking individual Sts to read the two phrases aloud (they should include the verb with each phrase, e.g., *live near here*, *live in a house*).

2 have **3** watch **4** listen **5** read **6** eat **7** drink **8** speak **9** need **10** go

Remind Sts that *have* has two meanings, *have* = possession, as in *have a dog*, and *have* = eat, as in *have breakfast*.

f Focus on the instructions and speech bubbles. Remind Sts that we use *do* to make questions in the simple present. Elicit the possible answers (*Yes* or *Yes, I do.* / *No* or *No, I don't.*).

Model and drill some or all of the questions. Encourage Sts to use the correct sentence rhythm and not to overstress *Do you…?*

Demonstrate the activity by getting the class to interview you first, asking you some or all of the questions. Give true answers and, where possible, try to give some extra information, but use language within the Sts' range.

Put Sts in pairs and get them to take turns asking and answering questions with the phrases. Encourage them to give extra information in their answers.

Monitor and help with pronunciation and sentence rhythm. Correct any mistakes on the board.

WORDS AND PHRASES TO LEARN

5.20 Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **5B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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EPISODE 3

Practical English What time is it?

Function telling the time

V the time, saying how you feel, e.g., *I'm tired*, *hungry*, etc.

P /ɑ/, silent consonants

Lesson plan

In this lesson, Sts learn how to tell the time. In most languages, there are two possible ways of telling the time: digital (hour + minutes), e.g., *seven forty*, *six twenty*, and analog (minutes before (*to*) or after (*past*) the hour), e.g., *twenty to six*, *twenty past six*. Sts will hear both if they travel to an English-speaking country. To avoid confusing Sts with two forms, the focus here is on the more common analog time. Teachers may want to point out the alternative (digital time) to Sts, so they will recognize it if they hear it, and can use it if they find it easier. After Sts have learned and practiced telling the time, they focus on words with silent consonants, such as *half* and *Wednesday*. The next vocabulary focus is on a few adjectives describing how you feel. After listening to Jenny and her friend, Amy, on a night out, Sts practice some useful phrases.

More materials

For teachers

Photocopiables

Communicative Time bingo *p.183* (instructions *p.163*)

Teacher Resource Center

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)

Review numbers 1–30. Get Sts to count around the class, first normally, then in twos (*2*, *4*, *6*, etc.), in threes (*3*, *6*, *9*, etc.), and finally with fives (*5*, *10*, *15*, etc.).

1 TELLING THE TIME

a **5.21** Books closed. Show Sts your watch or a picture of a watch, and ask *What is it?* (A watch) Then point to the clock in the classroom (or draw one on the board), and ask *What is it?* (A clock) Say *What time is it?* and then look at your watch or at your cell phone. Now model and drill the question and write it on the board.

Books open. Focus on the instructions and ask Sts to cover the conversations with a piece of paper.

Play the video / audio for Sts to watch or listen and match the conversations and photos. Play again as necessary.

Check answers.

1 A **2** C **3** B

5.21
See conversations in the Student Book on *p.34*

Now tell Sts to uncover the conversations. Play the video / audio again and tell Sts to read and listen at the same time.

Explain / Elicit new vocabulary as you go, e.g., *tired*, *hurry*. Sts will be able to understand the times (*eleven o'clock*, *a quarter to eight*, etc.) because of the clocks in the photos. Highlight that *seven forty-seven* is digital time, but Sts should have no problem with this.

You could focus on the sentences with *need* (*I need to go* and *You need to hurry*) and remind Sts that after *need*, you can use a noun, e.g., *I need a coffee*, or *to* + verb, e.g., *I need to go*.

Finally, ask *Is Rob usually early or late for things?* and elicit that he's usually late.

b **5.22** Play the audio for Sts to listen and repeat. Make sure Sts pronounce *quarter* as /ˈkwɔrtər/ and *half* as /hæf/ (pointing out the silent *l*). You could pause the audio after each line and get individual Sts to repeat. Give further practice of any phrases Sts found difficult.

5.22
Same as script 5.21 with repeat pauses

Then get Sts to practice the conversations in pairs.

c Focus on the instructions and either get Sts to do it in pairs or do it as a whole-class activity. Tell Sts to look at the clock in photo A and ask *What time is it?* (It's eleven o'clock.) Do the same for photo B (*It's a quarter to eight.*) and photo C (*It's half past ten.*).

2 VOCABULARY the time

a **5.23** Give Sts time to look at the clocks and read the times.

Then play the audio and get Sts to listen and repeat the times in chorus. Pause the audio as necessary. Give further practice of words that your Sts find difficult.

5.23
See times in the Student Book on *p.34*

Focus on *o'clock* and explain that we sometimes use the word *o'clock* when we are just saying the hour, as in *It's one o'clock* or *It's six o'clock*, but you can also say *It's six*. We don't use *o'clock* when including minutes in the time, e.g., *It's twenty past four* NOT ~~*It's twenty past four o'clock.*~~

Remind Sts of the pronunciation of *half* and *quarter*. You might also mention that some people don't put *a* in front of *quarter*, e.g., *It's quarter past three*. Both are correct.

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b Tell Sts to cover the times and look at the clocks. Give them time to practice saying the times to themselves.

Monitor and help, correcting pronunciation as necessary. Note any general problems, and focus on them on the board at the end.

With the first line of sentences covered, ask individuals *Clock one. What time is it?* Do the same for all the clocks, calling on Sts at random. Sts could also practice this in pairs.

c **5.24** Focus on the instructions. Draw a clock on the board like the ones in the Student Book, with no hands. Play the audio and pause after the first time. Ask a student to come to the board and draw the time. Then get Sts to draw the time (*twenty to nine*) on the first clock in their books.

Play the rest of the audio, pausing after each item to give Sts time to draw the hands on their clocks.

Get Sts to compare with a partner, and then check answers by writing the times on the board, or by getting individual Sts to come to the board to draw the time on each clock.

5.24

1 It's twenty to nine.
2 It's quarter after seven.
3 It's five past two.
4 It's twelve o'clock.
5 It's eight-thirty.
6 It's quarter after eleven.

d Put Sts in pairs to practice asking and answering about the clocks.

Monitor and help as needed. Note any problems and write these on the board.

Finally, focus on **The time** box and go through it with the class. Highlight that you can always use digital time, and this has become more common with digital watches and cell phone use. However, the analog use of telling the time is still widely used by native speakers.

e Put Sts in pairs, **A** and **B**. Tell them to go to **Communication What time is it?**, **A** on *p.79* and **B** on *p.83*.

Sts each have ten clocks, five of which are complete and five of which have no clock hands. Sts share information and draw the missing clock hands.

Go through the instructions with Sts and get a volunteer pair to demonstrate. Monitor and help.

When Sts have finished, get them to compare their clocks and check the times.

Tell Sts to go back to the main lesson **Practical English 3**.

3 PRONUNCIATION /ɑ/, silent consonants

Pronunciation notes

/ɑ/

This sound is sometimes the letter *o*, e.g., *coffee* and *not*, but can occasionally be the letter *a*, especially after *w*, e.g., *want*, *watch*, *what*. However, you may want to remind Sts to be careful with the letters *o* and *a*, as they have several other pronunciations, depending on the word.

Silent consonants

English words frequently have consonants that are not pronounced, i.e., that are "silent." It is important for Sts to realize that in English, spelling and pronunciation do not always go together.

Encourage Sts to cross out silent letters when they learn new words, e.g., *listen*.

It is also common for English words to be pronounced with fewer syllables than appear in the written word, e.g., *Wednesday* /ˈwɛnzdeɪ/ and *interesting* /ˈɪntrəstɪŋ/.

a **5.25** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

5.25
See words and sound in the Student Book on *p.35*

Focus on the sound picture *clock*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *clock*. Remind Sts that the pink letters are the /ɑ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Play the audio again from the beginning for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

b **5.26** Write the word HALF on the board and say it /hæf/. Ask *Which letter is* not *pronounced?* Elicit that the letter *l* is not pronounced: it is silent.

Focus on the **Silent letters** box and go through it with the class.

Now focus on the instructions. Play the audio once the whole way through for Sts just to listen. Highlight that the letters with a red strikethrough line are silent.

5.26
See words in the Student Book on *p.35*

Now play the audio again for Sts to listen and repeat.

Remind Sts that *Wednesday* looks as if it has three syllables, but in fact it is pronounced as a two-syllable word /ˈwɛnzdeɪ/. The first *d* and the second *e* are both silent.

Put Sts in pairs and get them to practice saying the words.

Finally, get a few individual Sts to say the words.

c **5.27** Give Sts a minute to look at the conversations and note the words with silent letters.

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Play the audio once the whole way through for Sts just to listen.

5.27
See conversations in the Student Book on *p.35*

Put Sts in pairs and get them to practice the conversations.

Ask two or three pairs to practice each conversation for the class.

EXTRA SUPPORT Before Sts practice in pairs, play the audio, pausing after each line for Sts to listen and repeat.

4 VOCABULARY saying how you feel

a **5.28** Pretend to be, for example, very hot, by miming. Write on the board: I'M HOT. = I FEEL HOT. Focus on the title, *saying how you feel*, and explain / elicit its meaning.

Now focus on sentences 1–5 and make sure Sts understand what they mean.

Play the audio once the whole way through for Sts just to listen.

5.28
See sentences in the Student Book on *p.35*

Now play the audio again, pausing after each sentence for Sts to listen and repeat. Give extra practice as necessary, focusing on the words that Sts find most difficult.

b Focus on the instructions and give Sts a few minutes to match 1–5 in **a** to a–e.

Get Sts to compare with a partner.

c **5.29** Play the audio for Sts to listen and check.

Check answers.

1 b **2** c **3** a **4** e **5** d

5.29

1 I'm tired.	b Time for bed.
2 I'm cold.	c It's 41 degrees this morning.
3 I'm hungry.	a Time for lunch.
4 I'm hot.	e It's 95 degrees!
5 I'm thirsty.	d I need a glass of water.

Highlight that we use *be*, NOT ~~*have*~~, with *hot*, *cold*, *hungry*, etc. because they are adjectives. Many languages express these feelings using *have* + noun.

Now either put Sts in pairs and get them to ask and answer the question *How do you feel right now?*, or do it as a whole-class activity.

If Sts worked in pairs, ask a few Sts how they feel.

5 A NIGHT OUT

a **5.30** Focus on the instructions and the five places in the list. Make sure Sts know what they mean. Model and drill their pronunciation.

Play the video / audio once the whole way through for Sts to watch or listen and check the two places Jenny and Amy go to.

Check answers.

Sts should check: a theater and a restaurant.

5.30
(script in the Student Book on *p.89*)
A = Amy, J = Jenny
A Hi. Sorry I'm late. What time's the show?
J Don't worry. It's at eight o'clock.
A What time is it now?
J It's OK. It's only twenty to eight.
***
A What a great show!
J Yes, fantastic. I'm hungry. Do you want a pizza?
A What time is it?
J Um, quarter to eleven.
A It's late, and I'm tired.
J Come on. I know a really good Italian restaurant near here.
A Oh, OK. Let's go.

EXTRA CHALLENGE You could play the video / audio again and write these questions on the board:

WHO IS LATE, AMY OR JENNY?
IS THE SHOW GOOD?
WHO IS TIRED?
WHAT RESTAURANT DO THEY GO TO?
WHAT DO THEY EAT?

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b Focus on the instructions and give Sts time to read 1–3. Make sure they understand what they mean.

Play the video / audio for Sts to watch or listen and complete the sentences with the times. Play again as necessary.

Get Sts to compare with a partner, and then check answers.

1 eight o'clock
2 twenty to eight
3 a quarter to eleven

6 USEFUL PHRASES

5.31 Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

5.31
See Useful phrases in the Student Book on *p.35*

Now play the video / audio again, pausing after each phrase for Sts to listen and repeat.

Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

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6A A school reunion

G simple present: *he*, *she*, *it*
V jobs and places of work
P third person *-es*, sentence rhythm

Lesson plan

This lesson introduces the third person singular (*he*, *she*, *it*) of the simple present. This is the only verb form in the present tense that is different, as there is a change to the verb ending (+ *-s* or *-es*, e.g., *works*, *teaches*), and where a different auxiliary is used (*does* / *doesn't*) to form questions and negatives. For this reason, a whole lesson has been devoted to this point, and beginners will need time to assimilate it.

The context of this lesson is a school reunion. The new grammar point is presented through a conversation between two old school friends who are talking (not always very sympathetically) about other classmates they haven't seen for years. This leads into Pronunciation, where Sts practice the three possible third person *-s* sounds, /s/, /z/, and /ɪz/. This is followed by Vocabulary, where Sts learn the words for some common jobs and places of work (e.g., *in an office*). Then Sts read about people who use English in their work, e.g., a Spanish waiter serving tourists in Madrid. There is a second pronunciation focus on sentence rhythm, and then Sts talk about the jobs of two people they know and whether they use English at work. Finally, Sts write a couple of paragraphs about the two people they spoke about.

More materials

For teachers

Photocopiables
Grammar simple present: *he*, *she*, *it p.146*
Communicative What do they do? Where do they work? *p.184* (instructions *p.164*)
Vocabulary Jobs and places of work *p.218* (instructions *p.205*)

For students

Workbook 6A

Online Practice 6A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write six dashes on the board and play *Hangman* with the word DOCTOR (see *p.21* for how to play *Hangman*). Tell Sts that the word is a job, making sure Sts know what *job* means.

When the word has been guessed, ask Sts if they know any other English words for jobs, and write them on the board.

1 VOCABULARY jobs and places of work

a Books open. Focus on the photos and the question. Give Sts time to complete the jobs.
Check answers.

1 taxi driver **2** teacher **3** receptionist

b Tell Sts to go to **Vocabulary Bank Jobs and places of work** on *p.124*.

Vocabulary notes

Highlight that:

- in English, we always use *a* or *an* before jobs, e.g., *He's a teacher*. *My sister's an actress*.
- *waiter* is used for a man, and *waitress* for a woman.

There are various prepositions used when saying what people do, e.g., *work* ***for*** *a company*, *be* **at** or **in** *school* / *university*, *work* ***in*** *an office*, etc. It is important to highlight these from the beginning, but it will take Sts time to use them correctly.

6.1 Look at **1 What do they do?** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

6.1
See What do they do? in the Student Book on *p.124*

Now focus on **b**. Get Sts to cover the words and look at the questions in the speech bubbles, *What does he / she do?*, and explain / elicit that this is the same as *What is his / her job?* Model and drill the examples in chorus and individually.

Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

6.2 Now focus on **c**. Play the audio for Sts to listen and repeat the sentences.

6.2
See sentences in the Student Book on *p.124*

Highlight that we say *work* ***for*** *a company*, *be* **at** or **in** *school* / *college*. Elicit / Explain the meaning of *unemployed* and *retired*.

Now focus on **d**. If Sts are working, check that they know how to say their own job and get them to write it on the line. Write any new jobs on the board. Get Sts to underline the stress in these words.

If Sts are not working, get them to write what is true for them, e.g., *I'm in school.* / *I'm a student.* / *I'm unemployed.* / *I'm retired*.

6.3 Look at **2 Where do they work?** and focus on **a**. Play the audio for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

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6.3
See Where do they work? in the Student Book on *p.124*

Highlight that we use usually say *work **in** a place*, but with *home*, we use the preposition *at*, i.e., *at home*.

Now focus on **b** and get Sts to cover the phrases, look at the photos, and say the phrases. They could do this individually or with a partner.

Now focus on **c**. Model and drill the example question and answer in chorus and individually.

Then get Sts to ask and answer questions about the jobs in pairs. Monitor and help, correcting pronunciation where necessary.

Finally, focus on **d**. Get Sts to write a sentence with their place of work or study. Write any new places on the board.

Tell Sts to go back to the main lesson **6A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

c Focus on the instructions. Give Sts time to choose a job from the **Vocabulary Bank** on *p.124*.

Tell Sts to stand up and mingle and ask at least five other Sts the two questions.

Get some feedback from various Sts.

2 GRAMMAR simple present: *he*, *she*, *it*

a Do this as a whole-class activity. If Sts can't guess, tell them to look at the title of the lesson, *A school reunion*, and elicit / explain its meaning. Model and drill pronunciation.

They are old school friends. They are at a school reunion.

b **6.4** Focus on the task and give Sts time to read 1–5.

Now get Sts to cover the conversation and play the audio once the whole way through for Sts just to listen.

6.4
See conversation in the Student Book on *p.36*

Play the audio again and give Sts time to do the task.

Find out, with a show of hands, how many Sts have put *T* (true) or *F* (false) for each item, but don't give the correct answers at this point, as Sts will check their own answers in **c**.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

c Tell Sts to uncover the conversation, and play the audio again for them to read and listen at the same time. Get Sts to check their answers to **b**.

Check answers.

1 T **2** F **3** T **4** F **5** F

EXTRA CHALLENGE Get Sts to correct the False sentences. Check answers.

2 She works for a **newspaper, *The Times***.
4 He teaches **French**.
5 Laura is Matt's **wife**.

Now go through the conversation line by line, helping with any vocabulary problems that arise.

d Focus on the instructions and give Sts time to read the conversation again and to complete the chart.

Check answers and write them on the board. Highlight the changes from first person singular to third person.

	he* / *she
+	She **works** for a newspaper.
−	She **doesn't wear** glasses.
?	What **does** he do?

e Tell Sts to go to **Grammar Bank 6A** on *p.102*.

Grammar notes

simple present: *he, she, it*

The *he*, *she*, and *it* forms of the simple present are different from the other forms. The positive form of the verb always finishes with an *-s* (or *-es*). At this level, Sts will probably find it difficult to remember to add the *-s* / *-es* and will need constant reminding.

Highlight that we form negatives by putting *doesn't* /ˈdʌznt/ (NOT ~~*don't*~~) before the base form. Emphasize that there is no *-s* on the main verb in these sentences.
A typical mistake is: ~~*He doesn't works here*~~.

Doesn't is the contracted form of *does not*. Remind Sts that native speakers usually use contractions in spoken English.

Highlight that we use *does* (NOT ~~*do*~~) with *he*, *she*, or *it* and the base form to make questions, e.g., *Does she work for our magazine?*

! If Sts ask about the meaning of *does*, tell them that, like *do*, it is a word we need in the simple present to help make negatives and questions and it cannot be translated.

Spelling rules: third person *-s*

Highlight that most verbs make the *he* / *she* / *it* form by adding *-s*, e.g., *eat**s**, drink**s***.

Verbs ending in *-ch*, *-sh*, *-s*, *-z*, *-ss*, *-zz*, and *-x* make the *he* / *she* / *it* form by adding *-es*, e.g., *watch**es**, finish**es**, kiss**es***.

Verbs ending in a consonant + *y* make the *he* / *she* / *it* form by changing the *y* to *i* and adding *-es*, e.g., *stud**ies***. This change does not occur when the verb ends in a vowel + *y*, e.g., *plays*.

Point out that spelling rules for verbs in the third person singular are the same as those for plural nouns (see the Student Book **3A** on *p.96* and the **Pronunciation notes** on the next page).

The verbs *have*, *do*, and *go* are irregular in the *he* / *she* / *it* form and change to *has*, *does*, and *goes*. Highlight that *goes* /gəʊz/ and *does* /dʌz/ are pronounced differently.

Focus on the example sentences and play audio **6.5** for Sts to listen and repeat. Encourage them to copy the rhythm. You may want to point out that the sentences *It works* / *It doesn't work* are a different meaning of the verb *work* (= *It isn't broken* / *It's broken*).

Then go through the rules with the class.

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Focus on the information box and go through it with the class.

Now focus on the exercises for **6A** on *p.103* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 He **reads magazines**.
2 My sister **studies Chinese**.
3 **Does** he **speak English**?
4 My brother **doesn't eat fish**.
5 Where **does** your wife **work**?
6 Tom **doesn't speak Arabic**.
7 **Does** she **like cats**?
8 Andrew **has two brothers**.
9 What **does** he **eat for lunch**?
10 My mother **watches a lot of TV**.
11 What **does** your son **do**?
12 Maria **doesn't need a new car**.

b

1 She **listens** to the radio in the car.
2 My brother **goes** to college in Boston.
3 We **don't work** on weekends.
4 **Does** Angela **live** with her mother?
5 The show **finishes** at 9:30.
6 She usually **has** fruit for breakfast.
7 We **don't watch** TV on weekends.
8 **Do** you **want** tea or coffee?
9 Where **do** your children **go** to school?
10 Linda **doesn't eat** meat, fish, or eggs. She's a vegan.
11 **Does** Tran **like** his new job?
12 Luisa **doesn't have** brothers or sisters.

Tell Sts to go back to the main lesson **6A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

3 PRONUNCIATION third person *-es*

Pronunciation notes

The rules for pronouncing the third person *-s* are the same as those for pronouncing the *s* of plural nouns (see **Pronunciation notes** in **3A** on *p.37*).

The difference between the /s/ and /z/ endings is small, and you may not wish to focus too much on it at this level.

We suggest you highlight the /ɪz/ pronunciation of the *-es* ending in verbs that end in *-sh* and *-ch*, e.g., *watches*, *teaches*. Stress that this adds an extra syllable to the word: *watch* = one syllable; *watches* = two syllables. Write examples on the board showing the stressed syllables, e.g., *watches*, *teaches*.

a **6.6** Focus on the *third person -es*, and tell Sts that the endings of simple present verbs with *he*, *she*, and *it* have the same pronunciation rules as plural nouns, e.g., *books* /s/, *bags* /z/, *watches* /ɪz/.

Focus on the exercise and play the audio once the whole way through for Sts just to listen.

6.6
See list of words in the Student Book on *p.37*

Now play the audio again for Sts to listen and circle the verbs where the final *-es* is pronounced /ɪz/.

Check answers.

Sts should circle: finishes, teaches, watches

Play the audio again from the beginning, pausing after each verb for Sts to listen and repeat.

Give further practice as necessary.

EXTRA CHALLENGE Get Sts to circle the verbs before playing the audio.

b **6.7** Focus on the instructions and the example, and tell Sts they will hear a sentence with *I* and then they will hear either *he*, *she*, *it*, a name, or a family member. They have to say the sentence again, beginning with the word(s) they just heard.

Play the example, pausing for Sts to say *He lives in New York* in chorus. Make sure Sts understand what they have to do before continuing.

Play the rest of the audio and give Sts time to say the third person forms in chorus.

6.7
1 I live in New York. He (*pause*) He lives in New York.
2 I finish work at 8:00. She (*pause*) She finishes work at 8:00.
3 I teach English. My brother (*pause*) My brother teaches English.
4 I watch CNN. She (*pause*) She watches CNN.
5 I write books. He (*pause*) He writes books.
6 I go to college. John (*pause*) John goes to college.
7 I don't eat meat. My sister (*pause*) My sister doesn't eat meat.
8 I don't read newspapers. My husband (*pause*) My husband doesn't read newspapers.
9 Do you work? He (*pause*) Does he work?
10 Do you drink coffee? She (*pause*) Does she drink coffee?

Then repeat the activity, eliciting responses from individual Sts.

4 READING

a Do this as a whole-class activity. Write any new jobs on the board. Model and drill their pronunciation.

b Focus on the article and read the introduction together (as far as *Write and tell us.*). Make sure Sts understand the phrase *have in common*.

Tell Sts to read the rest of the article and fill in the two blanks with jobs from the **Vocabulary Bank Jobs and places of work** on *p.124*.

Get Sts to compare with a partner.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

c **6.8** Play the audio for Sts to read and listen at the same time.

Check answers.

1 waiter **2** receptionist

6.8
See article in the Student Book on *p.37*

d Focus on the ***Why…? Because…*** box and go through it with the class. Model and drill the pronunciation of the two words.

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Now focus on the instructions and give Sts time to read questions 1–5.

Give Sts time to read the article again.

Put Sts in pairs and get them to answer the questions.

Check answers.

1 Because he needs to help tourists. Because a lot of tourists don't speak Spanish.
2 He helps customers with the menu and he says what the special dishes are.
3 She works for a multinational company.
4 She welcomes people and she answers the phone.
5 Because it's the language of the company.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

5 PRONUNCIATION & SPEAKING
sentence rhythm

Pronunciation notes
Sentence rhythm

For information on sentence rhythm, see the **Pronunciation notes** in **2B**.

a **6.9** Focus on the instructions and the conversation. Remind Sts that the words in bigger font are the ones that are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

Play the audio the whole way through for Sts to listen and read at the same time.

6.9
See conversation in the Student Book on *p.37*

b **6.10** Play the audio again, pausing after each line if necessary, for Sts to listen and repeat. Encourage them to try and copy the rhythm on the audio by stressing the bigger words in **bold** more strongly and by saying the others more lightly and quickly.

6.10
Same as script 6.9 with repeat pauses

EXTRA SUPPORT Put Sts in pairs and get them to practice the conversation. Make sure they switch roles.

c Focus on the instructions and tell Sts they are going to have a similar conversation as in **a** about two people they know.

Focus on the question prompts and the example. Elicit the other questions Sts will need to ask, using the prompts:

Where does she work?

Does she speak English at work?

Does she like her job?

Model and drill the questions. Then put Sts in pairs, **A** and **B**. Get **A** to tell **B** who his / her first person is.

B then asks the four questions.

Then **B** tells **A** who his / her first person is. **A** then asks the four questions.

They then repeat this for their second person. Monitor and help with vocabulary.

Get feedback and find out about some of the Sts' friends' or relatives' jobs. If some Sts discuss jobs that aren't on the vocabulary list, write these on the board and encourage Sts to add them to their notebooks.

EXTRA SUPPORT Demonstrate the activity by getting Sts to ask you first about a friend's or a relative's job.

EXTRA IDEA If most of your Sts have jobs, elicit the questions *What do you do? Where do you work? Do you speak English at work? Do you like your job?* Then get them to ask each other the questions.

6 WRITING

Focus on the instructions and get Sts to read the model paragraph. Point out that the sentences are the answers to the questions in **5c**.

Give Sts time to write about their two people. Monitor and help. Correct any mistakes on the board.

WORDS AND PHRASES TO LEARN

6.11 Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **6A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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6B Good morning, goodnight

G adverbs of frequency
V a typical day
P /y/ and /yu/, sentence rhythm

Lesson plan

The context of this lesson is daily routine, and it begins with a questionnaire, *Are you a morning person?*, about typical morning activities. This leads into learning the vocabulary to talk about daily routines, and a grammar focus on using adverbs of frequency. We have deliberately limited the choice of adverbs to the four most common ones – *always*, *never*, *usually*, and *sometimes*. The focus is on their position with the simple present (other adverbs of frequency, and their position after *be*, are taught in *American English File* Level 1). Pronunciation focuses on the /y/ sound, e.g., *usually*, and on sentence rhythm. Sts then reinforce the grammar and vocabulary in a speaking and writing activity where they first talk about their typical evening, and then write about their typical morning. The lesson ends with a video about a day in the life of a tour guide in New York. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials

For teachers

Photocopiables
Grammar adverbs of frequency *p.147*
Communicative What do you usually do? *p.185* (instructions *p.164*)
Vocabulary What's the word? *p.219* (instructions *p.205*)

Teacher Resource Center
Video A day in the life of a New York tour guide

For students
Workbook 6B
Online Practice 6B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write A.M. and P.M. on the board and elicit that they refer to the time (before noon and after).

Then tell Sts you want them to say either *Good morning*, *Good afternoon*, or *Good evening* when you say what the time is.

Then say, e.g., *It's 9 a.m.*, and elicit *Good morning*. Continue to give Sts practice with all three expressions.

1 LISTENING & SPEAKING

a Books open. Focus on the questionnaire *Are you a morning person?* and elicit / explain what *morning person* means (a person who is very awake and energetic in the morning, but is usually tired at night). Give Sts time to read the questions. Then go through them, making sure Sts understand each one.

Give Sts time to think about their answers.

b 6.12 Focus on the photos and captions. Tell Sts that they are going to listen to Hannah, answering the eight questions in the questionnaire, and the first time they listen, they only need to find out if she likes mornings.

Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

Yes, she does.

6.12
(script in the Student Book on *p.89*)
I = interviewer, H = Hannah

I Hannah is a concert planner. She has a son Kit who's three years old.
Hannah, what time do you usually get up?
H I get up at 7:00. But I also get up in the night because Kit usually calls me. I tell him to sleep, but he usually comes into my bed.
I Do you usually feel tired?
H Yes, I *always* feel tired!
I Do you take a shower or a bath in the morning?
H I turn on the TV for Kit and then I take a bath in five minutes.
I Do you always have breakfast?
H Yes, I need breakfast every day!
I Where do you have it?
H I have it in a café on the way to work.
I What do you have for breakfast?
H I have a coffee, and sometimes I have some toast with avocado. It's delicious.
I What time do you go to work?
H The perfect time to leave the house is at 8:00, but we usually leave at twenty after eight.
I Do you usually need to hurry in the morning?
H Yes, always!
I Do you like mornings?
H Yes. I love mornings.
I Why?
H Because I love my job, and I'm happy to go to work!

c Play the audio again for Sts to listen for Hannah's answers to questions 1–8 in the questionnaire. They can write the question number and a short answer on a piece of paper. Play the audio again as necessary.

Check answers by playing the audio again and pausing after Hannah answers each question.

Check answers.

1 She gets up at 7:00.
2 Yes, she always feels tired.
3 Yes, she takes a bath in the morning.
4 Yes, she always has breakfast. In a café.
5 She has a coffee and sometimes some toast with avocado.
6 She goes to work at 8:20.
7 Yes, she always needs to hurry.
8 Yes because she loves her job and is happy to go to work.

Highlight any new useful vocabulary, e.g., *leave*, *hurry*, etc.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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d **6.13** Tell Sts they are now going to listen and repeat questions 1–8 in **a**.

Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm.

Give further practice as necessary.

6.13
See questions 1–8 in **a** in the Student Book on *p.38*

e Tell Sts they are now going to interview each other. Demonstrate the activity by getting Sts to ask you some or all of the questions in the questionnaire. Give simple answers that Sts can understand.

Put Sts in pairs, **A** and **B**. Ask Sts **B** to close their books. Tell Sts **A** to ask Sts **B** the questions and to write down their answers on a piece of paper.

Then they switch roles. Monitor and help.

When Sts have finished, get some feedback. Ask a few Sts to tell you if their partner is a morning person or not, and why.

EXTRA CHALLENGE You could get Sts to change pairs and tell another student what they know about their first partner, e.g., *Amy gets up at 7:30. She takes a shower*, etc.

2 VOCABULARY a typical day

a Tell Sts to go to **Vocabulary Bank A typical day** on *p.125*.

Vocabulary notes

make* and *do

Make and *do* are problematic verbs for many Sts who use one verb in their L1 for both meanings. If Sts want to know more about the difference, you could tell them that *make* usually = *create* (something new).

Highlight that *do housework* means doing jobs in the house, like cleaning or washing dishes. Sts may confuse this with *homework* (= work a teacher gives you to do at home).

go* with *to* and *the

If Sts want more information about why we don't use *the* before *work*, *school*, and *bed*, give them a simplified rule and tell them that we don't use *the* with more general words for places, only with more specific ones that not everyone goes to, e.g., *the gym*. If you have college students in the class, tell them that we also say *go to college* NOT ~~*go to the college*~~.

6.14 Focus on **a**. Play the audio for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

6.14
See A typical day in the Student Book on *p.125*

Focus on the information box and go through it with the class.

6.15 Focus on the instructions for **b** and the example. Demonstrate the activity by playing the first two sentences and asking Sts to point to the pictures. Each time, ask them *What number is the picture?*

Now play the audio from the beginning, pausing after each sentence for Sts to listen and point to the picture.

She finishes work at six o'clock: Picture 7
She goes to the gym: Picture 10
She watches TV: Picture 14
She goes shopping: Picture 9
She goes to work: Picture 4
She does housework: Picture 13
She gets up at a quarter to seven: Picture 1
She goes to bed at eleven-thirty: Picture 16
She makes dinner: Picture 11
She has a coffee: Picture 5
She has dinner at eight-thirty: Picture 12

6.15
Lisa has lunch at one o'clock.
She finishes work at six o'clock.
She goes to the gym.
She watches TV.
She goes shopping.
She goes to work.
She does housework.
She gets up at quarter to seven.
She goes to bed at eleven-thirty.
She makes dinner.
She has a coffee.
She has dinner at eight-thirty.

Focus on the instructions for **Activation**. Elicit the first five sentences, i.e., ***In the morning:*** *She gets up at a quarter to seven*; *She has breakfast*; *She takes a shower*; etc.

Then get Sts to continue in pairs. Remind them to use the third person *-s*. Monitor and help. Make a note of any mistakes and correct them on the board later.

Finally, elicit Lisa's day from the whole class, picture by picture.

Tell Sts to go back to the main lesson **6B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

b Focus on the instructions and demonstrate the activity, or get a volunteer student to demonstrate.

Put Sts in pairs and get them to continue miming or drawing.

Monitor and help. Correct any mistakes on the board.

EXTRA SUPPORT Let Sts refer to **Vocabulary Bank A typical day** on *p.125* if they can't remember all the verb phrases.

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3 GRAMMAR adverbs of frequency

a Focus on the chart and elicit the days of the week from the letters at the top of the chart.

Then elicit the meaning of the highlighted words by looking at the checks and crosses and asking *How many days?* (*always* = five days, *never* = no days, *usually* = four days, *sometimes* = two days).

If you know your Sts' L1, you may want to elicit a translation of these words.

Focus on the matching task. Tell Sts that 1–4 are the first halves of a sentence and a–d are the second halves. Tell Sts they have to read the sentences and match the two parts. Point out that the first one (*1c*) has been done for them.

Give Sts time to complete the task.

Get Sts to compare with a partner, and then check answers by asking individual Sts to read out the complete sentence.

2 d **3** a **4** b

b Tell Sts to go to **Grammar Bank 6B** on *p.102*.

Grammar notes

adverbs of frequency

With all verbs except *be*, adverbs of frequency go before the main verb. At this level, we have not focused on adverbs of frequency with *be*. This is taught in *American English File* Level 1.

In positive sentences, adverbs of frequency usually go between the pronoun and the verb, e.g., *I always have coffee for breakfast*.

! *Sometimes* and *usually* can also be used at the beginning of a sentence, but it is probably best to just give Sts a simple rule at this level.

In questions, adverbs of frequency go before the main verb.

Highlight that we always use a positive verb with *never*, e.g., *I never eat meat*. NOT ~~*I never don't eat meat*~~.

You may want to tell Sts that in a negative sentence, adverbs of frequency go between *don't / doesn't* and the main verb, e.g., *I don't usually have breakfast*. However, this is not practiced in the exercises.

Focus on the example sentences and play audio **6.16** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **6B** on *p.103* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 **My husband sometimes goes** to the gym.
2 **I always take** a shower in the morning.
3 **We usually have** breakfast at home.
4 **I never go** to bed before 12:00.
5 **Do they usually go** to work by bus?
6 **Jan sometimes has** a sandwich for lunch.
7 **Does the restaurant usually close** late?
8 **She never goes** shopping after work.
9 **I usually do** my homework on the weekend.
10 **I sometimes make** fish for dinner.

b

1 Alex **sometimes goes** to bed very late.
2 We **always do** housework on weekends.
3 Do you **usually have** lunch at home on weekends?
4 I **never take** a bath, I **always take** a shower.
5 My sister **always gets** up early.
6 I **never speak** English at work.
7 We **sometimes watch** TV after dinner.
8 They **never drink** coffee in the evening.
9 Does your husband **usually finish** work at 7:30 p.m.?
10 We **sometimes drink** tea with milk, but I prefer it with lemon.

Tell Sts to go back to the main lesson **6B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

4 PRONUNCIATION /y/ and /yu/, sentence rhythm

Pronunciation notes

/y/

You might like to highlight the following sound–spelling patterns.

- /y/ The letter *y* at the beginning of a word is pronounced /y/, e.g., *yes*.

/yu/

In many English words, a /y/ sound is inserted before the /u/ sound, either at the beginning of a word e.g., *use*, *usually*, *university*, or in the middle of a word, after some consonants, e.g., *music*, *beautiful*, *new*.

Sentence rhythm

For information on sentence rhythm, see the **Pronunciation notes** in **2B**.

a **6.17** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

6.17
See words and sounds in the Student Book on *p.39*

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Focus on the sound picture *yacht*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *yacht*. Remind Sts that the pink letters are the /y/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for the /yu/ sound.

Then play the audio again from the beginning, pausing at the end of the group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

b **6.18** Focus on the conversation and play the audio once the whole way through for Sts just to listen. Remind them that the words in bigger font are the ones that are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more.

6.18
See conversation in the Student Book on *p.38*

Now play the audio again for Sts to listen and repeat, encouraging them to try to copy the rhythm on the audio by stressing the bigger **bold** words more strongly and by saying the others more lightly and quickly. Pause and play again as necessary. Highlight that *about* = more or less, approximately.

EXTRA IDEA Put Sts in pairs and get them to practice the conversation. Make sure they switch roles.

c Now tell Sts they are going to ask and answer the questions in **b** about a typical weekday. Demonstrate the activity by getting Sts to ask you the questions and answer them. Try to use *about* in one of your answers, e.g., *I go to bed at about 9:30*, and write the sentence on the board.

Put Sts in pairs and get them to ask and answer the questions, paying special attention to sentence stress. Monitor and help. You could expand this activity by writing a few more verb prompts on the board, e.g., HAVE BREAKFAST, GO TO WORK, etc.

Make a note of any general problems Sts are having and help with these on the board at the end.

Get some feedback from various Sts.

EXTRA SUPPORT Draw a clock on the board and use it to quickly review the time with the class before they ask each other the questions.

d Focus on the instructions and make sure Sts understand all the vocabulary, e.g., *outside class*. Then focus on the example and highlight the extra information. Demonstrate the activity by telling Sts about yourself with some of the phrases. Encourage Sts to add a bit of extra information or a reason.

Ask a few Sts to make a true sentence with the first prompt. If they use *always* or *usually*, you could ask them *Which radio station?*

Now put Sts in pairs and tell them to make true sentences.

Monitor and help. Make a note of any general problems and help with them at the end.

Get some feedback from various pairs.

EXTRA SUPPORT You could ask Sts to write the sentences and then read them out to a partner.

EXTRA CHALLENGE At the end, you could get Sts to tell the class a sentence about their partner, e.g., *Ivan always drinks espresso after lunch*.

5 SPEAKING & WRITING

a Tell Sts they are going to use the pictures in the **Vocabulary Bank A typical day** to tell a partner about their typical evening. Focus on the example and elicit more example sentences from two or three Sts, e.g., *I usually have dinner at about six-thirty. Then I watch TV…*

Tell Sts to go to **Vocabulary Bank A typical day** on *p.125*.

Put Sts in pairs and get them to continue describing their typical weekday evening, and to use adverbs of frequency whenever appropriate.

Get feedback from some Sts.

EXTRA CHALLENGE Get fast finishers to talk about their typical Saturday or Sunday.

Tell Sts to go back to the main lesson **6B**.

b Write on the board: MY TYPICAL MORNING AND AFTERNOON, and write a sentence with the first expression (*get up*) on the board, e.g., I USUALLY GET UP AT SEVEN O'CLOCK.

Ask Sts to copy the title and write a sentence saying what time they get up in the morning. Check to make sure Sts understand the task.

Then tell Sts to refer back to the **Vocabulary Bank** on *p.125* for the phrases they need to write about their typical morning and afternoon (during the week). Remind them to use adverbs of frequency and time words.

Monitor and help while they do so.

If you are running out of time, Sts could do this for homework.

EXTRA IDEA Get Sts to write their texts on a piece of paper, and not in their notebooks. Collect Sts' texts, and read one out to the class. Ask Sts to guess who wrote it. Repeat with as many other texts as you have time for.

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6 VIDEO LISTENING

a Focus on the photos. Ask *What does he do?* and elicit / teach *He's a tour guide*. Model and drill pronunciation.

Now tell Sts to look at the photos and, in pairs, number them 1–6 in order to show one day in the life of a tour guide in New York.

b Play the video once the whole way through for Sts to watch and check.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts watch the video.

A 4 **B** 5 **C** 2 **D** 1 **E** 6 **F** 3

A day in the life of a New York tour guide

L = Louisa, N = narrator, P = Peter

L Hi! I'm Louisa. I'm in New York. I'm from England, but I'm here to learn about the life of a tour guide.

N Peter Greenwald is a New York tour guide. He lives in a small apartment in Brooklyn. He usually gets up at eight o'clock. Peter has a big breakfast. He usually has fruit and cereal, and sometimes he has an omelet. He leaves the house at nine o'clock. Peter works for a company called Real New York Tours. His tours always begin in Times Square. Every morning, he goes there by subway. Peter usually arrives at about nine forty-five. He meets his group and tells them about the tour. At ten o'clock, the tour begins.

P OK, guys, let's go!

N Peter takes them to places of interest all around Manhattan.

P Central Park is over a hundred and fifty years old.

N They have lunch in Greenwich Village. Peter usually has a real New York pizza. The tour ends in Wall Street.

P Wall Street is a very old street. The New York Stock Exchange is here.

N After work, Peter takes the subway back to Brooklyn. Then he relaxes. He usually reads a book. Sometimes, he watches TV. He goes to bed at about eleven o'clock. He needs to sleep. Every day he walks about six miles!

L Peter is an excellent tour guide: he loves his job, and he loves New York.

c Before Sts watch the video again, focus on the **Glossary** and go through it with the class.

Now focus on the task and give Sts time to read 1–10. Make sure they understand all the vocabulary, e.g., *miles*.

Play the video again for Sts to mark the sentences *T* (true) or *F* (false).

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

1 T **2** F **3** F **4** F **5** F **6** F **7** T **8** T **9** T **10** F

EXTRA CHALLENGE Get Sts to correct the False sentences. Check answers.

2 He usually gets up at **eight** o'clock.
3 He usually has **fruit and cereal**, and **sometimes** he has an omelet.
4 He works for a company called Real **New York** Tours.
5 His tours begin at **ten** o'clock.
6 He usually has a **pizza** for lunch.
10 Every day he walks about **six** miles.

EXTRA SUPPORT If there's time, you could get Sts to watch the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Focus on the task and give Sts time to read sentences 1–3.

Play the video again for Sts to watch and complete the sentences.

Check answers.

1 Every morning **2** After **3** Then

1 Every morning he goes there by subway.
2 After work, Peter takes the subway back to Brooklyn.
3 Then he relaxes.

e Do this as a whole-class activity.

WORDS AND PHRASES TO LEARN

6.19 Tell Sts to go to *p.131* and focus on the **Words and phrases to learn** for **6B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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5&6 Review and Check

For instructions on how to use these pages, see *p.34*.

More materials

For teachers

Teacher Resource Center
Video Can you understand these people? 5&6
Quick Test 6
File 6 Test
Progress Test 1–6

For students

Online Practice Check your progress

GRAMMAR

1 a **2** a **3** b **4** a **5** b **6** a **7** b **8** a **9** b **10** a
11 b **12** b **13** a **14** b **15** b

VOCABULARY

a
1 water **2** sugar **3** milk **4** cheese **5** orange juice
b
1 read **2** listen **3** go **4** live **5** get **6** watch **7** do
8 speak **9** have **10** drink
c
1 unemployed **2** waiter **3** retired **4** nurse **5** journalist
d
1 (a) quarter to eight / seven forty-five
2 ten after nine
3 twenty-five after five / five twenty-five
4 three-thirty / half past three
5 five to seven / six fifty-five

PRONUNCIATION

a
1 /y/ yacht **2** /dʒ/ jazz **3** /w/ witch **4** /v/ vase **5** /g/ girl
c
1 pot<u>a</u>toes **2** p<u>o</u>liceman **3** <u>a</u>lways **4** <u>u</u>sually **5** <u>ce</u>real

CAN YOU understand this text?

a
1 meat **2** vegetables **3** good **4** potatoes **5** Don't
6 hamburgers **7** every **8** coffee **9** small **10** Stop

CAN YOU understand these people?

1 b **2** c **3** c **4** a **5** a

6.20
1
I = interviewer, J = John
I What do you usually have for breakfast?
J Um, just toast and a cup of tea, maybe.
2
I = interviewer, J = Josh
I Do you live in a house or an apartment?
J I live in an apartment.
I Where is it?
J It's in Chinatown.
3
I = interviewer, L = Lisa
I Do you have children?
L I have children, yes I do. I have one son. He is sixteen.
4
I = interviewer, S = Susan
I What do you do?
S I'm retired.
I Do you like being retired?
S I do...very much.
5
I = interviewer, S = Shrenik
I What time do you get up during the week?
S I wake up at 5:50 every morning.
I And on weekends?
S About 6:30 or 7.

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7A Have a nice weekend!

G word order in questions: *be* and simple present
V common verb phrases 2: free time
P /w/, /h/, /ɛr/, and /aʊ/

Lesson plan

The topic of this lesson is sports and other free-time activities.

The lesson begins with an article about what American people do on the weekend. This is followed by an interview with an American woman who talks about her typical weekend. Then in Vocabulary, Sts learn some more common verb phrases to describe free-time activities. In Grammar, the focus is on word order in questions (both with the verb *be* and the simple present of other verbs). The pronunciation focus is on four more sounds, /w/, /h/, /ɛr/, and /aʊ/. The lesson ends with a speaking activity where Sts use the grammar and vocabulary to talk about what they do on the weekend.

More materials

For teachers

Photocopiables

Grammar word order in questions: *be* and simple present *p.148*
Communicative Free time questionnaire *p.186* (instructions *p.164*)
Vocabulary Common verb phrases 2: free time *p.220* (instructions *p.206*)

For students

Workbook 7A

Online Practice 7A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write SATURDAY and SUNDAY on the board. Ask Sts what we call these two days, and elicit *the weekend.*

Then ask the class *Who needs to work or study on Saturdays?* and get a show of hands. Then do the same for Sundays.

Ask Sts who said they worked on Saturday or Sunday what free days they have during the week.

1 READING & LISTENING

a Books open. Focus on the photos and the percentages in the list. Point out how to say the symbol *%*. Then focus on the title of the article and elicit / explain what it means.

Give Sts time to read the article and then, in pairs, ask them to try to fill in the blanks with the percentages in the list.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

b 7.1 Play the audio for Sts to listen and check.

Check answers.

1 75% **2** 66% **3** 46% **4** 48% **5** 10%

7.1

Most people do the same thing every weekend!

After a hard week at work, the weekend is a time to do something fun and exciting. But a new study says that 75% of people do the same activities every Saturday and Sunday.

What do they do? 66% watch TV, 46% go shopping, and 48% do housework.

And 10% spend the weekend at home – they never leave the house!

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

c 7.2 Focus on the task and make sure Sts understand the question. Before playing the audio, point out the **Glossary** and go through it with the class.

Play the audio once the whole way through.

Check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

Yes. She does the same thing every weekend, except when she's on vacation.

7.2

(script in the Student Book on *p.89*)

I = interviewer, A = Amelia

I Do you go out on Friday night?
A Yes, my husband Ben and I always go out for dinner or a movie.
I Where do you go?
A We usually go to a nearby sushi restaurant because they have good food there. We sometimes meet friends there, too.
I What time do you get up on Saturday and Sunday?
A On Saturday, at 5:00 a.m. On Sunday, it depends. At about 9:00 a.m.?
I What do you usually do on Saturdays?
A I work from 6:00 a.m. to 6:00 p.m. I'm a nurse and hospitals are open on Saturdays. Then, after work, I go to the supermarket and buy food for the week. In the evening, we usually stay at home and watch TV. We like to watch comedy shows on Netflix.
I Where do you usually have lunch on Sunday?
A With my sister and her family, or sometimes Ben's parents. My sister's husband cooks meat on a grill, and it's really good! He's the cook in the family.
I Are you tired on Sunday evening?
A Yes, because in the afternoon we need to do housework. Cleaning, washing, things like that.
I Do you do the same thing every weekend?
A Yeah – more or less. Except when we're on vacation.
I What's your favorite part of the weekend?
A Friday night, definitely!

d Focus on the task and give Sts time to read the sentences. Point out the example.

Play the audio again for Sts to listen and mark each sentence with a day of the week.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

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1 Su She does housework.
2 Sa She gets up at 5:00.
3 Su She gets up at about 9:00.
4 Fr She goes to a restaurant with her husband.
5 Sa She goes to the supermarket.
6 Su She has lunch with her sister.
7 Fr She meets friends.
8 Sa She watches TV.
9 Sa She works until 6:00 p.m.

EXTRA CHALLENGE Get Sts to look at what Amelia does on Saturday and Sunday, and number the things in the order she does them.

Play the audio again for Sts to check.

Check answers.

Saturday
1 She gets up at 5:00.
2 She works until 6:00 p.m.
3 She goes to the supermarket.
4 She watches TV.

Sunday
1 She gets up at 9:00.
2 She has lunch with her sister.
3 She does housework.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.89*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs or small groups to answer the questions.

Get some feedback from various pairs or groups. You could tell the class if your weekends are all the same or different.

2 VOCABULARY common verb phrases 2: free time

a This exercise focuses on three verb–noun collocations that Sts heard in the interview with Amelia. Focus on the instructions and give Sts a few minutes to complete the sentences.

b **7.3** Play the audio for Sts to listen and check.

Check answers.

1 go 2 meet 3 stay

7.3
1 My husband Ben and I always go out for dinner or a movie.
2 We sometimes meet friends there, too.
3 In the evening, we usually stay at home and watch TV.

c Tell Sts to go to **Vocabulary Bank Common verb phrases 2** on *p.126*.

Vocabulary notes

You might want to highlight that:

- we use *play* + names of ball and racket sports, e.g., *golf*, *soccer*, *tennis*, etc.
- we use *play* with musical instruments, e.g., *play the piano*. With musical instruments, we use *the* (*play **the** piano*), but not with sports (*play soccer*).
- we say *play sports* (in general).

7.4 Look at **1 Free time** and focus on **a**. Play the audio for Sts to listen and repeat the verbs and verb phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.4
See Free time in the Student Book on *p.126*

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the verbs or verb phrases. They could do this individually or with a partner.

Monitor and help. Make a note of any pronunciation problems.

Focus on the ***meet*** box and go through it with the class.

Now focus on **Activation**. Write SOMETIMES and NEVER on the board. Demonstrate the activity by making sentences about yourself, e.g., *I sometimes go to the beach, I never play the piano*. Elicit sentences with *sometimes* and *never* from two or three Sts, and then ask Sts to continue in pairs.

Monitor and help. Make a note of any common mistakes and help with them afterwards on the board.

Tell Sts to go back to the main lesson **7A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

3 GRAMMAR word order in questions: *be* and simple present

a Focus on the task. Elicit the first question and write it on the board (WHAT'S YOUR FAVORITE PART OF THE WEEKEND?).

Give Sts a few minutes to write the other three questions.

Check answers and write them on the board.

1 What's your favorite part of the weekend?
2 Are you tired on Sunday evening?
3 What do you usually do on Saturday?
4 Do you do the same thing every weekend?

Give Sts time to see if they can remember Amelia's answers.

Elicit the answers from individual Sts.

1 Friday night
2 Yes
3 She works from six a.m. to six p.m. After work, she goes to the supermarket and buys food for the week. In the evening, she usually stays at home and watches TV.
4 Yeah – more or less.

b Tell Sts to go to **Grammar Bank 7A** on *p.104*.

Grammar notes

word order in questions

questions with *be*

Remind Sts that to make a question with the verb *be*, you simply invert the subject and the verb, so *They are American* becomes *Are they American?* and *This is your coat* becomes *Is this your coat?* It's important to highlight again that questions with *be* do not use the auxiliaries *do* or *does*.

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In questions with *be*, Sts sometimes forget to invert the subject and verb. Typical mistakes include: ~~*Ana's a student? Your brother's in college?*~~

questions with other verbs

Remind Sts that with other main verbs in the simple present, you need to first use the auxiliary *do* or *does*, then the subject, and then the main verb in the base form, so *She lives in London* becomes *Does she live in London?*

If a question has a question word, e.g., *What* or *Where*, etc., then the question word always comes first.

In questions with the auxiliaries *do* or *does*, Sts may leave out the auxiliary or get the word order wrong. Typical mistakes include: ~~*You live with your parents? How you do spell it?*~~

Focus on the example sentences and play both audio **7.5** and **7.6** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **7A** on *p.105* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 **What** music does she like?
2 **How** old is your sister?
3 **What** do you want for lunch?
4 **Who**'s that woman with Bob?
5 **When** do you have English classes?
6 **How** do you spell your last name?
7 **Where** does your wife work?
8 **Where** do you usually go on vacation?

b

1 Where do your brothers work?
2 Is this your phone?
3 What time does the movie start?
4 Does your husband speak Spanish?
5 How is your family?
6 Are we late for class?
7 Do your children like sushi?
8 What time does your wife finish work?
9 Why are you tired?
10 Who do you play tennis with?

c

1 **Is** soccer your favorite sport?
2 How **do** you relax on weekends?
3 What movies **are** on TV this weekend?
4 **Are** you hungry? It's time for lunch.
5 Where **do** you usually have lunch on Sundays?
6 **Does** your son play a lot of computer games?
7 How old **is** your teacher?
8 What TV shows **does** your husband like?
9 **Do** you play sports or exercise during the week?

Tell Sts to go back to the main lesson **7A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

4 PRONUNCIATION /w/, /h/, /ɛr/, and /aʊ/

Pronunciation notes

/w/, /h/, /ɛr/, and /aʊ/

You may want to highlight the following sound–spelling patterns.

- /w/ For information on this sound, see the **Pronunciation notes** in **5B**. Note that most question words, e.g., *What*, *Where*, *Why*, are pronounced /w/. The most common exception is *Who*, which is pronounced /hu/.
- /h/ For information on this sound, see the **Pronunciation notes** in **1A**.
- /ɛr/ The letters *ere* are sometimes pronounced /ɛr/, e.g., *where*, but can also be /ɪr/, as in *here*.
- /aʊ/ *ou* and *ow* are often pronounced /aʊ/, e.g., *house*, *brown*. NB *ow* can also be /oʊ/, as in *window*.

a **7.7** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

7.7
See sounds and words in the Student Book on *p.43*

Focus on the sound picture *witch*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *witch*. Remind Sts that the pink letters are the /w/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *house* /h/, *chair* /ɛr/, and *owl* /aʊ/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

b **7.8** Focus on the conversations and play the audio once the whole way through for Sts just to listen.

7.8
See conversations in the Student Book on *p.43*

Now play the audio again, pausing after each question and answer for Sts to listen and repeat.

Finally, give Sts time in pairs to practice the activity, asking and answering the questions.

Make sure Sts switch roles.

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5 SPEAKING

a Focus on the task and questions. Elicit from the class what the missing words are.

questions 1–8 *Do / do you*
question 9 *Are you*
question 10 *do you*
question 11 *is / 's*

Check Sts are making the questions correctly by getting them to ask you all of them. Give answers for yourself.

Explain that later they will ask the questions, but now they just have to think about their answers.

b Focus on the examples. Demonstrate the activity by asking a few Sts the first question, *Do you go out on Friday or Saturday night?*

Then put Sts in pairs to ask and answer the questions and write their partner's answers.

Monitor and help.

EXTRA CHALLENGE Encourage Sts to ask for and add extra information.

c Focus on the task and example. Get Sts to find new partners. With their new partners, they ask and answer questions about their first partner's weekend. Remind them to use *does* in non-*be* questions and to use the correct pronouns and possessive forms (*he*, *she*, *his*, *her*). For question 9, they will need to ask *Is he / she…?* and for question 11, they will have to change *your* to *his* or *her*.

Monitor and help. Make notes of any problems and help with these at the end.

WORDS AND PHRASES TO LEARN

7.9 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **7A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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7B Lights, camera, action!

G imperatives, object pronouns: *me*, *him*, etc.
V kinds of movies
P sentence rhythm

Lesson plan

In this lesson, actors on a movie set provide the context for introducing imperatives and object pronouns.

The lesson starts with a conversation in which two actors are acting a scene in a movie and the movie director is giving them instructions. This allows Sts to see the new grammar in context before going to the **Grammar Bank** to practice it. In Vocabulary, Sts learn words for different movie genres, e.g., *a comedy*, *a drama*, etc. Then Sts listen to five people talking about the Alien movies and the actors in them, with more practice of object pronouns. This leads into Pronunciation, where Sts practice sentence rhythm in conversations similar to the listening. The lesson ends with Sts giving their own opinions about actors, actresses, and movies.

More materials

For teachers

Photocopiables

Grammar imperatives; object pronouns: *me, him,* etc. *p.149*

Communicative What do you think of…? *p.187* (instructions *p.165*)

For students

Workbook 7B

Online Practice 7B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the names of some actors, actresses, and movie directors on the board.

Then ask Sts *What does he / she do?* and elicit *He's an actor. / She's an actress. / He's a movie director.*, etc.

Then ask Sts if they know any more movie directors, and if they think they are good.

1 GRAMMAR imperatives, object pronouns: *me*, *him*, etc.

a 7.10 Books open. Focus on the instructions and questions. Tell Sts not to write anything the first time they listen.

Play the audio once the whole way through for Sts to read and listen at the same time and answer the questions. Tell them not to worry about the blanks.

EXTRA CHALLENGE Get Sts to cover the conversation and just listen.

Check answers.

She doesn't know.
No, she likes Ryan, but she doesn't love him.

7.10
D = director, S = Scarlett, Sa = Sam
D OK. Be quiet, please. Scene one, take one. Lights, camera…action!
S Hello, Sam.
Sa Hello, Scarlett.
S Come in. Sit down. We need to talk.
Sa Talk? What about?
S Us. You and me.
Sa Listen to me, Scarlett. I love you! Do you love me?
S I don't know, Sam. I need time.
Sa And Ryan? Do you love him?
S Don't talk about Ryan. Yes, I like Ryan, but I don't love him. You don't understand.
Sa Don't cry, Scarlett. Please don't cry.
D Cut! Great! I like it.
***
D OK, scene two. This is a big scene. Scarlett, go to the windows. Open them. Sam, go to Scarlett. Stand next to her. Scarlett, look at him. That's great. Don't move.
Sa What do I say to her? I don't remember.
D Nothing. Don't say anything. Kiss her.

b Now play the audio again and get Sts to fill in the blanks. Point out that the first one (*Be*) has been done for them.

Get Sts to compare with a partner, and then check answers.

2 Come **3** Listen **4** talk **5** Don't **6** go **7** Open
8 Stand **9** look **10** say

c Tell Sts to cover the conversation and to look at sentences 1–6 and the words in the list. Point out that the first one (*Us*) has been done for them. You could tell Sts that the blanks are all object pronouns and explain that a subject pronoun is used for a person who does an action, and an object pronoun is for the person who receives the action.

Give Sts time to complete the task.

d 7.11 Play the audio for Sts to listen and check.

Check answers, getting Sts to read the sentences in full. Highlight that although the word *them* is pronounced /ðɛm/ when said in isolation, it is usually pronounced /ðəm/ when it follows other words, e.g., *Open them* /ðəm/.

2 me **3** you, me **4** him **5** it **6** them

7.11
1 **S** We need to talk.
Sa Talk? What about?
S Us.
2 Listen to me, Scarlett.
3 I love you! Do you love me?
4 I like Ryan, but I don't love him.
5 Great! I like it.
6 Go to the windows. Open them.

Help with any vocabulary problems that came up.

e Tell Sts to go to **Grammar Bank 7B** on *p.104*.

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Grammar notes

imperatives

Highlight the simplicity of imperatives in English. There are only two forms: positive and negative, e.g., *Wait*, *Don't wait*. Elicit / Give a few more examples of imperatives, encouraging Sts to give the negative forms, e.g., *Sit down*, *Look*, *Listen*, *Go*, *Speak*, etc.

object pronouns

Like subject pronouns, object pronouns are used to refer to people and things when we don't want to repeat a noun, e.g., *Rachel likes **Jim**, but she doesn't love **him**.*

Highlight that *it* is used for things, *him* for a man or boy, and *her* for a woman or girl. You may want to remind Sts that *her* is also the possessive adjective for a woman. The plural form *them* is used for both people and things.

Highlight that the object pronouns for *it* and *you* are the same as the subject pronouns.

Focus on the example sentences and play both audio 7.12 and 7.13 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **7B** on *p.105* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 It's very cold in here. **Close** the window, please.
2 **Don't eat** those eggs! I want to make an omelet.
3 **Don't play** the piano! The baby's in bed!
4 **Speak** slowly, please. I don't understand you.
5 You're very tired. **Go** to bed.
6 **Don't make** pasta for lunch! I don't like it.
7 **Sit** down and **open** your books to page 43.
8 **Don't read** my emails! They're private.
9 **Don't worry**! It isn't a big problem.

b

1 I have an old bike, but I don't use **it** very much.
2 Jim likes Sarah, but she doesn't like **him**.
3 My children love music. I sing to **them** every night.
4 I don't know **her** very well.
5 These are my new shoes. Do you like **them**?
6 I'm hungry. Can you make **me** a sandwich, please?
7 Our children usually have lunch with **us** on weekends.
8 I don't have my car today. Can I go to the concert with **you**?

Tell Sts to go back to the main lesson **7B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

f 7.14 Focus on the example and explain to Sts that they will hear a subject pronoun and they should say the object pronoun.

Play the example, pausing after the speaker says *I* for Sts to say *me* in chorus.

Continue playing the audio, pausing after each item for Sts to listen and respond in chorus.

7.14

1 I (*pause*) me
2 you (*pause*) you
3 he (*pause*) him
4 she (*pause*) her
5 it (*pause*) it
6 we (*pause*) us
7 they (*pause*) them

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write all the object pronouns on the board for Sts to look at while listening.

g 7.15 Focus on the instructions and example. Ask why the new sentence uses *her* and elicit that it is because Scarlett is a woman.

Play the audio, pausing after each item for Sts to listen and respond in chorus.

7.15

1 I love Scarlett. (*pause*) I love her.
2 I don't like dogs. (*pause*) I don't like them.
3 I like your house. (*pause*) I like it.
4 Wait for Daniel. (*pause*) Wait for him.
5 Read the book. (*pause*) Read it.
6 I love cats. (*pause*) I love them.
7 Speak to your mother. (*pause*) Speak to her.
8 I don't like your brother. (*pause*) I don't like him.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write HIM, HER, IT, THEM on the board as a reminder for Sts.

h Put Sts in groups of three and get them to act out the conversation in **a**.

Monitor and help. Make sure they switch roles.

You could get a group to perform the roleplay for the class.

2 VOCABULARY kinds of movies

Vocabulary notes

This list of kinds of movies is deliberately quite restricted. You may want to teach other types, e.g., *rom-coms*.

Some movies are a combination of two kinds of movies, e.g., a movie can be both horror and science fiction, like the *Alien* movies in this lesson.

a Focus on the instructions. Tell Sts to match movie types 1–7 to movie titles A–G.

Put Sts in pairs and give them time to do the task.

b 7.16 Play the audio for Sts to listen and check.

Check answers. You could ask Sts if they know any of the movies in A–G.

1 D 2 C 3 E 4 F 5 A 6 G 7 B

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7.16
1 D action movies
2 C animated movies
3 E comedies
4 F dramas
5 A horror movies
6 G science fiction movies
7 B westerns

c **7.17** Play the audio for Sts to listen and repeat. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.17
1 action movies
2 animated movies
3 comedies
4 dramas
5 horror movies
6 science fiction movies
7 westerns

EXTRA IDEA You could write each kind of movie on the board and elicit from the class titles of recent movies, or movies everyone knows, for each category.

3 LISTENING

a Focus on the posters and photos, and do the question as a whole-class activity.

Ask Sts if they have seen any of the movies. You could tell them that the Alien movies began with *Alien* in 1979, which was directed by Ridley Scott. It was followed by three sequels, *Aliens* (1986), *Alien 3* (1992), and *Alien Resurrection* (1997). Scott also directed a prequel series – *Prometheus* (2012) and *Alien: Covenant* (2017).

Now ask Sts if they know any of the actors / actresses. You could tell Sts that Charlize Theron (1975–) is South African, Michael Fassbender (1977–) is Irish, and Sigourney Weaver (1949–) is American.

! Don't ask Sts if they like the movies or actors, as they will be answering this later.

b **7.18** Focus on the instructions. Make sure Sts understand that the speakers are answering questions about the Alien series, not just one movie.

Play the audio once the whole way through for Sts to listen and find out which speakers liked all the movies.

Get Sts to compare with a partner, and then check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

Speakers 2 and 4

7.18
(script in the Student Book on *p.90*)
1
A Excuse me. Can you answer a few questions?
B Sure.
A Do you like the *Alien* movies?
B I like the first one. It's great. I don't know the others.
A OK, thanks.
2
A Do you like the *Alien* movies?
B Yes. They're amazing.
A Do you like Charlize Theron in *Alien: Prometheus*?
B She's OK, but I prefer Sigourney Weaver.
3
A Do you like the *Alien* movies?
B No, I hate science fiction movies. I think they're awful.
4
A Do you like the *Alien* movies?
B Yes, I love them. And the actors are fantastic.
A Do you like Michael Fassbender?
B I really like him. I think he's great.
5
A Do you like the *Alien* movies?
B Sorry, I don't know them.

You could highlight the meaning of *really* (= *very* or *very much*) in *I really like him*.

c Focus on the instructions and give Sts time to read the five extracts. You could put Sts in pairs and get them to see if they can remember who or what the **bold** pronouns refer to.

Play the audio again the whole way through for Sts to listen and do the task. Play the audio again as necessary.

Get Sts to compare with a partner, and then check answers.

1 **It**'s great. = the first *Alien* movie
2 **She**'s OK… = Charlize Theron
3 I think **they**'re awful. = science fiction movies
4 I really like **him**. I think **he**'s great. = Michael Fassbender
5 Sorry, I don't know **them**. = the *Alien* movies

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.90*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as a whole-class activity. You could tell Sts what you think of the movies and actors, too.

4 PRONUNCIATION & SPEAKING sentence rhythm

Pronunciation notes

Sentence rhythm

Remind Sts that in English, the words that carry the important information are said more strongly than others, e.g., in *Do you like Sigourney Weaver?*, the words *like Sigourney Weaver* are stressed more strongly than *Do you*.

For more information on sentence rhythm, see the **Pronunciation notes** in **3B**.

When we give a positive or negative opinion, we often stress the adjective more strongly, e.g., *I don't like him. He's **awful***.

a **7.19** Focus on the task and the conversations. Remind Sts that the words in bigger **bold** print are stressed.

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Play the audio once the whole way through for Sts just to listen.

7.19
See conversations in the Student Book on *p.45*

Now play the audio again, pausing after each question and answer for Sts to listen and repeat. Encourage them to copy the rhythm.

b Put Sts in pairs and get them to practice the conversations in **a**.

You could get some pairs to read the conversations in front of the class.

c Focus on the instructions and the chart. For the first column, you could elicit the *Star Wars* movies as an example of a series. You could also tell Sts that nowadays the word *actor* is sometimes used for both men and women.

Give Sts time to complete their chart with movies / people that they like (or don't like). Make sure they write the kinds of movies in the plural, e.g., *action movies*.

d Focus on the instructions. Explain that the questions should all start with *Do you like*…, and encourage Sts to use *Yes, I like him / her / them* (*a lot*) or *No, I don't like him / her / them* in their answers. Tell Sts to use *What about you?* to ask the question back to their partner. Encourage them to use adjectives too, e.g., *very / really good*, *fantastic*, *great*, *terrible*, etc. You could write these on the board to remind Sts to use them.

Put Sts in pairs and get them to ask and answer about the information in their chart in **c**.

Get some feedback from various pairs by asking, e.g., *What actors / actresses do you like? What kinds of movies do you like?*

WORDS AND PHRASES TO LEARN

7.20 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **7B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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EPISODE 4

Practical English What's the date?

Function saying the date, talking on the phone
V months, ordinal numbers
P /θ/

Lesson plan

In this lesson, Sts learn how to say the date in English. This involves first teaching Sts the months of the year. Sts then learn ordinal numbers, which are presented through a general knowledge quiz, and, finally, they learn how to say the date. As this is the Starter level, Sts are just taught one way of saying the date, i.e., *May first* (as opposed to *the first of May*). They are not taught how to say the year, as this is introduced in *American English File* Level 1. Sts then listen to a telephone conversation between Rob and Jenny, which involves understanding various dates, and they learn some useful phrases.

More materials

For teachers

Photocopiables
Communicative Famous birthdays *p.188* (instructions *p.165*)
Vocabulary Months and ordinal numbers *p.222* (instructions *p.206*)

Teacher Resource Center
Video Practical English Episode 4
Quick Test 7
File 7 Test

For students

Workbook Practical English 4 Can you remember? 1–7

Online Practice Practical English 4 Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Play the number game *Buzz*. For instructions, see **2B, 3 Vocabulary**, exercise **f** on *p.32*.

1 VOCABULARY months

a Books open. Focus on the instructions. Explain / Elicit what *special* means.

Focus on the names of the special days. Ask Sts which of these special days are celebrated in their country. If Sts are not familiar with a holiday, explain it without saying which month it is in.

Focus on the months and model and drill pronunciation. Sts may have difficulty with *January* /ˈdʒænyuəri/ and *February* /ˈfebruəri/.

Now get Sts to match the special days to the months. Tell them to guess if they are not sure.

Check answers.

1 C **2** A **3** E **4** B **5** D

Independence Day (US): The day celebrated as the birth of the US on July 4th.

New Year's Day: The first day of the new year, in most countries January 1st.

Halloween: A holiday celebrated on October 31st in which children dress up and go around the neighborhood, calling out *Trick or treat?* People then give them candy or other "treats."

Valentine's Day: It is celebrated on February 14th and is the day of romance.

Thanksgiving: Each year on the fourth Thursday in November, American families get together for Thanksgiving.

b Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on *p.127*.

Vocabulary notes

Depending on your Sts' L1, some of the months of the year in English may be similar in their language. However, the word stress is probably different, and it's important that Sts focus on this.

7.21 Look at **1 Months** and focus on **a**. Give Sts time to read the list of months. Now play the audio for Sts to listen and repeat the months in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult months. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.21
See Months in the Student Book on *p.127*

Focus on the information box and explain that in English, months begin with a capital letter. If appropriate, compare this with Sts' L1.

Now focus on **Activation**. Get Sts to cover the months and focus on the abbreviations. Get them to remember and say the months individually or with a partner.

EXTRA IDEA Test Sts by telling them to close their books. Write the abbreviations for the months on the board in order (numbered 1–12), e.g., JAN, FEB, and elicit the month from Sts.

EXTRA IDEA Get Sts to test each other in **A** / **B** pairs. **A** says a number, e.g., *five*, and **B** then says the month (*May*).

Tell Sts to go back to the main lesson **Practical English 4**.

c Put Sts in small groups of three or four and get them to answer questions 1–4.

Check answers.

1 February
2 May
3 January, June, July
4 September, October, November, December

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2 VOCABULARY & PRONUNCIATION ordinal numbers; /θ/

a Focus on the quiz and go through the nine questions, making sure Sts understand them and the three options.

Now focus on the words in red (*first*, *second*, etc.) and elicit / explain that these are "ordinal numbers," so called because they tell us the order of something.

Now put Sts in pairs and give them time to circle the answers. Tell them to guess if they are not sure of an answer. Monitor and help with any vocabulary problems.

b **7.22** Play the audio, pausing after each number for Sts to listen and check.

Check answers and elicit more information for each question, e.g., *Who is J.K. Rowling?*, etc. Find out who got the most correct answers.

1 b **2** c **3** b **4** b **5** a **6** a **7** c **8** b **9** a

7.22

1 J.K. Rowling's first name is Joanne.
2 The second meal of the day is lunch.
3 The third book in the *Lord of the Rings* trilogy is *The Return of the King*.
4 The fourth letter on the top row of a keyboard is *R*.
5 The city with a famous street called Fifth Avenue is New York.
6 The sixth president of the US was John Quincy Adams.
7 The seventh *Star Wars* movie is *The Force Awakens*.
8 The eighth month of the year is August.
9 The Ninth Legion was a group of soldiers from Rome.

Tell Sts to cover the quiz. Write the number *1* on the board and ask *What's the number?* (One), *What's the ordinal?* (First). Do the same for *2* and *3*. Finally, write number *4* on the board and see if the class can remember *fourth*.

c Tell Sts to go to **Vocabulary Bank Months and ordinal numbers** on *p.127*.

Vocabulary notes

Highlight that:

- we put the two letters after the number to distinguish it from a normal (cardinal) number. Remind Sts again that the two letters are the last two letters of the ordinal number, e.g., *fir**st*** → *1**st***.
- *first*, *second*, and *third* are irregular in that they are completely different in form from the cardinal numbers *one*, *two*, and *three*.
- all the other ordinals are formed by adding *th* to the cardinal number, pronounced /θ/.
- the following ordinals are slightly irregular in their full written form:

  fifth /fɪfθ/ (compare with ordinal, *five*)

  eighth /eɪtθ/ (compare with ordinal, *eight*)

  ninth /naɪnθ/ (compare with ordinal, *nine*)

  twelfth /twelfθ/ (compare with ordinal, *twelve*)

7.23 Look at **2 Ordinal numbers** and focus on **a**. Play the audio and get Sts to repeat the ordinal numbers in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses. You may want to model and drill some of the trickier ones yourself, e.g., *fifth* /fɪfθ/, *eighth* /eɪtθ/, and *twelfth* /twelfθ/.

7.23
See Ordinal numbers in the Student Book on *p.127*

7.24 Now focus on **b**. Point out that we say *twenty-first*, *twenty-second*, *twenty-third* NOT ~~*twenty-oneth, twenty-twoth, twenty-threeth*~~. Play the audio and get Sts to repeat the ordinal numbers in chorus. Pause the audio as necessary. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

7.24
See Ordinal numbers in the Student Book on *p.127*

Give Sts time to practice saying the ordinal numbers. Monitor and help. Make a note of any general problems they are having, and focus on these when Sts finish.

Focus on **Activation**. Get Sts to cover the words, look at the numbers, and say the numbers. They can do this individually or with a partner.

Tell Sts to go back to the main lesson **Practical English 4**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

Pronunciation notes

The letters *th* can only be pronounced in two ways: /θ/ as in *thumb* /θʌm/ or /ð/ as in *mother* /ˈmʌðər/, and there are no easy rules to give Sts. They have already focused on this voiced* sound /ð/ in **3B**. The /θ/ sound in *thumb* is unvoiced*.

* For an explanation of voiced and unvoiced sounds, see the **Pronunciation notes** in **3A** on *p.37*.

It is hard for many Sts to produce the /θ/ sound, and so the aim here should be for intelligibility and helping Sts to at least make a reasonable approximation of the sound.

d **7.25** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

7.25
See sound and words in the Student Book on *p.46*

Focus on the sound picture *thumb*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *thumb*. Remind Sts that the pink letters are the /θ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Play the audio again from the beginning, pausing after the group of words for Sts to listen and repeat.

Give further practice as necessary.

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Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

e **7.26** Focus on the instructions and the example.

Play the example, pausing after *one* for Sts to say *first* in chorus.

Play the audio and pause after the next number (*three*). Ask Sts what the ordinal number is (*third*). Play the audio, so Sts can hear the correct answer. Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the ordinal numbers in chorus.

7.26

one (*pause*) first
three (*pause*) third
five (*pause*) fifth
nine (*pause*) ninth
twelve (*pause*) twelfth
sixteen (*pause*) sixteenth
twenty (*pause*) twentieth
twenty-two (*pause*) twenty-second
twenty-seven (*pause*) twenty-seventh
thirty-one (*pause*) thirty-first

Then repeat the activity, eliciting responses from individual Sts.

3 SAYING THE DATE

a **7.27** Focus on the title, *Saying the date*, and explain / elicit the meaning of *date*.

Now focus on the instructions and the conversation. Highlight that three of the missing words in the spaces are ordinal numbers.

Play the video / audio once the whole way through for Sts just to watch or listen.

Now play it again and get Sts to complete the task.

Check answers. You might want to point out to Sts that *dad* is an informal way of saying *father*.

1 2nd **2** 1st **3** 2nd **4** birthday

7.27

R = Rob, A = Alan
R What's the date today?
A I think it's the second of June.
R Are you sure? Isn't it the first?
A No, definitely the second.
R Oh no! It's my dad's birthday.

b Focus on the instructions. Play the video / audio again, pausing after each line for Sts to watch or listen and repeat.

Put Sts in pairs and get them to practice the conversation.

Make sure they switch roles. Monitor and help.

Get some pairs to perform the roleplay for the class.

c **7.28** Focus on the instructions and give Sts time to read questions 1–3.

Play the video / audio for Sts to watch or listen and complete the task. Play again as necessary.

Check answers.

1 Rob goes to his father's house.
2 For his father's birthday
3 The second of July

7.28

(script in the Student Book on *p.90*)
R = Rob, H = Henry
R Dad!
H Rob, hi!
R Hi. This is for you.
H For me? It's my favorite wine. Thanks, Rob. But why?
R For your birthday, of course! Happy birthday!
H Rob, it isn't my birthday today! My birthday's on the second of July! Today's the second of June.
R Oh no!
H Don't worry. Come in! Have a glass of wine…

Now focus on the **Saying the date** box and go through it with the class.

Highlight that the British convention for saying dates is to say, for example *the fourth of May*. You can also say *May fourth*. At this level, it is better for Sts to just learn one way.

Explain that although we don't have to use an ordinal when writing a date (see the three different ways of writing it), we always use the ordinal when saying the date: *May fourth* NOT ~~*May four*~~.

d **7.29** Focus on the instructions and the dates.

Play the audio for Sts to listen and repeat. Give further practice as necessary.

7.29

See dates in the Student Book on *p.47*

Focus on the first date again. Elicit how to say it (*January first*) and write it on the board.

Put Sts in pairs and give them time to practice saying the dates. Note any problems and focus on them at the end.

Finally, ask individual Sts to say each of the dates.

e Focus on the instructions and make sure Sts know the word *tomorrow*. Put Sts in pairs to answer the three questions.

Elicit answers.

f Focus on the instructions. Model and drill *When's your birthday?* Elicit an answer (month and day, not year) from a student.

Get Sts to stand up and ask other Sts *When's your birthday?* Tell them to make a list of names and dates.

! If your class is very large, tell them just to ask ten Sts.

Put Sts in pairs or small groups to compare lists. Get them to make a list with the number of Sts' birthdays in each month. Which month has the most birthdays?

If Sts see they are missing a birthday on their lists, they should ask *When is* (name)*'s birthday?*

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g Focus on the instructions and the speech bubble. Demonstrate the activity yourself by writing down three birthdays on the board, as in the example, and telling Sts whose birthdays they are, e.g., *My mother's birthday is October fourth.*

Give Sts a few minutes to write down their three important birthdays. Monitor and help as needed.

Put Sts in pairs and get them to tell each other about their important birthdays.

Get some feedback from the class.

4 TALKING ON THE PHONE

a **7.30** Focus on the photo and ask Sts to describe it (*Jenny is on the phone*).

Focus on the question and then play the video / audio once the whole way through for Sts to watch or listen and answer the questions. You may want to pre-teach the word *trip* before Sts watch or listen.

Check the answer.

He wants to talk about her trip to London (in March).

7.30
(script in the Student Book on *p.90*)
J = Jenny, R = Rob, JM = Jenny's mom

J Hello?
R Hello. Is that, uh, Jennifer Zielinski?
J Yes. Who's that?
R This is Rob Walker.
J I'm sorry, who?
R Rob Walker. I work for *London24seven*. We need to talk about your trip to London in March. Uh…you arrive on the 12th of March and you leave on the 19th, is that right?
J I'm really sorry, Mr. Walker…uh…Rob, but I'm not at work. Today is a holiday here.
R A holiday?
J Yes, you know, it's Thanksgiving. I'm at my parents' house, with my family.
R Thanksgiving. Of course. Sorry. We don't have Thanksgiving in England.
J No problem. Listen, call me on Monday at work. No, not Monday, Tuesday.
R Tuesday the third of December?
J Yes.
JM Jenny! Hurry up!
J Talk to you on Tuesday. Thanks for calling.
R Bye.
J Bye.

b Focus on the instructions and give Sts time to read sentences 1–5.

Play the video / audio again for Sts to mark the sentences *T* (true) or *F* (false). Play again as necessary.

Get Sts to compare with a partner, and then check answers.

1 F **2** F **3** T **4** F **5** F

EXTRA CHALLENGE Get Sts to correct the False sentences. Check answers.

1 Rob thinks Jenny arrives in London on **March 12th**.
2 He thinks she leaves on the **19th**.
4 She is with her **family**.
5 Rob needs to call Jenny on Tuesday December **3rd**.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 USEFUL PHRASES

7.31 Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

7.31
See Useful phrases in the Student Book on *p.47*

Now play the video / audio again, pausing after each phrase for Sts to listen and repeat.

Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases** and including at least two dates. When they have finished, get a few pairs to act out their roleplay for the class. The others should listen and make a note of the dates.

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8A Can I park here?

G *can / can't*
V more verb phrases
P *can / can't*: /ə/ and /æ/ sentence rhythm

Lesson plan

Can is a very versatile verb in English and is used to express ability, possibility, and permission, and to make requests.

This lesson focuses on two of the most common uses: permission and possibility. *Can* for ability is mentioned briefly in the **Grammar Bank**, but is taught in *American English File* Level 1.

The lesson begins with a text about driver's tests and licenses in different countries. The grammar is presented in a series of tweets and a conversation about a young woman learning to drive. Then there is a pronunciation focus on sentence rhythm and on *can / can't* (particularly the difference between the positive and negative forms).
The vocabulary focus is on more verb phrases, especially those used in the context of permission / possibility, e.g., *pay*, *park*.

Finally, Sts role-play conversations between tourists and locals about what people can / can't do in their town, and then they write a few sentences to give tourists useful information.

More materials

For teachers

Photocopiables
Grammar *can / can't* p.150
Communicative Can you? *p.189* (instructions *p.165)*

For students

Workbook 8A

Online Practice 8A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board: _____ A CAR.

Use mime to elicit ***drive*** *a car*, ***start*** *a car*, ***stop*** *a car*, and ***park*** *a car*.

Write them on the board. Model and drill pronunciation.

Then teach *driver's license* and *driver's test*, and explain that you can pass or fail a test.

1 READING & VOCABULARY

a Books open. Focus on the instructions and the title of the text. If you didn't do the **Optional lead-in**, make sure Sts know the verb *drive*. Model and drill pronunciation.

Give Sts time to read the text and fill in the blanks with the countries in the list.

Get Sts to compare with a partner.

EXTRA SUPPORT Before Sts read the text the first time, check whether you need to pre-teach any vocabulary.

b 8.1 Play the audio for Sts to listen and check.

Check answers and make sure Sts understand *to pass* and *fail* (*a test*), and the difference between a written test and a driving test.

1 the US **2** Mexico **3** the UK **4** South Africa **5** Pakistan

8.1

1 In some states in the US, for example Kansas and Idaho, you can get a driver's license when you're 14.
2 In some cities in Mexico, you don't need to take a test to get a driver's license – you only need to be 18.
3 In the UK, you can drive when you are 17. First, you need to pass a written test and then you take a driver's test. Forty-seven percent of people pass the first time.
4 In South Africa, the driver's test is very difficult. Only three percent pass the first time.
5 In Pakistan, the driver's test is very easy and not many people fail. You can take the written test and the driver's test on the same day.

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

c 8.2 Focus on the task.

Play the audio, pausing after each highlighted phrase for Sts to listen and repeat.

8.2

See highlighted phrases in **a** in the Student Book on *p.48*

Ask the class what the situation is in their country. If your country hasn't been mentioned, tell Sts what the situation is.

2 GRAMMAR *can / can't*

a Focus on the instructions and make sure Sts know what a *tweet* is (= a message sent using the Twitter social networking service).

Give Sts time to match the tweets and photos.

b 8.3 Play the audio for Sts to listen and check.

Check answers. You could explain the meaning of *instructor* and remind Sts what you need to do to get a driver's license in the US (i.e., pass a written test and a driver's test).

1 C **2** B **3** A

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8.3

C1 The written test is very difficult. I can practice online, but I can't answer the questions. "Can you turn right at a red light?" I don't know!
B2 An 85 on the written test – amazing! My first lesson with Dad – total disaster! Now Dad says I can't practice in his car.
A3 Dad's a terrible teacher. I need some lessons with a *good* driving instructor! Friends, can you help?

Help with any vocabulary problems that arise.

c **8.4** Focus on the instructions and make sure Sts understand the situation.

Play the audio once the whole way through for Sts just to read and listen at the same time.

8.4

I = instructor, A = Anna

I Hello, can I help you?
A Yes, can I book some driving lessons, please?
I Yes, of course.
A When can I start?
I I'm free on Monday. We can meet at your house.
A Can you come at 8:30?
I No, sorry, I can't. I have a lesson at 8:00.
A OK. Can you come at 10 o'clock?
I Yes, I can. The lessons are one hour, so 10:00 to 11:00, OK?
A Great!
I What's your name and address?
A It's Anna Jones…

Now play the audio again and get Sts to fill in the blanks with the verbs in the list. Play again as necessary.

Check answers. You could explain the meaning of *book lessons*.

1 help **2** book **3** start **4** meet **5** come **6** come

d **8.5** Focus on the instructions. You might want to pre-teach *turn right / left* and *traffic lights*.

Play the audio once the whole way through for Sts to listen and answer the question. Play again as necessary.

Check the answer. You could try to elicit why she doesn't pass. (*Because she turns left, not right. / She doesn't stop at a red traffic light. / She doesn't see that it is no parking.*) You could also try to elicit what the instructor says to her. (*You need more driving lessons.*)

No, she doesn't.

8.5

E = examiner, A = Anna

E Good morning, Anna.
A Uh…good morning. I'm very nervous.
E Can you start the car, please?
***
E OK. Turn right. Right, not left.
A Sorry!
E The traffic lights are red! Stop!
***
E OK, can you park the car, please?
A Can I park here?
E No, you can't. Look, it's no parking. Park over there.
A Sorry. I'm *very* nervous.
E Well, Anna, I'm sorry, but you need more driving lessons.

e Tell Sts to look at the tweets in **a** and the conversation in **c** and to complete the chart. Point out that the first one (*can*) has been done for them.

Check answers.

	can / can't
−	I **can't** answer the questions.
?	**Can** you come at 8.30?
✓	Yes, I **can**.
✗	No, I **can't**.

f Tell Sts to go to **Grammar Bank 8A** on *p.106*.

Grammar notes

can / can't

Can / Can't are used to talk about permission (*you can park there* = it is permitted) and possibility (*Can I book some driving lessons? = Is it possible for me to book some lessons?*). NB *Can* for ability is taught in *American English File* Level 1.

There are only two possible forms: *can* or *can't* (there is no change for the third person).

The negative *can't* is a contraction of *cannot*. *Can't* is almost always used in both conversation and informal writing.

Questions with *can* are formed by inverting the subject and the auxiliary *can*, not with *do*.

The verb after *can* is the base form, e.g., *You can park here* NOT the infinitive ~~You can to park here~~.

Focus on the example sentences and play audio **8.6** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with the class.

Now focus on the exercises for **8A** on *p.107* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

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a

1 Can we sit here?
2 I can't drink this.
3 James can help us tomorrow.
4 Can you come to lunch on Sunday?
5 You can finish work early today.
6 We can't park here.
7 Can we watch TV after dinner?
8 He can't go to school today.

b

1 I **can't drive** to work tomorrow. My sister needs the car.
2 **Can** I **stay** with you?
3 **Can** we **swim** here?
4 The restaurant's nearby. We **can walk** there.
5 Where **can** we **go** for lunch? I'm hungry.
6 You **can watch** TV when you finish your homework.
7 **Can** you **come** to dinner at my house on Saturday?
8 Excuse me. You **can't listen** to music in the museum.

Tell Sts to go back to the main lesson **8A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

3 PRONUNCIATION & LISTENING *can / can't*: /ə/ and /æ/, sentence rhythm

Pronunciation notes

There are two main pronunciation problems related to *can / can't*:

1 • *Can* is usually unstressed = /kən/ in positive sentences, e.g., *You can take photos*. Your Sts may find this difficult to hear and to say. However, getting the stress correct is vital because if they stress *can*, the listener may think they are saying a negative sentence.
• *Can* in *Can I park here?* can be stressed /kæn/ or unstressed /kən/ depending on how fast you are speaking. It is always stressed in positive short answers, e.g., *Yes, I can*. However, *can* is usually unstressed in questions with a question word, e.g., *Where can we park?*

2 The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can* instead of *can't*). The pronunciation of *can't* varies among different groups of native English speakers, e.g., in standard British English, it is usually pronounced /kɔnt/. In standard American English, it is usually pronounced /kænt/. If your own pronunciation of *can't* is different from what is on the audio, you may want to model the sentences yourself. The important thing is for Sts to make sure that they stress *can't* and, as always, the goal in pronunciation is intelligibility rather than perfection.

a **8.7** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

8.7
See sounds and sentences in the Student Book on *p.49*

Focus on the sound picture *computer*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the question and answer after *computer*. Remind Sts that the pink letter is the /ə/ sound, and that the words in bigger font are stressed. Play the audio, pausing after each sentence for Sts to listen and repeat, encouraging them to copy the rhythm.

Now repeat the same process for *cat* /æ/.

Play the audio again from the beginning, pausing after each question and answer for Sts to listen and repeat.

Give further practice as necessary.

Finally, repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

b **8.8** This section gives Sts practice in distinguishing between *can* and *can't*. Focus on the sentences and give Sts time to read them.

Play the audio once the whole way through for Sts to hear the difference between the sentences. Try to elicit what the difference is – the negative *can't* /kænt/ is longer and is stressed compared to the shorter and unstressed *can* /kən/.

8.8
See sentences in the Student Book on *p.49*

c **8.9** Now tell Sts that they are going to hear only one of the sentences (a or b) and they have to circle the letter of the one they hear.

Play the audio, pausing for Sts to circle *a* or *b*.

Play the audio again for Sts to listen and check.

Check answers, getting Sts to read out the letter *a* or *b* and the full sentence.

1 a (We can park here.)
2 b (I can't help you.)
3 b (You can't sit here.)
4 a (Max can go with me.)

8.9
1 We can park here.
2 I can't help you.
3 You can't sit here.
4 Max can go with me.

EXTRA CHALLENGE Put Sts in pairs, **A** and **B**. Get Sts **A** to say either sentence a or b for items 1–4 to Sts **B**, who listen and say *a* or *b*, depending on which sentence they understand. Sts **A** say *yes* or *no*. Then they switch roles.

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d Focus on the conversation in **2c**. Put Sts in pairs and assign roles (Anna and the instructor / examiner). Tell Sts to practice the conversation and then switch roles.

Monitor and make a note of any pronunciation problems. Correct any mistakes on the board.

You could get some pairs to perform the conversation for the class.

e **8.10** Tell Sts they are going to listen to four conversations with *can* and they have to work out where the people are.

Play the audio once the whole way through and get Sts to fill in the blanks in 1–4 with places.

Get Sts to compare with a partner, and then play again if necessary.

Play the audio from the beginning, pausing after each conversation, and elicit where the people are. You could ask Sts to say how they guessed. If Sts ask why we use the different prepositions *on* and *in*, tell them they will focus on this later in **10B**.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 train **2** store **3** restaurant **4** street

8.10
(script in the Student Book on *p.90*)

1
A Excuse me, can I sit here?
B Uh, yes, I think it's free.
A Thanks.

2
C Can I help you?
D Do you have this T-shirt in large?
C Just a moment. Sorry, we only have small and medium right now. I can call and see if they have a large in another store?
D No, that's OK, thanks.

3
E Are you ready to order?
F Yes, can I have the burger, but with salad, not fries?
E Yes, ma'am, that's fine. And for you, sir?
G The pasta, please.
E And to drink?

4
H Hey! You can't sing here.
I Why not?
H Because you need a permit.
I Where can I get a permit?
H You need to go online and look for…

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.90*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 VOCABULARY more verb phrases

a Focus on the instructions and make sure Sts know the meaning of *sign*. If you have any on the classroom wall, you could point to them. Tell Sts they need to complete each sentence with *can* or *can't* and a verb from the list. Go through the list of verbs and make sure Sts know what they all mean.

Focus on the example and remind Sts of the use of the impersonal form of *you* in the sentence *You can't swim here* (*you* = people in general).

Give Sts time to complete the sentences, and then get them to compare with a partner.

b **8.11** Play the audio for Sts to listen and check.

Check answers, getting Sts to read full sentences.

See words in **bold** in script 8.11

8.11
1 You can't swim here.
2 You **can pay** by credit card here.
3 You **can't use** your cell phone here.
4 You **can park** here.
5 You **can have** a coffee here.
6 You **can use** the internet here.
7 You **can't take** photos here.
8 You **can't play** soccer here.
9 You **can change** money here.
10 You **can't drive** fast here.

c Ask Sts to cover sentences 1–10 and look at the signs. Put Sts in pairs, **A** and **B**. Tell Sts **A** to say the *can* / *can't* sentences for 1–5 and Sts **B** for 6–10. Then they should switch roles.

Monitor and make a note of any pronunciation problems and drill any sentences that Sts are mispronouncing.

5 SPEAKING & WRITING

a Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist. Where can I…?**, **A** on *p.80* and **B** on *p.84*.

Give Sts time to read the instructions and check they understand them. Help with any new vocabulary, e.g., *museum*. Model and drill pronunciation.

! If your Sts are all from the same town, encourage Sts **A** to pretend that they don't know anything about the town. If all the Sts are from different countries or towns / cities, get them to do the activity about their hometown, so for example, if a **B** student is from Lima, he / she should answer (and later write) about Lima.

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Tell Sts they are going to do a roleplay where **A** is a tourist and **B** lives in the town **A** is visiting.

Demonstrate the activity by getting a student **A** to ask **B** the first question in each of the two sections (*Where can I have a good, cheap meal? / Can I take photos in museums?*). Encourage **B**, the local person, to give a clear answer, e.g., *You can have a good, cheap meal in* (name of restaurant or part of town), and if possible to add some extra information, e.g., *It's a very nice restaurant*. For the second question, encourage **B** to use a short answer (*Yes, you can / No, you can't*).

Give Sts **A** time to ask their questions. Monitor and help.

EXTRA SUPPORT Give Sts time to read the questions they will be asked and to think of their answers.

Get Sts to switch roles, so **B** is now the tourist. Monitor and help.

If there's time, get one or two pairs to perform their roleplay for the class.

Tell Sts to go back to the main lesson **8A**.

b Focus on the instructions and the example. Make sure Sts write about their hometown.

Elicit a couple more examples from Sts and write them on the board (YOU CAN GO TO GOOD CONCERTS; YOU CAN'T SMOKE IN RESTAURANTS…).

Give Sts time to write their four sentences. Monitor and help.

Get some general feedback from the class. If all the Sts are from the same town, see if they agree with the sentences that other Sts have written.

WORDS AND PHRASES TO LEARN

8.12 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **8A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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8B I ♥ cooking

G *like / love / hate* + verb + *-ing*
V activities
P /ʊ/, /u/, and /ŋ/, sentence rhythm

Lesson plan

This lesson focuses on free-time activities.

After learning some common free-time activities in Vocabulary, e.g., *swimming*, *traveling*, the grammar (*like / love / hate* + verb + *-ing*) is presented through the context of a dating website. In Pronunciation & Speaking, Sts practice the short and long vowel sounds /ʊ/ and /u/, and the /ŋ/ sound, as well as sentence rhythm. They then say whether they like the activities in the Vocabulary section. Sts read various tweets in which people around the world say what they like doing alone and what they like doing with friends, and then write their own tweet. Finally, Sts watch a video about a gospel choir. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials

For teachers

Photocopiables
Grammar *like, love, hate* + verb + *-ing p.151*
Communicative What do you like doing? *p.190* (instructions *p.166*)
Vocabulary Activities *p.221* (instructions *p.206)*

Teacher Resource Center
Video Singing in a choir

For students
Workbook 8B
Online Practice 8B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write FREE TIME on the board and elicit the meaning (Sts saw this phrase in **7A**).

Ask Sts *What do people do in their free time?* and elicit verbs onto the board, e.g., READ, WATCH TV, etc.

1 VOCABULARY activities

a Books open. Focus on the task and either do this as a whole-class activity or get Sts to complete the missing letters individually.

Ask *What's the activity in 1?* and elicit *reading*. Don't ask *What's she doing?*, as this grammar is not taught until **9A**.

Check answers.

1 reading **2** swimming **3** cooking

b Tell Sts to go to **Vocabulary Bank Activities** on *p.128*.

Vocabulary notes

When we talk about activities, we usually use the *-ing* form of the verb, because we see the activity as a noun, e.g., *Swimming is good exercise*, *I love walking*, etc.

8.13 Play the audio for Sts to listen and repeat the activities in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Highlight that the *-ing* ending is not stressed. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses

8.13
See Activities in the Student Book on *p.128*

Focus on **Activation**. Get Sts to cover the activities and give them time to look at the photos and say the activities. They could do this individually or with a partner. Monitor and correct any mistakes in pronunciation while Sts do this.

Then, with Sts looking only at the photos, elicit all the activities from the class, helping them with pronunciation.

Tell Sts to go back to the main lesson **8A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

2 GRAMMAR *like / love / hate* + verb + *-ing*

a Focus on the instructions. Tell Sts they are going to read information on a dating website (a website where people can find a new partner).

Focus on the website and on the verbs *love* and *hate*. Remind Sts that in English, we use *love* to say, e.g., *I love you*, but we also use *love* to mean we like something very much, e.g., *I love playing the piano*. Explain / Elicit that *hate* in *I hate shopping* is a stronger way of saying *I don't like*….

Give Sts time to read the information about the six people and help with any vocabulary problems. Highlight the difference between *shopping* and *buying*: *shopping* = going to (usually several) stores to buy food, clothes, etc. and *buying* = giving money in exchange for something. We always put a noun (a thing) after *buying*, e.g., *buying clothes*, etc., but not after *shopping*.

Now ask Sts to read the information again and, in pairs, match the women and men. Explain that they need to complete sentences 1–3 with the name of the most suitable man.

Focus on the incomplete sentence and get Sts to say who they think is a good "match." Encourage them to explain their choices. Get them to begin *We think*… and then ask the rest of the class if they agree.

1 Isabella and William because she loves playing the piano and he likes classical music; she likes playing sports and he loves running and bike riding; and she doesn't like traveling and he hates flying.
2 Angie and Luke because she loves buying clothes and he loves shopping; and she likes the movies and he likes watching movies.
3 Adriana and Daniel because she loves walking in the mountains and he likes camping; and she likes good food and he loves cooking.

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b Focus on the instructions and make sure Sts understand what they have to do. Do this as a whole-class activity.

1 love **2** like **3** don't like **4** hate

c Tell Sts to go to **Grammar Bank 8B** on *p.106*.

Grammar notes

like / love / hate* + verb + *-ing

When another verb follows *love*, *like*, or *don't like*, the *-ing* form is normally used, e.g., *camping*, *cooking*, not the base form, e.g., NOT ~~*I like camp*~~.

The infinitive after *like* and *love* is sometimes used (especially in American English), e.g., *I like to swim*, but it is easier for Sts at this level to learn the most common form.

Highlight that *I hate getting up early* is a stronger way of saying that you don't like getting up early.

Spelling rules

- For most verbs, simply add *-ing* to the base form to make the *-ing* form, e.g., *reading*, *watching*.
- For verbs ending in *y*, don't change the *y* to an *i* (as we do in third person singular, present tense), e.g., *fly – flying* NOT ~~*fliing*~~.
- For verbs ending in *e*, drop the *e* before adding *-ing*, e.g., *ride – riding*.
- Highlight also that there are a few exceptions to the rule about dropping the final *e* before adding *-ing*. These are *be*, and verbs ending in *-ee*, e.g., *see* and *agree*.
- For verbs ending in consonant + one vowel + consonant, double the final consonant and add *-ing*, e.g., *running*, *swimming*. We don't double *x*, e.g., *boxing*, or *w*, e.g., *snowing*.

Focus on the example sentences and play audio **8.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **8B** on *p.107* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers. For **a**, get Sts to write the answers on the board or elicit how to spell each verb. For **b**, get Sts to read the full sentences.

a
1 meeting **2** stopping **3** buying **4** going **5** crying
6 writing **7** running **8** bike riding **9** getting **10** driving
11 sitting **12** using **13** putting **14** having **15** finishing

b
1 She likes cooking.
2 Do you like traveling?
3 I love shopping for presents.
4 They don't like watching TV.
5 Does your father like playing chess?
6 George doesn't like exercising.
7 My mother loves reading detective novels.
8 We don't like flying.

Tell Sts to go back to the main lesson **8B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

3 PRONUNCIATION & SPEAKING /ʊ/, /u/, and /ŋ/, sentence rhythm

Pronunciation notes

/ʊ/, /u/, and /ŋ/

You may want to highlight the following sound–spelling rules.

- The most common pronunciation of *oo* is the long sound /u/, e.g., *food*, *school*, *soon*. However, *oo* is sometimes pronounced using the short /ʊ/, e.g., *good*, *book*, *look*.
- The letters *-ng* at the end of a word (and without an *e* after them) are always pronounced /ŋ/ in English, e.g., *thing*, *wrong*. However, *-nge* is usually pronounced /ndʒ/, e.g., *change*.

Sentence rhythm

For information on sentence rhythm, see the **Pronunciation notes** in **3B**.

a **8.15** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

8.15
See words and sounds in the Student Book on *p.51*

Focus on the sound picture *bull*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *bull*. Remind Sts that the pink letters are the /ʊ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *boot* /u/ and *singer* /ŋ/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

b **8.16** Focus on the conversation. Remind Sts that the words in bigger font are the ones that are stressed (because they carry the important information). Also remind them that the underlined syllables in the multi-syllable words are stressed more. Play the audio once the whole way through for Sts to read and listen at the same time. Make sure they understand it all.

8.16
See conversation in the Student Book on *p.51*

Now play the audio again, pausing after each sentence or question for Sts to listen and repeat. Encourage them to copy the rhythm on the audio by stressing the bigger words in **bold** more strongly and by saying the others more lightly and quickly.

Now get Sts to practice the conversation in pairs.

Then get them to switch roles.

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c Focus on the task. In the examples, highlight the use of *What about you?* to return the question and the use of *Me too!* in the answer.

Tell Sts to go to **Vocabulary Bank Activities** on *p.128*. You could demonstrate the activity by telling Sts whether you like / love or don't like / hate the first three or four activities.

Put Sts in pairs and give them a few minutes to talk about the rest of the activities. Monitor and make a note of any difficulties Sts are having.

Highlight any general mistakes on the board.

Get some feedback from various pairs.

Tell Sts to go back to the main lesson **8B**.

4 READING & WRITING

a Focus on the instructions and the title of the tweets. Make sure Sts understand the meaning of *alone*.

Give Sts time to read the tweets and complete the activities. Point out that the first one (*cooking*) has been done for them.

EXTRA SUPPORT Before Sts read the tweets the first time, check whether you need to pre-teach any vocabulary.

b **8.17** Play the audio for Sts to listen and check.

Check answers.

1 eating **2** traveling **3** shopping **4** dancing **5** watching
6 running **7** going **8** driving **9** listening **10** singing

8.17

Reo
I like cooking alone. I don't like having other people in the kitchen. But I like eating with friends, especially when I'm out. I don't like being alone in a restaurant.

Sarah
I don't like traveling alone – I prefer going on vacation with friends. But they need to be the right friends!

Mike
I like shopping with friends. When I go alone, I usually buy things that look horrible on me. I need a second opinion!

Greta
I love dancing alone at home to really old music from the seventies, like ABBA. But I never dance with other people at parties because I know I'm a terrible dancer.

Valentina
I like watching movies with friends. When the movie finishes, we can talk about it, and I like having someone with me so we can be happy or frightened together!

Soo Yun
I like running alone. It helps me to concentrate and it's very peaceful! But I prefer going for walks with other people because I like walking and talking.

Andy
I like driving alone. I love listening to my favorite music in the car and singing very loudly – but with the windows closed, of course!

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

Finally, tell Sts to check two people they agree with. NB Some of the people like doing two different things, but Sts can check the person even if they only like doing one of the things.

c Put Sts in pairs and get them to compare who they checked.

d Focus on the title of the tweets again.

Tell Sts to write their own answer to the questions on a piece of paper, but not to put their name on it. Tell them that they can write unrelated answers if they like, e.g., *I like driving alone. I like going to concerts with friends*.

Monitor and help with vocabulary and spelling.

Collect the answers and shuffle them. Read out each answer in turn and then ask the class *Who do you think it is?* Elicit from the class the name of the student who wrote it.

EXTRA IDEA With a small class, you could number the answers and stick them on the wall for Sts to read and guess the name of the student who wrote each one. Then check answers to find out who guessed the most correctly.

5 VIDEO LISTENING

a Focus on the photograph and tell Sts that they're going to watch a video about a choir. Model and drill the pronunciation /ˈkwaɪər/ and elicit that it means a group of people who sing together. Play the video once for Sts just to watch, and ask them if they like the song.

Cultural notes

Scarborough Fair

Scarborough Fair is an old English folk song. It dates from the early 18th century, and is about a man and a woman who used to be lovers. The song can have many verses, but only three are performed in this video. The singer tells somebody who is going to Scarborough to say hello to his old lover, and to give her a series of impossible tasks that she must perform if she wants to be with him again – making a shirt with no seams or stitching, and finding an acre of land between the sea and the beach. The implication is that they will never be together again. In some versions the woman also gives the man impossible tasks to perform.

Many artists have performed this song, most famously Simon and Garfunkel in 1966, whose version appeared on the soundtrack of the movie *The Graduate* the following year.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts watch the video, e.g., *rehearsal*. You may want to explain the lyrics of the song as well – these have subtitles onscreen if you're using the *Classroom Presentation Tool* or *Class DVD*. Otherwise, the video script is available on the *Teacher Resource Center*.

A choir

I = interviewer, F = Freddie, S = Steph, A = Alex, T = Tegan, N = Nell

I This is a choir. They are called the Oxford Gargoyles. A gargoyle is a type of statue. You see them on a lot of old buildings in Oxford and other cities.
Today the Oxford Gargoyles have a rehearsal. They have a new song to practice, a folk song called *Scarborough Fair*. Let's find out more about the choir and the people in it. How many people are in the choir?
F There are thirteen people in the choir.
I Are you all students?
S Yes, we're all students at Oxford University.
I What do you study?
S I study music.
A I study music.
T I study music.

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N I study languages, specifically French and Italian.
I How often do you practice?
N We practice twice a week – on Wednesdays and Saturdays.
I How long do you practice for?
S Each rehearsal is three hours long.
I How often do you give concerts?
T We usually give concerts once a month.
I Where do you give concerts?
N We give concerts in lots of different locations. We give concerts in bars and in theaters and in churches.
I What kind of music do you like singing?
S I like singing lots of different types of music, especially jazz and opera.
I Do you think everybody can sing?
F I think everyone can sing because everyone can talk.
T I think everybody can learn how to sing.
A I think everyone apart from my dad can sing. Yes.
I Why do you like singing?
F I love music and I love being able to make music with my own body, my own voice, without needing any extra tools.
N I enjoy singing a lot because I think it's a really fun thing to do. And it's also a very social activity, so you can do it with anyone, with any of your friends, and you can do it at any time, or in any place.
S I like singing because I feel happy when I sing.
I Do you prefer singing solo or with a group?
T I definitely prefer singing in a group because I like singing with my friends, and I think it's really fun to be able to sing together.
A It's nice to sing solos, but it is more pressure as well.
S I like both solo singing and choir singing.

b Give Sts time to read the twelve sentences.

Then play the video again for Sts to complete each space with one word. Pause after each question and answer(s) to give Sts time to write.

EXTRA CHALLENGE First put Sts in pairs and ask them to try to complete some of the sentences from memory. Then play the video again.

1 Oxford **2** 13 **3** students **4** Nell **5** Wednesdays, Saturdays **6** three **7** month **8** churches **9** jazz **10** talk **11** happy **12** group

EXTRA SUPPORT If there's time, you could get Sts to watch the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

WORDS AND PHRASES TO LEARN

8.18 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **8B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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7&8 Review and Check

For instructions on how to use these pages, see *p.34*.

More materials

For teachers

Teacher Resource Center

Video Can you understand these people? 7&8
Quick Test 8
File 8 Test

For students

Online Practice Check your progress

GRAMMAR

1 a **2** b **3** a **4** b **5** a **6** a **7** b **8** b
9 a **10** b **11** a **12** a **13** b **14** b **15** a

VOCABULARY

a
1 play **2** pay **3** camp, ski **4** meet, go
5 go, swim **6** do, play

b
1 seventh **2** twelfth **3** twentieth **4** thirty-first
5 March **6** May **7** July **8** November

c
1 cooking **2** camping **3** traveling **4** flying
5 painting **6** running **7** swimming

PRONUNCIATION

a
1 /θ/ thumb **2** /ŋ/ singer **3** /aʊ/ owl
4 /ʊ/ boot **5** /ʊ/ bull

c
1 thirtieth **2** January **3** July **4** seventeenth **5** single

CAN YOU understand this text?

a
1 Reading Terminal Market
2 The Philadelphia Museum of Art
3 Professional sports

b **Sts should check:** 2, 3, 5, and 7.

CAN YOU understand these people?

1 a **2** b **3** a **4** c **5** b

8.19

1
I = interviewer, S = Spencer
I What do you usually do in the evening after school?
S Um, I usually go to sports practices, and finish homework, and have dinner and things.

2
I = interviewer, S = Sahil
I What kind of movies do you like?
S Normally action movies or comedy.
I Do you usually watch movies at home or at the movie theater?
S Depends. If it's a good action movie, I like to go out and watch.

3
I = interviewer, M = Monica
I When's your birthday?
M My birthday is May first.
I How do you celebrate it?
M I usually celebrate it by having lunch or dinner with family and friends.

4
I = interviewer, B = Brian
I Do you drive to work?
B I do not. I actually take the train to work every day.
I How long does it take to get to work?
B To get to work on the train takes about 20 minutes in each direction.

5
I = interviewer, R = Richard
I What do you like doing on the weekend?
R Uh, I like cycling, walking, um socializing, cooking.

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9A Everything's fine!

G present continuous
V common verb phrases 2: traveling
P sentence rhythm

Lesson plan

In this lesson, Sts learn a new verb form, the present continuous, used to talk about actions happening now.

The lesson begins with a presentation of the new grammar through a phone call between a woman who is on a business trip and her husband at home. Then, in Pronunciation, Sts practice sentence rhythm in present continuous sentences. In Vocabulary, Sts learn common verb phrases related to travel, and then they listen to some short travel-related conversations. In Reading, Sts read and match messages sent between two people trying to meet at the movie theater. The lesson ends with a Communication activity in which Sts describe pictures to each other.

More materials

For teachers

Photocopiables

Grammar present continuous *p.152*
Communicative Guess what I'm doing! *p.191* (instructions *p.166*)
Vocabulary Common verb phrases 2: traveling *p.223* (instructions *p.207*)

For students

Workbook 9A

Online Practice 9A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write these phrases on the board:

1 ST_____ IN A HOTEL
2 D_____ YOUR HOMEWORK
3 R_____ A BOOK
4 W_____ A MOVIE ON TV
5 M_____ DINNER

Then get Sts to complete the phrases with the correct verb. Check answers.

1 stay in a hotel **2 do** your homework **3 read** a book
4 watch a movie on TV **5 make** dinner

Make sure Sts understand the meaning of all the phrases. Model and drill pronunciation.

1 GRAMMAR present continuous

a 9.1 Books open. Focus on the pictures, the phone conversation, and the instructions. Elicit where everyone is in each picture (*the grandmother and girl are in the living room*, *Tony is in the kitchen*, *two boys are in the bedroom*, *Amy is in a hotel room*).

Play the audio once the whole way through for Sts to read and listen, and underline the three things that Tony says that aren't true.

Check answers.

1 She's doing her homework.
2 They're reading.
3 I'm making dinner.

9.1
See conversation in the Student Book on *p.54*

Help with any vocabulary problems that arise.

b Focus on the instructions. Give Sts time to read all the highlighted verbs in the phone conversation and then circle *a* or *b* in the rule.

Check the answer.

b (now)

c Tell Sts to go to **Grammar Bank 9A** on *p.108*.

Grammar notes

present continuous (*be* + verb + *-ing*)

Highlight that when we talk about activities we are doing right now, we need to use the present continuous, not the simple present, e.g., *I'm watching TV now*. NOT ~~*I watch TV now*~~.

Other typical mistakes include: incorrect word order, e.g., ~~*You're working now? What you are doing?*~~, or leaving out the verb *be*, e.g., ~~*I working now*~~.

! You may want to point out to Sts that some verbs, e.g., *like*, *love*, *want*, and *need*, are not usually used in the present continuous. They are normally used in the simple present, e.g., *I like this music*. NOT ~~*I'm liking this music*~~.

Spelling rules

Highlight that the spelling rules for the *-ing* form in the present continuous are the same as those Sts learned for activities, e.g., *camping*, *traveling*, in **8B** (see the **Grammar notes** in **8B** on *p.92*).

Focus on the example sentences and play audio 9.2 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Word order** box and go through it with the class.

Now focus on the exercises for **9A** on *p.109* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

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a

1 I can't talk now. I**'m driving**.
2 You**'re doing** the wrong exercise!
3 She**'s working** at home today.
4 He**'s playing** soccer.
5 We**'re studying** for an exam.
6 They**'re swimming** in the river.

b

1 A Excuse me! You**'re sitting** in my seat.
2 A Dad **isn't watching** this TV show. He**'s sleeping**.
3 A Hello! What **are** you **doing** here?
B I**'m shopping**. It's Jim's birthday tomorrow.
4 A I**'m going** to the gym now. Do you want to come with me?
B Great idea. I**'m not working** today!
5 A **Is** Alice **doing** her homework?
B No, she isn't. She**'s playing** computer games.
6 A Do you want my newspaper? I**'m not reading** it.
B No, thanks. I**'m watching** a movie on my laptop.
7 B No, my brother's over there. He**'s talking** to his friends.
8 A **Are** you **having** a good time in Rio?
B Yes, we are. We**'re having** a great time!
9 B Sorry, she**'s talking** to her mother on Skype. Who is this, please?
A It's Yuko, from English class. I**'m calling** about tonight's homework.
10 A **Are** you **getting** up now? You're late for school!

Tell Sts to go back to the main lesson **9A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

d **9.3** Explain to Sts that they are going to hear some sounds that represent things that Tony is doing. They have to use the present continuous to describe the actions.

Play the audio for the sound effect for 1, then pause the audio and focus on the example.

Now play each sound effect, and then pause the audio to give Sts time to write their answers.

Get Sts to compare with a partner, then play the audio again, pausing after each sound effect, and elicit answers.

2 He's watching (soccer on) TV.
3 He's drinking (soda, etc.).
4 He's playing a video game.
5 He's taking a shower.
6 He's going to bed.

9.3
(Sound effects of the following:)
1 *man reading story to children "*Once upon a time there was a wizard…"
2 *man watching soccer on TV*
3 *man opening a can of soda, pouring into glass*
4 *man playing a video game*
5 *man taking a shower*
6 *man going to bed*

e Focus on the instructions and example. Get Sts to write the names of people in their family, and as they write the names, tell them to think about what the people are doing now. If they don't know, tell them to guess.

EXTRA SUPPORT Give Sts time to write their sentences.

Put Sts in pairs and get them to tell their partner about the people on their lists.

Get some feedback from various Sts and find out if any of the people are doing the same thing.

EXTRA IDEA Sts can do this by asking and answering questions with their partner. Model a conversation like this one and write it on the board for Sts to refer to:
A (looking at **B**'s list of names) *Who's Maria?*
B *She's my mother.*
A *What's she doing now?*
B *I think she's working.*

2 PRONUNCIATION sentence rhythm

Pronunciation notes

Remind Sts that words that carry the important information are said more strongly than others, e.g., in "*What are you doing?*" "*I'm making dinner.*" (The underlined words are the ones that communicate the message.)

To pronounce well, with a good rhythm, Sts need to stress these words more strongly and pronounce unstressed words less strongly. Obviously, the ability to do this will improve with time and is not something Sts can pick up immediately.

Being aware of the way important words are stressed in English will also help Sts with understanding English, as these are the words they need to listen out for when listening.

a **9.4** Focus on the conversation and remind Sts that the words in bigger **bold** print are stressed.

Play the audio once the whole way through for Sts just to listen.

9.4
See conversation in the Student Book on *p.55*

Now play it again, pausing after each question or sentence for Sts to listen and repeat.

b Put Sts in pairs and get them to practice the conversation in **1a**.

Make sure they switch roles. Monitor and help.

You could get some pairs to perform the conversation for the class.

c Focus on the instructions and the two speech bubbles with the questions.

Put Sts in pairs, **A** and **B**. Get Sts **A** to ask Sts **B** about pictures 1–3 and Sts **B** to ask Sts **A** about pictures 4–6.

Check by getting different pairs to ask and answer about each picture.

1 She's eating.
2 They're cooking / making dinner.
3 He's listening to music.
4 She's reading.
5 They're playing tennis.
6 He's doing housework. / cleaning the window.

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3 VOCABULARY & LISTENING common verb phrases 2: traveling

a Focus on the instructions and do this as a whole-class activity.

1 staying **2** calling

b Tell Sts to go to **Vocabulary Bank Common verb phrases 2** on *p.126*.

9.5 Focus on **2 Traveling**. Play the audio for Sts to listen and repeat the verb phrases in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

9.5
See Traveling in the Student Book on *p.126*

Now focus on **Activation**. Get Sts to cover the verb phrases and look at the questions *What's she / he doing?* and *What are they doing?* Model and drill the questions in chorus and individually. Put Sts in pairs and give them time to ask and answer questions about the photos. Monitor and help, correcting pronunciation where necessary.

EXTRA SUPPORT Before putting Sts in pairs to ask and answer about the photos, get them to cover the verb phrases, look at the photos, and say the verbs or verb phrases. They could do this individually or with a partner.

Tell Sts to go back to the main lesson **9A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

c **9.6** Focus on the instructions and sentences 1–4. You could point out that in 1 and 2 the auxiliary is already there for Sts.

Play the audio once the whole way through for Sts just to listen.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

9.6
(script in the Student Book on *p.90*)
W = woman, M = man

1
W Oh look! An LA Galaxy shirt. It's perfect for Henry!
M Yes, good idea. Oh…it's very expensive.
W Soccer shirts are always expensive. OK. What can we get for Jessica?
M She likes soccer, too.
W Yeah, but she never wears soccer shirts. What about this bag?
M I don't know. Does she like bags?
W She loves bags…

2
W Emilio, do we need swimming things?
M I can look at their website. Can you see my camera?
W Yes, here it is. Do you want me to put the camera in the suitcase or in your bag?
M In the suitcase, please. OK, here's the page. Yes, it has a swimming pool.
W Great.

3
W Good morning. How can I help you?
M I need a car for three days.
W What kind of car are you looking for?
M A small car. It's just for me.
W Front-wheel or all-wheel drive?
M All-wheel drive, please.
W Can I see your driver's license?
M Yes, here you are.

4
M Is that a number 13?
W Yes. I think it is. No, it's a 23.
M Another 23? I don't believe it! That's the third one. And no 13…
W Another one's coming now. Let's see. Yes. That's a 13.
M At last!

Now play it again, pausing after each conversation to give Sts time to write. Tell Sts they should use verb phrases they have just learned in the **Vocabulary Bank Common verb phrases 2: Traveling**.

Get Sts to compare with a partner, and then check answers.

1 The man and the woman **are buying presents**.
2 The woman **is packing** (the suitcase).
3 The man **is renting a car**.
4 The man and the woman **are waiting for a bus**.

d Focus on sentences 1–4. Put Sts in pairs and give them time to think about what the correct words are, but tell them not to write them yet.

Play the audio again, pausing after each conversation to give Sts time to circle the answer.

Get Sts to compare with a partner; then check answers.

1 Henry's present is a **soccer shirt** and Jessica's is a **bag**.
2 Their hotel **has** a swimming pool.
3 The man is interested in a **small** all-wheel drive car for **three** days.
4 The first bus is a number **23**. They are waiting for a number **13**.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.90*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 READING

a Focus on the instructions and make sure Sts understand the situation. Tell Sts that Mike and Lina are friends who are going to the movies, but they are not together now, so they are texting / messaging each other.

Make it clear that Mike's messages 1–5 are in the correct order and that Lina answers each one of the messages, so Sts should write the letter of Lina's responses next to Mike's messages. Give Sts time to read Mike's messages and then match them to Lina's answers.

Get Sts to compare with a partner.

EXTRA SUPPORT Before Sts read the messages the first time, check whether you need to pre-teach any vocabulary.

b **9.7** Play the audio for Sts to listen and check.

Check answers.

1 B **2** D **3** C **4** A **5** E

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9.7
M = Mike, L = Lina
1B
M Hi. I'm just leaving the house now.
L Me too. I'm walking to the bus stop. Are you taking the bus, too?
2D
M No, I'm not. I'm riding my bike. See you in 20 minutes?
L OK. See you then.
3C
M Where are you? I'm at the movie theater, but I can't see you. I'm waiting outside.
L Sorry, we're in a lot of traffic. There in five minutes.
4A
M It's really cold outside. I'm going in.
L I'm arriving at the movie theater now. Where are you?
5E
M I'm standing near the box office. I'm wearing a black jacket. Can you see me?
L Yes, I can! Can you see me? I'm walking towards you now!

c Focus on the instructions and give Sts time to find the words or phrases for definitions 1–5.

Get Sts to compare with a partner.

d **9.8** Play the audio for Sts to listen and check.

Check answers.

1 bus stop **2** outside **3** traffic **4** box office **5** towards

9.8
1 bus stop
2 outside
3 a lot of traffic
4 box office
5 to walk towards somebody

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and get them to sit face to face if possible. Tell them to go to **Communication The same or different?**, **A** on *p.80* and **B** on *p.84*.

Go over the instructions and make sure Sts understand what they have to do.

When they have finished, get them to describe some of the pictures.

1 D (In A, the woman is renting a car; in B, she's renting a bike.)
2 D (In A, the man is packing his suitcase; in B, he's carrying it.)
3 S
4 D (In A, the boys are waiting for a bus; in B, they're waiting for a train.)
5 D (In A, the woman is wearing a hat and she isn't wearing sunglasses; in B, she isn't wearing a hat, but she is wearing sunglasses.)
6 S
7 D (In A, the couple is leaving the hotel; in B, they're going into the hotel.)
8 D (In A, the girl is buying a T-shirt; in B, she's buying an umbrella.)

Tell Sts to go back to the main lesson **9A**.

WORDS AND PHRASES TO LEARN

9.9 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **9A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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9B Working undercover

G present continuous or simple present?
V clothes
P /ər/, other vowel sounds

Lesson plan

This lesson helps Sts understand the difference between the present continuous and the simple present.

The lesson begins with a reading activity based on an episode of the TV show *Undercover Boss* (where a boss works "undercover" to check on his workers). This leads into the grammar presentation. In Vocabulary & Pronunciation, Sts learn some common items of clothing and practice the /ər/ sound. They then listen to a student who is doing an internship in a clothing store. Finally, the new grammar and vocabulary are pulled together in a speaking activity where Sts talk about the clothes they are wearing right now and the clothes they wear in different seasons and for particular occasions.

More materials

For teachers

Photocopiables
Grammar present continuous or simple present? *p.153*
Communicative A board game *p.192* (instructions *p.166*)
Vocabulary Clothes *p.224* (instructions *p.207*)

For students
Workbook 9B
Online Practice 9B

OPTIONAL LEAD-IN (BOOKS CLOSED)
Write on the board JOBS IN A HOTEL.

Elicit from Sts different jobs and write them on the board, e.g., RECEPTIONIST, WAITER / WAITRESS, CHEF, CLEANER, etc.

Then ask what the word is for the person in charge of the hotel and elicit *the manager*. Model and drill pronunciation of all the jobs.

1 READING

a Books open. Focus on the photos and elicit some ideas for the two questions from the class, but don't tell Sts if they are correct.

b 9.10 Focus on the instructions. Now focus on the title, *Undercover Boss*, and tell Sts this is a TV show. Explain / Elicit the meaning of the title. Highlight that *boss* is an informal way of saying the person who is in charge of a group of workers or an organization.

! Don't ask Sts their opinion of this kind of show, as they will do this later in the lesson.

Play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to answer the question.

Check the answer. You might want to explain what a *hotel chain* is.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

Because he wants to know more about his workers and problems in his company.

9.10
See *Undercover Boss* in the Student Book on *p.56*

c 9.11 Focus on the instructions and make sure Sts know the meaning of *summary*. Model and drill pronunciation.

Give Sts time to read sentences 1–8 and make sure they understand them.

Now play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to read the text again if necessary and mark 1–8 *T* (true) or *F* (false).

Get Sts to compare with a partner, and then check answers.

EXTRA SUPPORT Before Sts read the summary the first time, check whether you need to pre-teach any vocabulary.

1 T 2 F 3 T 4 T 5 F 6 F 7 F 8 F

9.11
See *Episode 1 summary* in the Student Book on *p.56*

EXTRA CHALLENGE Get Sts to correct the False sentences. Check answers.

2 On Monday, David is **washing the dishes** in the kitchen.
5 On Tuesday, the workers are repairing things in **the rooms for the hotel inspector**.
6 On Wednesday, David is **serving** breakfast.
7 The workers only have **a quarter of an hour** / **15 minutes** to clean rooms.
8 David thinks that cleaning rooms is **difficult** / **tiring** / **hard**.

d Focus on the question and elicit some ideas from the class.

Tell Sts to go to **Communication *Undercover Boss*** on *p.85* to check their ideas.

Give Sts time to read what David does on Friday. To check comprehension, you could ask Sts some questions, e.g., *Does David do the cleaning on Friday? Does he tell the workers who he is? Who gets more money? Does David think going undercover is good?*, etc.

Tell Sts to go back to the main lesson **9B**.

e Focus on the question and elicit opinions from the class.

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2 GRAMMAR present continuous or simple present?

a Focus on the instructions and the two sentences. You could explain / elicit the meaning of the noun *a suit* /sut/. Model and drill pronunciation.

Give Sts time to complete the sentences with the two verbs in either the simple present or the present continuous. Point out that the first one (*works*) has been done for them.

b **9.12** Play the audio for Sts to listen and check.

Check answers and elicit which verb form is used in each one.

2 's working (present continuous)
3 wears (simple present)
4 's wearing (present continuous)

9.12
He usually works in an office, but today he's working in a hotel.
He usually wears a suit, but today he's wearing jeans and a T-shirt.

c Focus on the instructions. Tell Sts to look at the completed sentences in **a** to help them.

Check answers.

Use the simple present to talk about **every day**.
Use the present continuous to talk about **today** / **now**.

EXTRA IDEA Get Sts to look at the completed sentences in **a** again and elicit why each verb form is used.

1 *works* (simple present because it's usual)
2 *'s working* (present continuous because it's just today, not usual)
3 *wears* (simple present because it's usual)
4 *'s wearing* (present continuous because it's just today, not usual)

d Tell Sts to go to **Grammar Bank 9B** on *p.108*.

Grammar notes

present continuous or simple present?

It is important to make clear that there is a definite distinction in the use of the two present forms in English, which may (or may not) exist in your Sts' own language(s).

In English, you have to use the present continuous (not the simple present) to talk about things that are happening at the moment of speaking, e.g., *Hello! What are you doing?* NOT ~~*Hello! What do you do?*~~

You have to use the simple present (not the present continuous) for habitual actions, e.g., *I live in Berlin*. NOT ~~*I'm living in Berlin.*~~

If you know your Sts' L1, you might want to make some comparisons.

NB The use of the present continuous with a future meaning is taught in Level 2.

Focus on the example sentences and play audio **9.13** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **9B** on *p.109* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Tell Sts to refer to the spelling rules in **Grammar Bank 8B** if they are not sure how to spell the *-ing* forms.

Check answers, getting Sts to read the full sentences aloud.

a
1 B No. **I'm working** at home today.
2 A **Are you doing** your homework?
B I don't have any homework today. **I'm playing** a video game.
3 My wife is a nurse. **She works** in a children's hospital.
4 We're on vacation in Brazil. **We're staying** in a nice little hotel.
5 A Hi. Can you talk or **are you driving**?
B **I'm not driving**, but I can't talk now. **I'm having** lunch with my boss.
6 It always **rains** a lot here in the winter.
7 I usually **have** toast for breakfast, but today **I'm having** cereal.

b
1 Oh no! It**'s raining** and I don't have my umbrella.
2 My father and I **have** dinner together every week.
3 Maya and Jack are on vacation this week. They**'re skiing** in Canada.
4 A Hi, Sam. **Are** you **watching** the basketball game on TV?
B No, I**'m doing** my Spanish homework.
5 I always **get up** late, and I never **have** time for breakfast.
6 My sister **is traveling** in Thailand right now.
7 What time **do** you usually **go** to bed?
8 Look. That's my brother over there. Can you see him? He**'s wearing** a blue hat.
9 A Hello, Nick. Where **are** you **going**?
B To the gym. I always **go** on Tuesdays.

Tell Sts to go back to the main lesson **9B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

3 VOCABULARY & PRONUNCIATION

clothes; /ər/, other vowel sounds

a Focus on the instructions and give Sts time to match the words and pictures.

Get Sts to compare with a partner, and then check answers.

1 a T-shirt **2** jeans **3** a suit **4** a hat **5** a jacket

b Tell Sts to go to **Vocabulary Bank Clothes** on *p.129*.

Vocabulary notes

Some clothes words only exist in the plural, e.g., *jeans*, *shorts*, and *pants*. These words cannot be used with *a*, e.g., NOT ~~*a trousers*~~. Other words for clothes, e.g., *socks* and *shoes*, are usually plural, but can be used in the singular.

9.14 Focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

9.14
See Clothes in the Student Book on *p.129*

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Now focus on **b**. Get Sts to cover the words, look at the photos, and say the words. They could do this individually or with a partner.

For **Activation**, put Sts in pairs and get them to ask and answer questions about their classmates' clothing. Monitor and help, correcting pronunciation where necessary.

Tell Sts to go back to the main lesson **9B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

Pronunciation notes

/ər/

er, *ir*, and *ur* are usually pronounced /ər/, e.g., *verb*, *first*, *nurse*.

or is usually pronounced /ər/ after the letter *w* – the most common examples are *work*, *word*, and *world*. However, note that *or* after other letters is usually pronounced /ɔr/, e.g., *forty*, *airport*.

c **9.15** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

9.15
See words and sound in the Student Book on *p.57*

Focus on the sound picture *bird*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *bird*. Remind Sts that the pink letters are the /ər/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Play the audio again from the beginning, pausing after the group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If this sound is difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

d Focus on the five sound pictures and elicit the sounds: *egg* /ɛ/, *boot* /u/, *cat* /æ/, etc.

Give Sts time to put the clothes words in the list in the correct column.

Get Sts to compare with a partner.

e **9.16** Play the audio for Sts to listen and check.

Check answers.

9.16
egg /ɛ/ dress, sweater
boot /u/ shoes, suit
cat /æ/ cap, hat, jacket
phone /oʊ/ coat
tree /i/ jeans, sneakers

Now play the audio again, pausing after each group of words for Sts to listen and repeat.

Put Sts in pairs and get them to practice saying the words.

f Focus on the sentences. Put Sts in pairs and get them to practice saying them.

EXTRA SUPPORT Before putting Sts in pairs to practice saying the sentences, model and drill them.

4 LISTENING & SPEAKING

a Focus on the instructions. You could tell Sts in their L1 that the word *internship* is widely used to mean work for young people – often students – who want to experience a professional working environment. Most students do an internship anywhere from a few weeks to a few months in a year and do not get paid.

Do the question as a whole-class activity.

b **9.17** Focus on the instructions and make sure Sts understand the task.

Play the audio once the whole way through for Sts to listen and answer the question.

Check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

She is positive.

9.17
(script in the Student Book on *pp.90–91*)
I = interviewer, N = Neah

I Hi, Neah. Tell us a little about your experience. Where are you working?
N I'm working in a clothing store called Rue21.
I What kind of clothes does Rue21 have?
N Uh, well, clothes for men and women, casual clothes, pants, T-shirts, sweaters – things like that.
I What do you do every day?
N Well, uh, I help the customers find the clothes that they're looking for. It's a big store and it has a lot of things. People sometimes can't see the things that they want.
I Do you like working there?
N Yes, I love it. The people are really nice to me. I'm making a lot of new friends.
I Is there anything you don't like?
N Well, we can't sit down. We're standing up all the time. So that's really hard.
I But in general, you're happy?
N Oh, yes. And when my internship ends, they say I can work here in the summer! That's great for me. I really like working in a clothing store.
I What do you wear at work?
N We wear clothes from the store.
I Are the clothes that you're wearing today from Rue21?
N Yes, they are!

c Focus on the instructions and questions 1–6. Give Sts time to read them.

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Now play the audio again for Sts to listen and answer the questions. Play again as necessary.

Get Sts to compare with a partner, and then check answers.

1 Clothes for men and women, informal clothes, pants, T-shirts, sweaters
2 She helps the customers find the clothes that they're looking for.
3 The people are really nice to her. She's making a lot of new friends.
4 They can't sit down.
5 She can work there in the summer.
6 From the store / Rue21

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *pp.90–91*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Go through questions 1–3 with the class, checking Sts understand the vocabulary, e.g., *summer*.

Put Sts in pairs and get them to discuss the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA SUPPORT Do a quick review of colors by pointing to various items around the class and asking *What color is it?*

EXTRA SUPPORT Answer some of the questions yourself before putting Sts in pairs.

WORDS AND PHRASES TO LEARN

9.18 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **9B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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EPISODE 5

Practical English Would you like to come?

Function inviting and offering: *Would you like…?*
P sentence rhythm

Lesson plan

In this **Practical English** lesson, Sts learn to make invitations and offers using *Would you like…?*, and to accept or decline these politely. These skills are presented in the context of informal social conversations in which Rob invites a friend to a soccer game, and once there offers to buy food and a drink. In Pronunciation, Sts practice making invitations and offers using *Would you like…?*, with a focus on sentence rhythm. Continuing the theme of invitations, Sts then watch or listen to Jenny meeting her ex-boyfriend in the street. In Speaking & Writing, Sts practice inviting each other to a party, as well as accepting and declining an invitation – they do this first orally and then in writing.

More materials

For teachers

Photocopiables
Communicative Would you like to…? p.193
(instructions *p.167*)

Teacher Resource Center
Video Practical English Episode 5
Quick Test 9
File 9 Test

For students

Workbook Practical English 5
Can you remember? 1–9

Online Practice Practical English 5
Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Say you have two tickets for something that you think many of your Sts would like to do (e.g., a soccer game or a concert involving a well-known singer or group).

Invite individual Sts using *Would you like to come with me to (a X concert) on Saturday?* and teach the answers *I'd love to. Thanks. / I'm sorry, I can't. I'm busy on Saturday.*

Write these on the board, and model and drill pronunciation.

Finally, when you have invited several people, write the question on the board, and model and drill pronunciation.

1 INVITING AND OFFERING

a 9.19 Books open. Focus on the task and get Sts to cover the conversations and focus on the photos.

Play the video / audio once the whole way through for Sts to watch or listen and number the photos. You may want to point out to Sts that the speakers in the video / audio are British and talk about "football." Ask Sts what British football is (soccer).

Check answers.

1 B **2** A **3** C

9.19
R = Rob, A = Alan, S = server

1
R Hey, Alan. Would you like to come to the match with me on Sunday? It's Norwich against Chelsea, and I have two tickets.
A Wow! What time's the match?
R It's at four o'clock.
A Yeah, I'd love to. Thanks.
R Would you like to meet for lunch first?
A Sorry, I can't. It's my mum's birthday, and I need to have lunch with her. But I can meet you there.
R Great. Let's meet at half past three at the entrance to the Tube station.
A Fine. See you there.

2
A They are playing really badly. I hope the second half is better.
R Me too. I know they can win. Would you like a burger?
A No, thanks. I'm not very hungry.
R How about a coffee?
A Yeah, great.

***
R Um, a burger and a water, please.
A And I'd like a coffee.
S Milk and sugar?
A Yes, please.
R Come on!

b Get Sts to uncover the conversations. Point out the **Glossary** and go through it with the class.

Tell Sts to read the conversations and think about what the missing words might be.

Now play the video / audio again for Sts to watch or listen and fill in the blanks. Pause after each conversation to give Sts time to write.

Check answers.

1 match **2** Saturday **3** four o'clock **4** lunch **5** birthday **6** 3:30 **7** know **8** burger **9** hungry **10** coffee **11** water **12** coffee **13** Milk

Go through the conversations line by line and focus on any new or unfamiliar expressions, e.g., *It's Norwich against Chelsea*, etc. You may want to point out that the *w* is silent in *Norwich*.

Remind Sts of the use of *Wow!* to express surprise or happiness.

Point out to Sts that native speakers often use *yeah* instead of *yes*, e.g., when Alan accepts the invitation, he says *Yeah, I'd love to.*

c Focus on the question and do it as a whole-class activity.

Would you like…? means *Do you want…?* and *I'd like…* means *I want…*, but both are more polite.

Now focus on the ***Would you like…?*** box and go through it with the class.

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2 PRONUNCIATION sentence rhythm

Pronunciation notes

Good sentence rhythm depends on stressing the important words in a sentence and linking some words together. Here Sts get intensive practice of asking *Would you like…?* questions with good rhythm.

a **9.20** Focus on the two questions and tell Sts that they are going to "build" them little by little.

Play the audio once the whole way through for Sts just to listen. Remind Sts that the words in **bold** are stressed more strongly.

9.20
See words in the Student Book on *p.59*

Now play the audio, pausing at the end of each line for Sts to listen and repeat. Check that Sts are linking *would* and *you*. If Sts are having problems, model the words yourself for them to repeat.

b Focus on the instructions and speech bubbles. Elicit the eight questions from the class. Then model and drill them.

Now ask one of the questions with *Would you like a…?* to elicit the two possible answers *Yes, please. / No, thank you*.

Then ask one of the questions with *Would you like to go to a…?* to elicit the two possible answers *Yes, I'd love to. / Sorry, I can't*.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to ask about the first photos in each group. Sts then take turns asking each other about the things in the photos and responding.

Monitor and help.

Get some pairs to perform for the class.

c Put Sts in pairs and get them to practice the conversations in **1b**. The person playing Rob should read the server's line.

Make sure they switch roles.

You could get a pair to perform the conversations for the class.

3 MEETING AN OLD FRIEND

a **9.21** Focus on the instructions and question, and make sure Sts understand *ex-boyfriend*.

Play the video / audio once the whole way through for Sts to watch or listen and answer the question. Play again as necessary.

Get Sts to compare with a partner, and then check answers.

He invites her to have a coffee.
He invites her to a Picasso exhibition.
He invites her to have dinner or see a show.

9.21
(script in the Student Book on *p.91*)
S = Steve, J = Jenny

S Hi, Jenny. What a surprise!
J Hi, Steve!
S How are you? You're looking great.
J Thanks. I'm well. How about you?
S I'm OK. Hey, it's starting to rain. Would you like a coffee?
J Oh, thanks, Steve, but I have a meeting in an hour.
S Oh, come on, Jenny. I'd like to talk to you.
J OK. A quick coffee.
***
S Jenny, I'd like to ask you something.
J Yes?
S There's an exhibition of Picasso at the MOMA next week. I know you love Picasso. Would you like to come with me?
J Ah, listen, Steve. I'm really busy at work at the moment. Next week isn't a good week for me.
S Sure. No problem. Maybe we can meet one evening – when you have more time – and have dinner or see a show?
J Listen, Steve. I don't think it's a good idea. But thanks. Oh, look at the time! I need to go. Let's ask for the check.

b Focus on the instructions and give Sts time to read sentences 1–5. Make sure they understand all the vocabulary in the options.

Play the video / audio again for Sts to watch or listen and circle the correct answer.

Get Sts to compare with a partner, and then check answers.

1 well **2** starting to rain **3** an hour **4** can't **5** isn't

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 USEFUL PHRASES

9.22 Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

9.22
See Useful phrases in the Student Book on *p.59*

Now play the video / audio again, pausing after each phrase for Sts to listen and repeat.

Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases**. When they have finished, get a few pairs to act out their conversation for the class.

5 SPEAKING & WRITING

a **9.23** Focus on the instructions. Before playing the audio, you might want to check Sts know the meaning of *busy*. Model and drill its pronunciation.

Play the audio once the whole way through for Sts just to listen.

9.23
See conversations in the Student Book on *p.59*

Now play the audio again, pausing after each line for Sts to listen and repeat.

Then put Sts in pairs and get them to practice the conversations. Make sure they switch roles.

b Focus on the instructions. Highlight that Sts should use the conversation in **5a** as a model to role-play a conversation using their own ideas.

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Put Sts in pairs, **A** and **B**, and get them to role-play their own conversations. Monitor and help as needed.

Make sure they switch roles.

c Tell Sts they need to invite their classmates to their party. When they accept an invitation, tell them to make sure they make a note of whose party they are going to and when, so they don't accept two invitations on the same day.

Now get Sts to stand up and move around the classroom, inviting as many people as possible to their party.

Monitor and help as needed.

Ask a few Sts when their party is and how many people are coming.

d Ask Sts to go to **Writing An email** on *p.87*.

Focus on **a** and get Sts to read the email and answer the question.

Check the answer.

Lucy invites Kate to (have) dinner at her house.

Now focus on **b** and get Sts to read Kate's email and choose the correct phrases.

Check answers.

I'm sorry, but I can't come
Maybe see you on the weekend?

Focus on the **Emails** box in **c** and go through it with the class.

Focus on the instructions for **d** and put Sts in pairs. Highlight that the invitations have to include the day and time.

Sts write their emails inviting their partner. Monitor and help as needed. Make sure Sts are including all of the information.

Now focus on **e** and get Sts to exchange their invitation with their partner. When Sts have read the invitation, they should write a reply, accepting or declining the invitation.

Now focus on **f** and get Sts to give their reply to their partner.

Get some feedback from various pairs and find out what kind of invitations Sts made (i.e., to the movies, to a party, for coffee, etc.) and what kind of excuses they used if they declined.

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10A A room with a view

G *there's a… / there are some…*
V hotels, *in*, *on*, *under*
P /ɪr/ and /ɛr/

Lesson plan

The topic of this lesson is hotels.

At the start of the lesson, Sts read tourist information about Burlington, Vermont and Lake Champlain. They then learn vocabulary related to hotel rooms and hotels. Then the new grammar (*there's a…* and *there are some…*) is presented through a conversation between a couple on vacation and a hotel receptionist. The receptionist is showing the couple their room in a real hotel (whose website Sts can visit) next to Lake Champlain. They talk about the things that there are or aren't in the hotel and area. In Pronunciation, Sts practice the sounds /ɪr/ and /ɛr/. In Vocabulary & Speaking, Sts learn the prepositions *in*, *on*, and *under*. Then there is a speaking activity in which Sts use prepositions to describe the location of objects in hotel rooms.

More materials

For teachers

Photocopiables

Grammar *there's a… / there are some… p.154*
Communicative My hotel *p.194* (instructions *p.167*)
Vocabulary Draw it! *p.225* (instructions *p.207*)

For students

Workbook 10A
Online Practice 10A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts what they know about Vermont, e.g., *Where is Vermont? What's the capital city? What's Vermont known for?*

1 READING & VOCABULARY hotels

a **10.1** Books open. Focus on the instructions and the questions. Before playing the audio, you could elicit from the class what they know about Vermont, if you didn't do the optional lead-in. Then help Sts find Vermont on a map.

Now play the audio for Sts to read and listen at the same time.

Either put Sts in pairs to answer the questions, or do it as a whole-class activity.

If Sts worked in pairs, elicit some answers. Also ask if Sts have heard of Lake Champlain.

EXTRA SUPPORT Before Sts read the tourist information the first time, check whether you need to pre-teach any vocabulary.

10.1
See text in the Student Book on *p.60*

b Get Sts to look at the photo of the hotel bedroom and number the words in the list to match the items in the room.

Check answers. Model and drill pronunciation.

1 a table **2** a window **3** a bed **4** a chair **5** a lamp

c Tell Sts to go to **Vocabulary Bank Hotels** on *p.130*.

Vocabulary notes

Highlight that:

- the letter *h* in *hotel*, as with most words beginning with *h*, is pronounced /h/ (it is not silent, as in some languages).
- the letters *ow* are pronounced /aʊ/ in *towel*, but /oʊ/ in *pillow*.

10.2 Look at **1 In a hotel room** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

10.2
See In a hotel room in the Student Book on *p.130*

Remind Sts that we usually use *the* with *bathroom* and *floor* because it is clear which one you are talking about.

Focus on **b** and get Sts to cover the words, look at the picture, and say the words. They could do this individually or with a partner. Remind them to use *a* or *the*.

Monitor and help. Make a note of any pronunciation problems Sts are having. Write the words on the board and model and drill the ones that they find difficult.

10.3 Look at **2 In a hotel** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

10.3
See In a hotel in the Student Book on *p.130*

Highlight pronunciation, especially the /ɑ/ sound in *spa*, *yard*, and *parking lot*.

Focus on **b** and get Sts to cover the words, look at the picture, and say the words. They could do this individually or with a partner.

Focus on the ***first floor*** box and go through it with the class. In some countries, e.g., the UK, people refer to the first floor of a building as the *ground floor*.

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Highlight that *floor* has two different meanings – the part of the room below your feet and the different levels in a building.

Finally, focus on **c** and the speech bubbles. Look at the drawing of the hotel and highlight that we use ordinal numbers to talk about the floors of a hotel. Model and drill *the first floor*, *the second floor*, etc. in chorus and individually. Highlight that we use the preposition *on* to talk about the floors of a building.

Demonstrate the activity by asking a student *Where's the gym?* (*It's on the second floor.*) Elicit a question from the same student and answer the question yourself.

Put Sts in pairs and give them a few minutes to ask and answer questions about the hotel. Monitor and help. Make a note of any problems they are having and correct any mistakes on the board.

Tell Sts to go back to the main lesson **10A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

2 GRAMMAR *there's a… / there are some…*

a **10.4** Focus on the lesson title, *A room with a view*, and elicit / explain the meaning (= a room where you can see beautiful things outside).

Now focus on the instructions and the words in the list. Model and drill the pronunciation of *wi-fi* /ˈwaɪ faɪ/. Point out that the first one (*an elevator*) has been done for Sts. You could point out to Sts that the hotel is the one they read about in **1a**. Get Sts to cover the conversation on *p.61* and focus on the list of items.

Play the audio once the whole way through for Sts to listen and complete the task. Play again as necessary.

Check answers by asking *Is there* (*a good view*)*? / Are there* (*stores near by*)*?* and getting Sts to just say *Yes* or *No*.

✓a good view ✓TV ✓wi-fi ✓a restaurant ✗a bathtub ✗gift shop

10.4
See conversation in the Student Book on *p.61*

b Focus on the instructions and make sure Sts understand that they are circling *a* or *b* in 1–3 and answering the question in the instructions. Get Sts to uncover the conversation.

Play the audio again for Sts to read and listen at the same time.

Give Sts time to look at 1–3 and circle the correct answers. If you know your Sts' L1, you may want to elicit a translation of *There's / There are* at this point.

Check answers.

1 a **2** b **3** b
You make questions by changing the order.
(*There is… → Is there…?*, *There are… → Are there…?*)
You make negatives with *isn't* and *aren't*.

Help with any vocabulary problems that came up.

c **10.5** Focus on the task and play the audio once the whole way through for Sts to listen and answer the first two questions.

Check answers to the first two questions and elicit opinions for the third question.

They see something in the lake.
Louisa takes photos with her phone.

10.5
(script in the Student Book on *p.91*)
E = Eric, L = Louisa
E Louisa, time to get up.
L OK. What time is it?
E It's six-thirty. Breakfast is at seven.
L Is it a nice day?
E Let's see. Louisa, quick! Come here! Look at that!
L What is it?
E Look. Over there.
L Where?
E There. In the lake. There! Can't you see? There's something in the lake. It's moving. Can you see it now?
L Yes. What is it?
E I don't know. Quick, take a photo with your phone.
L I can't see it now. Can you?
E No. I can't. I can't see anything now. Let's see those photos, Louisa. Wow! I don't believe it. Look at that…

Elicit opinions to the final question as a whole-class activity. You could find out, with a show of hands, how many Sts believe in Champ, the monster.

d Tell Sts to go to **Grammar Bank 10A** on *p.110*.

Grammar notes

there's a… / there are some…

Sts may have trouble remembering that *there is* is used with singular nouns and *there are* with plural nouns.

Highlight that:

- *there is* contracts to *there's*, but we write *there are* NOT ~~*there're*~~.
- *there is* isn't contracted in short answers, i.e., *Yes, there is*. NOT ~~*Yes, there's*~~.
- negative sentences are formed with the negative of *be*, i.e., *isn't* and *aren't*.
- questions are formed by inverting *there* and *is / are*, e.g., *There is → Is there…?* and *There are → Are there…?*

When giving a list of things, we use *There is* if the first word in the list is singular, e.g., *There's a bed, a table, and two chairs*.

some* and *any

Highlight that we use *some* in positive plural sentences, e.g., *There are some pictures*.

We use *any* in negative plural sentences and questions, e.g., *There aren't any towels*, *Are there any pillows?*

NB The use of *some* and *any* with uncountable nouns, e.g., *There's some bread*, is not taught here. This grammar point is taught in *American English File* Level 1.

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Focus on the example sentences and play audio **10.6** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with the class.

Now focus on the exercises for **10A** on *p.111* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 **Are there** any free tables in the restaurant?
2 **There aren't** any elevators. Would you like rooms on the first floor?
3 **There's** a bath tub in the bathroom. It's very big.
4 Is **there** a gym? I want to exercise.
5 **There isn't** a remote control for the TV. Can you ask reception for one?
6 **There are** some very ugly pictures in this room.
7 **Is there** a meeting room in the hotel?
8 **There are** some tables in the yard if you want to eat outside.
9 **There isn't** a parking lot, but we can help you park your car.
10 **Are there** any clean towels?

b

1 There aren't **any** cars in the parking lot.
2 There are **some** pillows in the closet.
3 There's **a** pool in the spa.
4 Are there **any** chairs in the yard?
5 Is there **a** TV in the spa?
6 There isn't **a** table in the bedroom.
7 There aren't **any** windows in my room.
8 There are **some** stores in the hotel.
9 There are **some** nice T-shirts in the gift shop.
10 Are there **any** restaurants in town?

Tell Sts to go back to the main lesson **10A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

e Put Sts in groups of three and tell them to practice the conversation in **2b**.

Make sure Sts switch roles.

You could get some pairs to perform the roleplay for the class.

f Focus on the examples. Highlight that Sts can write a singular ⊞ sentence if there is one of something (*There's a*…), and a plural ⊞ sentence with either a number or *some* (*There are two / some*…). With ⊟ sentences, they should be singular when there is usually only one of something, e.g., *There isn't a TV*, but plural when there are usually more than one, e.g., *There aren't any windows*.

Put Sts in pairs and get them to write a ⊞ or ⊟ sentence with *There's a*… / *There are some*… / *There aren't any*… for each noun. Monitor and help if necessary.

Elicit some sentences from individual Sts.

EXTRA CHALLENGE Get Sts to do this orally.

3 PRONUNCIATION /ɪr/ and /ɛr/

Pronunciation notes

You could point out that /ɪr/ and /ɛr/ are diphthongs, i.e., two sounds, if you think this will help Sts.

The letters *eer* are always pronounced /ɪr/, e.g., *peer*.

The letters *ere* and *ear* are sometimes pronounced /ɪr/, e.g., *here* and *near*, but are also sometimes pronounced /ɛr/, e.g., *there* and *wear*. Sts need to learn these common examples by heart.

a **10.7** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

10.7
See words and sounds in the Student Book on *p.61*

Focus on the sound picture *ear*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *ear*. Remind Sts that the pink letters are the /ɪr/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *chair* /ɛr/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

Focus on the **Same spelling, different sound** box and go through it with the class. There is no easy rule here, so Sts will have to learn and remember how these words are pronounced.

b **10.8** Focus on the words in the list and tell Sts that the pink letters are either /ɪr/ or /ɛr/. Play the audio once the whole way through for Sts just to listen.

10.8
See words in the Student Book on *p.61*

Now play it again for Sts, pausing after each word for Sts to put it in the correct row in **a**.

c **10.9** Play the audio for Sts to listen and check.

Check answers.

10.9
ear /ɪr/ dear hear we're year
chair /ɛr/ airport hair repair their very where

Now play the audio again, pausing after each word or group of words for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

d Put Sts in pairs and get them to practice saying the sentences.

EXTRA SUPPORT Before putting Sts in pairs, model and drill the sentences.

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4 VOCABULARY & SPEAKING *in, on, under*

a Focus on the pictures of the boxes and balls. Give Sts time to write the correct preposition under each picture.

Check answers.

1 on **2** under **3** in

Highlight, with examples and demonstrations, the difference between *on* and *in*. *In* is used when something is inside a closed or semi-closed space (e.g., *My phone is in my pocket. The book is in the drawer.*) whereas *on* is used when something is on the surface of something else (e.g., *The picture is on the wall. The book is on the table.*).

EXTRA IDEA You could practice these prepositions further by placing an object, e.g., your phone, in different places in the classroom and asking *Where's my phone?* (e.g., *It's on the table*, *It's under the chair*, *It's in your bag*, etc.).

b Focus on the six pictures. In each one, the remote control is in a different place.

Focus on the speech bubbles and picture 1. Model and drill the question and answer in chorus and individually.

Get a pair of Sts to demonstrate the activity.

Then put Sts in pairs and give them time to ask and answer the questions.

Monitor and help.

Check answers.

2 It's on the bed.
3 It's in the cup.
4 It's under the bed.
5 It's under a towel.
6 It's in the suitcase (under a T-shirt).

c Put Sts in pairs, **A** and **B**. Tell them to go to **Communication Is there a TV? Where is it?**, **A** on *p.80* and **B** on *p.84*.

Focus on the instructions and make sure Sts are clear about what they have to do. Establish that Sts **A** are going to first ask Sts **B** questions about picture 1. For each object, if **B** answers *Yes, there is / are*, **A** then has to ask *Where is it? / Where are they?* and draw the object(s) in the correct place or write the word there.

Demonstrate by taking the role of **A** and asking one of the **B**s *Is there a coat?* and eliciting *Yes, there is*. Then ask *Where is it?* and elicit *It's on the chair*. Then tell all Sts **A** to draw a coat on the chair.

Get Sts **A** to continue with the questions, and then they switch roles.

As soon as a pair has finished, tell them to compare their pictures.

EXTRA IDEA You could get fast finishers to write sentences about their picture, e.g., *There's a laptop on the bed. There are some keys on the table*, etc.

WORDS AND PHRASES TO LEARN

10.10 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **10A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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10B Where were you?

G simple past: *be*
V *in*, *on*, *at*
P *was* and *were*, sentence rhythm

Lesson plan

The grammar (*was / were*) is presented in an interview between a detective and a suspected bank robber. Sts then listen to the same detective interviewing the suspect's friend and they find out if the suspect is guilty or not. The vocabulary focus in the lesson is on prepositions with places, *in*, *on*, and *at* (e.g., *in bed*, *on a bus*, *at school*). In Pronunciation & Speaking, Sts practice the strong and weak forms of *was* and *were*, and sentence rhythm. Then the grammar, pronunciation, and vocabulary are brought together when Sts ask and answer questions about where they were at various times the previous day. Finally, Sts watch a video about buildings with an interesting history. If you are not able to watch the video in class, make sure you get Sts to watch it at home and do the exercises.

More materials

For teachers

Photocopiables
Grammar simple past: *be* *p.155*
Communicative Where were you yesterday? *p.195* (instructions *p.167*)

Teacher Resource Center
Video Buildings with a past

For students

Workbook 10B

Online Practice 10B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Ask Sts *What day is it today?* and elicit the full date onto the board, e.g., TUESDAY MARCH 5TH.

Then write the previous day and date on the board and ask Sts *Is this today?* and elicit / teach *yesterday*, and write it on the board.

Then under YESTERDAY, write 10 A.M., 3 P.M., and 7 P.M. and elicit *yesterday morning*, *yesterday afternoon*, and *yesterday evening*.

Finally, write 10 P.M. Sts will probably say *yesterday night*. Tell them that with *night*, we say *last night* NOT ~~*yesterday night*~~.

1 GRAMMAR simple past: *be*

a Books open. Focus on the instructions and make sure Sts understand the meaning of *robbery*, *bank*, and *a suspect*. Model and drill pronunciation.

Do the question as a whole-class activity.

1 Jason **2** a detective

b **10.11** Focus on the instructions and tell Sts that they are going to listen to the interview between the detective and Jason Brown. If you didn't do the **Optional lead-in**, explain to Sts that we say *yesterday morning / afternoon / evening*, but *last night*.

Play the audio once the whole way through for Sts just to listen.

10.11
D = detective, J = Jason
D Where were you at seven o'clock last night?
J I was at home.
D You weren't at home. Your wife says you were out. She was at home alone.
J Oh yes, I remember now. I was at a restaurant.
D Were you alone?
J No, I wasn't. I was with a friend, Walter Miller. You can ask him.

Now play it again, pausing after each sentence to give Sts time to fill in the blanks. This is the first time Sts have seen *was* and *were*, but they should be able to guess the meaning from context.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

1 seven **2** home **3** home **4** wife **5** restaurant **6** alone **7** friend

c Focus on the headings of the chart and the two columns. Then give Sts time to complete the chart.

Check answers.

1 was **2** weren't **3** Were **4** wasn't

d Tell Sts to go to **Grammar Bank 10B** on *p.110*.

Grammar notes

simple past: *be*

Was is the past of *am* and *is*. *Were* is the past of *are*. Like *is* and *are*, *was* and *were* can be used to describe permanent and temporary states, e.g., *I was a teacher.* / *I was at home last night*.

Was and *were* are used exactly like *is* and *are*, i.e., they are inverted to make questions (e.g., *he was* → *was he?*), and *not* (*n't*) is added to make negatives (*wasn't*, *weren't*).

The simple past is used to talk about finished time, especially with past time expressions, e.g., *last night* and *last week*. It is used to refer to both the near and distant past.

! Highlight that past time expressions do **not** have an article, i.e., *last week* NOT ~~*the last week*~~.

! Some Sts tend to remember *was* and forget *were*.

Focus on the example sentences and play audio **10.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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Focus on the **Past time expressions** box and go through it with the class.

Now focus on the exercises for **10B** on *p.111* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

1 **Were you** at school yesterday?
2 **Thanh wasn't** very well yesterday.
3 **We were** on the plane at 4:00.
4 **Were they** in class yesterday?
5 **You weren't** very hungry this morning.
6 **I was** in a meeting until 7:00 last night.
7 **Was your sister** in Toronto last week?
8 **It was** a terrible movie.
9 **I wasn't** at home last weekend.
10 **Sarah and Emma were** tired this morning.

b

1 **B** I **was** at work all evening.
A No, you **weren't**. You **were** with Elena!
B No, I **wasn't**!
2 **A** **Was** Freddie Mercury an actor?
B No, he **wasn't**. He **was** a singer with Queen.
3 **A** **Were** you in San Diego yesterday?
B No, we **weren't**. We **were** in Los Angeles.
4 **A** **Was** the movie good?
B No, it **wasn't**. It **was** very slow!

Tell Sts to go back to the main lesson **10B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

e **10.13** Focus on the instructions and the example. Play the first sentence, pausing after the prompt (*She's a teacher.*) for Sts to say the past form in chorus. Now continue playing the audio for Sts to hear the answer.

Play the rest of the audio, pausing after each prompt for Sts to make the sentence in the past.

10.13

1 She's a teacher. (*pause*) She was a teacher.
2 Is he an actor? (*pause*) Was he an actor?
3 We aren't very happy. (*pause*) We weren't very happy.
4 It isn't expensive. (*pause*) It wasn't expensive.
5 They're terrible. (*pause*) They were terrible.
6 Are you a student? (*pause*) Were you a student?
7 I'm not tired. (*pause*) I wasn't tired.
8 You're in my class. (*pause*) You were in my class.

Then repeat the activity, eliciting responses from individual Sts.

2 LISTENING

a **10.14** Focus on the instructions. Then give Sts time to read the information about Walter.

Play the audio for Sts to listen and fill in the blanks.

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

1 taxi driver 2 14 3 in school 4 taxi 5 Pasta Place
6 Street 7 wife 8 Jason's wife

10.14

(See script in the Student Book on *p.91*)

D = detective, W = Walter

D Are you Walter Miller?
W Yes, I am.
D What do you do, Walter?
W I'm a taxi driver.
D And where do you live?
W At 14 Market Street.
D Do you know the suspect, Jason Brown?
W Yes, I know him. He's my friend. We were in school together.
D Where were you yesterday afternoon at five o'clock?
W Yesterday at five o'clock…I was in my taxi. I was in my taxi all afternoon.
D And at seven o'clock? Where were you then?
W I was in a restaurant. Pasta Place.
D Where is it, exactly?
W On South Street. Near the train station.
D Were you alone?
W No, I was with Jason.
D Were you only with Jason?
W Uh, no. My wife was there. And Jason's wife.
D Jason's wife? She was with you?
W Uh, yes.
D Are you sure?
W Yes…no…I can't remember.
D You can't remember who you were with yesterday? Very interesting…

b Focus on the instructions and play the audio again.

Ask the question to the class.

Because he says Jason's wife was at the restaurant, but she was at home.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.91*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 VOCABULARY *in, on, at*

Vocabulary notes

Explain that the best way to learn prepositions is by remembering them in phrases, e.g., *at home*, *in the office*. However, the following are some simple guidelines Sts can use.

- Use *at* for set phrases, e.g., *home*, *school*, *work*.
- Use *in* for towns, countries, rooms, buildings, and *bed*.
- Use *on* for transportation with *bus*, *train*, *plane*, and *ship*, but use *in* with *cars*.

! With many buildings, e.g., *restaurant*, *movie theater*, we can also use *at* to say where you were.

a Focus on the instructions and sentences.

Get Sts to fill in the blanks. Remind Sts that we say *yesterday morning / afternoon / evening*, but *last night*.

Check answers.

1 in 2 at

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b Write IN, ON, and AT on the board. Highlight that we often use these prepositions with places.

Focus on the chart. Explain that all of the words in each column use the same preposition.

Get Sts to fill in the blanks at the top of the chart with *in*, *on*, or *at*. They should be able to do this, as they have seen examples of these prepositions earlier in the Student Book.

c **10.15** Play the audio for Sts to check answers and repeat the sentences.

1 at **2** in **3** on

10.15

Where were you yesterday at seven p.m.?

1 I was at home.
I was at work.
I was at school.
I was at college.

2 I was in bed.
I was in the kitchen.
I was in my car.
I was in New York.
I was in the park.
I was in a meeting.
I was in a restaurant.
I was in a park.
I was in a museum.
I was in a shopping mall.
I was in a hotel.

3 I was on a bus.
I was on a train.
I was on a plane.
I was on a boat.
I was on the street.

d Focus on the instructions and the example. Demonstrate the activity by saying a word from the chart. Elicit the correct prepositional phrase. Repeat with two or three more words.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to look at the chart and Sts **B** to close their books. Sts **A** test Sts **B** on the phrases.

After a few minutes, get them to switch roles.

e **10.16** Focus on the instructions and make sure Sts know the meaning of *prison*. Explain that Sts are going to hear sound effects on the audio that will tell them where Jason's wife was yesterday at the times in the exercise. They have to complete the sentences with *she was* and the place.

Play the audio, pausing after the first sound effect, and get Sts to look at the example.

Then play the next sound effect and pause the audio. Ask *Where was she at eight o'clock?* (*She was on a train.*) Get Sts to write it.

Continue playing the audio, pausing after each sound effect for Sts to write their answers.

Get Sts to compare with a partner, and then play the audio again, pausing after each sound effect to elicit answers from individual Sts.

2 she was on a train
3 she was on a plane
4 she was in a hotel
5 she was on the street
6 she was in a restaurant
7 she was in bed

10.16

(Times and sound effects of the following:)

1 six o'clock in the morning: *woman snoring*
2 eight o'clock in the morning: *train and announcement for the Airtrain to JFK Airport*
3 eleven o'clock in the morning: *pilot's announcement and plane taking off*
4 three o'clock in the afternoon: *hotel receptionist*
5 five o'clock in the afternoon: *street noises*
6 seven o'clock in the evening: *restaurant noises*
7 eleven o'clock at night: *snoring*

4 PRONUNCIATION & SPEAKING *was* and *were*, sentence rhythm

Pronunciation notes

Native speakers use two different pronunciations of *was* and *were*, depending on whether they are stressed or not, i.e., they can have a strong or weak pronunciation.

Was and *were* always have a strong pronunciation in short answers and negatives, and can have a strong pronunciation in *yes / no* questions, e.g., *Was he at home last night?* The pronunciation is /wʌz/ and /wɜr/.

Was and *were* tend to have a weak pronunciation in ⊞ sentences and are pronounced /wəz/ and /wər/, e.g., *He was a teacher* /wəz/, *They were waitresses* /wər/.

It is useful for Sts at this level to be aware of these differences, as it will help them to understand spoken English.

a **10.17** Focus on the conversation and play the audio once the whole way through for Sts just to listen.

You could point out that *was* and *were* are not usually stressed in the positive.

10.17

See conversation in the Student Book on *p.63*

Now play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the rhythm. Give more practice as necessary.

EXTRA SUPPORT Put Sts in pairs and get them to practice the conversation.

b Focus on the questions and elicit the first one (*Where were you yesterday at 7:00 in the morning?*).

Demonstrate the activity by getting Sts to ask you the first two questions.

In pairs, Sts ask and answer the questions. Monitor and help, making note of any problems.

Get feedback by asking individual Sts to tell the class a sentence about their partner, e.g., *Maria was in the kitchen yesterday at 7:00 in the morning*. You could also find out if any Sts were in the same place at the same time.

EXTRA SUPPORT Give Sts time, in pairs, to practice making the questions first.

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5 VIDEO LISTENING

a Focus on the task and go through the **Glossary** with the class. Model and drill pronunciation of the words.

Play the video once the whole way through for Sts to watch and answer the questions.

Check answers.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts watch the video.

The building is a hotel.
It is in New York City.
It's famous for a robbery.

A building with a past

This is the Pierre Hotel in New York City. It's a beautiful hotel on Fifth Avenue in the center of the city. It has fantastic views of Central Park. It's a luxury hotel and is famous for many reasons.

First, it often appears in TV shows. For example, *CSI: NY, The Sopranos*, and *Mad Men*. It appears in movies too, like *Scent of a Woman*. Second, the hotel was home to many famous guests, like movie star Elizabeth Taylor, clothes designer Yves St. Laurent, and businessperson John Paul Getty.

But the hotel is also famous because there was a big robbery. On January 2, 1972, the hotel's guests were asleep after celebrating New Year's Eve. Normally the hotel puts the guests' expensive jewelry in the vault, but that night it was in safe deposit boxes near reception–an easy place to steal from. That's why Samuel Nalo and Robert Comfort, the two famous robbers, were able to enter the hotel at 3:50 a.m. and take three million dollars in jewelry and cash in just two and a half hours! The hotel staff and some hotel guests were in handcuffs during the robbery, but luckily no one was hurt. The *Guinness Book of World Records* lists this robbery as the most successful hotel robbery in history!

Today, the Pierre Hotel has a beautiful reception area and three very nice restaurants. There are 189 bedrooms and they're all very comfortable. They have great views of New York City's famous skyline. This room has a large bed, a chair, a table, a television, and two lamps. It has a lovely marble bathroom, too.

But The Pierre is more than just a beautiful hotel, it's a part of New York City's history.

b Focus on the task and give Sts time to read sentences 1–9.

Play the video again for Sts to watch and mark each sentence *T* (true) or *F* (false).

Get Sts to compare with a partner, and then play again if necessary.

Check answers.

1 T **2** F **3** F **4** T **5** F **6** T **7** F **8** T **9** T

EXTRA CHALLENGE Play the video again and get Sts to correct the False sentences. Check answers.

2 It has great views of **Central Park**.
3 In the past, it was home to movie star **Elizabeth Taylor**.
5 The jewelry was in **safe deposit boxes**.
7 The hotel has **three** different restaurants.

EXTRA SUPPORT If there's time, you could get Sts to watch the video again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Do this as a whole-class activity.

EXTRA IDEA Ask Sts if there are any buildings in their town or city that have a different past. If you know of any buildings with a past in the town or city where you are teaching, you could tell the class.

WORDS AND PHRASES TO LEARN

10.18 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **10B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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9&10 Review and Check

For instructions on how to use these pages, see *p.34*.

More materials

For teachers

Teacher Resource Center
Video Can you understand these people? 9&10
Quick Test 10
File 10 Test

For students

Online Practice Check your progress

GRAMMAR

1 b **2** a **3** b **4** a **5** a **6** a **7** b **8** b **9** b **10** a
11 b **12** a **13** b **14** a **15** b

VOCABULARY

a
1 waiting **2** calling **3** carrying **4** arriving **5** wearing

b
1 dress **2** jacket **3** shirt **4** skirt **5** suit **6** pants **7** hat

c
1 reception **2** elevator **3** gift shop **4** bathroom
5 parking lot

d
1 under **2** on **3** on **4** under **5** in

e
1 in **2** on **3** at

PRONUNCIATION

a
1 /ər/ bird **2** /ɛ/ egg **3** /ɛr/ chair **4** /ɪr/ ear **5** /eɪ/ train

c
1 travel **2** arrive **3** restaurant **4** closet **5** reception

CAN YOU understand this text?

a
F 1 **C** 2 **A** 3 **E** 4 **D** 5 **B** 6

b
1 There's a balcony.
2 feeling a little nervous
3 We're having amazing gumbo in a restaurant.
4 We're now lying on our bed.

CAN YOU understand these people?

1 a **2** c **3** c **4** b **5** b

10.19
1
I = interviewer, D = Daniel
I What are you doing in New York today?
A Today in New York I am just sightseeing with my friend.
2
I = interviewer, J = Julie
I What clothes do you usually wear for work?
J For work, I usually wear a skirt and a top.
3
I = interviewer, J = Jayna
I Would you like to live in England?
J Yes.
I Why?
J The history of the place, and just, um, it really is a beautiful country.
4
I = interviewer, R = Rytis
I Are you staying in a hotel? Do you like it?
R Yes. I actually am. I am quite disappointed with my hotel stay so far.
5
I = interviewer, S = Spencer
I Where were you at ten o'clock last night?
S At ten o'clock last night I was in my hotel room.

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11A A new life in the US

G simple past: regular verbs
V regular verbs
P regular simple past endings

Lesson plan

The context of this lesson is a family who moves from London to North Carolina for a year.

The grammar is presented in a short text and listening about their move. Sts then focus closely on the different pronunciations of the *-ed* ending. They practice the grammar and pronunciation in a speaking activity. The lesson finishes with a reading and a listening about the family's year in the US, and Sts talk about people they know who have lived or studied abroad.

More materials

For teachers

Photocopiables
Grammar simple past: regular verbs *p.156*
Communicative Find someone who… *p.196* (instructions *p.167*)

For students

Workbook 11A

Online Practice 11A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the following flow chart on the board:

WOULD YOU LIKE TO LIVE ABROAD FOR A YEAR?

YES → WHERE? WHY?

NO → WHY NOT?

Elicit the meaning of *abroad* (= in another country) and its pronunciation (/əˈbrɔd/).

Then put Sts in pairs and get them to ask each other the questions.

Get some feedback and find out which countries Sts would like to go to.

1 GRAMMAR simple past: regular verbs

a 11.1 Books open. Focus on the instructions and go through sentences 1–3. Make sure the two options are clear in each case.

Focus on the text and, if you didn't do the **Optional lead-in**, elicit / explain the meaning of *abroad*. Model and drill its pronunciation.

Play the audio once the whole way through for Sts to read and listen at the same time. If Sts ask about the *-ed* ending on the verbs, e.g., *want**ed***, *ask**ed***, ask them if they think this is the present or the past (*the past*).

11.1
See text in the Student Book on *p.66*

Now give Sts time to choose *a* or *b* in 1–3.

Check answers.

1 a **2** b **3** b

Help with any vocabulary problems that came up.

b 11.2 Focus on the six photos and elicit what Sts can see.

Now focus on the sentences and establish that they are all in the simple past and that all the words with yellow highlighting are regular verbs. Help with any vocabulary problems.

Put Sts in pairs and give them time to try and match the sentences to photos A–F. Monitor and help.

Check answers.

1 F **2** C **3** D **4** E **5** A **6** B

11.2
See sentences in the Student Book on *p.66*

c Focus on the instructions and then elicit the simple past of the first sentence (*booked*). Give Sts time to write the other simple past forms. They can look back at the sentences in **b** to help them.

Check answers by copying the present and past forms on the board.

We **booked** our flights.
We **arrived** in North Carolina.
They **didn't want** to sleep.

Get Sts to look at the verbs again and ask them what letters they add to a verb to make the + past form for regular verbs.

To make a + past form, add *-ed* or *-d* (if the verb ends in *e*).

Now ask them how the − form is made.

To make a − past form, use *didn't* + infinitive.

d Tell Sts to go to **Grammar Bank 11A** on *p.112*.

Grammar notes

simple past: regular verbs

The simple past is used for completed actions and states in the past, however distant or recent. For example, we can say *I called you yesterday* and *I called you earlier today*. This may be different in your Sts' L1.

The simple past of regular verbs is very easy. There is no third person change. The basic rule is to add *-ed* to the base form.

Negative sentences use the auxiliary *did* + *not* (*didn't*) + the base form.

Questions use the formula (*Wh-*) + *did* + subject + base form. In other words, they follow the same pattern as questions in the simple present.

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Most verbs in English are regular, although some of the most common verbs happen to be irregular, e.g., *go*, *have* (see **11B**).

Spelling rules

The basic rule for forming the past tense in positive sentences with regular verbs is add *-ed* (e.g., *worked*) or *-d* with verbs ending in *e* (e.g., *lived*).

Highlight that you do not add *-ed* / *-d* to regular past verbs in questions and negatives.

Typical mistakes: ~~*Did you worked yesterday?*~~ ~~*I didn't lived in Chicago.*~~

The spelling rule in the **Grammar Bank** for doubling the final consonant is slightly simplified. If a verb has two or more syllables, the final consonant is only doubled if the verb is stressed on the last syllable, e.g., *control* > *controlled*. This is why *listened* and *opened* don't double the final consonant.

Focus on the example sentences and play audio **11.3** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **11A** on *p.113* and get Sts to do them individually or in pairs. If Sts do the exercises individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences. Get them to spell any verbs where the spelling in the past changes.

a

1 They worked in a bank.
2 He finished work late.
3 We lived in Brazil.
4 I carried a big bag.
5 She walked to work.
6 The train stopped in Chicago.
7 We played tennis.
8 You talked a lot!
9 I relaxed on the weekend.
10 He waited for the bus.
11 She preferred the red car.
12 She needed a new coat.

b

1 A Where **did** you **park** the car?
B I **parked** it near the restaurant.
2 A **Did** you **finish** your homework?
B No, I **didn't finish** it. It was very difficult.
3 A What **did** you **study** in college?
B I **studied** economics.
4 A **Did** you **like** the concert?
B No, I **didn't like** it very much. The singers were terrible.
5 A **Did** you **watch** TV last night?
B Yes, we **watched** a very good show.
6 A **Did** you **close** the door when you went out?
B Of course I **closed** it!
7 A **Did** you **cry** at the end of the movie?
B Yes, I **cried** a lot!
8 A What time **did** you **arrive** in Tokyo?
B We **arrived** very late, about 1:00 a.m.

Tell Sts to go back to the main lesson **11A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

e Focus on the instructions, the question prompts, and the example.

Put Sts in pairs and get them to ask and answer the questions. One student could ask the first three and the other student the next three.

Get some feedback from the class.

2 Did Duke University offer Dominic a job?
No, they didn't. / No, it didn't.
3 Did they invite their friends to their house?
No, they didn't.
4 Did the children want to sleep on the plane?
No, they didn't.
5 Did Sacha play with toys on the plane?
Yes, he did.
6 Did Elena play with Sacha?
No, she didn't.

EXTRA CHALLENGE Get Sts to answer using short answers, and then where possible, expand their answers, e.g., for 2, *No, they didn't. They offered Miriam a job.*

2 PRONUNCIATION regular simple past endings

Pronunciation notes

The regular simple past ending *-ed* can be pronounced in three different ways:

1 *-ed* is pronounced /d/ with verbs that end in a voiced* sound, e.g., *arri**ve*** → *arrived*, *lear**n*** → *learned*
2 *-ed* is pronounced /t/ with verbs that end in an unvoiced* sound: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g., *tal**k*** → *talked*, *fini**sh*** → *finished*, *wa**tch*** → *watched*
3 *-ed* is pronounced /ɪd/ after verbs ending in the sound /d/ or /t/, e.g., *wan**t*** → *wanted*, *nee**d*** → *needed*

* For an explanation of voiced and unvoiced sounds, see the **Pronunciation notes** in **3A** on *p.37*.

In practice, the difference between /d/ and /t/ is very small, and at this level, we recommend you do not spend too much time on this. However, the difference between /ɪd/ and the other two is significant (it is an extra syllable) and Sts sometimes tend to add the /ɪd/ ending to all regular verbs. Highlight this difference, emphasizing that the *-e* in *-ed* is only pronounced when there is a *t* or a *d* before it, e.g., *waited*, *ended*, and make sure you always correct Sts when they add the extra syllable to verbs from groups 1 and 2.

a **11.4** Explain that there are three different ways of pronouncing *-ed*: /d/, /t/, and /ɪd/.

Focus on the exercise and play the audio once the whole way through for Sts just to listen.

11.4
See sounds and sentences in the Student Book on *p.67*

Focus on the first sound picture, *dog*. Play the audio to model and drill the word and sound (pause after the sound).

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Now focus on the two example sentences after *dog*. Play the audio, pausing after each sentence for Sts to listen and repeat.

Now repeat the same process for *tie* /t/ and the /ɪd/ sound.

Point out that /d/ and /t/ are very similar, but /ɪd/ is very different (see **Pronunciation notes**). Remind Sts that we pronounce *-ed* as /ɪd/ when the preceding letter is a *d* or a *t*. Stress that this is the only time that *-ed* is a separate syllable.

Give further practice as necessary.

Finally, get Sts, in pairs, to practice saying the sentences.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the *Teacher Resource Center*.

b **11.5** Focus on the instructions. Ask Sts to look at the sentences in **1b** and say which have verbs with the final /ɪd/ sound (1 *rented* and 3 *invited*).

Then play the audio for Sts to listen and repeat the sentences. Tell them to focus on pronouncing the past forms correctly.

11.5
See sentences in **1b** in the Student Book on *p.66*

c Now put Sts in pairs. Tell them to cover the sentences, look at the photos, and take turns saying the sentences to tell Dominic's story.

EXTRA SUPPORT Do this as a whole-class activity. Get Sts to cover the sentences, and then ask a volunteer *What happened in this photo?* If the student makes a mistake, encourage the class to help. Continue with the other photos until Sts have retold the whole story.

3 SPEAKING

a Focus on the instructions and make sure Sts know the meaning of *last night* and *last weekend*. Give Sts time to read the phrases and then help with any new vocabulary.

Focus on the examples and point out the extra information given in the first example.

Demonstrate the activity by saying a few true positive and negative sentences about yourself, using the phrases, e.g., *I didn't listen to the radio this morning in my car. I walked to work this morning. I didn't arrive late. I arrived 30 minutes early*.

Put Sts in pairs, **A** and **B**, and get them to think of true sentences about themselves with the phrases. Remind them to add extra information where possible.
Monitor and check that Sts **A** are now saying both positive and negative sentences. Remind Sts **B** to check and cross the phrases, depending on whether their partner did the activity – explain that they will be using this information in the next activity. Also make sure that Sts **A** are saying the sentences and not writing them.

b Sts now switch roles, and Sts **B** tell their partner their positive and negative sentences. Sts **A** check and cross the phrases.

c Focus on the instructions and examples. Get Sts to change partners. Explain that they are now going to ask questions about the previous partners, using the phrases in the chart and giving short answers.

Tell Sts that they must first tell their new partner who they worked with in **a** and **b**.

Get Sts to ask and answer the questions with their new partner. Monitor and check that Sts are using the base form of the main verb in the question.

4 READING & LISTENING

! If you do **4 Reading & Listening** in a later class than when you did **1 Grammar**, you may want to review the first part of Dominic's story before you start. Elicit the six sentences that are in **1b**, encouraging Sts to pronounce the *-ed* endings correctly.

a **11.6** Sts are now going to read part of the blog Dominic wrote when he and his family got back to the UK. Focus on the task and make sure Sts know what *a blog* is. Tell them not to worry about the blank in the title.

Now play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to read the blog again if necessary and answer the two questions. Remind them that when they read, they should try to focus on the words they know, and try to guess the meaning of new words.

Get Sts to compare with a partner, and then check answers.

EXTRA SUPPORT Before Sts read the blog the first time, check whether you need to pre-teach any vocabulary.

They liked their house and Sacha liked his school.
They missed their friends and family; they didn't like the food; they needed to rent a car.

11.6
See blog in the Student Book on *p.67*

Help with any other new vocabulary. Model and drill the pronunciation of any tricky words.

b **11.7** Tell Sts they are going to listen to the rest of the blog and must fill in the blank in the title of the blog in **a** with either *the UK* or *the US*. You could get Sts to guess and, with of show of hands, find out what they think.

Play the audio once the whole way through and then check the answer.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

the US

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11.7
(script in the Student Book on *p.91)*
Miriam really liked her job – it was very interesting. I worked from home, so I was with the children a lot, and I loved it. In general, life was good. It was cheap – cheaper than in the UK. We joined a sports club, where the children learned to swim, and I played a lot of tennis – one of my favorite sports.
The people in Durham were very friendly. They often invited us to their homes. It was easy to meet people at the sports club, or at the university where Miriam worked. And there were so many new places to see! On weekends, we visited some of the beautiful national parks. They were very different from English parks! In one park, there was a sign saying *Don't disturb the snakes* – Sacha loved it! I also remember a trip to a country music festival at a blueberry farm. It was fantastic. First, we listened to the music, and then we picked a lot of blueberries – they're Elena's favorite fruit. But after that trip, she didn't want to eat a blueberry for at least two weeks!
We stayed in Durham for a year. After that, we returned to England because my wife's job finished. But we loved our life in the US, and we're thinking of going back there in maybe two or three years.

c Give Sts time to read sentences 1–9, and make sure they understand them, e.g., the verb *return*.

Now play the audio once the whole way through for Sts to correct the information.

Play again if necessary.

Get Sts to compare with a partner, and then check answers.

1 Miriam **was** very happy at work.
2 Dominic worked **from home**.
3 Life in the US was **cheap**.
4 The children learned to **swim**.
5 The people in Durham **were** very friendly.
6 The National Parks were **very different**.
7 At the blueberry farm they listened to **country** music.
8 They stayed in Durham for **one year**.
9 They returned to England because **Miriam's job finished**.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.91*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as a whole-class activity.

If your Sts are in high school or college, you could ask them if they would like to study in another country.

WORDS AND PHRASES TO LEARN

11.8 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **11A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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11B How was your day?

G simple past irregular verbs: *get*, *go*, *have*, *do*
V verb phrases with *get*, *go*, *have*, *do*
P sentence rhythm

Lesson plan

This lesson introduces the simple past of the four most common irregular verbs in English: *get*, *go*, *have*, and *do*.

The lesson begins by reviewing verb phrases with the four verbs. Sts then listen to a conversation between a father who arrives back early from a work trip and his teenage daughter, who he is surprised to find at home. The grammar is presented using extracts from the conversation. In Pronunciation & Speaking, Sts focus on sentence rhythm in questions and answers in the past, and then interview each other about what they did yesterday. Sts then read an article about a movie, *A Life in a Day*, which was made using videos showing life around the world on one particular day. Finally, Sts write a blog post about what they did yesterday, using *then*, *after that*, and *after*.

More materials

For teachers

Photocopiables

Grammar simple past irregular verbs: *get*, *go*, *have*, *do* *p.157*

Communicative Life in a day *p.197* (instructions *p.168*)

For students

Workbook 11B

Online Practice 11B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Test Sts on the verb phrases they know using *have* and *go* from the **6B Vocabulary Bank A typical day** on *p.125*, like this:

T *breakfast* **Sts** *have breakfast*
T *work* **Sts** *go to work*

Other phrases are: *a coffee, lunch, home, shopping, to the gym, dinner, to bed.*

1 VOCABULARY verb phrases with *get*, *go*, *have*, *do*

a Books open. Focus on the instructions and the mind maps. Point out the examples.

Now give Sts time to complete the rest of the verb phrases.

Get Sts to compare with a partner.

b **11.9** Play the audio for Sts to listen and check.

Check answers by asking individual Sts to read the whole phrase.

2 go to bed, go home, go out, go to school
3 have breakfast, have a coffee, have dinner, have lunch, have a nice day, have a soda
4 do homework, do housework, do yoga

11.9
1 get a flight, get a taxi, get up early
2 go to bed, go home, go out, go to school
3 have breakfast, have a coffee, have dinner, have lunch, have a nice day, have a soda
4 do homework, do housework, do yoga

EXTRA SUPPORT You could play the audio again for Sts to listen and repeat.

EXTRA SUPPORT Tell Sts to cover the verbs and get them to test themselves on the verbs.

c Put Sts in pairs, **A** and **B**. Sts **A** (book open) test Sts **B** (book closed). Tell Sts **A** to read a word or phrase from the list in **a** and Sts **B** must say the verb phrase.

Make sure Sts then switch roles.

2 LISTENING

a **11.10** Focus on the task. Highlight that Ben is a businessman and that Linda is his daughter. Ask *Where was Ben?* (In Washington, DC), *Where's he now?* (At home).

Focus on the list of places and check that Sts can remember what they mean.

Focus on the instructions and get Sts to cover the conversation.

Play the audio once the whole way through for Sts to listen and check the places where Linda says she was during the day. Play the audio again as necessary.

Get Sts to compare with a partner, and then check answers. Ask *Was Linda at school?* (No, she wasn't.), *Was she at home?* (Yes, she was.), etc.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new vocabulary before Sts listen.

Sts should check: at home, in a museum, in a café

11.10
B = Ben, L = Linda
B Hi. I'm back. Linda! What are you doing at home?
L Hi, Dad. You're really early.
B Yes, I got an early flight.
L Uh, how was your day?
B *My* day was fine. But what about *your* day? Why aren't you at school?
L We didn't have classes today. We went to the American Museum of Natural History in the morning. It was great. And then we had lunch in the café there.
B Why didn't you go to school this afternoon?
L We had a free afternoon. I stayed at home.
B What did you do?
L I did my homework. I had a lot of work.
B Good girl. When are your exams?
L They're next week.
B Where's your mother?
L She went out. I think she went shopping.
B What's that?
L What?
B That noise.

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b Tell Sts to uncover the conversation. Focus on the conversation and the instructions. Tell Sts they are going to listen to the conversation again and they need to fill in the blanks. Give them time to see if they can remember any of the missing words.

Play the audio again for Sts to listen and fill in the blanks. Play again as necessary.

Get Sts to compare with a partner.

Check answers by playing the audio again, pausing after each answer, and writing the words on the board.

1 home **2** flight **3** classes **4** American **5** lunch
6 free **7** homework **8** week **9** mother **10** shopping

Go through the conversation with Sts and elicit / explain any new words or phrases. Also explain / elicit that:

- *got* is the past of *get*
- *went* is the past of *go*
- *had* is the past of *have*
- *did* is the past of *do*, and *do* is used both as a main verb and as an auxiliary

c **11.11** Focus on the instructions and the question. Make sure Sts understand the word *noise*.

Elicit some ideas from Sts, but don't tell them if they are correct or not.

Play the audio once the whole way through for Sts to listen and answer the question.

Get Sts to compare with a partner, and then check the answer.

The noise is a boy (Dylan).

11.11
B = Ben, L = Linda, D = Dylan
B And who are you?
L Um, Dad, this is Dylan.
B What are you doing here, Dylan?
D Well, uh…you see…Linda and I wanted to do our homework together.
B Oh, did you? And what kind of homework was it, exactly…

3 GRAMMAR simple past irregular verbs: *get*, *go*, *have*, *do*

a Focus on the chart. Highlight that the phrases in the left-hand column are in the simple present and the sentences in the right-hand column are in the simple past.

Focus on the conversation in **2b** and elicit the word missing from the first sentence in the chart (*got*).

Give Sts time to complete all the sentences in the chart.

Get Sts to compare with a partner.

b **11.12** Play the audio for Sts to listen and check.

Check answers.

simple past
We **went** to the American Museum of Natural History.
We **had** lunch in the café.
I **did** my homework.

11.12
I got an early flight.
We went to the American Museum of Natural History.
We had lunch in the café.
I did my homework.

Now play the audio again for Sts to listen and repeat.

Highlight that all four verbs are irregular in the past tense (i.e., you don't add *-ed* – the verbs change their form).

Highlight too that here *did* is a main verb, but remind Sts that *did* is also used as an auxiliary verb to make questions in the simple past, e.g., *Did you go to school?*

c Tell Sts to go to **Grammar Bank 11B** on *p.112*.

Grammar notes

simple past irregular verbs: *get*, *go*, *have*, *do*

A number of common verbs are irregular in the simple past. The change of form can be just one or two letters, e.g., *get* → *got*, or can be a completely new word, e.g., *go* → *went*.

As with regular verbs, irregular verbs are only irregular in positive sentences. In negative sentences, *didn't* is used with the base form (not the past), and questions are formed using *did* + base form.

Some typical mistakes include: ~~*Did you went to the movies?*~~ ~~*I didn't had breakfast.*~~

As with regular verbs, all forms are the same for all persons.

Focus on the example sentences and play audio **11.13** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the ***did* / *didn't*** box and go through it with Sts.

Now focus on the exercises for **11B** on *p.113* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a
1 **I had eggs for breakfast** this morning.
2 **Did she go to Spanish classes** last year?
3 **We didn't have lunch at home** last week.
4 **Mike didn't go to work by car** yesterday.
5 **They went to school by bus** yesterday.
6 **What time did you get up** this morning?
7 **Did you play sports or exercise** last weekend?
8 **You didn't do the housework** yesterday.
9 **I didn't get up early** this morning.

b
1 **A** What **did** you **have** for lunch today?
B I **had** fish.
2 **A** **Did** you **do** the housework?
B No, but I **did** my English homework.
3 **A** Where **did** you **go** last night?
B I **didn't go** out. I stayed at home.
4 **A** What time **did** the children **get up**?
B They **got up** very late. They were tired.
5 **A** What **did** you **have** for breakfast?
B I **didn't have** breakfast. I wasn't hungry. I just **had** a coffee.
6 **A** **Did** Pedro **go** to judo last week?
B He **went** on Monday, but he **didn't go** on Wednesday because he wasn't feeling well.

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Tell Sts to go back to the main lesson **11B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

EXTRA IDEA Get Sts to practice the conversation in **2b** on *p.68*, with one student taking the part of Ben (the father) and the other student the part of Linda, and then switching roles. You could rehearse the conversation before you start, with Sts repeating the conversation after you or the audio.

4 PRONUNCIATION & SPEAKING sentence rhythm

Pronunciation notes

Remind Sts that in English the words that carry the important information are said more strongly than others, e.g., in *What did you do last night?*, *What*, *do*, and *last night* are stressed more strongly than *did* and *you*.

For more information on sentence rhythm, see the **Pronunciation notes** in **3B**.

a **11.14** Focus on the instructions and the four questions and answers.

Play the audio once the whole way though for Sts just to listen.

11.14
See questions and answers in the Student Book on *p.69*

Now play the audio again for Sts to listen and repeat the questions and answers, copying the rhythm. Encourage them to pronounce the bigger **bold** words more strongly than the other words.

EXTRA SUPPORT Put Sts in pairs, **A** and **B**, and get them to practice the questions and answers. Make sure they switch roles.

b Tell Sts to go to **Communication Your day** on *p.81*.

Focus on the instructions in **a** and the example. Explain that Sts have to use the prompts to make questions in the past. Point out that there are both *Wh-* and *yes / no* questions, e.g., *What time did you get up yesterday?* and *Did you take a shower?*

Elicit three or four example questions from the class. Check that Sts understand what information the questions are asking for. Model and drill the pronunciation of some or all of the questions, encouraging Sts to use good rhythm by stressing the important words in the sentence, as in the previous pronunciation exercise.

EXTRA SUPPORT Elicit all the questions in the past before Sts interview each other. You could get them to interview you first.

Put Sts in pairs and get them to take turns interviewing each other. They write their partner's answers in the *Your partner* column.

Monitor and check that Sts are using correct question format. Make notes of any problems to focus on later.

Then focus on **b**. Put Sts in new pairs and get them to tell their new partner three things about their first partner.

Tell Sts to go back to the main lesson **11B**.

5 READING

a Focus on the instructions. You could remind Sts that Ridley Scott directed three of the movies in the *Alien* series, which they saw in **7B**.

Read the introduction with the class (up to *July 24th*). Elicit / Explain any new vocabulary, e.g., *life* (and the irregular plural *lives*), *to film*.

Ask the question to the class.

They filmed their lives.

b **11.15** Focus on the instructions, making sure Sts know the meaning of *caption*. Give Sts time to look at the photos. Remind Sts that when they read, they should try to focus on the words they know and guess the meaning of new words.

Play the audio for Sts to read and listen at the same time.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

11.15
See article in the Student Book on *p.69*

Give Sts time to read the article again if necessary and complete the captions.

Get Sts to compare with a partner, and then check answers.

1 shaved **2** cleaned shoes **3** arrived, Kathmandu
4 did, skydive **5** got married

c Focus on the instructions and two questions. Elicit / Explain that *normal* refers to things people usually or often do and that *unusual* means "not usual."

Give Sts time to read the article again and then answer the questions. You could ask Sts to make two lists, headed *Normal* and *Unusual*.

Get Sts to compare with a partner, and then check answers. Note that shaving is a normal activity for most men, but shaving for the first time is special. If Sts have different answers, get them to explain.

Help with any other new vocabulary, e.g., *thousands*, *incredible*, etc. Model and drill the pronunciation of any tricky words.

d Focus on the instructions and get Sts to cover the article. You could get Sts to do this in pairs, or you could call out each verb and get the class to tell you the simple past.

If Sts worked in pairs, check answers.

do → did get up → got up go → went have → had
open → opened wash → washed work → worked

e Focus on the instructions and give Sts time to fill in each blank with a verb from **d**.

Get Sts to compare with a partner, and then check answers.

1 got up **2** opened **3** did **4** worked **5** went, had
6 washed

EXTRA SUPPORT Write the past tense of the verbs in **d** on the board to help Sts.

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6 WRITING a blog post

Tell Sts to go to **Writing A blog post** on *p.87*.

a Focus on the instructions and read the title and the first sentence of the blog. You might want to pre-teach the word *colleague*. Model and drill pronunciation.

Give Sts time to read the blog post and complete the task. Point out that the first one (*I got up at 6:30...*) has been done for them.

Get Sts to compare with a partner, and then check answers.

2 Then I had breakfast. I didn't eat…
3 After that, I went to my new office. I got a taxi, because…
4 When I arrived, the boss introduced me…
5 I didn't go out for lunch. I had a sandwich in the office…
6 I went home at 5:30. I had a pizza for dinner…
7 I went to bed early, at 9:30. I was really tired, but…

b Focus on the **Showing the order of events** box and go through it with the class. Elicit / Explain that we use these words to show the order in which things happen.

Highlight that *Then* and *After* have the same meaning. *After* must be followed by a noun, e.g., *After lunch*. You can't use *after* by itself. A typical mistake is: *We had lunch. ~~After, we went shopping.~~* It should be *After lunch* / *After that, we went shopping*.

c Explain that Sts are going to write a blog post about their day yesterday.

Write this sentence on the board:

YESTERDAY WAS A _____ DAY FOR ME.

Ask a few Sts what word they would put in the blank. Suggest words like *normal*, *unusual*, *interesting*, *big*.

Tell Sts to use this sentence to begin their blog and make it true for their day. Then they should explain what they did, using time-order words to put the events in order. Make sure Sts understand that they don't have to say everything they did, just the most interesting or important events in their day.

Get Sts to work individually to write their blog posts. Monitor and help as needed. If there's not enough time, you could assign this for homework.

Check that Sts are using *Then*, *After that*, etc. and telling events in the order they happened.

EXTRA IDEA If you have corrected their blogs, you could get Sts to "post" them by putting them on the wall in the classroom. Then get Sts to walk around the room and read each other's blogs.

Tell Sts to go back to the main lesson **11B**.

WORDS AND PHRASES TO LEARN

11.16 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **11B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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EPISODE 6

Practical English Is there a bank near here?

Function asking for and giving directions
V prepositions of place
P sentence rhythm and polite intonation

Lesson plan

In this **Practical English** lesson, Sts learn how to understand and give simple directions in the street. They begin by learning six new prepositions of place and some very basic language for directions, which is practiced through a role play. The focus is more on asking for and understanding directions than giving directions, as the latter is quite challenging for Sts at this level. Sts watch or listen to Rob asking for directions, and then to a conversation with Jenny in which she explains where her hotel is and how to get there.

More materials

For teachers

Photocopiables
Communicative Where are you? *p.198*
(instructions *p.168*)

Teacher Resource Center
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)

Write the prompt phrase PLACES IN A TOWN on the board. Give Sts two minutes in pairs to brainstorm words for places in a town, e.g., *school*, *bank*, *museum*, etc.

Elicit words from the pair with the longest list and write them on the board. Tell the other Sts to listen and check the words on their list.

Continue eliciting more words from different pairs. Try to elicit all the words for the places in the map on *p.70*.

1 VOCABULARY & PRONUNCIATION

prepositions of place; sentence rhythm and polite intonation

a 11.17 Books open. Focus on the prepositions of place and the phrases.

Play the audio once the whole way through for Sts just to listen.

11.17
See words and phrases in the Student Book on *p.70*

Now play it again, pausing after each item for Sts to listen and repeat. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Highlight that:

- *across from* means face to face, and is used mainly for people or buildings.
- some prepositions of place are one word, e.g., *near*, *between*, but others are two, e.g., *next to*.
- *on the corner* can be followed by *of* + street name, e.g., *on the corner of Main Street*.

EXTRA IDEA You could give more practice with *next to*, *opposite*, and *between* by asking questions about things or people in the classroom, e.g., *Who's sitting next to Silvio? What's between my desk and the window?*

b 11.18 Focus on the instructions and the map. Give Sts time to read the names of the buildings and the streets.

Demonstrate the activity by choosing a place and describing its position yourself, e.g., *It's on the corner, next to the bookshop*, for Sts to say the place (*the supermarket*).

Play the audio. Pause after the man asks for the place he is looking for, and elicit what it is (*a coffee shop*). Make sure Sts are clear they have to write *coffee shop* on the map in one of the labels A–D.

Now play the rest of the first conversation and elicit the answer (*The coffee shop is building D*).

Play the rest of the audio, pausing after each conversation to give Sts time to write the name of the place in the label.

Check answers by playing the audio and pausing after each conversation.

B Chinese restaurant **A** phone store **C** park

11.18
M = man, W = woman

1
M Excuse me?
W Yes?
M Is there a coffee shop near here?
W Yes, there's one on South Street. It's next to the movie theater, on the right.
M Thanks.

2
M Excuse me. Is there a Chinese restaurant near here?
W Yes, there's one on King Street, between the bank and the gym.
M Thank you.

3
M Excuse me. Is there a phone store near here?
W Yes, there's one on North Street, next to the hotel, on the left.
M Thanks.

4
M Excuse me. Where's the park?
W It's on Boston Road, across from the gym.
M Oh, great. Thank you.

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Pronunciation notes

Intonation

Intonation is the way in which we say something in English, using a rise or fall in the movement of our voice. Through our intonation, we can "sound" polite, rude, happy, angry, interested, bored, etc. You can make Sts appreciate the importance of intonation by speaking like a robot, i.e., with no intonation. Encourage Sts to practice polite intonation by copying the audio.

c **11.19** Focus on the instructions and the map again. Model and drill the street names.

Now focus on the conversation and remind Sts that the bigger words in **bold** are pronounced more strongly. Also highlight that the speakers use polite intonation with a wide voice range. Play the audio once the whole way through for Sts to listen to the rhythm and intonation.

11.19
See conversation in the Student Book on *p.70*

Highlight the use of *Excuse me* /ɪksˈkyuz mi/ in the conversation as a polite way of attracting a stranger's attention (we don't use *Please!* or *Sorry!*). Also point out that polite intonation in English tends to be higher than normal intonation.

Now play the audio again, pausing after each line, for Sts to listen and repeat, encouraging them to copy the rhythm and intonation on the audio.

d Go through the instructions and focus on the example in the speech bubbles.

Model and drill the question *Is there a bank near here?* Then say other places on the map for Sts to substitute, e.g., **T** *gym* **Sts** *Is there a gym near here?*

Demonstrate the activity by asking one student about a place and eliciting an answer, e.g., *Excuse me. Is there a bank near here?* (Yes, there's one on King Street, next to the Chinese restaurant.)

Put Sts in pairs and get them to ask and answer questions about the places on the map. Monitor and help.

2 ASKING FOR & GIVING DIRECTIONS

a **11.20** Focus on the pictures and directions, and give Sts time to match them.

Then play the audio once for Sts to listen and check.

Check answers.

11.20
1 C Go straight ahead. 2 A Turn right. 3 B Turn left.

Now play the audio again for Sts to listen and repeat. Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Use gestures to elicit the phrases, e.g., *go straight ahead*, *turn right*, and *turn left*.

b **11.21** Focus on the instructions and the question. Elicit / Explain the meaning of *cash machine*.

Tell Sts to cover the conversation and look at the map. Make sure Sts know where Rob is standing, and play the video / audio twice for them to follow the directions to the cash machine.

Get Sts to compare with a partner, and then check the answer.

Bank B

11.21
See conversation in the Student Book on *p.71*

Now tell Sts to uncover the conversation and go through it line by line. You could play it again for Sts to read and listen at the same time. Highlight:

- the difference between *Turn left* and *It's on the left*.
- responding to *Thanks very much* / *Thanks* with *You're welcome*.

c Play the conversation in **b** again, pausing after each sentence for Sts to listen and repeat.

Now put Sts in pairs and get them to practice the conversation.

Monitor and help as needed. Make sure Sts switch roles.

d **11.22** Focus on the instructions and make sure Sts understand why Rob needs to find another bank. Remind Sts that Rob is now standing outside Bank B.

Play the video / audio once the whole way through for Sts to watch or listen and answer the question. Play again as necessary.

Check the answer.

Bank C

11.22
(script in the Student Book on *p.91*)
R = Rob, M = man
R Oh ****. I don't believe it. Excuse me, this cash machine isn't working. Is there another one near here?
M Yeah, there's one in HSBC. Go straight on; turn right. Go straight on for a bit, and it's on the left.
R Thanks.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Excuse me. Can you help me?**, **A** on *p.81* and **B** on *p.85*.

Focus on the instructions and give Sts time to read their roles and look at their maps. Explain that they each have to ask for directions to three places and then label the buildings.

Tell Sts **A** to start by asking Sts **B** for directions to the bus station. You could point out to Sts **A** that they can't see a bus station on their map and to Sts **B** that they can see one. Monitor and make a note of any problems Sts are having.

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Tell Sts to switch roles when Sts **A** have written their first label. Now Sts **B** ask Sts **A** for directions to the college. Monitor and help, making a note of any general problems Sts are having, and help with these on the board at the end.

When they have finished asking for their places, get Sts to compare maps to check their labels.

Tell Sts to go back to the main lesson **Practical English 6**.

3 WHERE'S JENNY'S HOTEL?

a **11.23** Focus on the instructions and question.

Play the video / audio once the whole way through for Sts to watch or listen and answer the question.

Check the answer.

To check that she got his email about the hotel

11.23
(script in the Student Book on *p.91*)

R = Rob, J = Jenny

J Hello?
R Hi, Jennifer?
J Yes?
R This is Rob Walker from *London24seven*. I'm phoning to check you got the email I sent you.
J Uh, what was it about?
R It was the information about your hotel for next week.
J Just a second. Yes, here it is. Hotel Indigo, London Street. Where is it, exactly?
R It's very near Paddington Station. You can get the Heathrow Express train from the airport to the station. It only takes about 15 minutes.
J OK, that's great. Can I walk to the hotel from the station?
R Yes, it's very near. Can you see it on the map?
J Ah, yes, I have it now.
R Turn left when you leave the station. Then go straight on for a bit, and turn right into London Street. The hotel's opposite Norfolk Square.
J Great.
R I can come to the hotel in the morning on your first day. We can walk to the office together.
J OK. See you then.
R Bye.
J Bye.

b Focus on the instructions and Jenny's notes about her hotel. Give Sts time to read them. Point out that the first one (*Indigo*) has been done for them.

Play the video / audio again for Sts to watch or listen and complete the task. Play again as necessary.

Get Sts to compare with a partner, and then check answers.

2 London **3** Station **4** airport **5** 15 **6** left **7** straight on / straight ahead **8** right **9** opposite / across from

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

EXTRA IDEA Since this is the last episode of Rob and Jenny on the video, if your Sts have enjoyed it, you might want to ask them what they think happens when Jenny comes to London, and tell them that they can find out in *American English File* Level 1!

4 USEFUL PHRASES

11.24 Focus on the phrases and make sure Sts understand what each one means.

Play the video / audio once the whole way through for Sts just to watch or listen.

11.24
See Useful phrases in the Student Book on *p.71*

Now play the video / audio again, pausing after each phrase for Sts to listen and repeat.

Give further practice as necessary, modeling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases**. When they have finished, get a few pairs to act out their roleplay for the class.

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12A Strangers on a train

G simple past: regular and irregular verbs
V regular and irregular verbs
P irregular verbs

Lesson plan

In this lesson, Sts review the simple past (regular and irregular verbs) and learn some more irregular verbs in the context of a short story with a surprise ending about two strangers who meet on a train. In Vocabulary & Pronunciation, Sts learn some new high-frequency irregular verbs. Then Sts read and listen to the first two parts of the story. In Grammar, they review the simple past of regular and irregular verbs, including the past of the verb *be*, and retell Parts 1 and 2 of the story. Then Sts watch a video of Parts 3, 4, and 5 of the story. This final section of the story is on video. If you are unable to show the video in the class, there is also an audio version on the *Class Audio*. However, you can tell Sts to watch the video in *Online Practice*.

More materials

For teachers

Photocopiables
Grammar simple past: regular and irregular verbs *p.158*
Communicative Past tense questions *p.199* (instructions *p.168*)

Teacher Resource Center
Video Strangers on a train

For students

Workbook 12A

Online Practice 12A

OPTIONAL LEAD-IN (BOOKS CLOSED)

This lead-in will help Sts do questions **1a**, **1b**, and **1c** of the *Verbs quiz*. Tell Sts that you're going to read out ten regular verbs, and they must write them down in the simple past. Give an example: say *arrive*, and write ARRIVED on the board.

Now read out the following verbs, pausing after each one to give Sts time to write down the simple past: *ask, close, exchange, finish, look, move, open, start, stop, talk, wait*.

You could ask Sts to compare their spelling with a partner. Don't check the spelling of the verbs yet – Sts do this in **1a** and **1b** of the *Verbs quiz*.

1 VOCABULARY & PRONUNCIATION regular and irregular verbs

Pronunciation notes

Some verbs that are irregular in the past tense have quite tricky pronunciation, e.g., *buy – bought* /bɔt/, *say – said* /sed/ (NOT /seɪd/), *see – saw* /sɔ/, *tell – told* /toʊld/.

Because these verbs are very high frequency, it is worth spending some time on making sure Sts can pronounce the simple past forms correctly.

a Books open. Focus on the *Verbs quiz* and put Sts in pairs to do it. If you did the **Optional lead-in**, point out that the verbs are the same and tell Sts to check with the verbs they wrote down.

Check answers.

1
a stop
b arrive, close, exchange, move
c start, wait
2
buy → bought leave → left say → said see → saw
send → sent sit → sat tell → told write → wrote

b 12.1 Focus on the task and make sure Sts understand that they are repeating all the verbs in the two lists in **a**, but in the past tense. Play the audio for Sts to listen and repeat.

12.1
regular verbs: arrived, asked, closed, exchanged, finished, looked, moved, opened, phoned, started, stopped, talked, waited
irregular verbs: bought, left, said, saw, sent, sat, told, wrote

Write BOUGHT on the board and say it /bɔt/. Ask Sts *What do you notice about the spelling and pronunciation of this word?* Elicit that the letters *gh* are not pronounced: they are silent. Highlight also that the pronunciation of *said* is /sed/, NOT /seɪd/.

Play the audio again, pausing after each verb for Sts to listen and repeat.

c 12.2 Focus on the task and the examples. Tell Sts they will hear the infinitive and they must say the simple past.

Play the first verb, pausing the audio for Sts to say *said* in chorus.

Play the rest of the audio for Sts to listen and say the simple past of the verb.

12.2
1 say (*pause*) said
2 tell (*pause*) told
3 finish (*pause*) finished
4 wait (*pause*) waited
5 buy (*pause*) bought
6 close (*pause*) closed
7 write (*pause*) wrote
8 stop (*pause*) stopped
9 leave (*pause*) left
10 send (*pause*) sent
11 arrive (*pause*) arrived
12 start (*pause*) started
13 see (*pause*) saw
14 sit (*pause*) sat
15 ask (*pause*) asked

Finally, repeat the activity, eliciting responses from individual Sts.

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2 READING & LISTENING

12.3 12.4 Pre-teach the following vocabulary to help Sts with the story. Draw a train on the board and elicit the word *train*. Now elicit / teach words connected with traveling by train, e.g., *platform*, *seat*, *station*, *ticket*. Write them on the board and drill pronunciation.

Focus on the title of the story, *Strangers on a train*, and elicit / explain that a stranger is a person you don't know, NOT a person from another country (which is *foreigner*). NB The word *stranger* in English may be similar to the word for *foreigner* in your Sts' languages. Model and drill pronunciation.

12.3 Now focus on **Part 1**. Tell Sts that they are going to read and listen at the same time.

Play the audio once the whole way through for Sts to read and listen to **Part 1**.

Focus on questions 1–4 and get Sts to answer them in pairs.

Check answers.

EXTRA SUPPORT Before Sts read the story the first time, check whether you need to pre-teach any vocabulary.

1 He saw her at the station / on the platform.
2 Chanel No. 5
3 (Classical) music
4 To have a (cup of) coffee

12.3
See Part 1 in the Student Book on *p.72*

Elicit / Teach the meaning of any words in the story you think Sts may not have understood, e.g., *blond*, *move*, *full* (elicit the opposite *empty*), *nice smell*, etc.

12.4 Now focus on **Part 2**. Play the audio for Sts to read and listen at the same time.

Focus on questions 5–8 and give Sts time to answer them in pairs.

Check answers.

5 She works in property (flats and houses).
6 He works for Citibank.
7 He lives in Chelsea and she lives near Chelsea.
8 Because she offered to drive him home.

12.4
See Part 2 in the Student Book on *p.73*

Elicit / Teach the meaning of any words or phrases you think Sts may not have understood, e.g., *property*, *That's interesting*, *time to go*.

Tell Sts they will see the rest of the story later in the lesson.

3 GRAMMAR simple past: regular and irregular verbs

a This exercise tests Sts on what they have learned about the simple past in English so far. Focus on the task and the two conversations.

Give Sts time to read the conversations and choose the correct form.

Get Sts to compare with a partner.

b **12.5** Play the audio for Sts to listen and check.

Check answers. You could get pairs to read the conversations out loud.

See verbs in **bold** in script 12.5

12.5

1
A Where did you **go** on Saturday?
B I **went** clothes shopping.
A What did you **buy**?
B I **bought** a new jacket.
A **Was** it expensive?
B No, it **wasn't**.

2
A What **did you do** last night?
B I **went** to the movies. I **saw** a new Japanese movie.
A **Did** you **like** it?
B No, I **didn't like** it very much. It **was** very slow.

EXTRA IDEA Put Sts in pairs and get them to practice the conversations. Make sure they switch roles.

c Tell Sts to go to **Grammar Bank 12A** on *p.114*. Highlight that this **Grammar Bank** is review of what they have learned about the simple past in recent Files.

Grammar notes

simple past: regular and irregular verbs (review)

Remind Sts:

- that you don't use the auxiliaries *did / didn't* to make questions with the verb *be* in the past tense, e.g., *Were you at home last night?* NOT ~~*Did you be at home last night?*~~
- for regular verbs add *-ed* or *-d* to the base form in positive sentences.
- that most verbs are regular (e.g., *like*, *live*), but some common verbs are irregular and change their form in the simple past (e.g., *go – went*, *have – had*).
- to use *did / didn't* + base form to make questions and negatives with all verbs except *be* (and *can*), e.g., *Did you like it? Did you go?* NOT ~~*Did you liked it? Did you went?*~~

Refer Sts to **Regular and irregular verbs** on *p.133*, listing the regular and irregular verbs that have been taught in the Starter Student Book.

Focus on the example sentences and play audio **12.6**, **12.7**, and **12.8** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercise for **12A** on *p.115* and get Sts to do it individually or in pairs. If they do it individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

1 rented **2** was **3** did **4** went **5** visited **6** stayed **7** had **8** were **9** arrived **10** said **11** answered **12** saw **13** looked **14** was **15** wasn't **16** did…see **17** asked **18** Did…talk **19** didn't speak **20** said **21** told **22** waited **23** went **24** was **25** had **26** did…leave **27** were **28** wanted

Tell Sts to go back to the main lesson **12A**.

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EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

d Focus on the instructions. Give Sts time to look at the photos in **2** and the questions in **d**.

Put Sts in pairs and tell them to retell **Parts 1** and **2** of the story *Strangers on a train*. Monitor and help if necessary.

Elicit the story from the class.

EXTRA SUPPORT Get Sts to write the answers to the questions to help them retell **Parts 1** and **2** of the story.

4 VIDEO LISTENING

This final section of the story is available on video or audio.

a **12.9** Tell Sts they are going to watch or listen to **Parts 3–5** of *Strangers on a train*.

Focus on questions 1–3 and give Sts time to read them.

Play the **Part 3** video / audio for Sts to watch or listen.

Give Sts time to answer questions 1–3 in pairs.

Check answers.

1 She had a BMW.
2 She had two tickets for a Beethoven concert at the Royal Albert Hall.
3 She wanted to meet him in the bar at 7.30.

12.9
D = David, O = Olivia
Part 3
D Olivia's car was in the station parking lot. "Nice car," I said. It was a big BMW. She was a very fast driver. She stopped outside my flat. We said goodbye, and exchanged phone numbers. The next morning there was a message from Olivia. She wrote:
O I really want to see you again! Friday?
D On Friday morning, Olivia called me. Hello.
O I have two tickets for a Beethoven concert tonight at the Royal Albert Hall! Can you get them from the box office at seven fifteen? We can meet in the bar at seven thirty. The concert starts at eight.

Elicit / Teach the meaning of any words you think Sts may not have understood. Point out the photo of the Royal Albert Hall and tell Sts that it is a famous concert hall in London.

b **12.10** Now focus on questions 1–6 and give Sts time to read them.

Play the **Part 4** video / audio for Sts to watch or listen.

Give Sts time to answer the questions in pairs.

Check answers. For questions 5 and 6, elicit opinions, but don't tell Sts if they are correct or not.

1 He arrived at 7:00.
2 He got a message from Olivia. He left her ticket at the box office and sat down in his seat.
3 He phoned Olivia.
4 He left the concert hall and went home.

12.10
D = David, O = Olivia, W = woman
Part 4
D I arrived at the Royal Albert Hall at seven o'clock. I got the tickets, and I waited in the bar. But Olivia didn't arrive. I looked at my watch. It was seven forty-five. I looked at my phone. There was a message.
O Sorry! In a meeting. Leave my ticket at the box office.
D I left her ticket at the box office and went to my seat. The concert started, but Olivia didn't arrive. When the concert finished, I phoned her, but her phone was off.
W The number you are dialing is currently unavailable.
D I sent her a text. "Where are you?" I was very angry. I left the concert hall and went home. I opened the door of my flat and turned on the light…

Elicit / Teach the meaning of any words you think Sts may not have understood, e.g., the use of *get* in *got the tickets*, *angry*, *turn on*.

c **12.11** Focus on the question.

Now play the **Part 5** video / audio for Sts to watch or listen and find out what happened.

Get them to compare with a partner, and then play again if necessary.

Check the answer to question 6 in **b**.

(He saw that) there was no TV and there weren't any pictures. His laptop wasn't in his bedroom.

12.11
Part 5
D I opened the door of my flat and turned on the light. My flat looked very different. Oh no! There was no TV, and there weren't any pictures on the walls. I went into my bedroom. My laptop wasn't there. But there was a nice smell: Chanel Number Five.

Now ask Sts *Who do you think took the things from his flat?* (Olivia), *How did he know?* (Because there was a smell of Chanel No. 5 perfume).

Finally, elicit whether Sts think the ending of the story is good or not.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

EXTRA IDEA You could give Sts extra listening practice by getting them to close their books and listen to (not read) the whole story on audio.

WORDS AND PHRASES TO LEARN

12.12 Tell Sts to go to *p.132* and focus on the **Words and phrases to learn** for **12A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might want to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also want to ask Sts to test each other on the phrases.

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12B Review the past

G simple past review
V review of past verb forms
P review of vowel sounds

Lesson plan

This lesson is a board game that gives oral review of the simple past. There are 30 questions that review the grammar of the simple past, along with related aspects of vocabulary and pronunciation.

More materials

For teachers

Photocopiables

Grammar simple past review *p.159*
Communicative A vacation in Venice *p.200* (instructions *p.169*)
Review questions *p.201* (instructions *p.169*)

For students

Workbook 12B

Online Practice 12B

Books open.

Tell Sts they are going to do an activity that reviews the past tense.

Focus on the rules on *p.75* and go through them with the class. Make sure Sts understand each rule.

Put Sts in groups of three or four and give each group a die. Tell them to choose an item to move around the board, e.g., a coin, a token, etc. Tell each group to only use one copy of the game on *pp.74–75*.

EXTRA IDEA If you don't have any dice, use coins instead. Tell Sts what the two sides of a coin are called, *heads* and *tails*. Then write on the board: HEADS = MOVE ONE SQUARE, TAILS = MOVE TWO SQUARES.
As a demonstration, ask a confident student to toss the coin and move that number of squares from the start. Get another member of their group to read out the question. The student who tossed the coin then answers the question. Ask the rest of the group *Was that OK?* to encourage Sts to listen to and evaluate what the others in their group say. If the rest of the group say *no*, ask them what the problem is. If they are happy with the performance, pass the coin to the next student. Tell all groups to start in the same way.

Monitor as the groups play, but don't interfere unless you hear Sts fail to pick up on a serious error. You could make notes on errors to help with later in class if you like. Encourage Sts to answer the questions in as much detail as they can – other Sts in the group can ask questions for more information.

Sts continue to play until one student reaches the finish and is the winner. They must throw the exact number needed to land on the finish. If, for example, they need a one, but throw a three, they must move to the finish and then two back, to number 28.

Groups that finish fast can look back through the squares, taking turns doing the ones that were not landed on in the game.

If there's time, you could check answers to some of the questions.

4 **have** a good day
be tired
do housework
be hungry
do / **have** homework
have lunch

5 hated, wanted

9 **do** housework
get up in the morning
have a nice evening
wait for a bus

10 cooked, packed, watched

14 go – went

15 said

19 **buy** (new clothes) – **bought**
say ("sorry" to somebody) – **said**
see (a movie) – **saw**

20 changed – played
started – parked
relaxed – traveled

24 drink (dinner)
eat (a coffee)
travel (new shoes)

25 liked

29 **send** (a message) – **sent**
use (a laptop) – **used**
write (an email) – **wrote**

30 worked

EXTRA SUPPORT If you would like to end the last lesson without the Student Book, there are two **Communicative** photocopiable activities.

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11&12 Review and Check

For instructions on how to use these pages. see *p.34*.

More materials

For teachers

Teacher Resource Center

Video Can you understand these people? 11&12
Quick Test 12
File 12 Test
Progress Test 7–12
End-of-course Test

For students

Online Practice Check your progress

GRAMMAR

1 b **2** a **3** b **4** a **5** b **6** a **7** a **8** b **9** a **10** b
11 a **12** b **13** b **14** a **15** b

VOCABULARY

a
1 next to **2** between **3** on…corner **4** on…left
5 on…right

b

ask, *asked*	help, helped	sit, sat
buy, bought	leave, left	start, started
carry, carried	miss, missed	stay, stayed
change, changed	need, needed	study, studied
cry, cried	open, opened	talk, talked
do, did	say, said	tell, told
have, had	send, sent	write, wrote

PRONUNCIATION

a
1 /ɑ/ clock **2** /s/ snake **3** /z/ zebra **4** /d/ dog **5** /t/ tie

c
1 experience **2** between **3** decide **4** destination
5 exchange

CAN YOU understand this text?

a Amman, Wadi Rum, Petra

b
1 F (She spent three months in Jordan.)
2 T
3 F (She studied Arabic.)
4 T
5 F (She went to the desert and Petra.)
6 F (The countryside was beautiful.)
7 F (They were very friendly.)
8 T

CAN YOU understand these people?

1 a **2** b **3** a **4** c **5** a

12.13

1
I = interviewer, S = Sophie
I What did you do last weekend?
S Last weekend it was my birthday, so I went out for a meal with friends, and it was very sunny as well, so we went for a walk afterwards.

2
I = interviewer, G = Gina
I Where did you go for your last vacation?
G My last vacation I went to California with my sisters.

3
I = interviewer, R = Rozie
I When was the last time you went to a restaurant?
R The last time I went to a restaurant uh, was over the weekend. I went to Sweetwater, in uh, it's a French restaurant in Brooklyn.
I Did you enjoy the meal?
R I loved it. It was great.

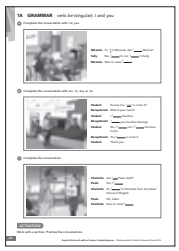
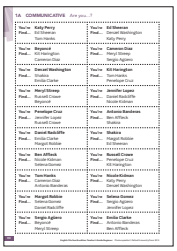
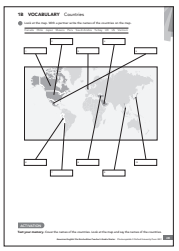
4
I = interviewer, C = Chimi
I Are you good at giving directions?
C No, I'm not. I am the worst person to ask for directions. I myself am not good at finding places or following directions, so I pretty much am not good at it.

5
I = interviewer, S = Susan
I Is there a good café near here?
S Yes, there is. It's just along on the right.

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Photocopiable activities

Overview

- There is a **Grammar activity** for each main (A and B) lesson of the Student Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student Book.

All the photocopiable material is also available on the **Teacher Resource Center** (TRC). It is also available on the **Classroom Presentation Tool** (CPT), allowing you to display the worksheets on an interactive whiteboard or projector. This will make it easier to set up and demonstrate the activities, and show answers.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could assign them as homework for some or all of your Sts.
- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you assign them for homework, encourage Sts to use this stage to test themselves. Alternatively, you could assign the main activity for homework and then get Sts to do the **Activation** at the beginning of the next class.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g., one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face-to-face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can switch roles and do the activity again, or you could get them to write some of the sentences from the activity.

Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student Book Vocabulary Banks. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Vocabulary Bank page.
- You could ask Sts to check their answers by referring to the relevant Student Book Vocabulary Bank.
- All the activities are suitable for use in class. However, you may wish to assign some of the tasks for homework.
- Most of the Vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the Grammar ones.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Customizable worksheets

There are customizable versions of some of the Grammar, Communicative, and Vocabulary activities on the **Teacher Resource Center**. These allow you to adapt the material to make it more applicable and/or relevant to your Sts. For instance, you could:

- change some of the names to the names of Sts in your class.
- change place names to ones that are more relevant and/or familiar to your Sts.
- change items of grammar or vocabulary to focus on the needs and interests of your Sts and/or adapt the level of challenge.
- reduce the number of items if you are short on time.

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Grammar activity answers

1A verb *be* (singular): *I* and *you*

a **2** you **3** I **4** I **5** you
b **2** 'm / am **3** Are **4** 'm / am **5** 'm / am **6** 're / are
c **2** am **3** I **4** you

1B verb *be* (singular): *he, she, it*

2 Is **3** isn't **4** he **5** is **6** he **7** isn't **8** 's
9 Where **10** Is **11** it **12** Is **13** isn't **14** It
15 Is **16** isn't **17** 's **18** is **19** from **20** he
21 isn't **22** Is **23** is **24** Is **25** isn't **26** 's

2A verb *be* (plural): *we, you, they*

a **2** Are; 're **3** aren't; 're **4** Are; aren't; 're **5** Are; 're
6 Are; aren't; 're **7** are; aren't **8** Are; aren't; 're
b **3** No, they aren't. They're American. / They're from America.
4 Yes, they are.
5 No, they aren't. They're Saudi. / They are from Saudi Arabia.
6 Yes, they are.
7 No, they aren't. They're early.
8 Yes, they are.

2B *Wh-* and *How* questions with *be*

2 Who is he?
3 How old is he?
4 What's your first name?
5 What's your last name?
6 How do you spell it?
7 How old are you?
8 What's your address?
9 What's your zip code?
10 What's your home phone number?
11 What's your cell number?

3A singular and plural nouns; *a / an*

a **3** chairs **4** a photo **5** an umbrella **6** bags
b **3** What are they? They're watches.
4 What is it? It's a newspaper.
5 What are they? They're dictionaries.
6 What is it? It's a camera.
7 What is it? It's a wallet.
8 What are they? They're (cell) phones.

3B *this / that / these / those*

2 That **3** these **4** this
5 these **6** these **7** that
8 this **9** This **10** That **11** these

4A possessive adjectives; possessive *'s*

a **2** your **3** his **4** our **5** my **6** their **7** its **8** my
b **2** Sarah's cat **3** Pablo's sister **4** Mr. White's room

4B adjectives

a **2** 's old **3** 's big **4** is long **5** are cheap **6** 're slow.
b **2** expensive laptops
3 a new coat
4 a dirty window
5 a small table
6 fast cars

5A simple present [+] and [–]: *I, you, we, they*

3 don't like **4** have **5** don't go **6** go **7** don't have
8 don't understand **9** don't eat **10** drink **11** eat
12 don't eat

5B simple present [?]: *I, you, we, they*

a **2** live **3** work **4** Do…go **5** don't have **6** go **7** Do…read
8 don't read **9** read **10** do…do **11** have **12** watch
b **2** Do you live **3** Do you have children? **4** Do they work?
5 Do you speak Arabic?

6A simple present: *he, she, it*

3 doesn't drink **4** goes **5** studies **6** doesn't eat **7** listens
8 works **9** has **10** doesn't go **11** likes **12** doesn't watch

6B adverbs of frequency

a **2** sometimes **3** never **4** usually **5** always
b **7** usually finishes **8** sometimes goes
9 sometimes watches **10** never goes **11** usually has

7A word order in questions: *be* and simple present

2 What's your last name?
3 How do you spell it?
4 Do you always take…?
5 Where do you work?
6 Are you a teacher?
7 Do you like your job?
8 What time do you finish work?
9 What do you do on the weekend?
10 Where do you go?
11 What music do you like?

7B imperatives; object pronouns: *me, him*, etc.

a **2** it **3** me **4** them **5** her **6** us **7** him **8** you
b **2** Close **3** Call **4** sit **5** Relax **6** Don't speak **7** Open
8 Don't drink

8A *can / can't*

a **2** can't **3** Can **4** can't **5** can **6** Can
b **2** Can…help **3** can study **4** can't pay **5** Can…swim
6 can watch

8B *like, love, hate* + verb + *-ing*

2 loves cooking
3 doesn't like riding
4 hates waiting
5 loves exercising
6 like camping
7 doesn't like swimming
8 hates flying
9 loves reading
10 like playing
11 don't like running
12 love doing

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9A present continuous

a **2** 're **3** 're **4** 's **5** 'm **6** 're **7** 's **8** 's

b **2** What are you doing? I'm doing my homework
3 What are they doing? They're having a party.
4 What's he doing? He's studying Spanish?
5 What are you doing? I'm making lunch.
6 What's she doing? She's listening to music.
7 What's she doing? She's relaxing.
8 What are you doing? I'm taking a shower.
9 What are you doing? I'm shopping.

9B present continuous or simple present?

3 wears **4** Are…wearing **5** are…watching **6** watch
7 's playing **8** plays **9** walks **10** 're walking
11 are…doing **12** do…do **13** leave **14** is leaving
15 go **16** 's…going

10A *there's a… / there are some…*

a **3** There are some pillows.
4 There's a shower.
5 There aren't any lamps.
6 There isn't a bath tub.
7 There are some towels.
8 There isn't a closet.

b **3** Is there a gym? No, there isn't.
4 Is there a gift shop? Yes, there is.
5 Is there a swimming pool? Yes, there is.
6 Are there any elevators? No, there aren't.
7 Is there a yard? Yes, there is.
8 Is there a good view? No, there isn't.
9 Are there any restrooms? Yes, there are.

10B simple past: *be*

2 wasn't **3** were **4** was **5** was **6** wasn't **7** was
8 was **9** Was **10** wasn't **11** was **12** Was **13** was
14 were **15** was **16** weren't **17** were

11A simple past: regular verbs

a **2** They traveled to Costa Rica.
3 They stayed in a hotel in the jungle.
4 They arrived at the hotel in a small boat.
5 They carried their bags to the hotel.
6 They didn't check their phones.
7 They walked in the jungle with a guide.
8 They didn't watch TV (in the evening).
9 They relaxed on the beach (every day).
10 They enjoyed their vacation very much.

11B simple past irregular verbs: *do, get, go, have*

2 went **3** did…do **4** went **5** had **6** did…have **7** had
8 Did…go **9** got **10** got up **11** Did…have **12** didn't have
13 Did…get up **14** didn't do **15** Did…go **16** got

12A simple past: regular and irregular verbs

2 left **3** didn't have **4** were **5** saw **6** opened
7 called **8** said **9** called **10** told **11** did…do
12 talked **13** told **14** worked **15** did…get **16** bought
17 went **18** was **19** went **20** had **21** sent **22** invited
23 did…go **24** went **25** had

12B simple past review

3 stayed **4** did…do **5** went **6** had **7** wrote
8 Did…watch **9** saw **10** Was **11** lived **12** Did…learn
13 left **14** did…go **15** rented **16** had **17** took **18** Were
19 called **20** didn't answer **21** wasn't **22** didn't have
23 sent **24** wanted **25** weren't **26** stayed **27** bought
28 didn't see **29** didn't go **30** was

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1A GRAMMAR verb *be* (singular): *I* and *you*

a Complete the conversation with *I* or *you*.



Miranda Hi, [1] *I*'m Miranda. Are [2]_____ Monica?

Sally No, [3]_____'m not, [4]_____'m Sally.

Miranda Nice to meet [5]_____!

b Complete the conversation with *am*, *'m*, *are*, or *'re*.



Student Excuse me, [1] *am* I in room 2?

Receptionist What's your name?

Student I [2]_____ Caroline.

Receptionist [3]_____ you Caroline Herzog?

Student No, I [4]_____ not. I [5]_____ Caroline Fuchs.

Receptionist You [6]_____ in room 3.

Student Thank you.

c Complete the conversation.



Charlotte Are [1] *you* Paolo Galli?

Paolo Yes, I [2]_____.

Charlotte Hi, [3]_____'m Charlotte from the Dover School of English.

Paolo Oh, hello!

Charlotte Nice to meet [4]_____.

ACTIVATION

Work with a partner. Practice the conversations.

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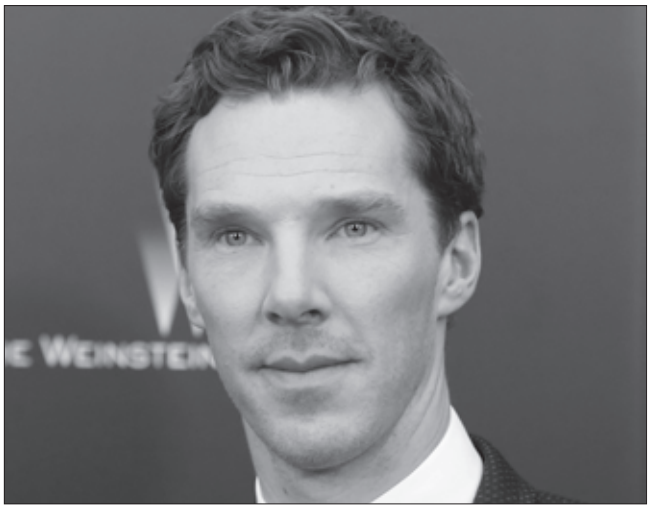
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1B GRAMMAR verb *be* (singular): *he, she, it*

Complete the conversations. Use contractions where possible.



A [1]*Where*'s Benedict Cumberbatch from? [2]_____ he from the US?

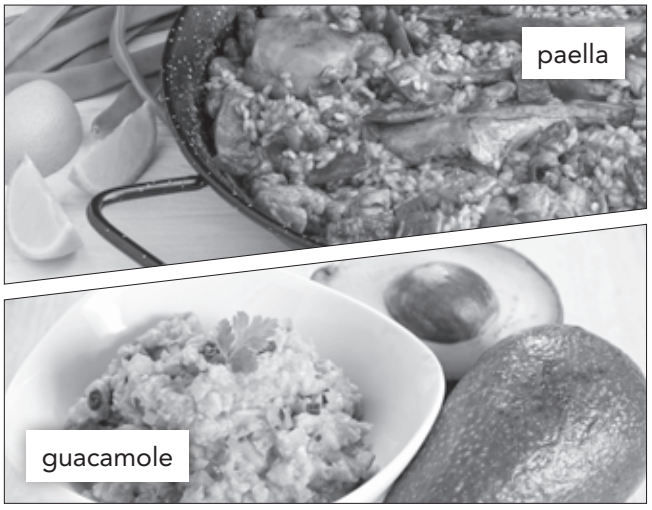
B No, he [3]_____.

A Is [4]_____ from the UK?

B Yes, he [5]_____.

A Where in the UK? Is [6]_____ from Manchester?

B No, he [7]_____. He [8]_____ from London.



A [9]_____'s paella from? [10]_____ it from Spain?

B Yes, [11]_____ is.

A [12]_____ it from Barcelona?

B No, it [13]_____. [14]_____'s from Valencia.

A [15]_____ guacamole from Spain, too?

B No, it [16]_____. It [17]_____ from Mexico!



A Where [18]_____ Yao Ming [19]_____? Is [20]_____ from Japan?

B No, he [21]_____.

A [22]_____ he from China?

B Yes, he [23]_____.

A Where in China? [24]_____ he from Beijing?

B No, he [25]_____. He [26]_____ from Shanghai.

ACTIVATION

Work with a partner. Practice the conversations.

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2A GRAMMAR verb *be* (plural): *we, you, they*

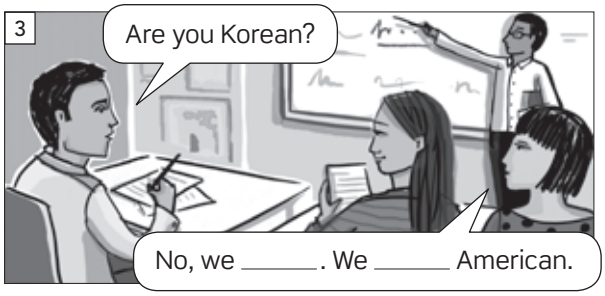
a Look at the pictures. Complete the sentences with the correct form of *be*. Use contractions where possible.

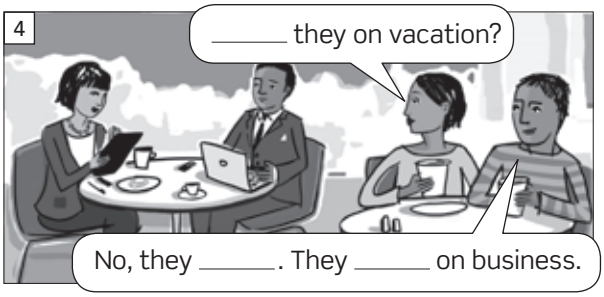
1

We *'re* in Rio de Janeiro.

2

_____ they Argentinian?
No, they _____ Spanish.

3

Are you Korean?
No, we _____. We _____ American.

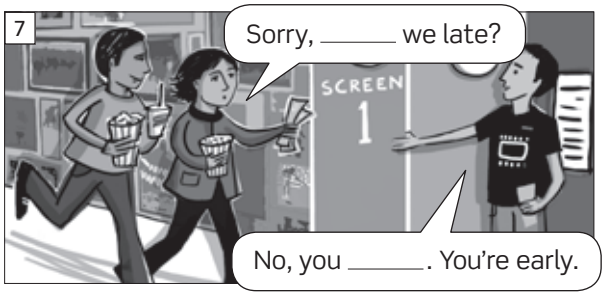
4

_____ they on vacation?
No, they _____. They _____ on business.

5

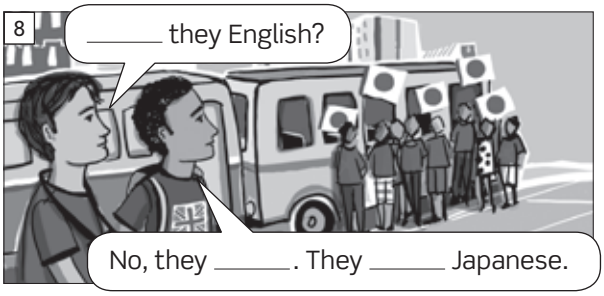
_____ they Turkish?
No, they _____ Saudi.

6


_____ we in room 10?
No, you _____ in room 10. You _____ in room 9.

7


Sorry, _____ we late?
No, you _____. You're early.

8

_____ they English?
No, they _____. They _____ Japanese.

b Look at the pictures. Write + or − short answers. If the answer is −, write the correct sentence.

1 Are they in Mexico? *No, they aren't. They're in Brazil.*

2 Are the cars Spanish? *Yes, they are.*

3 Are the women Korean? _____

4 Are they on business? _____

5 Are they from Turkey? _____

6 Are they in room 9? _____

7 Are they late? _____

8 Are they from Japan? _____

ACTIVATION

Work with a partner. Ask and answer the questions in **b** about the pictures.

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2B GRAMMAR *Wh-* and *How* questions with *be*

Put the words in the correct order to make questions.

1



Gill Hi Anna!

Anna Hello Gill. [1] *How are you?*
(you / how / are)

Gill I'm fine, thanks. [2] _____?
(he / who / is)

Anna He's Sammy, my little boy.

Gill [3] _____?
(old / is / how / he)

Anna He's one.

Gill He's very nice.

2



Woman [4] _____?
(your / first / what's / name)

Boy Henry.

Woman OK. [5] _____?
(what's / last name / your)

Boy Schultz.

Woman [6] _____?
(spell / do / how / it / you)

Boy S-C-H-U-L-T-Z.

Woman Oh, yes. [7] _____?
(you / old / are / how)

Boy I'm 18.

Woman OK. That's fine.

3



Woman 1 [8] _____?
(your / address / what's)

Woman 2 It's 72 Maple Street, Boston.

Woman 1 [9] _____?
(zip code / what's / your)

Woman 2 It's 02354.

Woman 1 Thank you. [10] _____?
(home / what's / phone / your / number)

Woman 2 It's 617-555-7028.

Woman 1 OK. [11] _____?
(cell / your / number / what's)

Woman 2 It's 781-555-3019

ACTIVATION

Work with a partner. Practice the conversations.

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3A GRAMMAR singular and plural nouns; *a / an*

a Look at the pictures. Complete the answers. Be careful with *a / an*.

1 

What is it? It's *a coat*.

2 

What are they? They're *keys*.

3 

What are they? They're _____.

4 

What is it? It's _____.

5 

What is it? It's _____.

6 

What are they? They're _____.

b Look at the pictures. Write questions and answers.

1 

What are they?
They're pens.

2 

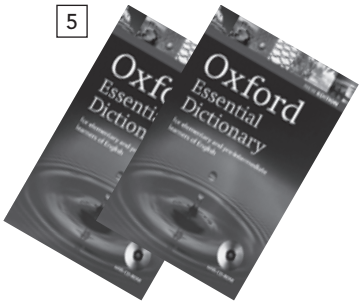
What is it?
It's a piece of paper.

3 

_____
_____

4 

_____
_____

5 

_____
_____

6 

_____
_____

7 

_____
_____

8 

_____
_____

ACTIVATION

Work with a partner. Practice the questions and answers in **a** and **b**.

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3B GRAMMAR *this / that / these / those*

Complete the conversations. Use *this*, *that*, *these*, or *those*.

1

David Sally, is [1] ***this*** your laptop?

Sally No, it isn't.

David Where's your laptop?

Sally [2]_____'s my laptop – over there on the table.

David And the keys? Are [3]_____ your keys?

Sally Yes, they are. Thanks.



2

Paul Is [4]_____ mug from Turkey?

Jane No, it's from Spain.

Paul And [5]_____ candies? Are [6]_____ from the US?

Jane Yes, they are. And [7]_____ picture is from the US, too.



3

Woman Excuse me. Is [8]_____ the bus to San Francisco?

Driver No, ma'am. [9]_____ is the bus to Los Angeles.

Woman Oh, no! Where's the bus to San Fransisco?

Driver [10]_____'s the bus to San Francisco over there – number 41. Are [11]_____ your bags?

Woman Yes, they are.

Driver Here, let me help you.



ACTIVATION

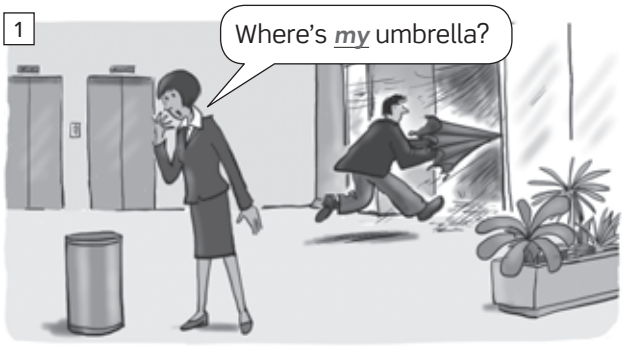
Work with a partner. Practice the conversations.

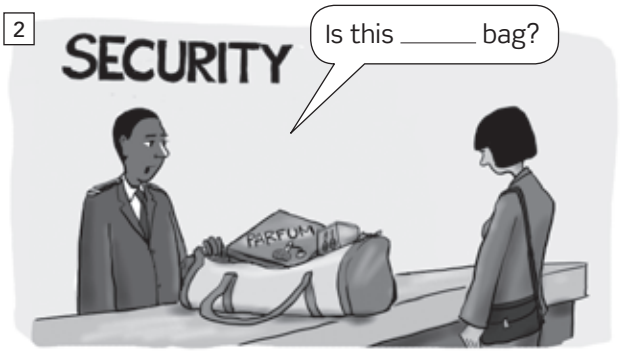
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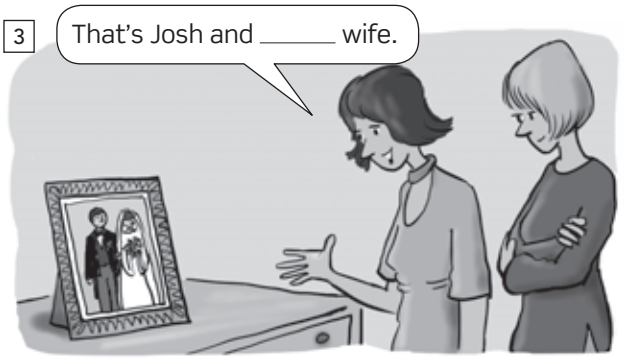
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4A GRAMMAR possessive adjectives; possessive *'s*

a Look at the pictures. Complete the sentences with *my*, *your*, *his*, *her*, *its*, *our*, or *their*.

1 

2 

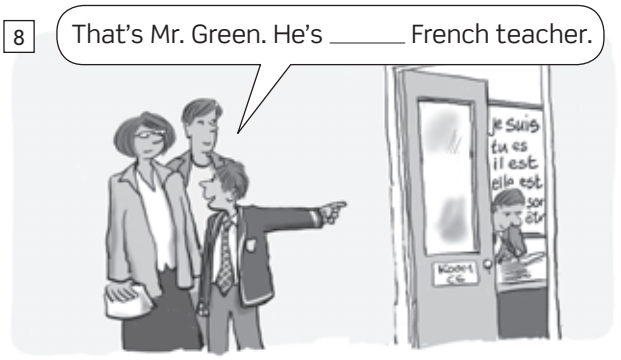
3 

4 

5 

6 

7 

8 

b Complete the sentences with the name and possessive *'s*.

1 This is *Amelia's husband*. His name's Nick. (husband / Amelia)
2 Look! It's _____! Over there! (cat / Sarah)
3 Rosa is _____. She's in my class. (sister / Pablo)
4 This is _____. He's the Chinese teacher. (room / Mr. White)

ACTIVATION

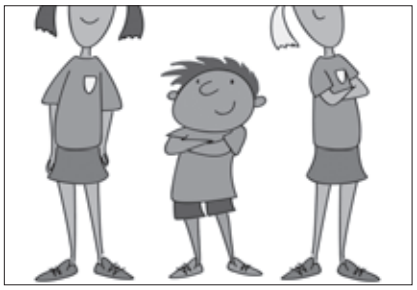
Test your memory. Cover the sentences in **a**. Look at the pictures and say the sentences.

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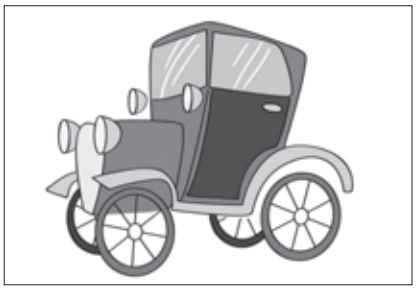
4B GRAMMAR adjectives

a Complete the sentences for the pictures. Use the correct form of *be* and an adjective from the list.

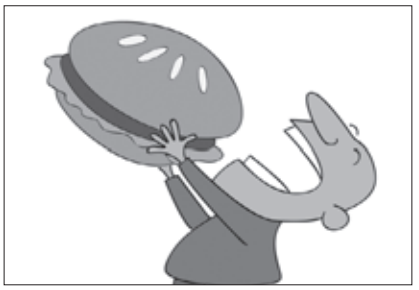
big cheap long old ~~short~~ slow



1 He*'s short*.



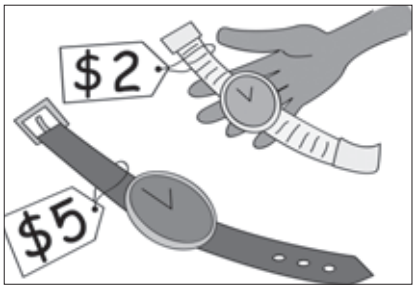
2 It _____.



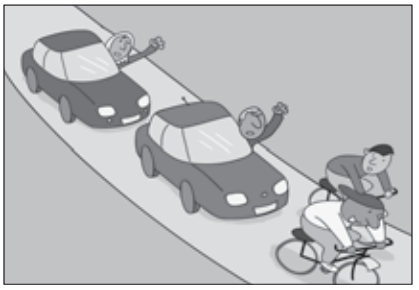
3 It _____.



4 Ana's surname _____.



5 These _____.



6 They _____.

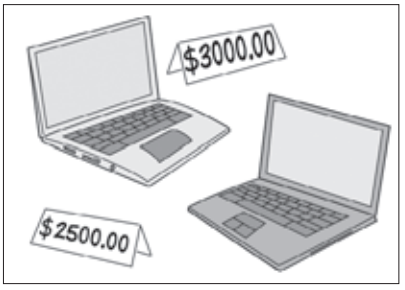
b Complete the sentences for the pictures. Use an adjective and a noun from the lists.

~~beautiful~~ dirty expensive fast new small

car coat laptop window table ~~woman~~



1 She's *a beautiful woman*.



2 They're _____.



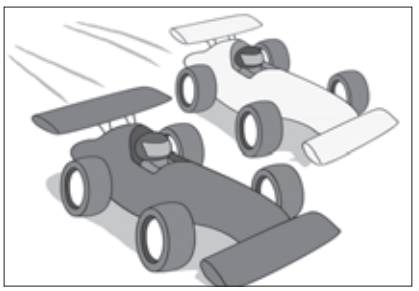
3 It's _____.



4 It's _____.



5 It's _____.



6 They're _____.

ACTIVATION

Test your memory. Cover the sentences in **a** and **b**. Look at the pictures and say the sentences.

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5A GRAMMAR simple present + and −: *I, you, we, they*

Write a + or a − sentence for each picture. Use the verbs in parentheses.



1 I ***don't take*** sugar in my coffee. (have)



2 We ***have*** tea for breakfast. (have)



3 I _____ cats. (like)



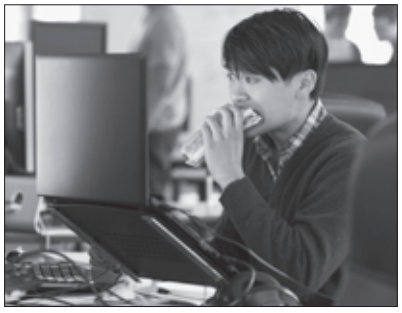
4 They _____ fast food on the weekend. (have)



5 They _____ to school on Saturday. (go)



6 I _____ to English class on Tuesday and Thursday. (go)



7 I _____ lunch at home. (have)



8 Can you help me?
I _____. (understand)



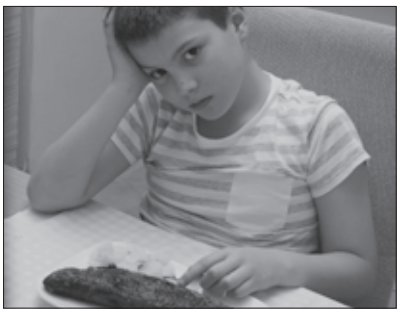
9 My children _____ vegetables. (eat)



10 I _____ water or juice. (drink)



11 We _____ a lot of rice. (eat)



12 I _____ fish. (eat)

ACTIVATION

Test your memory. Cover the sentences. Look at the pictures and say the sentences.

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5B GRAMMAR simple present ?: *I, you, we, they*

a Complete the conversation. Use the verbs in parentheses.

A [1] *Do* you *live* here in Newark? **(live)**

B Yes, I [2]_____ in Newark, but I [3]_____ in New York City. **(live; work)**

A [4]_____ you _____ to work by car? **(go)**

B No, I [5]_____ a car, I [6]_____ to work by train. **(not have; go)**

A [7]_____ you _____ a newspaper on the train? **(read)**

B I [8]_____ a newspaper, but I [9]_____ the news on my tablet every morning. **(not read; read)**

A And what [10]_____ you _____ after work? **(do)**

B In the evening, I [11]_____ dinner and I [12]_____ TV. **(have; watch)**



b Complete the conversation. Write the questions.

A Good morning, Mr. Smith.

B Hello. Nice to meet you.

A [1] *Do you want a coffee?*

B Yes, please. Black with no sugar.

A [2]_____ in San Francisco?

B No, I don't. I live in Monterey.

A [3]_____

B Yes, two. A daughter and a son. They're 20 and 22.

A [4]_____

B No, they don't work. They're students.

A [5]_____

B No, not Arabic, but I speak Spanish and Chinese.



ACTIVATION

Work with a partner. Practice the conversations.

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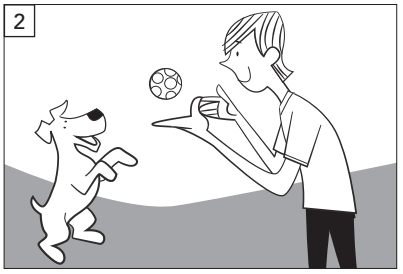
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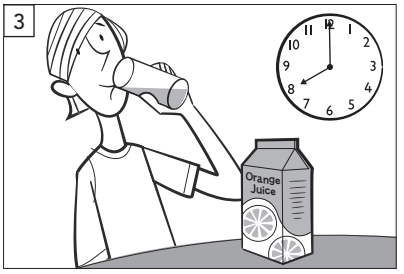
6A GRAMMAR simple present: *he, she, it*

Look at the pictures. Write about Andy and Liz. Use the verbs (+ or −) in parentheses.

Andy





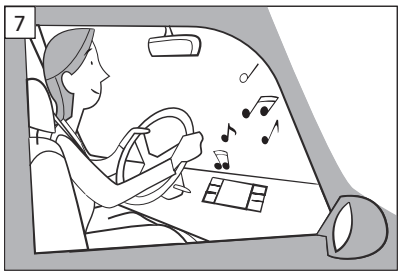






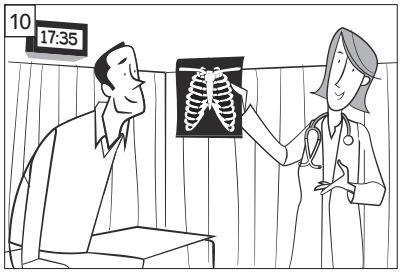


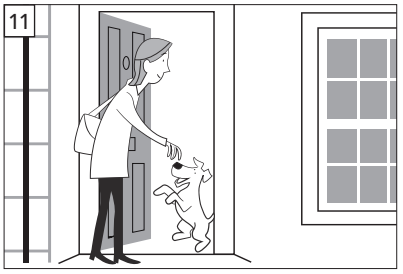
Liz

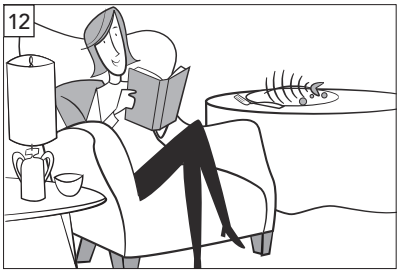












Andy

1 Andy *lives* in a house. (live)
2 He *doesn't have* a cat. (have)
3 He _____ coffee in the morning. (drink)
4 He _____ to college. (go)
5 He _____ French. (study)
6 He _____ fast food for dinner. (eat)

Liz

7 Liz _____ to music in the car. (listen)
8 She _____ in a hospital. (work)
9 She _____ a sandwich for lunch. (have)
10 She _____ home at 5:00. (go)
11 She _____ dogs. (like)
12 She _____ TV in the evening. (watch)

ACTIVATION

Test your memory. Work with a partner. Tell your partner to turn over his / her copy. Ask questions to test your partner's memory.

Does Liz work in a bank? — *No, she doesn't.*
Does Andy have a dog? — *Yes, he does.*

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6B GRAMMAR adverbs of frequency

a Complete the sentences with an adverb of frequency (*always*, *never*, *usually*, or *sometimes*).

always = ✓ ✓ ✓ ✓ ✓
usually = ✓ ✓ ✓ ✓ ✗
sometimes = ✓ ✓ ✗ ✗ ✗
never = ✗ ✗ ✗ ✗ ✗

1 ✓ ✓ ✓ ✓ ✓



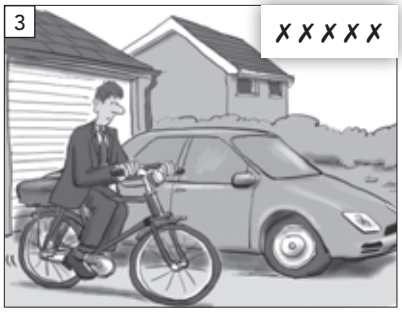
He *always* gets up at 7:30.

2 ✓ ✓ ✗ ✗ ✗



He _____ has breakfast.

3 ✗ ✗ ✗ ✗ ✗



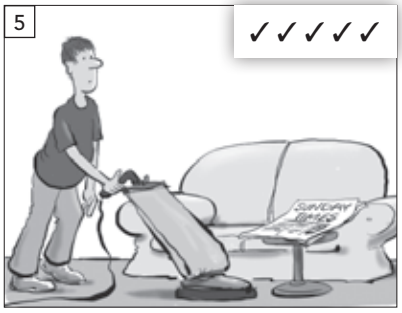
He _____ goes to work by car.

4 ✓ ✓ ✓ ✓ ✗



He _____ has a sandwich for lunch.

5 ✓ ✓ ✓ ✓ ✓



He _____ does the housework on Sunday.

b Complete the sentences with an adverb of frequency and a verb.

6 ✓ ✓ ✓ ✓ ✓



She *always has* a coffee at 10:00.

7 ✓ ✓ ✓ ✓ ✗



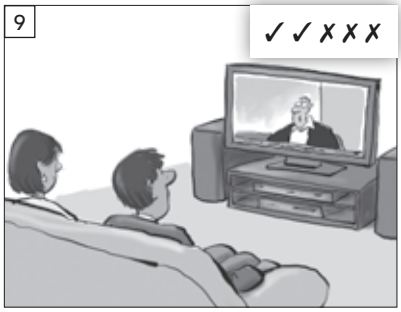
She _____ work late.

8 ✓ ✓ ✗ ✗ ✗



She _____ to the supermarket after work.

9 ✓ ✓ ✗ ✗ ✗



She _____ TV with her husband.

10 ✗ ✗ ✗ ✗ ✗



She _____ to bed before 12:00.

11 ✓ ✓ ✓ ✓ ✗



She _____ dinner with her friends on Friday night.

ACTIVATION

Test your memory. Cover the sentences in **a** and **b**. Look at the pictures and say the sentences.

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7A GRAMMAR word order in questions: *be* and simple present

Put the words in the correct order to make questions.

1

Server Good evening. [1]*Do you have a reservation*?
(have / do / a / reservation / you)

Woman Yes, we do.

Server [2]_____?
(your / what's / last name)

Woman It's Leigh.

Server [3]_____?
(spell / how / it / you / do)

Woman L - E - I - G - H

Server Thank you. Your table is by the window. Come with me.



2

Woman [4]_____
the number 10 bus? **(always / take / do / you)**

Man Yes, I do.

Woman [5]_____?
(you / where / work / do)

Man I work at the university.

Woman [6]_____?
(teacher / you / are / a)

Man Yes, I am.

Woman [7]_____?
(like / your / do / job / you)

Man Yes, I do. I love it.

Woman [8]_____?
(work / you / what / time / do / finish)

Man I usually finish at five o'clock.



3

Boy [9]_____?
(do / do / weekend / what / the / you / on)

Girl I usually meet my friends.

Boy [10]_____?
(you / do / go / where)

Girl To a bar or a club.

Boy [11]_____?
(like / music / what / you / do)

Girl I like hip hop and R&B.



ACTIVATION

Work with a partner. Practice the conversations.

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7B GRAMMAR imperatives; object pronouns: *me*, *him*, etc.

a Complete the sentences with an object pronoun. Write it in the **PRONOUN** column.

		PRONOUN
1	I love cats. Do you like [them]?	*them*
2	This exercise is difficult. I can't do [it].	
3	I always call my brother but he never calls [him].	
4	Where are the car keys? I can't find [them].	
5	Paula is a very good friend. I see [her] every weekend.	
6	We have a meeting with the manager. He wants to speak to [him].	
7	Jack goes to your school. Do you know [him]?	
8	You love me, but I don't love [you]!	

b Complete the sentences with a + or − imperative of a verb from the list. Write it in the **IMPERATIVE** column.

call close not drink open relax sit not speak ~~not walk~~

		IMPERATIVE
1	[Don't walk] in the park at night!	*Don't walk*
2	It's very cold in here. [Close] the window, please!	
3	[Call] me when you arrive in Paris.	
4	Come in and [sit] down.	
5	[Relax]! You're on vacation.	
6	[Don't speak] in Italian! This is an English class.	
7	[Open] your books, please, and go to page 22.	
8	[Don't drink] coffee now! It's 10:00 p.m.	

ACTIVATION

Test your memory. Cover the **PRONOUN** and **IMPERATIVE** columns. Say the sentences with the missing words.

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8A GRAMMAR *can / can't*

a Complete the sentences with *can* or *can't*.



1 It's only 60 miles. We *can* drive there in an hour.



2 I'm sorry. We _____ come to dinner tonight.



3 _____ you open the window, please?



4 You _____ use your phone here.



5 We _____ have lunch in the backyard. It's a beautiful day.



6 _____ I help you?

b Complete the sentences with *can* or *can't* and a verb from the list.

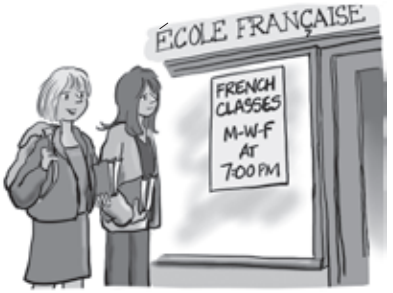
help ~~park~~ pay study swim watch



1 You *can't park* here!



2 _____ you _____ me with my homework?



3 Look! We _____ French here in the evening.



4 I'm sorry, but you _____ with American Express. We only take Visa.



5 _____ we _____ here today?



6 Finish your dinner and then you _____ TV.

ACTIVATION

Test your memory. Cover the sentences in **a** and **b**. Look at the pictures and say the sentences.

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8B GRAMMAR *like / love / hate* + verb + *-ing*

Write sentences with the correct form of like ☺, love ☺☺, don't like ☹, or hate ☹☹ and a verb from the list with *-ing*.

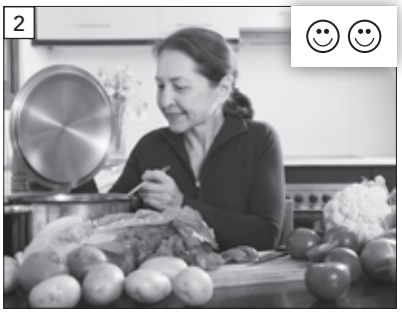
camp cook do exercise fly play read ride run swim ~~travel~~ wait

1 ☺



They ***like traveling***.

2 ☺☺



She _____.

3 ☹



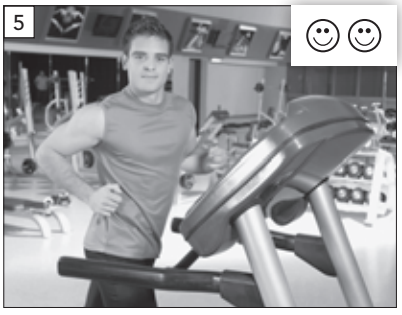
He _____ a bike.

4 ☹☹



She _____ for the bus.

5 ☺☺



He _____ .

6 ☺



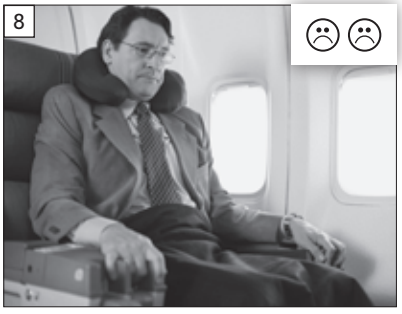
They _____ .

7 ☹



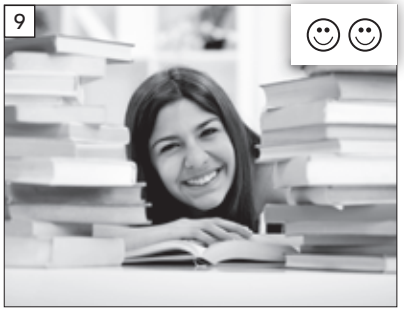
She _____ .

8 ☹☹



He _____ .

9 ☺☺



She _____ books in English.

10 ☺



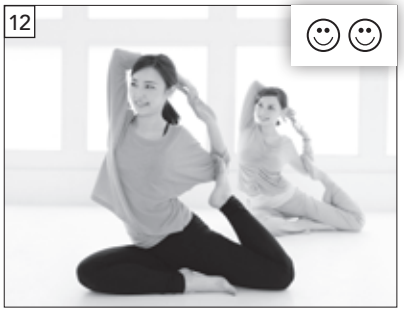
They _____ computer games.

11 ☹



She _____ .

12 ☺☺



They _____ yoga.

ACTIVATION

Test your memory. Cover the sentences. Look at the pictures and say the sentences.

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9A GRAMMAR present continuous

a Complete the sentences with *am*, *are*, or *is*. Use contractions when possible.

1 Colin *'s* driving to work.
2 We ___ having lunch.
3 You ___ working late today.
4 Pam ___ wearing a hat.
5 I ___ walking to the station.
6 We ___ going shopping now.
7 It ___ raining a lot.
8 Mark ___ having coffee.

b Look at the pictures. Write questions and answers with the present continuous.

1



(they / do?)
What are they doing?
(they / watch / soccer)
They're watching soccer.

2



(you / do?)

(I / do / my homework)

3



(they / do?)

(they / have / a party)

4



(he / do?)

(he / study / Spanish)

5



(you / do?)

(I / make / lunch)

6



(she / do?)

(she / listen / to music)

7



(she / do?)

(she / relax)

8



(you / do?)

(I / take / a shower)

9



(you / do?)

(I / shop)

ACTIVATION

Test your memory. Cover the sentences in **b**. Look at the pictures and say the questions and answers.

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9B GRAMMAR present continuous or simple present?

Write the verb in the present continuous or the simple present in the **VERB** column. Use contractions where possible.



		VERB
	rain	
1	It usually ____ a lot in Seattle.	*rains*
2	Oh no! We can't play tennis today, it ____.	*'s raining*
	wear	
3	Peter never ____ sneakers. He doesn't like them.	
4	____ you ____ new glasses? They're great!	
	watch	
5	**A** What ____ the children ____?	
	B *The Hobbit*. It's their favorite movie!	
6	We sometimes ____ basketball games on TV.	
	play	
7	**A** Where's Ben?	
	B He ____ computer games in his room.	
8	My sister ____ tennis with my dad every Saturday.	
	walk	
9	Hannah doesn't have a car. She ____ to work.	
10	It's a beautiful day today, so we ____ home.	
	do	
11	**A** What ____ you ____?	
	B My English homework.	
12	**A** What ____ you ____?	
	B I'm a journalist.	
	leave	
13	I never ____ the house without an umbrella.	
14	Hurry up! Our bus ____!	
	go	
15	My friend Lucy and I always ____ shopping together.	
16	**A** Where ____ Andy ____?	
	B To school, I think. It's 8:30!	

ACTIVATION

Test your memory. Cover the **VERB** column. Say the sentences with the correct form.

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10A GRAMMAR *there's a… / there are some…*



a Write ➕ and ➖ sentences about the hotel room. Use *There's a / There isn't a* or *There are some… / There aren't any…* .

1 TV — *There isn't a TV.*
2 chairs — *There are some chairs.*
3 pillows — _____ .
4 shower — _____ .
5 lamps — _____ .
6 bathtub — _____ .
7 towels — _____ .
8 closet — _____ .

b Write questions with *Is there a…? / Are there any…?* Then write short answers.



1 restaurants? — *Are there any restaurants?* — *Yes, there are.*
2 parking lot? — *Is there a parking lot?* — *No, there isn't.*
3 gym? — _____ ? — _____ .
4 gift shop? — _____ ? — _____ .
5 swimming pool? — _____ ? — _____ .
6 elevators? — _____ ? — _____ .
7 yard? — _____ ? — _____ .
8 good view? — _____ ? — _____ .
9 restrooms? — _____ ? — _____ .

ACTIVATION

Test your memory. Cover the sentences. Look at the picture and say what there is and isn't in the room and the hotel.

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10B GRAMMAR simple past: *be*

Complete the conversations with *was*, *wasn't*, *were*, or *weren't*.

1

A [1]*Were* you at a club last night?

B No, I [2]_____.

A Where [3]_____ you?

B I [4]_____ at Tom's house.



2

A I think Hugh Jackman [5]_____ a waiter before he was famous.

B No, he [6]_____.

A OK, what [7]_____ he?

B He [8]_____ an English and drama teacher.



3

A [9]_____ your mother an actress, too?

B No, she [10]_____. She [11]_____ a nurse.

A [12]_____ she tall?

B Yes, she [13]_____ very tall and beautiful.



4

A Why [14]_____ you late last night?

B I [15]_____ at the gym.

A No, you [16]_____. You [17]_____ with Annabelle! This is a message from her on your cell phone!



ACTIVATION

Work with a partner. Practice the conversations.

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11A GRAMMAR simple past: regular verbs

1 

want a vacation

2 

travel to Costa Rica

3 

stay in a hotel in the jungle

4 

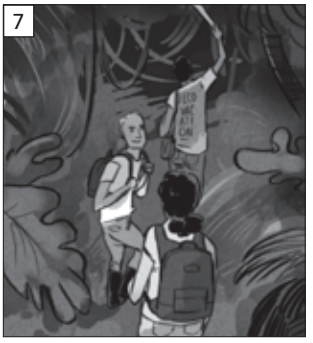
arrive at the hotel in a small boat

5 

carry their bags to the hotel

6 

not check their phones

7 

walk in the jungle with a guide

8 

not watch TV

9 

relax on the beach

10 

enjoy their vacation very much

Look at the pictures about Adele and Tom's holiday. Write sentences in the simple past.

1 *Adele and Tom wanted a vacation.*
2 *They* _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____ *in the evening.*
9 _____ *every day.*
10 _____

ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Tell the story with a partner.

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11B GRAMMAR simple past irregular verbs: *do*, *get*, *go*, *have*

Complete the conversations. Use the verbs in parentheses in the simple past.

1



A Good morning, Jenny. [1] *Did* you *have* a good weekend? **(have)**

B Yes, I did. We [2]_____ to a concert on Saturday night. **(go)**
What [3]_____ you _____ on the weekend? **(do)**

A On Sunday afternoon, we [4]_____ to a soccer game with Beth and Dan. **(go)**
Then we [5]_____ dinner at their house. **(have)**

B What [6]_____ you _____ for dinner? **(have)**

A We [7]_____ Italian food. **(have)** It was great!

B [8]_____ you _____ to bed late? **(go)**

A Yes, we did. We [9]_____ the last bus home, and then I [10]_____ at six this morning. **(get; get up)**

2



A Hi, darling. [11]_____ you _____ a good day? **(have)**

B No, I [12]_____ a good day. **(not have)** It was terrible!

A Why? [13]_____ the boys _____ late again? **(get up)**

B Yes, very late. And they [14]_____ their homework last night. **(not do)**

A [15]_____ you _____ to the office this morning? **(go)**

B Yes, but I was late, too. I [16]_____ an email from my boss about it. **(get)** He was angry.

A Don't worry. Tomorrow is Saturday and you can relax.

ACTIVATION

Work with a partner. Practice the conversations.

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12A GRAMMAR simple past: regular and irregular verbs

Complete the conversation. Use the simple past of the verbs in parentheses.







A How [1] ***did*** you ***meet*** (meet) your wife?

B It's a long story. Two years ago, I [2]_____ (leave) my wallet on the train. It [3]_____ (not have) any money in it, but my credit cards [4]_____ (be) in it.

A Oh no! That's terrible.

B Yes, but a woman on the train [5]_____ (see) the wallet and [6]_____ (open) it. The name of the bank was on the credit cards. She [7]_____ (call) the bank and [8]_____ (say) that she had my wallet. Then the bank [9]_____ (call) me and [10]_____ (tell) me her number.

A What [11]_____ you _____ (do) then?

B I [12]_____ (talk) to the woman on the phone. She [13]_____ (tell) me that she [14]_____ (work) in an office downtown.

A How [15]_____ you _____ (get) the wallet from her?

B The next day I [16]_____ (buy) some chocolates and flowers and I [17]_____ (go) to her office. She [18]_____ (be) really nice so we [19]_____ (go) for a coffee. We [20]_____ (have) a good time.

A That's great! Then what happened?

B The next day, I [21]_____ (send) her an email and I [22]_____ (invite) her out to dinner.

A Where [23]_____ you _____ (go)?

B We [24]_____ (go) to a romantic restaurant on the beach and [25]_____ (have) a great evening.

A And then?

B Well, she's now my wife!

ACTIVATION

Work with a partner. Practice the conversation. Then cover the conversation and look at the pictures. Tell the story.

Two years ago, the man left his wallet on the train…

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12B GRAMMAR simple past review

Put the verbs in the simple past.

A I [1] *didn't like* that restaurant. (not like)
B Yes, the food [2] *was* really bad. (be)

A My cousin [3]_____ with us last weekend. (stay)
B That's nice! What [4]_____ you _____ ? (do)
A We [5]_____ to a museum and we [6]_____ lunch downtown. (go / have)

A Do you have Alan's phone number?
B Yes, I [7]_____ it on a piece of paper. Here it is! (write)

A [8]_____ you _____ the soccer game yesterday? (watch)
B Yes, I did. It was great!

A I [9]_____ a really interesting movie last night. (see)
B [10]_____ it the movie with Scarlett Johansson? It was great! (be)

A I [11]_____ in Russia when I was little. (live)
B Really? [12]_____ you _____ to speak Russian? (learn)
A No, I didn't!

A There you are!
B Sorry! We [13]_____ the house really late! (leave)

A Where [14]_____ you _____ last summer? (go)
B We [15]_____ a beautiful house in Spain. And you? (rent)

A How did you get to the airport?
B We [16]_____ time, so we [17]_____ a bus. (have / take)

A [18]_____ you at home yesterday? I [19]_____ you, but you [20]_____. (be / call / not answer)
B No, I [21]_____. I [22]_____ my phone with me! Sorry! (be / not have)

A Where's Martin?
B Oh, he [23]_____ me a text message. He can't come. (send)

A What did you do last night?
B We [24]_____ to go to the movies, but there [25]_____ any good movies, so we [26]_____ at home. (want / not be / stay)

A Is that a new phone?
B Yes! I [27]_____ it last week. (buy)

A I [28]_____ you at the concert yesterday. (not see)
B I [29]_____. I [30]_____ in the hospital! (not go / be)

20–28 **Really good!** You can use the simple past very well.
10–19 **Very good**, but check the Grammar Bank (Student Book p.92) and look at the exercises again.
0–9 **This is difficult for you**. Don't worry! Read the rules in the Grammar Bank (Student Book p.110, p112, and p.114). Ask your teacher for another photocopy and do the exercise again at home.

ACTIVATION

Practice the conversations with a partner.

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Communicative activity instructions

1A Are you...?

A mingle activity

Sts have to find two famous partners. Copy and cut up one worksheet per 20 Sts.

LANGUAGE

Excuse me, are you…?	*Yes, I am. / No, I'm not. Sorry!*
Hi / Hello. I'm…	*Nice to meet you.*

- Give each student one card. If you have more than 20 Sts, copy the sheet twice and have some characters repeated. For smaller groups, tell Sts that they might only find ONE of the two famous people.
- Tell Sts they are the first famous person on their card. They must find the other two famous people and then introduce themselves.
- Demonstrate the activity with a strong student and make sure Sts understand what they have to do. Tell Sts not to worry about pronouncing the names correctly.
- Tell Sts to stand up and begin the activity.
- Because some Sts might find their two people very quickly, you could set a time limit, e.g., five minutes. In a smaller class, you could give out unused cards to Sts who finish early.

EXTRA IDEA Put on some lively music in the background while Sts do the activity.
If your Sts don't know each other, write all their names on the board. Tell Sts to look at the board and then find two Sts in the class.

1B Where are they from?

A pairwork activity

Sts ask where famous people are from. Copy one worksheet per student or pair.

LANGUAGE

Where's she from?	*She's from the US.*	
Where's he from?	*He's from the US.*	*I don't know.*

- Quickly review countries in **Vocabulary Bank Countries and nationalities** on p.117.
- Put Sts in pairs and give out the worksheet.
- Review the questions and answers from **Language**. Check that Sts can remember how to say *I don't know*.
- Focus on photo 1 and ask the question *Where's she from?* Elicit answers and establish that the correct answer is *She's from Mexico*.
- Tell Sts to guess if they don't know where the people are from.
- Sts now do the activity in pairs, taking turns pointing at one of the photos and asking where the person is from.
- When Sts have finished, check answers, telling Sts the people's nationalities if they don't know or couldn't guess.

1 Salma Hayek (actress) is from Mexico.
2 Mark Zuckerberg (entrepreneur) is from the US.
3 Ken Watanabe (actor) is from Japan.
4 Eugene Trinh (astronaut) is from Vietnam.
5 Isabel Allende (writer) is from Chile.
6 Wang Hao (table tennis champion) is from China.
7 Pedro Almodóvar (film director) is from Spain.
8 Ryan Reynolds (actor) is from Canada.
9 Chee-Yun (violinist) is from Korea.
10 Emma Watson (actress) is from England.
11 Orhan Pamuk (writer) is from Turkey.
12 Gisele Bündchen (model) is from Brazil.

EXTRA SUPPORT To help Sts if you think they don't know the famous people, write the countries in random order on the board or tell them to go to **Vocabulary Bank Countries and nationalities** on p.117.

PE1 Who are you??

A mingle activity

Sts take on a new identity and practice asking for personal information and spelling names. Copy enough worksheets for each student to have one card. Prepare a card for yourself to use as an example.

LANGUAGE

Good morning / afternoon / evening.	
What's your first name?	*Christophe.*
How do you spell it?	*C-H-R-I-S-T-O-P-H-E.*
What's your last name?	
Where are you from?	*I'm from (Montreal) in (Canada).*

- Tell Sts that they are going to temporarily change their identity. Give out one card to each student.
- Write the sentences from **Language** on the board or show them on screen if using CPT. Model the questions for Sts to listen and copy the rhythm.
- Demonstrate the activity by using a card that you have created for yourself, with a different identity. Get Sts to ask you the questions and then answer them with the information on your card. Choose a name that Sts will have to ask how to spell in order to make spelling part of the task.
- Tell Sts that they are going to walk around the room and meet some "new" people. When they meet someone, they must ask for their first and last names and where they are from. They should ask people to spell their names and the towns they are from, and should write down the information. Give them a target number of people they should meet, e.g., four or five, or set a time limit, e.g., ten minutes.
- When you are sure Sts understand what they have to do, get them to stand up and talk to each other.
- To follow up, ask a few Sts about one of the new people they met, e.g., *What's his name? How do you spell his last name? Where is he from?*!

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For some Sts, especially at this level, role play can be quite challenging. Be patient and provide plenty of support and examples if this is the case with any of your Sts.

2A Match the sentences

A pairwork activity

Sts work in pairs to match questions and answers. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Are you from the US?	*No, we're Canadian.*
Is Anna Mexican?	*Yes, she's from Mexico City.*

- Write the following questions and answers on the board or show them on screen if using CPT:

1 ARE YOU FROM SPAIN?	A YES, SHE'S FROM MEXICO CITY.
2 IS ANNA MEXICAN?	B YES, THEY ARE.
3 ARE TOM AND PAUL FROM ENGLAND?	C NO, WE'RE ITALIAN.

- Ask Sts to match the questions to the answers. Then check answers and draw a line between them (1C, 2A, 3B).
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Ask one pair to demonstrate the activity. **A** reads the first sentence (*Excuse me. Are you James?*). **B** reads the correct response (*No, I'm not. I'm Jason.*). Ask **A** if the response is correct.
- Sts **A** ask their questions first and then Sts switch roles. Monitor and ensure that Sts are not looking at each other's worksheets.
- When Sts have finished, check answers.

1 i **2** j **3** f **4** g **5** h **6** e **7** c **8** d **9** a **10** b

EXTRA IDEA If some Sts finish early, they can exchange cards with their partner and repeat the activity.

2B Remember the sentences

A pairwork activity

Sts match and then memorize sentences. Copy one worksheet per student or pair.

LANGUAGE

Hi, Lola. This is Paul.	*Nice to meet you.*
How old is Karin?	*She's 38.*

- Write the following sentences on the board or show them on screen if using CPT:

1 HI, LOLA. THIS IS PAUL.	A SHE'S 38.
2 HOW OLD IS KARIN?	B NICE TO MEET YOU.

- Cover the responses, A and B, and elicit a possible response to 1 and 2. Then uncover the answers and elicit which response goes with each sentence, and draw a line between them (1B, 2A).
- Put Sts in pairs and give out the worksheets. Point out that the first two have been done for them (*1g* and *2e*). Tell Sts to match sentences 3–14 in the left-hand column to the answers in the right-hand column. Give a time limit, e.g., five minutes.
- Check answers.

3 k **4** n **5** a **6** j **7** m **8** b **9** f **10** i **11** d **12** h **13** l **14** c

- Tell Sts they now have to memorize as many answers as they can. Set a time limit, e.g., one or two minutes.
- When the time is up, get Sts to fold the sheet on the dotted line, so that responses a–n are not visible.
- Tell Sts they will now have to remember the original responses to 3–14 and write these in the blank column. Demonstrate by asking the class to remember number 3 (*It's 978-555-7360.*).
- Set a time limit, then if Sts worked individually, get them to compare their answers with their partner before they unfold their worksheet to see how many they remembered correctly.

EXTRA CHALLENGE Put Sts in pairs. Get Sts **B** to turn the worksheet face down. Sts **A** say one of the sentences at random from 1–7 and Sts **B** then say the response from memory. Sts then switch roles and Sts **B** read sentences 8–14 in random order.

3A The same or different?

A pairwork activity

Sts find similarities and differences between two photos. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

A *I have one watch in my photo. The same or different?*
B *Different. I have two. I have three pencils in my photo.*
A *The same. I have three pencils, too.*

- Quickly review the vocabulary on p.18 of the Student Book.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Elicit the meaning of *too*.
- Demonstrate the activity by taking the part of student **A**. Say *I have one tablet in my photo*. Ask a student **B** *The same or different?* Elicit the response *The same. I have one tablet, too.* Tell Sts to write *S* (same) in the box next to the tablet.
- Now take the part of student **B**. Say *I have two notebooks in my photo*. Elicit the response from a student **A** (*Different. I have one notebook*).
- Sts now do the activity in pairs. Tell them to take turns telling each other what they have in their photos. When the pairs finish, get them to look at each other's pictures to check their answers.

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3B What's this? What are these?

A pairwork activity

Sts ask and answer questions with *this* and *these*. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

What's this?	*It's a wallet.*
What are these?	*They're pencils.*

- Write the sentences from **Language** on the board, or show them on screen if using CPT, and review the use of *this* and *these*.
- Demonstrate the activity by taking the part of student A. Point to number 1 and say *What are these?* Elicit the response *They are notebooks*.
- Now take the part of student **B**. Elicit the question from a student **A** (*What is this?*). Say *It's an umbrella*.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Sts look at the silhouettes and ask and answer e.g., *What are these? They're notebooks.*
- Tell Sts **A** to ask about all their silhouetted objects first. Then they switch roles.
- Monitor and help Sts if necessary.

PE2 Can I have an orange juice, please?

A role-play activity

Sts role-play ordering food in groups of three. Copy one worksheet per group and cut up the menu and role cards.

LANGUAGE

Can I have a cheese sandwich?	*Here you are.*
How much is that?	*It's $5.25.*
Anything else?	*No, thanks. / Yes, please, a Diet Coke.*

- Review prices by writing a few prices on the board, e.g., **$5.65**, **$11.25**, **$0.50**, and elicit the prices (*five dollars and sixty-five cents, eleven dollars and twenty-five cents, fifty cents*).
- Explain that they are going to role-play ordering food and taking orders in a restaurant. Write the phrases in **Language** on the board, or show them on screen if using CPT. Model the phrases for Sts to listen and copy the rhythm.
- Put Sts in groups of three and give them a menu to share. Give one student the role card for the server (a person who works in a restaurant). Give the other two Sts the customer card to share. Give Sts a few minutes to read their roles.
- Servers should let the customers read the menu before taking their order. They need a piece of paper to take down the orders and later to tell them how much it is.
- When the customers have read the menu, tell the servers to take orders and calculate how much it is.
- You could ask a group or groups to perform in front of the class.

4A Family tree

A pairwork activity

Sts complete a family tree by asking their partner questions. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

LANGUAGE

Who is Will?	*He's Joe's brother.*

- Tell Sts they are each going to complete a family tree. You could demonstrate by drawing a family tree on the board with your name and family members in it.
- Erase some of the names on the board and ask Sts, e.g., *Who's Maria?* Elicit the correct answer (your grandmother, your sister…). Continue until your family tree is complete again.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts that they are now going to complete Joe and Angela's family trees. Tell Sts they have to ask and answer questions about the people in the lists that they have. Focus on the examples.
- Sts **A** start by asking Sts **B** questions about the people in their list and complete Joe's family tree. Then they switch roles and Sts **B** complete Angela's family tree. Monitor and make sure Sts are doing the activity correctly.
- Tell Sts to compare family trees (they should be the same).

EXTRA CHALLENGE After Sts have completed both family trees, get them to ask questions about all the people, e.g., *Who is Beth's brother?*, to review family vocabulary.
You could also ask Sts to make their own family trees, in class or at home. They can then show other Sts and ask questions: "Who is Anna?" "She's my brother's wife."

4B What is it?

A pairwork activity

Sts use adjectives to identify objects. Copy and cut up one worksheet per student.

LANGUAGE

It's expensive.	*It's a watch.*
It's number three.	*It's an expensive watch.*

- Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the sentences for Sts to listen and copy the rhythm.
- Review adjectives by saying an adjective and getting Sts to say the opposite, e.g., *slow – fast*. (See **Vocabulary Bank Adjectives** p.121.)
- Put Sts in pairs, ideally face to face, and give each student a set of cards. Ask Sts to shuffle their cards.
- Demonstrate the activity by taking the part of a student. Look through your set of cards and choose one, for example, card number 3. Say to a student *It's expensive*. This student should then look through his / her cards and find the one that is *expensive*. Elicit the response *It's number three*. Point out that Sts can also respond by naming the object, e.g., *It's the car*. Now get a student to choose a card (e.g., *the computer*) and say *It's slow*. You then say *Number 8* or *It's a computer*.
- Sts take turns saying sentences *It's* + adjectives. Their partner says the number of the card or names the object.

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EXTRA IDEA When Sts have finished, they could take turns saying sentences with the adjective and noun together, e.g.,
A (points at a picture) *What's number 3? or What is it?*
B *It's an expensive watch.*
Non-cut alternative Give one worksheet to each student. Ask Sts to choose a picture at random and describe it to their partner. Make it clear that Sts should choose random pictures and not do them in order.

1 It's fast. / It's a fast car.
2 It's tall. / It's a tall tree.
3 It's expensive. / It's an expensive watch.
4 It's small. / It's a small key.
5 It's old. / It's an old umbrella.
6 It's big. / It's a big house.
7 It's long. / It's a long name.
8 It's slow. / It's a slow computer.
9 It's new. / It's a new coat.
10 It's cheap. / It's a cheap car.
11 It's easy. / It's an easy number.
12 It's ugly. / It's an ugly fish.

5A Talk about food

A pairwork activity

Sts answer questions about their tastes and habits in relation to food and drink. Copy one worksheet per student.

LANGUAGE
I have orange juice for breakfast. What about you?
Me too.
I don't have orange juice. I have milk.

- Quickly review the vocabulary in **Vocabulary Bank Food** and drink on p.122.
- Write the sentences from **Language** on the board, or show them on screen if using CPT. You may also want to teach *Me neither* to agree with a negative sentence. Model the sentences and questions for Sts to listen and copy the rhythm.
- Give out the worksheets and tell Sts to look at the pictures of the food / drink and make sure they know the words. Focus on the column on the right with **T/F**. Tell Sts to circle *T* if the information is true for them or *F* if it is false. Remind Sts of the meaning of *a lot of* and elicit the meaning of *every day*.
- Now put Sts in pairs and tell them they are going to tell each other about their sentences.
- Demonstrate the activity. Focus on the first sentence (*I have orange juice for breakfast.*) and circle *T*. Say *I have orange juice for breakfast* and then ask *What about you?* Elicit the two possible answers in **Language**. Now focus on sentence 2 and circle *F*. Say *I drink coffee*. Highlight that if Sts circle *F*, they need to change the verbs from positive to negative or vice versa.
- Sts now take turns telling each other their sentences and asking their partners *What about you?*
- Get feedback by asking a few Sts to report the things they have in common: *We like chocolate. Our favorite food is pasta.*

5B Do you…?

A group board game

Sts move around the board asking and answering simple present questions. Copy one worksheet per group of three or four Sts. You also need a die per group and one token per student (e.g., a paper clip, a small coin, etc.).

LANGUAGE
Do you…? *Yes, I do. / No, I don't.*

- Review *Do you…?* questions by asking individual Sts questions and getting them to give you short answers, e.g., *Do you drink tea in the morning? Do you like rock music?*
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the questions for Sts to listen and copy the rhythm.
- Put Sts in groups of three or four. Give each group the worksheet, a die, and enough tokens. Each player puts their token on the START square. Explain the rules of the game. Sts take turns throwing the die and moving the corresponding number of squares. Sts answer the questions in the squares.
- Demonstrate by getting a student to roll the die, move his / her counter, and ask you the question.
- Sts work in their groups. Sts take turns rolling the die and asking the others in the group to answer the question in the square. Monitor and help.
- Sts play the game until the time runs out. The first player to reach the FINISH square wins. If a group finishes very quickly, tell them to start again around the board.

EXTRA CHALLENGE With a strong class you could encourage Sts to give more information when they answer a question and to react to their partner's answer, e.g., **A** *Do you like cats?* **B** *Yes, I do. I have two cats.* **A** *What are their names?*
You can make the game longer by giving Sts a coin instead of a die. Tell Sts that the coin will tell them how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.

PE3 Time bingo

A group card game

Sts review the time with bingo cards. Copy and cut up one card per pair or per student.

LANGUAGE
(It's) twenty past three, quarter to six, eleven o'clock.

- Draw a clock on the board and quickly review the time.
- Put Sts in pairs and give each pair a bingo card.
- Explain that you are going to say some times, and if the time is on their card, they must cross it out (ask Sts to cross out in PENCIL, so the card can be used again).
- Explain that when a pair has crossed out ALL the times on their card they call out *Bingo!*
- Rehearse the shout, *Bingo!*
- Start calling out times, repeating them once. Keep a note of all the times you call out.

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Times to dictate: 4:15 3:20 6:25 7:50 5:25 7:30
5:45 10:55 9:35 2:50 11:10 1:05 12:10 8:40

- Ask the winning pair to read back the times and check they are correct.
- Play again, giving pairs different cards or getting Sts to erase and exchange cards with another pair. Call out the times in a different order.

6A What do they do? Where do they work?

A pairwork information gap activity

Sts ask each other about people's jobs and places of work. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

What does Kate do? *She's a nurse.*
Where does she work? *She works in a children's hospital.*

- Put Sts in pairs, A and B, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Explain that their worksheet has missing information that their partner has.
- Focus on the first question prompt on the left (*What / do?*) and elicit the first question for Kate (*What does Kate do?*).
- Elicit from Sts **A** the answer (*She's a nurse*) and tell Sts **B** to write *a nurse* in the space.
- Now focus on the second question prompt on the left (*Where / work?*) and elicit the question for Kate (*Where does Kate work?*).
- Elicit the answer from Sts **B** (*She works in a children's hospital.*) and tell Sts **A** to write *in a children's hospital* in the space.
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the questions for Sts to listen and copy the rhythm.
- Now ask Sts how they would ask the questions for George (*What does George do? Where does he work?*).
- Sts ask and answer questions. Monitor and check that they are spelling and pronouncing the words correctly.
- When Sts have finished, tell them to turn over the sheets and ask quick questions around the class to see if they can remember people's jobs and places of work.

6B What do you usually do?

A pairwork activity

Sts tell a partner about things they always, usually, sometimes, or never do. Copy one worksheet for each pair and cut into **A** and **B**.

LANGUAGE

I usually have cereal for breakfast. What about you?
I always have cereal for breakfast. I love cereal.

- Write the sentences from Language on the board, or show them on screen if using CPT. Model the sentences for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Give Sts a few minutes to read and complete the sentences on their half of the sheet. Monitor and answer any questions about vocabulary.
- When Sts are ready, tell them they will now have to say their sentences to their partner and ask *What about you?* Demonstrate the activity by giving Sts a couple more examples. Say to a student, e.g., *I sometimes have breakfast in bed on Sunday morning. What about you?* Elicit a true response from the student. Then say to another student *I usually read the newspaper in the morning. What about you?*
- Sts work in pairs. Monitor and help as needed. Encourage Sts to add extra information to their answers as in the examples.
- Get feedback by asking a few volunteers to report what they have learned about their partner.

EXTRA SUPPORT When Sts have finished, you could ask them to write three sentences about their partner.

7A Free-time questionnaire

A pairwork activity

Sts review word order in questions by putting the words in the correct order and then asking each other about free-time activities. Copy one worksheet for each pair and cut into **A** and **B**.

LANGUAGE

Do you usually go out on Saturday night? *Yes, I do.*
Where do you go? I go to the movies. *What about you?*

- Quickly review word order in questions. Write on the board: ARE TIRED YOU? and WHERE YOU DO LIVE? and elicit what the correct word order is. Then review the time expressions: *in the morning / in the evening / at night / on the weekend*.
- Put Sts in pairs, **A** and **B**. Give out the worksheets. Focus on **a** and tell Sts to put the words in 1–8 in the correct order to make questions. Point out that the first word in each question is given. Set a time limit, e.g., five minutes.
- Monitor and help, making sure Sts have put the words in the correct order.

Student A

2 What are your favorite stores?
3 What games do you play on your phone?
4 Do you eat fast food on the weekend?
5 Who do you usually meet on the weekend?
6 Do you have a big breakfast on the weekend?
7 What TV shows do you watch in the evening?
8 What do you usually do on Saturday morning?

Student B

2 What's your favorite restaurant?
3 What do you do with your friends on the weekend?
4 Are you usually at home on Sunday night?
5 When do you usually take vacations?
6 What do you usually do after dinner?
7 Do you go to the movies on the weekend?
8 How do you relax in the evenings?

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- Demonstrate the second part of the activity by telling a student to ask you a question on his / her worksheet. Answer the question as fully as possible and return the question with *What about you?*
- Sts work in their pairs. Encourage Sts to try and give as much information as they can when they answer the questions and to ask *What about you?*
- Get feedback from individual Sts.

7B What do you think of…?

A pairwork activity

Sts complete a survey about things / people they like or don't like, then they interview their partner. Copy one worksheet per student.

LANGUAGE

I like Justin Timberlake. Do you like him?
Yes, I do. I like him a lot.
He's OK.
No, I don't like him. He's awful.

- Write on the board the following sentence with the name of an actor / actress you think that your Sts will know, e.g., *I like Justin Timberlake. Do you like _____?* Elicit what the missing pronoun is (*him*). Ask a student the question and elicit an answer from the **Language** box. Write the sentences from **Language** on the board, or show them on screen if using CPT.
- Give out the worksheets. Give Sts a few minutes to complete two or more sentences in each category. Stress that they don't need to fill in all the categories if they can't, but assign a minimum number of sentences they have to fill in (e.g., five).
- Monitor and help with any vocabulary Sts need.
- Now put Sts in pairs and tell them to interview their partner. They must tell their partner about their preference, then ask them for their opinion. Demonstrate by getting a student to ask you a question from their worksheet and answer truthfully.
- Sts take turns asking and answering questions. Monitor and help where necessary.
- Get feedback by asking a few pairs to report how their answers are the same or different, e.g., *Pierre likes classical music, but I don't like it.*

EXTRA SUPPORT Elicit all the questions before Sts interview each other.

EXTRA CHALLENGE Encourage the student who is answering the question to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

PE4 Famous birthdays

A pairwork jigsaw activity

Sts ask and answer questions about the birthdays of famous people. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

When is Robert de Niro's birthday? *August 17th*

- Write the sentences from **Language** on the board, or show them on screen if using CPT. Review dates by writing some dates on the board, e.g., 01/03, 05/28, 06/12, 03/09. Elicit how to say them: *January third, May twenty-eighth, June twelfth, March ninth.*
- Write BEYONCÉ on the board. Elicit the question *When is Beyoncé's birthday?* Write 09/04 on the board and elicit the response *September fourth*.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Explain to Sts that they have to find out the birthdays of the people on their worksheet if the birthday is not given.
- Demonstrate the activity with two Sts. Have a student **A** look at the first photo and ask a **B** *When is Will Smith's birthday?* who responds with the date on the worksheet, *September twenty-fifth*.
- Sts take turns asking and answering questions about the birthdays. When they have finished, they can compare worksheets to confirm their answers.
- Follow up by asking Sts if they found a celebrity birthday that is the same as theirs or if they know that their birthday is the same as that of another famous person.

8A Can you?

A group board game

Sts move around the board and answer questions using *can / can't*. Copy one worksheet per group of three or four Sts. You also need a die per group and one token per student.

LANGUAGE

+ *I can park here.*
− *I can't park here.*
? *Can I park here?*

- Draw a soccer ball on the board and cross it out. Ask Sts what they think this means. Elicit ideas. If Sts make an incorrect guess, say *Sorry, try again*. When they guess the correct answer (*You can't play soccer here.*), say *Yes, that's right*. Now write 1 PLACE WHERE YOU CAN SPEAK ENGLISH. Elicit answers and write the correct ones on the board.
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Remind Sts of the word order in sentences with *can / can't*.
- Put Sts in groups of three or four. Give each group the worksheet, a die and enough tokens. Each player puts their token on the START square.
- Sts take turns rolling the die and giving information with *can / can't*. Monitor and help.
- Sts play the game until the time is up. If a group finishes very quickly, encourage them to start again around the board.

EXTRA CHALLENGE You can make the game longer by giving Sts a coin instead of a die. Tell Sts that the coin will tell them how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.

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8B What do you like doing?

A pairwork activity

Sts guess their partner's opinion of particular activities. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

I like swimming. I think you don't like swimming.
You're right. / You're wrong. I love swimming.

- Write these activities on the board or draw simple pictures, e.g., PLAYING TENNIS, COOKING. Choose a good student and say, e.g., *Mario, I think you like playing tennis. Am I right?* and teach the answer *You're right. / You're wrong.* Continue guessing a few other Sts' opinions about the activities.
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the sentences for Sts to listen and copy the rhythm.
- Now ask Sts to guess your opinion of *playing tennis* and *cooking* using *I think you love / like / don't like…*, and tell them if they are right or wrong.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Sts individually fill in the sentences under each picture, first writing if they love / like / don't like the activity and then writing what they think for their partner.
- Sts take turns reading sentences and responding to their partner.
- Get feedback to find out who has the most correct guesses.

9A Guess what I'm doing!

A group activity

Sts mime phrases in the present continuous. Copy one sheet per group of three of four Sts and cut into cards.

LANGUAGE

Are you…?	*Yes, I am. / No, I'm not.*
	Yes, we are. / No, we aren't.
You're making coffee.	*That's right.*

- Tell Sts that they are going to act out some phrases in the present continuous for their classmates to guess. They have to do this without speaking.
- Demonstrate the activity. Put the cards face down on your desk and pick a card. Then tell Sts that you are going to act out the phrase for the class and they will have to guess what you are doing. For example, if you draw the card *making coffee*, you could pretend to be in a kitchen and to put some coffee in a cup, add water, and pretend to stir it.
- Encourage the class to guess. Sts ask questions and you answer. Elicit the response *You're making coffee.*
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the sentences and question for Sts to listen and copy the rhythm.
- Put Sts in groups of three or four and give them a set of cards face down. If you have a small class, you could do this as a whole class activity. Sts take turns taking a card and acting out what's on the card until someone in the group guesses. Then another student takes a card, etc. You could set a time limit for each person, e.g., two minutes.

EXTRA IDEA You could make this a competitive game with teams. One member of Team 1 takes a card and has, for example, two minutes to try to make his / her team guess what is on the card. If they guess within the time limit, Team 1 gets a point. Then a member of Team 2 takes a card, etc.

EXTRA IDEA If you think your Sts will be uncomfortable miming the actions, you could change these to a drawing activity, with Sts drawing the actions instead of miming.

9B A board game

A pair or group board game

Sts move around the board practicing the simple present and present continuous. Copy one worksheet per pair or per group of three or four Sts. You will also need a coin per group and one token per student.

LANGUAGE

What are you doing now?	*I'm driving.*
Do you speak English at home?	*No, I don't. We speak Spanish.*

- Tell Sts that they are going to play a game to practice the simple present and present continuous. Write the sentences from **Language** on the board, or show them on screen if using CPT. Remind Sts of the difference between the simple present and present continuous.
- Put Sts in pairs or groups of three or four. Give each pair or group the worksheet. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.
- Each player puts their counter on the START square. Then one student tosses the coin and moves his / her counter one or two squares. Sts have to answer the question on the square they land on or follow the directions to move back or forward one square. In that case, they answer the question on the new square. If Sts can answer the question, they stay on that square. If they can't answer it, they go back to the previous square.
- Sts take turns tossing the coin, answering questions, and moving around the board. The first person to reach FINISH is the winner.

EXTRA CHALLENGE Encourage the student who is answering the question to give extra information and the other Sts in the group to ask follow-up questions as appropriate.

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PE5 Would you like to…?

A pairwork activity

Sts ask their partner about things they would like to do in the future. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Would you like to travel around the world?	*Yes, I would. / No, I wouldn't.*
Why (not)?	*Because I love traveling. / Because I don't like flying.*

- Tell Sts they are going to find out what some of their classmates would like to do in the future.
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Give Sts a minute to read the items and answer any questions about vocabulary.
- Demonstrate the activity by getting a student to choose a phrase and ask you the question (*Would you like to…?*). Answer with a short answer, *Yes, I would* or *No, I wouldn't*, and then indicate that the student should ask *Why?* or *Why not?* Give a short, simple response that uses words and structures Sts have studied.
- Get Sts to ask and answer the questions. Monitor and help as necessary. Make sure Sts are asking follow-up questions with *Why*.
- Get feedback by asking a few Sts to report their findings. *Mario would like to write a book. He wants to write about his family.*

10A My hotel

A pairwork jigsaw activity

Sts ask each other about the facilities in two hotels. Copy one worksheet per pair and cut it into **A** and **B**.

LANGUAGE

Is there a restaurant in the hotel?	*Yes, there is.*
Where is it?	*It's on the first floor.*
Are there any cafes?	*No, there aren't.*

- Quickly review the ordinal numbers 1 to 6 by writing the numbers on the board or saying them and eliciting the ordinal, e.g., *one – first*. Remind Sts that we use ordinal numbers to talk about the floors in a building (*first floor*, *second floor*, etc.)
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the questions for Sts to listen and copy the rhythm. Remind Sts that we usually use any in plural questions with *Are there*, and *a / an* with singular statements and questions with *There is* and *Is there*.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to write one thing from the list of facilities on each floor of their hotel. Highlight that they have to make choices. They can't use everything in the list, only six facilities. Give them a few minutes to do this.
- Focus on the instructions for **b** and **c**. Demonstrate the activity with a good student or get two Sts to demonstrate the first exchange.
- When Sts have finished, get them to compare their hotels.

10B Where were you yesterday?

A pairwork activity

Sts practice the prepositions *on*, *at*, *in*, and ask each other what they were doing at particular times in the past. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Were you at home at ten o'clock last night?	*Yes, I was. / No, I wasn't. What about you?*

- Review prepositions of place, e.g., *at work*, *on the train / bus*, *in the car*, *at the restaurant* (see the Student Book on p.62).
- Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Make sure they can't see each other's sheets. Ask Sts to complete the questions with the correct preposition. Monitor and correct individual mistakes as necessary.

Student A
1 in **2** in **3** on **4** at **5** on **6** at **7** in
Student B
1 in **2** in **3** on **4** at **5** at **6** in **7** in

- Focus on **b**. Explain to Sts that they are going ask their questions to find out where their partner was at certain times.
- Demonstrate the activity by getting a student **B** to ask the first question. (*Were you in class last week?*) Get student **A** to answer the question (*Yes, I was. / No, I wasn't.*). Remind Sts to say where they were if they answer *No* and to give extra information if they say *Yes*. Encourage **A** to provide more information and to then ask *What about you?*
- Sts work in pairs taking turns asking each other questions. Monitor and help where necessary.
- Get feedback by asking Sts to tell you where they and their partner were at different times.

11A Find someone who…

A class mingle

Sts ask questions to find out who does the things on the worksheet. Copy one worksheet per student.

LANGUAGE

Did you watch TV last night?	*Yes, I did.*
Did you study English last weekend?	*No, I didn't.*

- Practice the questions Sts are going to ask. Write on the board _____ WATCH TV LAST NIGHT? _____ STUDY ENGLISH LAST WEEKEND? Tell Sts to ask you the questions. Then ask two or three Sts the questions.
- Give each student a copy of the worksheet and focus on the **Find someone who…** column, making sure Sts understand all the vocabulary.
- Focus on the last two questions on the worksheet. Tell Sts that for these they should write their own questions. Elicit possible questions from the class e.g., _____ *("name") read a book last night*. Give Sts time to write their own questions. Monitor and help if necessary.

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- Ask a student the first question, *Did you watch TV last night?* If the student answers *Yes*, write his / her name on your worksheet. If the answer is *No*, say *Thank you* and ask another student, continuing until you get a *Yes* answer.
- Tell Sts to ask their questions in random order. Set a time limit. Monitor and help where necessary.
- When time is up, get feedback from the class.

11B Life in a day

A pairwork activity

Sts ask and answer questions to find three things they both did yesterday. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Did you get up at eight o'clock this morning?	*Yes, I did.*
Did you do exercise yesterday?	*No, I didn't. What about you?*

- Write these phrases on the board.
  / GET A BUS TO ENGLISH CLASS TODAY?
  / GET UP LATE LAST SUNDAY?
- Elicit the missing words (*Did you*) and write the full question on the board.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets. Tell Sts that have to ask their partner the questions on their sheet and check or cross the answers. Focus on **b** and explain they will try to find things they have in common.
- Demonstrate the activity by getting a student to ask you the first question (*Did you get up at eight o'clock this morning?*). Answer the question truthfully.
- Tell Sts to complete the "Me" column first, checking or crossing the things they did or didn't do. Then Sts take turns asking each other the questions and writing down the answers.
- Monitor and correct any mistakes.
- When Sts have finished get them, in pairs, to write sentences with *We…* for the things they had in common. Get feedback by asking pairs which things they had in common, e.g., *We took a bus to English class today*.

EXTRA CHALLENGE Tell Sts to get their partner to give more information, e.g., *Did you go shopping with friends last week? Yes, I did. I went shopping with Marta and Luisa.*

PE6 Where are you?

A pairwork or small group activity

Sts follow directions and use a map to find their way to a destination. Make one copy of the map and cut up one copy of the direction cards for each pair or group of three.

LANGUAGE

Go straight ahead.
Turn right. / Turn left.
It's on the corner of First Street and West Road.
It's on the right.

- Review the language for directions by drawing a simple map on the board. Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the sentences for Sts to listen and copy the rhythm.
- Put Sts in pairs or small groups of three and give them a map and a set of direction cards. Focus on the map and elicit from the class all the places marked with a symbol and write them on the board:

= BANK	= RESTAURANT	= SCHOOL
= GYM	= PHONE STORE	= TRAIN STATION
= BOOK STORE	= FACTORY	= MUSEUM
= HOSPITAL	= PARKING LOT	= SUPERMARKET
= HOTEL	= PARK	= MOVIE THEATER

- Demonstrate the activity with the class. Read one of the cards and ask Sts to tell you where they are. Read slowly, pausing to give Sts time to follow on the map. Make sure Sts understand the preposition *outside*, e.g., *You are outside the bank*. Draw a little diagram on the board to show this. If Sts don't understand something, encourage them to ask questions, e.g., *Do we turn left or right? Could you repeat that, please?*
- In their pairs or groups, Sts take turns picking up cards and reading the directions aloud for the others to follow. Point out that the correct answer is in parentheses in bold at the end of the directions.
- Monitor and remind Sts to ask questions if they don't understand the directions.
- Get feedback by asking who got all the directions.

EXTRA CHALLENGE If some pairs or groups finish early, get them to make up their own directions to any place on the map or to give real directions to a place near the school.

12A Past tense questions

A group board game

Sts move around the board practicing the simple past. Copy one worksheet per pair or per group of three or four Sts. You also need a coin per group and one token per student.

LANGUAGE

Where did you buy your phone?	*I bought my phone in the Apple store.*
What did you do last weekend?	*I went to a rock concert.*

- Tell Sts that they are going to practice the simple past. Write the sentences from **Language** on the board, or show them on screen if using CPT. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs or groups of three or four. Give each pair or group the worksheet and enough tokens. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces. Focus on the questions, making sure Sts

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understand them. Tell Sts that they should try to answer with full sentences to practice the simple past.

- Each player puts a token on the START square. Then one student tosses the coin and moves his / her token one or two squares. Sts have to answer the question on the square they land on or follow the directions to move back or forward one square. In that case, they answer the question on the new square. If they can't answer a question, they go back to the previous square that they were on.
- Sts take turns answering questions and moving along the board. The first person to reach the FINISH is the winner.

EXTRA CHALLENGE Encourage the student who is answering the question to give extra information and the other Sts in the group to ask follow-up questions as appropriate.

12B A vacation in Venice

A pairwork speaking activity

Sts review the simple past with a story about a vacation. Copy one sheet per pair.

LANGUAGE

They went on vacation to Venice.

He was late.

- Put Sts into pairs and give out the worksheets.
- Tell Sts that they have some pictures on their sheet that tell a story. They also have some sentences. Give them a minute to read the sentences.
- Now tell Sts to look at the sentences and number them to match the order of the pictures. Monitor and help.
- Check answers.

1 My girlfriend, Sarah, booked a romantic weekend in Venice for us.
2 She told me on Friday morning. She wanted to give me a surprise.
3 I had a meeting at work that afternoon. I told her: "Meet me at the airport."
4 My meeting finished late. I was very nervous.
5 I got a taxi. The taxi driver wanted to go fast, but there was a lot of traffic.
6 I arrived at the airport very late. The gate was closed.
7 Sarah sent me a message. "Where are you?"
8 I called Sarah. She was on the plane. I said "Go without me."
9 Sarah went to Venice. She sent me photos of the beautiful hotel.
10 She had a great time without me. She bought a lot of new clothes - and a T-shirt for me.

- Focus on **b**. Sts work in pairs, covering the sentences and trying to retell the story from the pictures. Monitor and help if necessary.
- Get feedback and ask Sts if they liked the story and if they have any stories about having problems on vacation.

EXTRA CHALLENGE Sts could write their own stories as homework or, if you have the time, in class. They could make them up if they have no real anecdotes.

Review questions

A review activity

Sts ask each other questions to review a range of tenses, vocabulary, and verb forms from the Student Book.
This could be used as a final "pre-test" review activity. Alternatively, it could be used as an oral exam. Copy and cut up one set of cards per pair.

LANGUAGE

Grammar and vocabulary of the course

- Put Sts in pairs, A and B. Give each pair a set of cards that they place face down on the table. Sts take turns picking up the top card and asking their partner about the topic on the card, using the prompts.
- Tell Sts to keep the card they have talked about.
- When Sts have finished, and if there is time, they can exchange cards with their partner.
- Monitor and help where necessary.

NON-CUT ALTERNATIVE Make one copy per pair. Give Sts a few minutes to read through the cards. Then Sts **A** choose a number for sts **B**. **B** then talks about what's on the card for that number. They take turns choosing a topic for their partner to talk about.

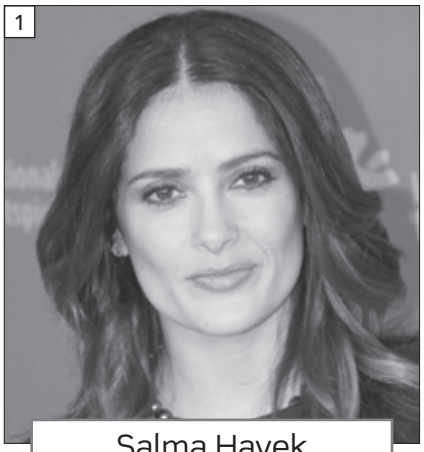
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1A COMMUNICATIVE Are you…?

You're **Katy Perry** **Find…** Ed Sheeran Tom Hanks	**You're** **Ed Sheeran** **Find…** Denzel Washington Katy Perry
You're **Beyoncé** **Find…** Kit Harington Cameron Diaz	**You're** **Cameron Diaz** **Find…** Meryl Streep Tom Brady
You're **Denzel Washington** **Find…** Shakira Emilia Clarke	**You're** **Kit Harington** **Find…** Tom Hanks Penelope Cruz
You're **Meryl Streep** **Find…** Russell Crowe Beyoncé	**You're** **Jennifer Lopez** **Find…** Daniel Radcliffe Nicole Kidman
You're **Penelope Cruz** **Find…** Jennifer Lopez Russell Crowe	**You're** **Antonio Banderas** **Find…** Ben Affleck Shakira
You're **Daniel Radcliffe** **Find…** Emilia Clarke Maggie Smith	**You're** **Shakira** **Find…** Maggie Smith Ed Sheeran
You're **Ben Affleck** **Find…** Nicole Kidman Selena Gomez	**You're** **Russell Crowe** **Find…** Penelope Cruz Kit Harington
You're **Tom Hanks** **Find…** Cameron Diaz Antonio Banderas	**You're** **Nicole Kidman** **Find…** Katy Perry Denzel Washington
You're **Maggie Smith** **Find…** Selena Gomez Daniel Radcliffe	**You're** **Selena Gomez** **Find…** Tom Brady Jennifer Lopez
You're **Tom Brady** **Find…** Beyoncé Meryl Streep	**You're** **Emilia Clarke** **Find…** Antonio Banderas Ben Affleck

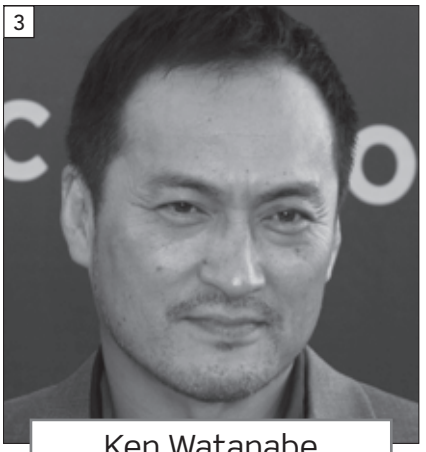
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1B COMMUNICATIVE Where are they from?

1

Salma Hayek

2

Mark Zuckerberg

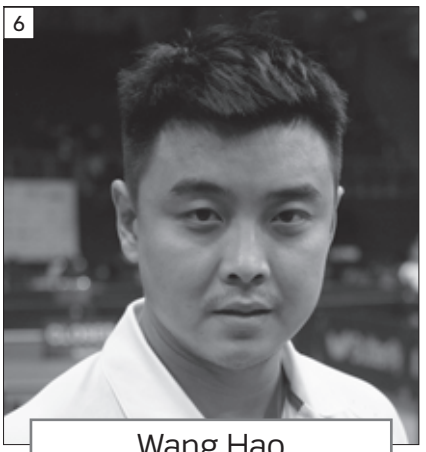
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Ken Watanabe

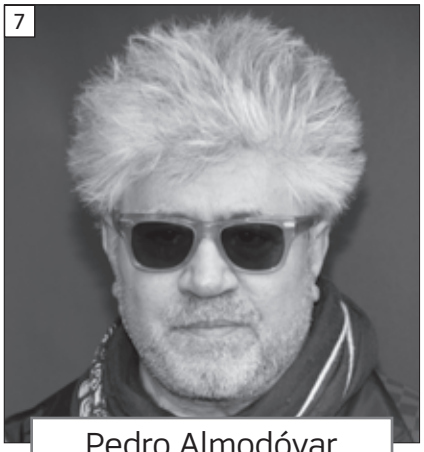
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Eugene Trinh

5
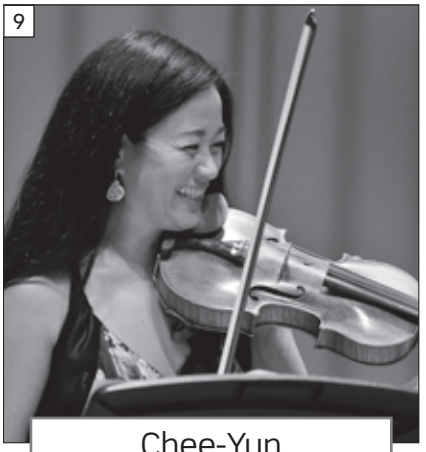
Isabel Allende

6

Wang Hao

7

Pedro Almodóvar

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Ryan Reynolds

9

Chee-Yun

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Emma Watson

11

Orhan Pamuk

12

Gisele Bündchen

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PE1 COMMUNICATIVE Who are you?

First name: Last name: From:	**Christophe** **Moreau** **Montreal, Canada**
First name: Last name: From:	**Katya** **Scheider** **Buenos Aires, Argentina**
First name: Last name: From:	**Min** **Kim** **Seoul, Korea**
First name: Last name: From:	**Aleksandra** **Martinez** **Mexico City, Mexico**
First name: Last name: From:	**Natalia** **Carvalho** **Recife, Brazil**
First name: Last name: From:	**Yin** **Lu** **Hangzhou, China**
First name: Last name: From:	**Miguel** **Vazquez** **Bilbao, Spain**
First name: Last name: From:	**Anthony** **Clarke** **Croydon, England**
First name: Last name: From:	**Shungo** **Azuma** **Hiroshima, Japan**
First name: Last name: From:	**Yusuf** **Sadik** **Antalya, Turkey**
First name: Last name: From:	**Stephen** **Andersen** **Memphis, USA**
First name: Last name: From:	**Nazir** **Mostafa** **Riyadh, Saudi Arabia**

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2A COMMUNICATIVE Match the sentences

Student A

	Answers to Student B
1 Excuse me. Are you James?	**a** We're from Medina.
2 Where are Alice and Umberto from?	**b** No, it's in Japan.
3 Are you here on vacation?	**c** I'm from Korea.
4 Is Nike English?	**d** Yes, she's from Toronto.
5 Are Pablo and Antonio Mexican?	**e** No, you aren't.

Student B

	Answers to Student A
6 Are we late?	**f** Yes, we are.
7 Where are you from?	**g** No, it isn't. It's American.
8 Is Caroline Canadian?	**h** No, they aren't. They're Spanish.
9 Where are you from in Saudi Arabia?	**i** No, I'm not. I'm Jason.
10 Is Kyoto in China?	**j** They're Argentinian.

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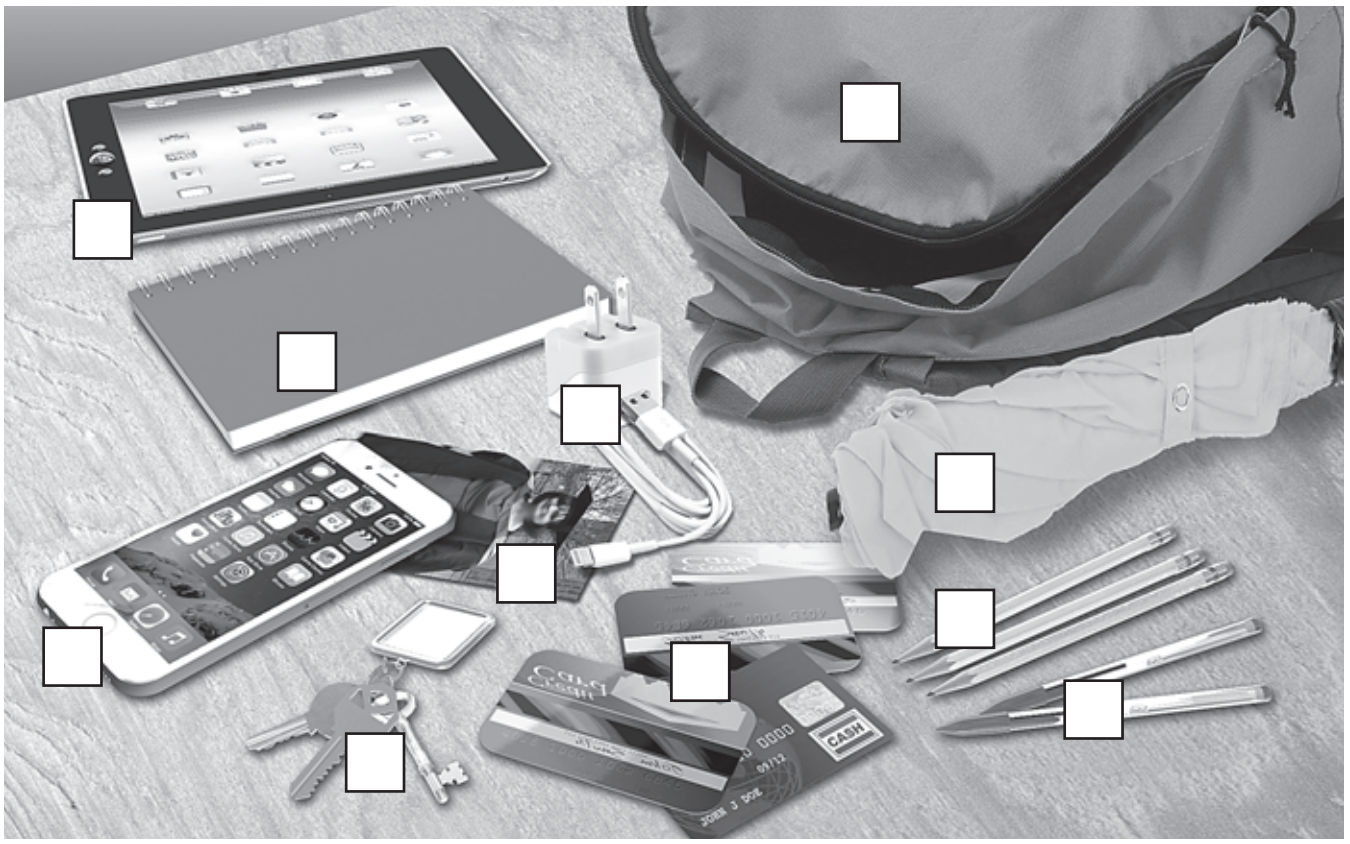
2B COMMUNICATIVE Remember the sentences

1 Hi Lola. This is Paul.	g	*Fold here*	**a** No, she's single.
2 How old is Karin?	e		**b** My name's Karl.
3 What's your phone number?			**c** It's Thursday.
4 Nice to meet you.			**d** On Monday and Friday.
5 Is she married?			**e** She's 38.
6 How are you?			**f** Thanks.
7 See you tomorrow.			**g** Nice to meet you.
8 What's your name?			**h** Hi!
9 Have a nice day!			**i** I'm from Japan.
10 Where are you from?			**j** Fine, thanks.
11 When's your English class?			**k** It's 978-555-7360.
12 Hello!			**l** Sorry.
13 My name is Maribel, not Maria.			**m** Bye!
14 What day is it today?			**n** Nice to meet you, too.

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3A COMMUNICATIVE The same or different?

Student A



Student B



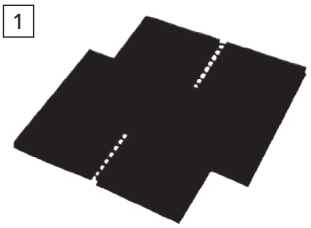
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3B COMMUNICATIVE What's this? What are these?

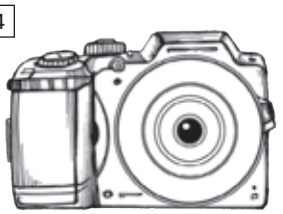
Student A

What are these?) (They're notebooks.

1 

2 

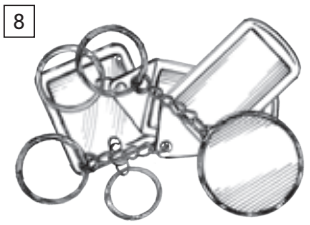
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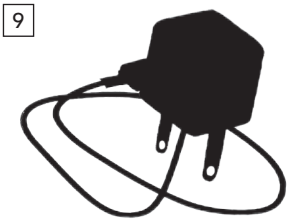
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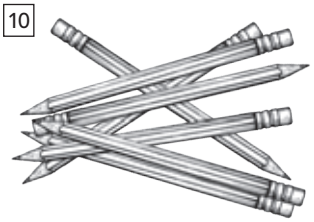
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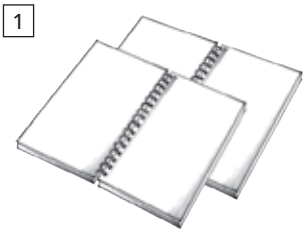
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12 

Student B

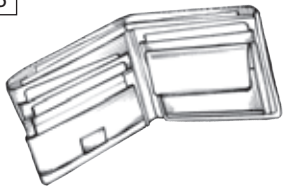
What are these?) (They're notebooks.

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2 

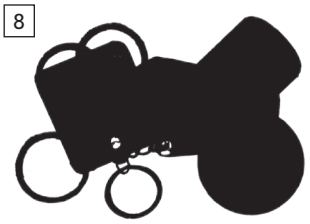
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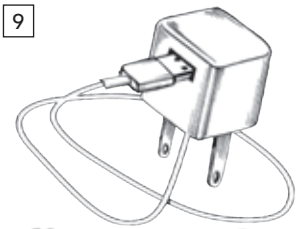
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The Three Kings



Food

Sandwiches (cheese, chicken, or tuna)	$5.25
Burger	$8.99
Cheeseburger	$9.50
Salads (chicken or egg)	$6.95



Drinks

Coke / Diet Coke	$2.30
Orange juice	$2.80
Mineral water	$1.60
Coffee / Tea	$2.75



A You are a server.

Welcome the customer and show them the menu.

Useful phrases:

Can I help you?

Anything else?

Here you are.

B You are a customer.

Look at the menu and choose something to eat and drink.

Useful phrases:

Can I have...?

How much is it?

Here you are.

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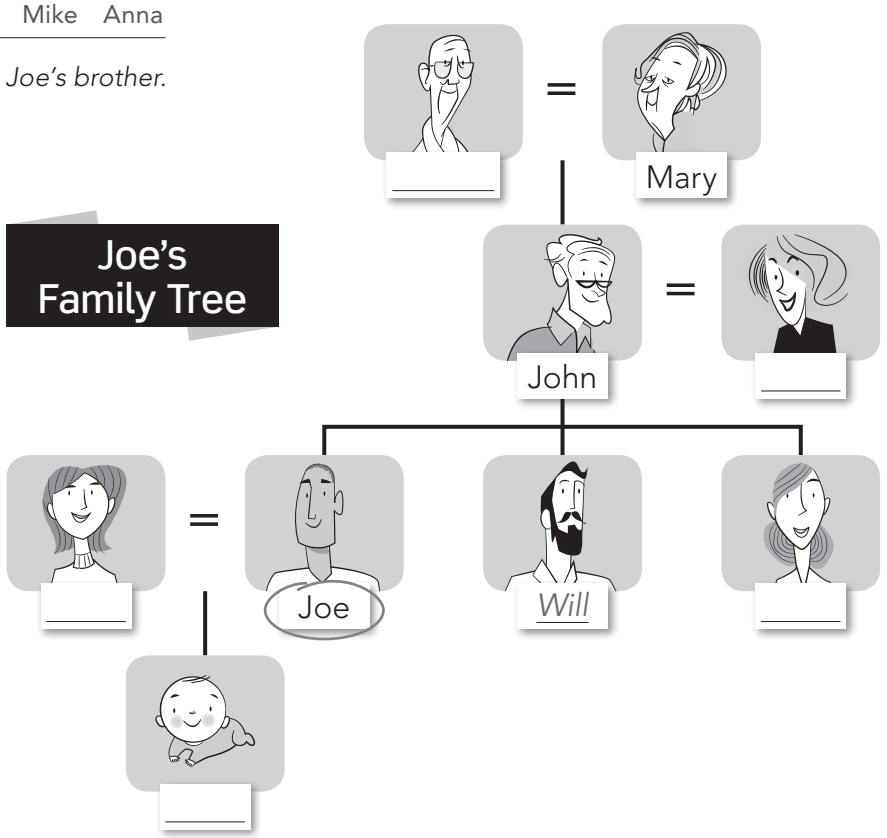
4A COMMUNICATIVE Family tree

Student A

a Look at Joe's family tree. Ask **B** about the people in the list. Complete Joe's family tree.

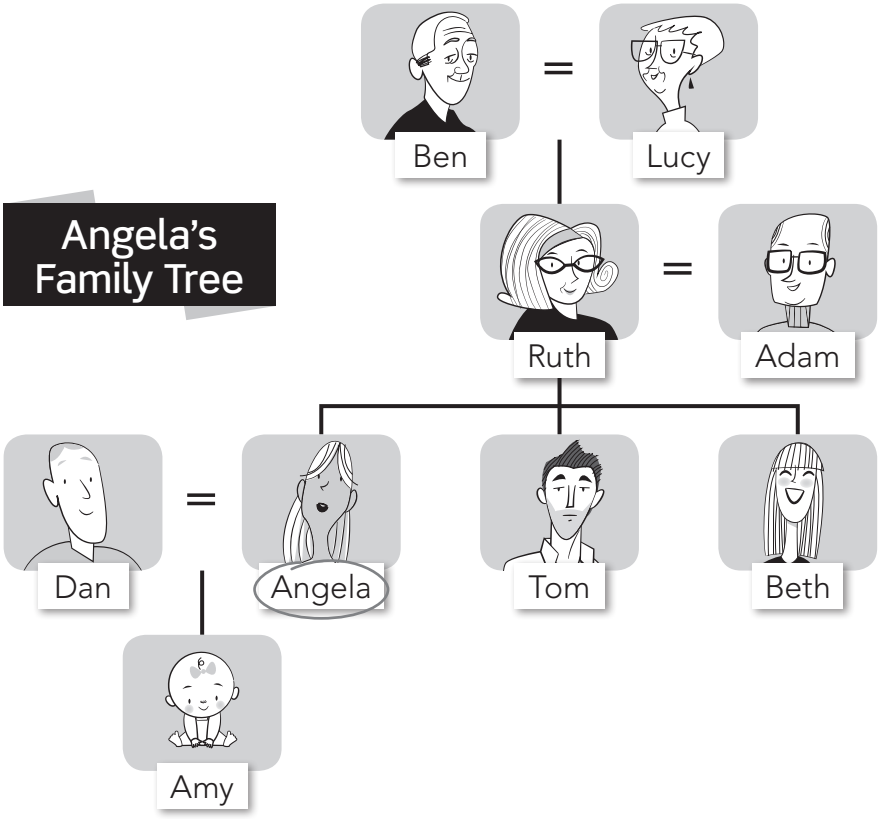
~~Will~~ Alfred Sally Kate Mike Anna

Who's Will? *He's Joe's brother.*



b Look at Angela's family tree. Answer **B**'s questions. Relate all the people to Angela.

Who's Beth? *She's Angela's sister.*



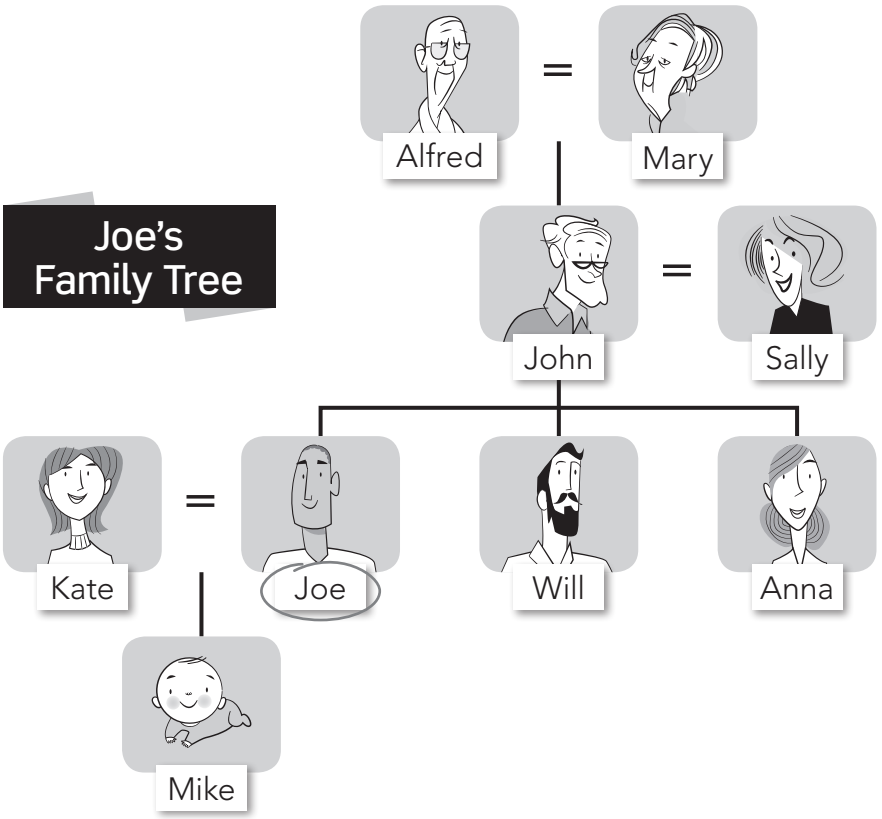
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4A COMMUNICATIVE Family tree

Student B

a Look at Joe's family tree. Answer **A**'s questions. Relate all the people to Joe.

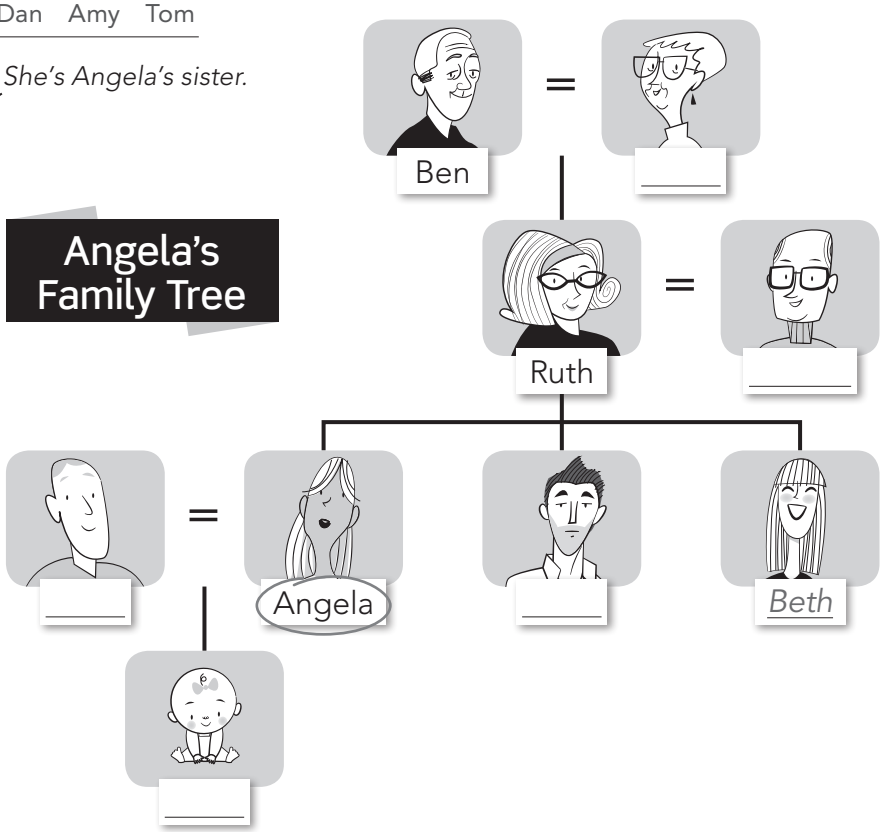
Who's Will? *He's Joe's brother.*



b Look at Angela's family tree. Ask **A** about the people in the list. Complete Angela's family tree.

~~Beth~~ Lucy Adam Dan Amy Tom

Who's Beth? *She's Angela's sister.*



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4B COMMUNICATIVE What is it?

1



2



3



4



5



6



7



8



9



10



11

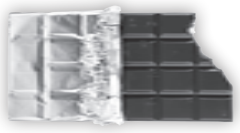


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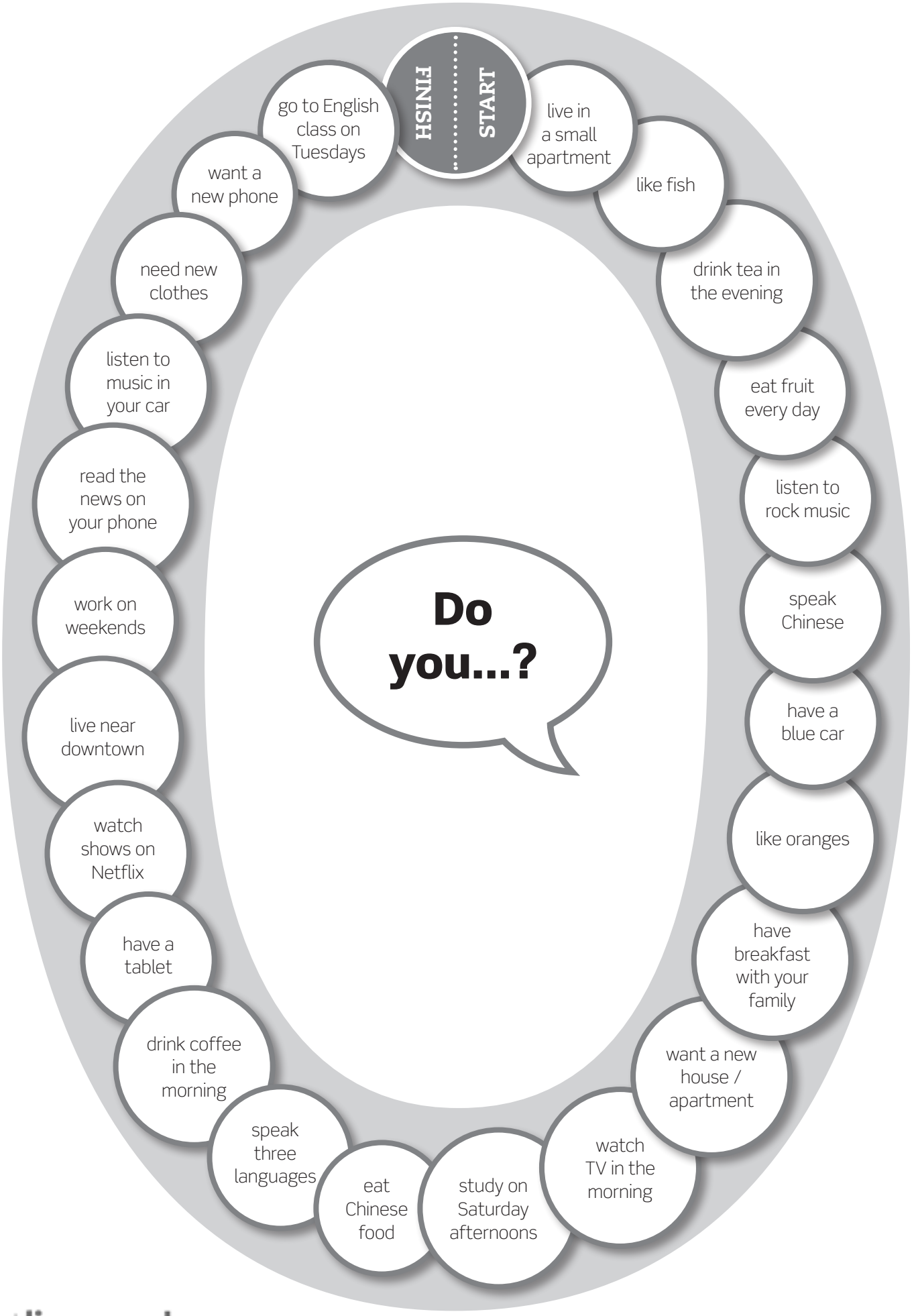
5A COMMUNICATIVE Talk about food

		You	Your friend
1	I have  for breakfast.	T/F	_____
2	I don't drink  .	T/F	_____
3	I have a  for lunch.	T/F	_____
4	I don't like  .	T/F	_____
5	My favorite food is  .	T/F	_____
6	I don't have  in tea.	T/F	_____
7	I eat a lot of  .	T/F	_____
8	I like  .	T/F	_____
9	I don't put  on my bread.	T/F	_____
10	I have  for breakfast on weekends.	T/F	_____
11	I drink a lot of  every day.	T/F	_____
12	I don't eat  in the evening.	T/F	_____

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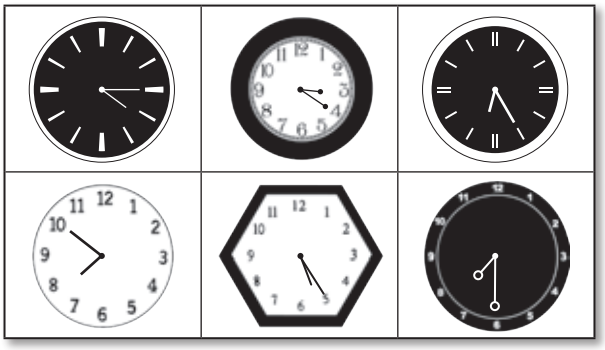
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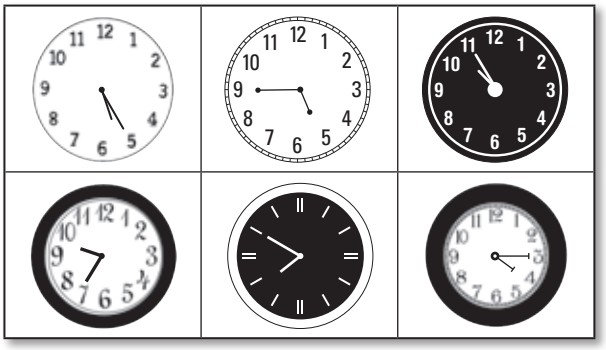
5B COMMUNICATIVE Do you…?

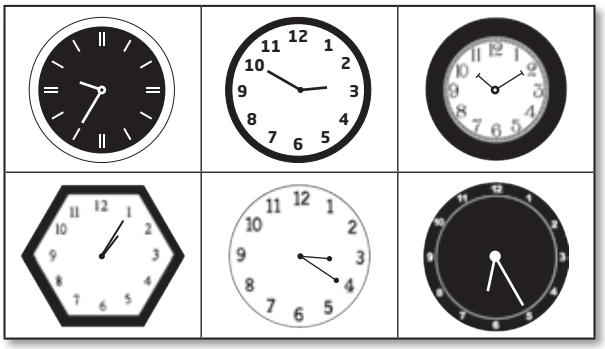


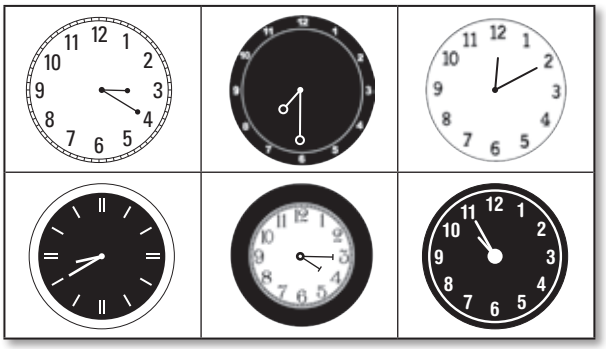
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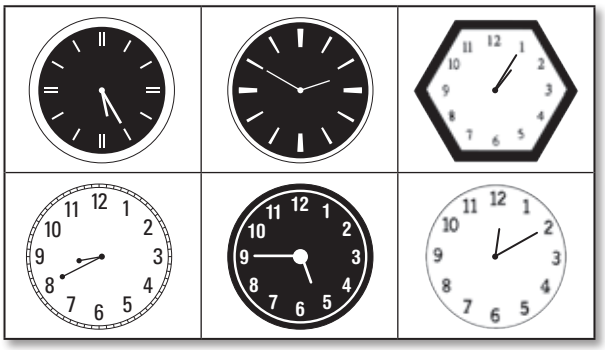
PE3 COMMUNICATIVE Time bingo

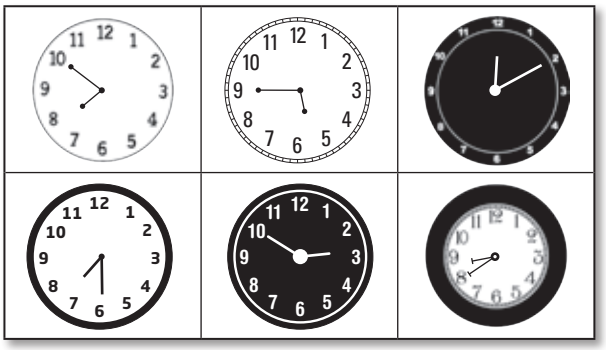


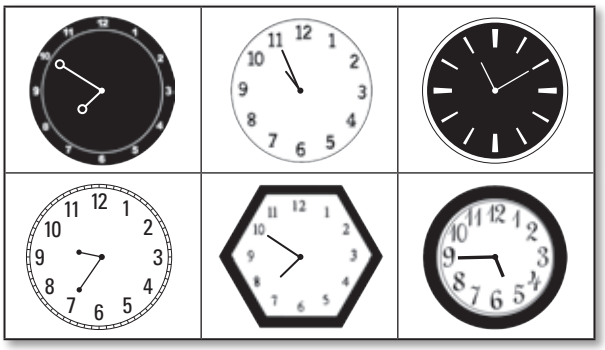


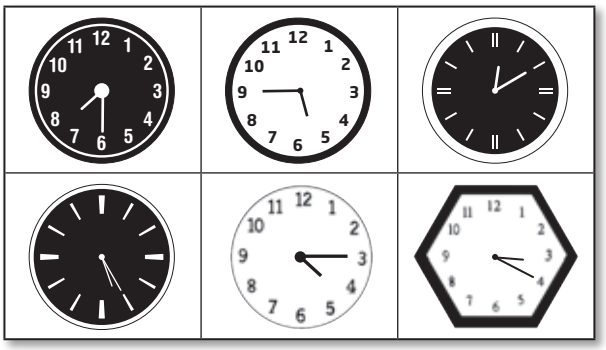


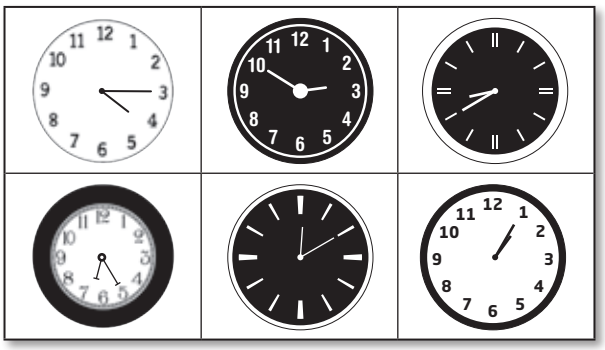


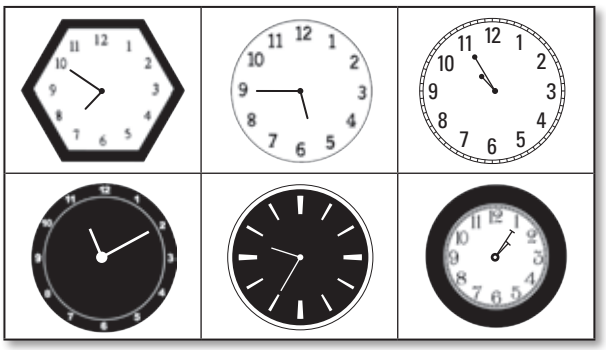












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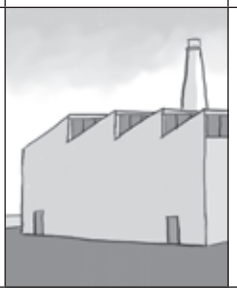
6A COMMUNICATIVE What do they do? Where do they work?

Student A

What / do?

Kate	George	Jim	Liz	Julia	Maria
					

Where / work?

Kate	George	Jim	Liz	Julia	Maria
					

Student B

What / do?

Kate	George	Jim	Liz	Julia	Maria
					

Where / work?

Kate	George	Jim	Liz	Julia	Maria
					

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6B COMMUNICATIVE What do you usually do?

Student A

a Complete the sentences with *always*, *usually*, *sometimes*, or *never* + verb. Make the sentences true for you.

1 I _____ _____ cereal for breakfast.

2 I _____ _____ TV in the evening.

3 I _____ _____ a bath in the evening.

4 I _____ _____ shopping on Saturday morning.

5 I _____ _____ my homework before class.

6 I _____ _____ to the radio in the car.

7 I _____ _____ lunch in a restaurant.

8 I _____ _____ coffee after dinner.

b Now tell your partner and then ask *What about you?*

I sometimes have cereal for breakfast. What about you?

I never have cereal.

Student B

a Complete the sentences with *always*, *usually*, *sometimes*, or *never* + verb. Make the sentences true for you.

1 I _____ _____ up late on the weekend.

2 I _____ _____ to bed at about eleven o'clock.

3 I _____ _____ a shower in the morning.

4 I _____ _____ housework in the evening.

5 I _____ _____ to the gym after school / work.

6 I _____ _____ the newspaper on Sunday.

7 I _____ _____ a sandwich for lunch.

8 I _____ _____ breakfast in the morning.

b Now tell your partner and then ask *What about you?*

I always get up late on the weekend. What about you?

I usually get up late.

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7A COMMUNICATIVE Free-time questionnaire

Student A

a Put the words in order to complete the questions.

1 do usually on vacation go you
Where *do you usually go on vacation*?

2 stores favorite your are
What _____?

3 play your phone games on do you
What _____?

4 fast food on eat you weekend the
Do _____?

5 do meet you usually the on weekend
Who _____?

6 have breakfast a big weekend you on the
Do _____?

7 shows TV you do in the watch evening
What _____?

8 usually you do Saturday do on morning
What _____?



b Now ask **B** your questions. Then answer **B**'s questions.

Student B

a Put the words in order to complete the questions.

1 read weekend the on you
Do *you read on the weekend*?

2 's restaurant favorite your
What _____?

3 you do with weekend on friends the your do
What _____?

4 you usually are at home on night Sunday
Are _____?

5 do usually vacation take you
When _____?

6 do after dinner usually you do
What _____?

7 you movies go the you the weekend on
Do _____?

8 in evening you relax do the
How _____?



b Now answer **A**'s questions. Then ask **A** your questions.

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7B COMMUNICATIVE What do you think of…?

Work with a partner. Complete two sentences (or more) in each category.

Music

I like _____ (male singer).
Do you like _____?

I don't like _____ (female singer).
Do you like _____?

I like _____ (a group).
Do you like _____?

I listen to _____ (a type of music).
Do you like _____?



Sports

I don't like _____ (a sport).
Do you like _____?

I often watch _____ (a sport)
on TV. Do you watch _____?

I play _____ (a sport).
Do you play _____?

I really like _____ (sportswoman).
Do you like _____?



Food

I love _____s (fruit plural).
Do you like _____?

I don't like _____ (food).
Do you like _____?

I sometimes eat _____
(a nationality) food.
Do you like _____?

My favorite drink is _____
(a drink). Do you drink _____?



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PE4 COMMUNICATIVE Famous birthdays

Student A


Will Smith _____


Jennifer Lawrence 08/15

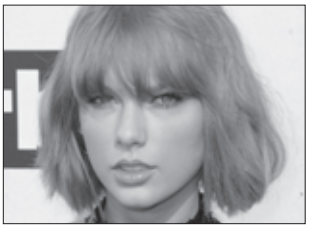

Rihanna _____


Jackie Chan 04/07


Eddie Redmayne _____


Adele 05/05


Leonardo DiCaprio _____


Taylor Swift 12/13


Kanye West _____


Benedict Cumberbatch 07/19


Katy Perry _____


Lupita Nyong'o 03/01

Student B


Will Smith 09/25


Jennifer Lawrence _____

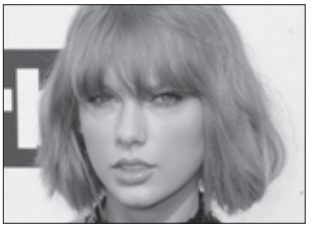

Rihanna 02/20


Jackie Chan _____

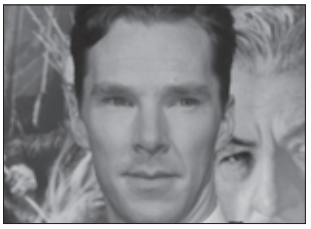

Eddie Redmayne 01/06

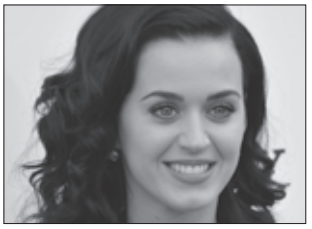

Adele _____


Leonardo DiCaprio 11/11


Taylor Swift _____


Kanye West 06/08


Benedict Cumberbatch _____


Katy Perry 10/25


Lupita Nyong'o _____

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8A COMMUNICATIVE Can you?

START

Say 2 sports you can play inside.	What does the sign say? 	Say 1 dish you can cook with eggs.	What can you do here? 	Say 2 things you can buy at a supermarket.
				Say 3 places where you can pay with a credit card.
In this place you can't... 	Say 2 things you can do at the beach.	Say 1 place where you can't park.	Say 2 things you can have at your favorite restaurant.	What does the sign say? 
Say 2 places where you can't go in if you're late.				
Say 3 things you can do with your phone.	2 places you can stay when you're on vacation.	What does the sign say? 	Say 2 things you can't do in your country until you're 18.	What can't you do here? 

FINISH

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8B COMMUNICATIVE What do you like doing?

Student A *I love / I like / I don't like + -ing*

1



I _____

I think you _____

2



I _____

I think you _____

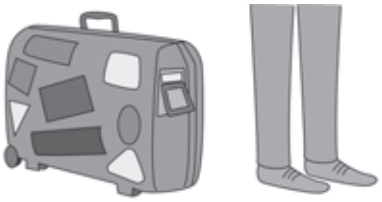
3



I _____

I think you _____

4



I _____

I think you _____

5



I _____

I think you _____

6



I _____

I think you _____

Student B *I love / I like / I don't like + -ing*

1



I _____ soccer on TV.

I think you _____

2



I _____

I think you _____

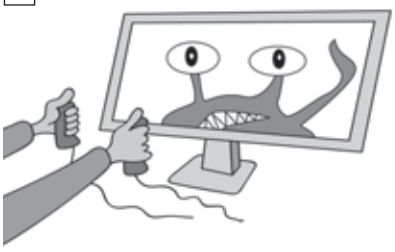
3



I _____

I think you _____

4



I _____ computer games.

I think you _____

5



I _____ clothes.

I think you _____

6



I _____

I think you _____

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making coffee	listening to music	eating pasta	cooking an omelet
swimming in the ocean	paying by credit card	painting a room	parking a car
playing a video game	taking a photo	doing housework	waiting for a bus
walking in the mountains	doing yoga	reading a book	watching soccer
buying a coat	packing a suitcase	getting a taxi	taking a shower

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9B COMMUNICATIVE A board game

START

Why are you studying English?

When do you usually do your English homework?

What color pen are you writing with?

What time do you start work / school?

Go back one space.

What do you usually have in your bag?



Who's sitting on your right?

What do you do in your free time?

What's the teacher doing now?

Move forward one space.

Think of one person in your family. What's he / she doing now?



Do you know anybody who is in college? What are they studying?

What book are you reading right now?

When do you usually go on vacation?

Go back one space.

How do you relax on vacation?

What's the person on your left doing now?

Move forward one space.

What language are you speaking now?

What do you usually do after work/school?



What language do you usually speak at home?

How do you usually go to class?

What are you wearing?

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PE5 COMMUNICATIVE Would you like to...?

Student A

a Ask **B** questions with *Would you like to...?* Then ask *Why* or *Why not?*

Would you like to travel around the world?

Why? (Why not?)

b Answer **B**'s questions.

1 travel around the world

2 play in a rock band

3 write a book

4 be in a movie

5 work in a restaurant

6 have a big, fast car

7 go to painting classes

8 learn to play a musical instrument

Student B

a Answer **A**'s questions.

b Ask **A** questions with *Would you like to...?* Then ask *Why* or *Why not?*

Would you like to be a journalist?

Why? (Why not?)

1 be a journalist

2 meet a famous person

3 learn Chinese

4 play soccer for the New England Revolution

5 work for a computer company

6 live in a different country

7 travel around the world

8 take cooking lessons

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10A COMMUNICATIVE My hotel

Student A

a Choose six things from the list below and write one in the table for each floor of your hotel.

cafe gift shop gym reception restaurant restrooms spa swimming pool

b Ask **B** about his / her hotel: *Is there a…? Where is it? Are there any…? Where are they?* Write the answers in the chart.

c Answer **B**'s questions about your hotel. *Yes, there is / are. It's / They're on the … floor.*

Your hotel

THE *Queen* HOTEL

6
5
4
3
2
1

Your partner's hotel

THE Palace HOTEL

6
5
4
3
2
1

Student B

a Choose six things from the list below and write one on each floor of your hotel.

cafe gift shop gym reception restaurant restrooms spa swimming pool

b Answer **A**'s questions about your hotel. *Yes, there is / are. It's / They're on the … floor.*

c Ask **A** about his / her hotel: *Is there a…? Where is it? Are there any…? Where are they?* Write the answers in the chart.

Your hotel

THE Palace HOTEL

6
5
4
3
2
1

Your partner's hotel

THE *Queen* HOTEL

6
5
4
3
2
1

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10B COMMUNICATIVE Where were you yesterday?

Student A

a Complete the questions with *in*, *at*, or *on*.

1 Were you _____ the kitchen at eight o'clock yesterday morning?

2 Were you _____ bed yesterday at nine o'clock in the evening?

3 Were you _____ a bus at three o'clock yesterday afternoon?

4 Were you _____ work or school / college yesterday morning?

5 Were you _____ the street at ten o'clock last Friday evening?

6 Were you _____ a friend's house on the weekend?

7 Were you _____ a café at ten o'clock yesterday morning?

b Now ask **B** the questions. Then answer **B**'s questions. If you say *No, I wasn't*, say where you were. If you say *Yes, I was*, give more information if you can. Remember to ask *What about you?*

Student B

a Complete the questions with *in*, *at*, or *on*.

1 Were you _____ class last week?

2 Were you _____ your town or city at six o'clock yesterday evening?

3 Were you _____ a train at eleven o'clock yesterday morning?

4 Were you _____ a shopping mall last Saturday?

5 Were you _____ home alone last night?

6 Were you _____ bed at nine o'clock yesterday morning?

7 Were you _____ a car at four o'clock yesterday afternoon?

b Answer **A**'s questions. If you say *No, I wasn't*, say where you were. If you say *Yes, I was* give more information if you can. Remember to ask *And what about you?* Then ask **A** your questions.

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11A COMMUNICATIVE Find someone who…







Find someone who…	Student's name
1 watched TV last night.	_____
2 studied English last weekend.	_____
3 played soccer yesterday.	_____
4 cooked dinner yesterday.	_____
5 walked to class today.	_____
6 listened to the radio yesterday.	_____
7 waited for a bus yesterday.	_____
8 cleaned his / her room last weekend.	_____
9 talked to their mother this morning.	_____
10 traveled by plane on their last vacation.	_____
11 _____ last night.	_____
12 _____ yesterday.	_____

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11B COMMUNICATIVE Life in a day

Student A

a Ask Student **B** the questions.

		Me	My partner
1	/ get up at eight o'clock this morning?	☐	☐
2	/ have a soda this morning?	☐	☐
3	/ get a bus to English class today?	☐	☐
4	/ do English homework ten minutes before the class?	☐	☐
5	/ go to bed very early last night?	☐	☐
6	/ get a train yesterday?	☐	☐
7	/ have two coffees (or more) yesterday morning?	☐	☐
8	/ have lunch at home yesterday?	☐	☐
9	/ have breakfast in bed last weekend?	☐	☐
10	/ go shopping with friends last weekend?	☐	☐

b How many things did the two of you (you and your partner) do?

Student B

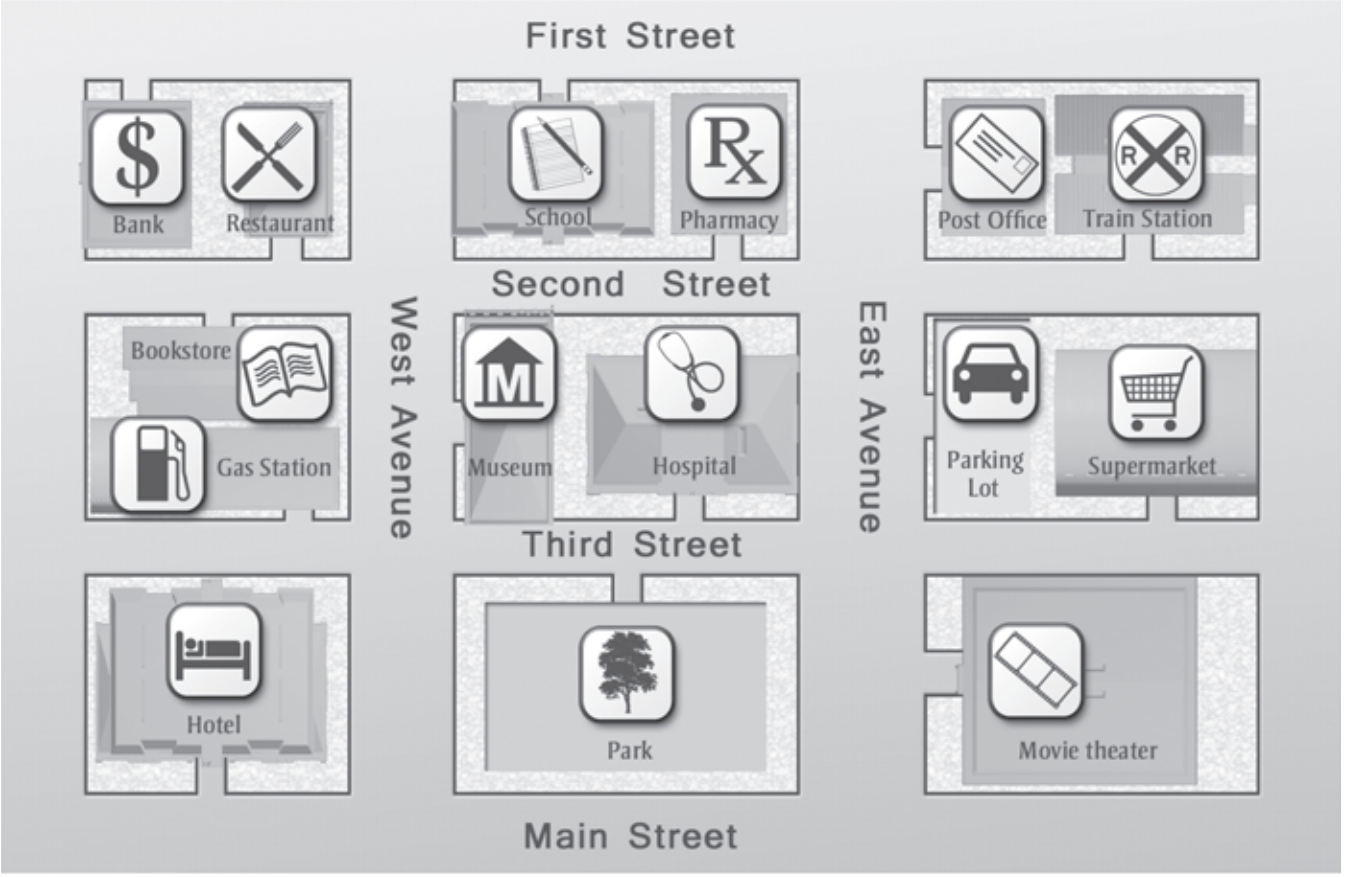
a Ask Student **A** the questions.

		Me	My partner
1	/ do yoga yesterday?	☐	☐
2	/ have cereal for breakfast today?	☐	☐
3	/ do your English homework with a friend?	☐	☐
4	/ get a bus to work / school yesterday?	☐	☐
5	/ have dinner with your family last night?	☐	☐
6	/ have a coffee after dinner last night?	☐	☐
7	/ get home very late yesterday?	☐	☐
8	/ have lunch with a friend on Saturday?	☐	☐
9	/ get up late last Sunday?	☐	☐
10	/ go shopping for food last weekend?	☐	☐

b How many things did the two of you (you and your partner) do?

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PE6 COMMUNICATIVE Where are you?



1 You are outside the restaurant on Second Street. Turn left and then turn right onto West Avenue. Go straight ahead. Then left onto Third Street. It's the building on the left, across from the park. (**the hospital**)	**5** You are outside the gas station on Third Street. Turn left then turn left again onto West Avenue. Go straight ahead. Turn right onto First Street. Go straight ahead. It's on the corner of First Street and East Avenue. (**the post office**)
2 You are outside the post office on East Road. Turn left and go straight ahead. Turn left onto Third Street. It's the building on the left next to the parking lot. (**the supermarket**)	**6** You are outside the museum on West Avenue. Turn left and then turn left again onto Third Street. Go straight ahead. Turn right onto East Avenue. It's on the left. (**the movie theater**)
3 You are outside the bookstore on Second Street. Turn right and go straight ahead. Turn right onto West Avenue. Go straight ahead. Turn right onto Main Street. It's on the right. (**the hotel**)	**7** You are outside the movie theater on East Avenue. Turn right and go straight ahead on East Avenue. Turn left onto First Street. Go straight ahead. It's on the left after the pharmacy. (**the school**)
4 You are outside the hotel. Turn left and go straight ahead. Turn left onto East Avenue. Go straight ahead and turn right onto Second Street. It's on your left. (**the train station**)	**8** You are at the supermarket. Turn right and go straight ahead on Third Street. Turn right onto West Avenue, go straight ahead, and then turn left onto Second Street. It's on the left across from the restaurant. (**the bookstore**)

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12A COMMUNICATIVE Past tense questions

START

Where did you buy your phone?

What time did you get up today?

Go back one space.



Did you take a bus or a train today? Where to?



Where did you have dinner last night?

What did you have for breakfast this morning?

Move forward one space.

What time did you leave the house this morning?



Did you watch TV last night? What did you watch?



Who did you sit next to in the last class?

Go back one space.

Did you travel last month? Where did you go?

Who did you call or send messages to yesterday?

Where did you go last night / on the weekend?

Move forward one space.

Did you use a computer yesterday? For what?

When did you do your English homework?



Where did you go on vacation last summer?

FINISH

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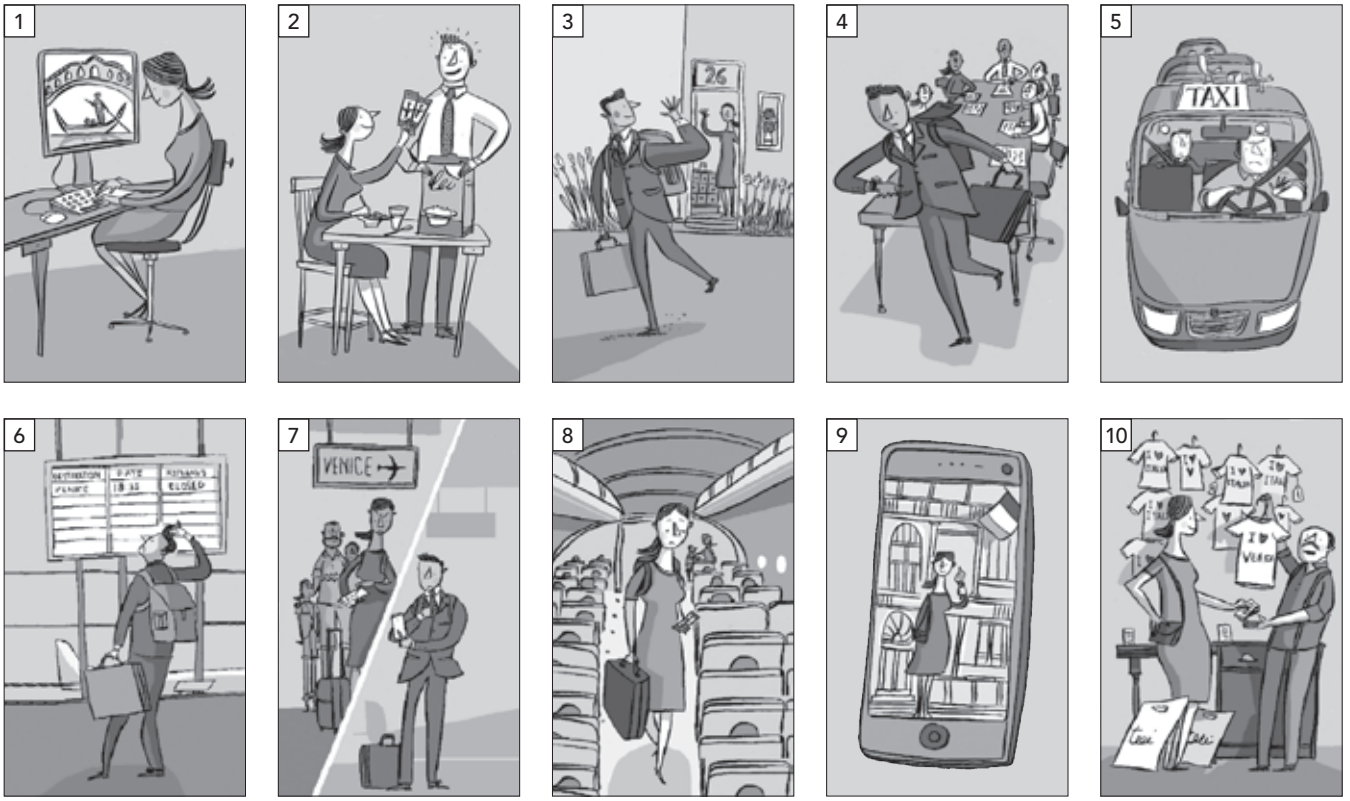
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12B COMMUNICATIVE A vacation in Venice

a Look at the picture story. Then number the sentences in the right order.



☐ My meeting finished late. I was very nervous.

☐ Sarah sent me a message. "Where are you?"

1 My girlfriend, Sarah, booked a romantic weekend in Venice for us.

☐ She had a great time without me. She bought a lot of new clothes – and a T-shirt for me.

☐ She told me on Friday morning. She wanted to give me a surprise.

☐ I got a taxi. The taxi driver wanted to go fast, but there was a lot of traffic.

☐ I arrived at the airport very late. The gate was closed.

☐ I had a meeting at work that afternoon. I told her: "Meet me at the airport."

☐ Sarah went to Venice. She sent me photos of the beautiful hotel.

☐ I called Sarah. She was on the plane. I said, "Go without me."

b In pairs, cover the sentences. Look at the pictures and tell the story.

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COMMUNICATIVE Review questions

1 Personal information

What's your last name?
How do you spell it?
What's your email address?
What's your cell phone number?
What's your address?
What's your zip code?

2 Talk about a friend

What's his / her name?
What does he / she do?
Where does he / she live?
How old is he /she?
Is he / she married?
Does he / she have children?

3 Food and drink

What's your favorite food and drink?
Is there any food or drink you don't like?
Which do you prefer – breakfast, lunch, or dinner? Why?
What do you usually have for breakfast?
What do you eat when you go out at night?
Do you cook? Do you like it?

4 What do you do in your free time?

How do you relax?
What do you do when you aren't at work / in class?
What do you like doing with your friends?
What sports or exercise do you do?
When do you have free time?
What do you usually do on a Saturday night?
What do you like doing on your vacation?

5 Your typical day (Monday to Friday)

What time do you usually get up?
How do you go to work or school?
Where do you usually have lunch?
What time do you get home in the evening?
What do you do after dinner?
What time do you go to bed?

6 What can / can't you do?

Say three things you can do in English.
Say three things you can see in this class.
Say three things you can do with a smartphone.
Say two things you can't do in English class.
Say two things you can't do on a plane.

7 Talking about the past

Were you at home last night?
Were you in bed at 8:00 this morning?
Did you go out last Saturday night?
Where did you have lunch yesterday?
Where were you at 4:00 yesterday afternoon?
When did you do your English homework?
Where did you go on your last vacation?

8 Times and dates

What time is it now?
What time does this class finish?
What days do you have English class?
When's your birthday?
What's your favorite day of the week?
When does this course finish?

9 Where do you live?

Do you live near here?
Do you live in a house or an apartment?
Is it big or small?
Do you like it? Why (not)?
How many bedrooms are there?
Describe your bedroom.

10 Talking about the future

What would you like to do after class today?
Who would you like to meet for coffee on Saturday?
Where would you like to have dinner tonight?
Where would you like to go on vacation this summer?
What would you like to do this weekend?

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Vocabulary activity instructions

1A Numbers 0–10 and days

A word search puzzle

Copy one worksheet per student.

LANGUAGE

Words for numbers 0 to 10 and days of the week

- Give out the worksheets and tell Sts they must look for the number words from *zero* to *ten* and the days of the week. The words are either horizontal or vertical. Highlight the two examples.
- Focus on **b** and tell Sts to write the numbers and the days in the charts.
- Check answers.

Numbers: one, two, three, four, five, six, seven, eight, nine, ten

Days of the week: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- For **Activation**, put Sts in pairs, **A** and **B**. Focus on the examples. Tell Sts **A** to start by saying a number 0–10 or a day. Sts **B** then say the next number or day. Then get them to switch roles.

T	H	R	E	E	S	Y	T	S	I	X	T
R	H	J	L	E	A	U	U	G	F	F	W
F	Y	U	E	N	T	Y	E	D	N	R	O
O	N	E	R	F	U	H	S	P	N	I	S
U	H	T	H	U	R	S	D	A	Y	D	T
R	N	V	H	B	D	P	A	T	M	A	E
T	E	N	X	T	A	A	Y	C	O	Y	I
S	N	I	N	E	Y	E	Y	H	N	U	G
W	E	D	N	E	S	D	A	Y	D	F	H
B	E	X	Z	E	R	O	V	V	A	I	T
T	I	N	A	S	E	V	E	N	Y	V	L
S	U	N	D	A	Y	J	S	P	Q	E	F

1B Countries

A pairwork activity

Copy one worksheet per pair.

LANGUAGE

Country names; numbers 1 to 10

What's country number 1?

- Review the country names from the **Vocabulary Bank Countries and nationalities** on p.117. Write the question from **Language** on the board, or show it on screen if using CPT. Model it for Sts to listen and copy the rhythm.
- Put Sts in pairs and give each pair a worksheet. Set a time limit for Sts to label the map with the countries.
- Check answers by getting Sts to say the numbers and the countries, e.g., *Number three is the UK (United Kingdom)*. Follow up by asking Sts to find the general location of their country on the map if it is not one of the countries on the list.

1 Canada **2** the US **3** the UK **4** Saudi Arabia **5** Mexico
6 Peru **7** Chile **8** Turkey **9** Vietnam **10** Japan

- For **Activation**, get Sts to test themselves or a partner by covering the names of the countries, looking at the map, and saying the countries.

PE1 Classroom language

A pairwork activity

Copy one worksheet per student.

LANGUAGE

Classroom language

- Quickly review the language for teachers and Sts in **Vocabulary Bank Classroom language** on p.118. Then ask Sts to close their books.
- Put Sts in pairs and give out the worksheets. Tell them that they have to fill in the missing word in the speech bubbles. Explain that the lines indicate the number of letters in each word.
- Demonstrate the activity. Point out that the first one has been done for them. Elicit that the teacher wants the Sts to sit down and that the missing word is *down*.
- Set a time limit for Sts to do the activity in pairs.
- Check answers by asking Sts to read the full sentences and questions and to spell the missing word.

2 Open **3** page **4** Stand **5** Look **6** Close **7** spell
8 repeat **9** Sorry **10** Excuse **11** understand **12** know

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2A Nationalities and languages

A fill-in-the-blank and matching activity

Copy one worksheet per student.

LANGUAGE
Words for countries, nationalities, and languages

- Quickly review countries and nationalities in **Vocabulary Bank Countries and nationalities** on p.117. Then ask Sts to close their books.
- Give out the worksheets. Focus on **a** and point out that the first one (*Brazilian*) has been done for them.
- Get Sts to work individually or in pairs to complete the chart. If Sts work individually, get them to check their answers in pairs. Remind Sts to use capital letters for the first letter and lower case for the rest. Monitor and help where necessary. Check answers.

China – Chinese The US – American Peru – Peruvian
Spain – Spanish Turkey – Turkish Saudi Arabia – Saudi
Chile – Chilean Japan – Japanese Korea – Korean
Canada – Canadian Argentina – Argentinian Vietnam – Vietnamese Mexico – Mexican

- Now focus on **b** and the pictures. Get Sts, in pairs, to say the nationalities, e.g., *It's Japanese*. Check answers.

2 Spanish (castanets) **3** Saudi (teapot) **4** Turkish (flag)
5 Chinese (vase) **6** Vietnamese (temple) **7** Korean (hanbok) **8** Argentinian (man) **9** Mexican (cactus)
10 Peruvian (llamas and Andes mountains) **11** American (baseball bat and ball) **12** Canadian (Mountie / Royal Mounted Police) **13** Chilean (flag) **14** Brazilian (dancer)

- Now focus on **c**. Get Sts to complete the sentences individually, then check with their partner.
- Check answers, encouraging Sts to use full sentences when they answer the questions.

1 Spanish **2** Arabic **3** English **4** French, English

- Finally, focus on **Activation**. Get Sts to test themselves or a partner by covering the chart, looking at the pictures, and saying the country and nationality.

2B Numbers dictation

A pairwork speaking and listening activity

Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE
Numbers 11 to 100

- Review numbers from 11 to 100 by writing a few numbers on the board, e.g., 17, 34, 29, 42, 87, and asking individual Sts to say the numbers. Then reverse the activity by asking Sts to call out numbers. As they do this, write the numbers in numerical form on the board.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Focus on **Your numbers** in the chart and point out to Sts that the first one has been done for them. Give Sts a few minutes to write the numbers on their half of the sheet in words. Monitor and correct any mistakes.
- Now focus on **Activation**. Tell Sts they are going to take turns dictating their numbers to their partners. They must write the numbers they hear in numerals, not in words. Demonstrate by getting a student **A** to read the second number (*twenty-three*). Then tell Sts **B** to write the number on their worksheet (23).
- Sts work in pairs to dictate numbers and write their partner's numbers. When they have finished, they should compare their sheets to make sure they wrote the correct numbers and have spelled them correctly. Monitor while Sts are doing this, make notes of any problems, and review these later with the whole class.

3A Things

A pairwork fill-in-the-blank activity

Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE
Words for things in the classroom and small things
What's number 1? *It's a window.*
Is number 2 a board? *Yes, it is. / No, it isn't.*
How do you spell it?

- Review a few of the words for things in the classroom (*Vocabulary Bank The Classroom* p.118) and small things (*Vocabulary Bank Small things* p.119) by walking around and pointing at or holding up a variety of objects and asking *What's this?*
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Give Sts a minute to look at the photo and read the list of words.
- Give Sts a few minutes individually to write the missing words.
- Tell Sts that they are now going to check their answers with their partner. Demonstrate the activity with a student. Take the part of student **A** and ask a student **B** *What's number 2?* to get the answer *It's a board*. Get a student **B** to ask you *What's number 3?* And answer

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It's a door. Then say *Is number 4 a coat?* If **B** says, yes then say *How do you spell it?*

- Write the questions and answers from **Language** on the board or show them on screen if you are using CPT. Model the questions for Sts to listen and copy the rhythm.
- Sts work in pairs asking and answering questions about the objects. Monitor and check that they are using the article *a / an*. Refer them to the conversation on the board if necessary.
- When Sts have finished, they should compare their worksheets to make sure they have the same words and have spelled them correctly.

4A People and family

A sentence completion activity

Copy one worksheet per student or pair.

LANGUAGE
Words for people and family

- Give out the worksheets and focus on **a**. Tell Sts, individually or in pairs, to look at the pictures and complete the sentences. If Sts work individually, ask them to compare their answers with a partner when they finish.
- Check answers.

2 woman **3** girl **4** men **5** boy **6** man **7** children **8** women

- Now focus on **b**. Tell Sts, individually or in pairs, to look at the picture and complete the sentences.
- Check answers, encouraging Sts to use full sentences.

2 husband **3** mother **4** father **5** daughter **6** son **7** sister **8** brother **9** girlfriend **10** boyfriend **11** grandfather **12** grandmother **13** parents **14** grandparents

- Focus on **Activation** and the example. Put Sts in pairs and get them to test each other by asking questions.

4B Colors and common adjectives

A hidden word chain and puzzle

Copy one worksheet per student.

LANGUAGE
Words for colors and opposite adjectives

- Give out the worksheets and focus on **a**. Tell Sts to find and circle the color words in the word chain. Point out that the first one (*black*) has been done for them.

blue white gray green red brown pink orange yellow

- Now focus on **b**. Tell Sts to match the colors in **a** to the objects in the pictures. Note that it is not necessary to teach the words for the objects in order for Sts to complete the exercise.
- Sts work individually, writing the correct colors under each object. When they have finished, ask Sts to compare their answers with a partner. Then check answers. Get Sts to say, e.g., *It's black*, etc.

2 orange **3** pink **4** red **5** brown **6** green **7** gray **8** yellow **9** white **10** blue

EXTRA CHALLENGE Sts will probably not know all of the English words for the things in the pictures. Teach the words for the things in the pictures and write them on the board: *shoes*, *carrots*, *a flamingo*, *strawberries*, *chocolate*, *leaves*, *an elephant*, *a banana*, *a snowman*, *the sky*. Then get Sts to say sentences, e.g., *The bird is black*, *The sky is blue*, etc.

- Now focus on **c**. Ask Sts to look at the first word *difficult* and ask *What's the opposite of difficult?* Point out the answer *easy*.
- Sts work individually completing the puzzle with the opposites of the words on the left.
- Check answers by getting Sts to tell you the opposite of each adjective.

2 short **3** cheap **4** ugly **5** slow **6** new **7** small **8** bad **9** fast **10** dirty

EXTRA CHALLENGE Get Sts to say full sentences, e.g., *The opposite of* difficult *is easy*.

- Finally, focus on **Activation**. Put Sts in pairs, **A** and **B**. Tell Sts **A** to say an adjective for Sts **B** to say the opposite. Then get them to switch roles.

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5A Food and drink

Naming food from photos

Copy one worksheet per student.

LANGUAGE
Words for food and drink

- Give each student a worksheet and get them to look at the photos. Tell them to write the name of the food or drink for each photo. Point out that the first one (*meat*) has been done for them. Explain that the number of lines indicates the number of letters in the missing word.
- Check answers.

2 fish **3** eggs **4** butter **5** cheese **6** potatoes
7 rice **8** bread **9** cereal **10** sandwich **11** pasta
12 vegetables **13** fruit **14** sugar **15** chocolate
16 tea **17** milk **18** water **19** (orange) juice
20 coffee **21** yogurt **22** salad

- Focus on **Activation**. Put Sts in pairs and tell them to cover the words, point to a photo, and test their partner.

5B Common verb phrases 1

A crossword puzzle and fill-in-the-blank activity

Copy one worksheet per student or pair.

LANGUAGE
Common verb phrases

- Put Sts in pairs and give out the worksheets. Tell Sts that they have to complete the crossword with the verbs that complete the sentences. Point out that the first one (have) has been done for them. Explain the terms *down* and *across* by drawing arrows on the board.
- You can make this a race by setting a time limit, e.g., ten minutes.
- Check answers by getting Sts to read out the completed sentences.

ACROSS
2 live **4** need **7** work **8** listen **10** speak **11** eat

DOWN
2 like **3** go **5** drink **6** watch **7** want **9** read
10 study

- Focus on **Activation**. Tell Sts to cover the crossword and say the sentences with the missing verbs. Monitor and help.

6A Jobs and places of work

A pairwork activity

Copy one worksheet per student.

LANGUAGE
Words for jobs and places of work

- Give out the worksheets and focus on the photo and the sentences about Linda. Tell Sts to complete the sentences on the worksheet. They have to write what each person does and where he / she works.
- Give Sts time to complete the missing information and get them to compare answers with a partner.
- Check answers.

2 journalist / office **3** teacher / school
4 policewoman / street **5** nurse / hospital
6 waiter / restaurant **7** taxi driver / street
8 doctor / hospital **9** receptionist / hotel
10 factory worker / factory

- Now focus on **Activation** and the example. Sts cover the sentences and look only at the photos. They try to remember the people's jobs and where they work.
- You could elicit the information by saying the number of the photo and getting Sts to tell you the person's job and where they work.

6B What's the word?

A vocabulary game

Copy one worksheet per pair.

LANGUAGE
Words used to describe daily activities

- Quickly review a few common daily activities by asking Sts questions, e.g., *What do you usually do in the morning? What about the afternoon? And in the evening?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank A typical day** on p.125 if necessary.
- Put Sts in pairs and give out the worksheets. Tell Sts they have to complete the words on the right with the missing letters. Explain that the number of lines indicates the number of letters in the missing word. Point out that the first one (*home*) has been done for them.
- Check answers by getting Sts to read out the completed sentences.

2 work **3** sandwich **4** shopping **5** housework
6 shower **7** dinner **8** have **9** bath **10** gym **11** finish
12 get **13** bed **14** coffee **15** breakfast **16** watch
17 school **18** make

- Focus on **Activation**. Get Sts to cover the **WORD** column and look at the sentences. Sts work in pairs and try to say the sentences including the missing words.

EXTRA IDEA You could make the activity a race by setting a time limit, e.g., ten minutes. The first pair to write all the words correctly wins.

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7A Common verb phrases 2: free time

A fill-in-the-blanks activity

Copy one worksheet per pair.

LANGUAGE
Common verbs phrases: free time

- Quickly review the verb phrases related to free time by asking a few Sts *What do you usually do in your free time?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank Common verb phrases 2 Part 1** on p.126 if necessary
- Put Sts in pairs and give out the worksheets. Tell Sts they have to complete the **VERB** column on the right with the correct verbs from the list.
- Focus on the example and elicit that the verb that goes with *in the mountains* is *walk*.
- Sts work in pairs to fill in the blanks. Monitor and help Sts where necessary.
- Check answers by getting Sts to read out the completed sentences.

2 meet **3** play **4** go out **5** play **6** play **7** go **8** play
9 swim **10** relax **11** travel **12** stay

- Now focus on **Activation** and get Sts to cover the **VERB** column and look at the sentences. Sts, in pairs, try to say the sentences including the missing verbs.

8B Activities

A labeling activity

Copy one worksheet per student.

LANGUAGE
Activities

- Give out the sheets. Tell Sts to look at the pictures. They are the same pictures as in **Vocabulary Bank Activities** on p.128.
- Tell Sts to write the verb that completes the verb phrases under each one. The first letter(s) is given. Sts can work individually or in pairs, and you could make it a race by setting a time limit, e.g., four minutes. Monitor and help Sts if necessary.
- Check answers, getting Sts to spell the verbs.

2 swimming **3** running **4** doing **5** flying **6** watching
7 going **8** camping **9** painting **10** eating
11 shopping **12** reading **13** riding **14** sleeping
15 buying **16** traveling **17** going

- Focus on **Activation**. Put Sts in pairs and tell them to look at the activities and talk about their likes / dislikes.
- Get some feedback from various pairs.

PE4 Months and ordinal numbers

A secret message puzzle

Copy one worksheet per student.

LANGUAGE
Months and ordinal numbers

- Give out the worksheets and focus on **a**. Tell Sts they have to complete the puzzle with the months of the year. The number of squares for each word and the letters included in the puzzle will help them decide which month to write. Explain that when they have finished the puzzle, they will find the Secret Message in the shaded column going down. Tell Sts to write these words in the question at the end of the puzzle.
- Sts work individually or in pairs to complete the puzzle. Suggest that they complete the "easy" months first and then work on the harder ones.
- When they have finished, check answers and ask *What is the secret message?*

2 October **3** June **4** January **5** November **6** April
7 February **8** September **9** March **10** December
11 August **12** July

Secret Message: When is your birthday?

- Now focus on **b** and tell Sts to look at the illustration of a race. Tell Sts to complete the chart underneath the illustration with the ordinal numbers. Focus on the first runner, Lucy. Ask *Where is she?* and elicit the answer (*first*).
- Sts work individually to complete the table with the missing numbers.
- Check answers, correcting and practicing pronunciation as necessary.

2 second **4** fourth **5** fifth **8** eighth **9** ninth
11 eleventh **12** twelfth **14** fourteenth **15** fifteenth
16 sixteenth **19** nineteenth **20** twentieth

- Finally, focus on **Activation**. In pairs, Sts cover the table. One student says a runner's name and his / her partner says their order in the race. Then they switch roles.

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9A Common verb phrases 2: traveling

A fill-in-the-blanks activity

Copy one sheet per student.

LANGUAGE
More common verb phrases, verb phrases about traveling

- Quickly review the verb phrases by asking *What do you do before you go on vacation?* and *What things do you do on vacation?* Sts can refer to the **Vocabulary Bank Common verb phrases 2 Part 2** on p.126 if necessary.
- Give out the worksheets and focus on the first exercise. Tell Sts they have to look at the pictures and complete the verb phrases with the correct verb. The first letter(s) is given. Point out that the first one (*book*) has been done for them.
- Sts work in pairs to fill in the blanks. Monitor and help Sts where necessary.
- Check answers.

2 pack **3** leave **4** arrive **5** carry **6** wait **7** travel
8 get **9** wear **10** stay **11** rent **12** call **13** buy

- Finally, focus on **Activation**. In pairs, Sts cover the verb phrases, look at the pictures, and try to remember the verb phrases.

EXTRA CHALLENGE You could also ask Sts to find other nouns to use in the verb phrases, e.g., *call your family*, *a friend*, *a classmate*; *buy a T-shirt*, *presents*, *food*, etc.

9B Clothes

A sentence-completion activity

Copy one worksheet per student.

LANGUAGE
Clothes

- Quickly review the vocabulary by asking *What am I wearing?* Sts can refer to the **Vocabulary Bank Clothes** on p.129 if necessary.
- Give out the worksheets. Tell Sts to look at the photos and complete the sentences with the names of the clothes in the photos.
- Sts work individually to fill in the blanks. Monitor and help Sts where necessary.
- Check answers, getting Sts to spell the words.

2 T-shirt **3** shorts **4** sneakers **5** sweater **6** skirt
7 socks **8** jacket **9** shirt **10** jeans **11** dress **12** coat
13 suit **14** shoes **15** pants

- Now focus on **Activation**. In pairs, Sts cover the sentences and test each other by saying what the people in the photos are wearing.

10A Draw it!

A vocabulary group game

Copy one worksheet per group. Cut up one set of cards per group of three or four.

LANGUAGE
Words for things and places in a hotel

- Put Sts in small groups of three or four. Give out a set of cards to each group and ask them to put the cards face down on the desk.
- Demonstrate the activity by choosing an object that is not on the worksheet, e.g., a window, and drawing it on the board. Ask Sts to guess what you are drawing. Don't say anything. Just gesture to indicate if guesses are wrong, right, or almost right. (Make your drawing very simple to show Sts that even someone who is not an artist can do a simple drawing.)
- Tell Sts that they are going to do the same thing in their groups. They will take turns picking a card and then drawing the word for their classmates to guess. Emphasize that the person doing the drawing must not speak. When a student guesses correctly, that student gets to keep the card. The student with the most cards when all the cards are finished is the winner.

NON-CUT ALTERNATIVE Give out a complete worksheet to each group. Sts take turns choosing a word from the worksheet without letting their classmates know which word they have chosen. They then draw the object on the card for their classmates to guess. When a student guesses correctly, that student writes his / her name on the square with the object. Set a time limit for the activity. The person who has guessed the most objects in that time is the winner.

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1A VOCABULARY Numbers 0–10 and days

a Find the words for numbers 0–10 and the days of the week.

T	H	R	E	E	S	Y	T	S	I	X	T
R	H	J	L	E	A	U	U	G	F	F	W
F	Y	U	E	N	T	Y	E	D	N	R	O
O	N	E	R	F	U	H	S	P	N	I	S
U	H	T	H	U	R	S	D	A	Y	D	T
R	N	V	H	B	D	P	A	T	M	A	E
T	E	N	X	T	A	A	Y	C	O	Y	I
S	N	I	N	E	Y	E	Y	H	N	U	G
W	E	D	N	E	S	D	A	Y	D	F	H
B	E	X	Z	E	R	O	V	V	A	I	T
T	I	N	A	S	E	V	E	N	Y	V	L
S	U	N	D	A	Y	J	S	P	Q	E	F

b Write the words in the charts.

Numbers

0 *zero*
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

Days of the week

Monday
T_____
W_____
T_____
F_____
S_____
S_____

ACTIVATION

Work with a partner. Student **A** say a number 0–10 or a day. Student **B** say the next number or day. Then change roles.

2 *3*

Tuesday *Wednesday*

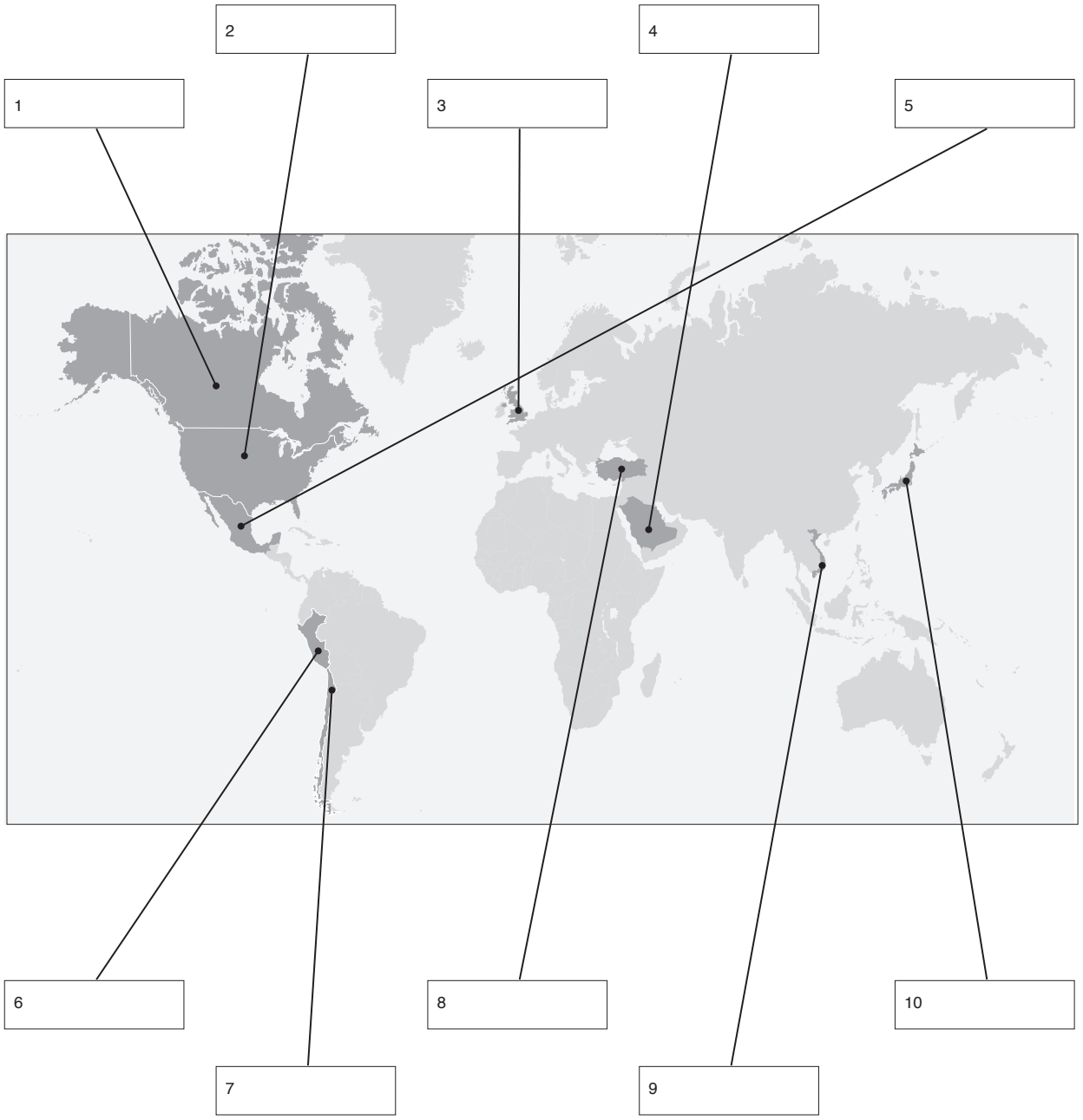
7 *8*

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1B VOCABULARY Countries

Look at the map. With a partner write the names of the countries on the map.

Canada Chile Japan Mexico Peru Saudi Arabia Turkey UK US Vietnam



ACTIVATION

Test your memory. Cover the names of the countries. Look at the map and say the names of the countries.

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PE1 VOCABULARY Classroom language

Look at the pictures. Complete the missing words in the sentences.

The teacher says:

1



2



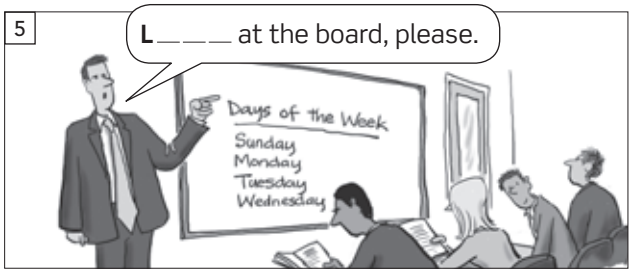
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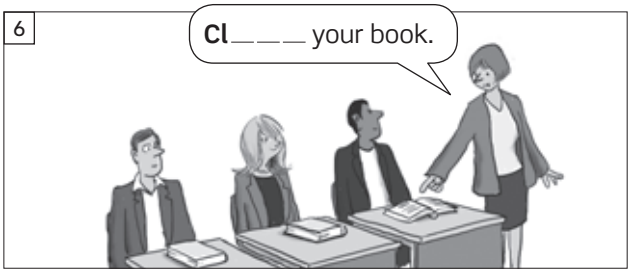
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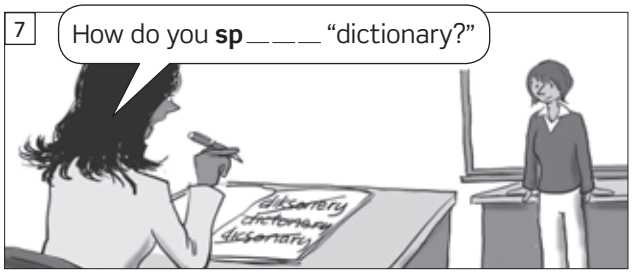


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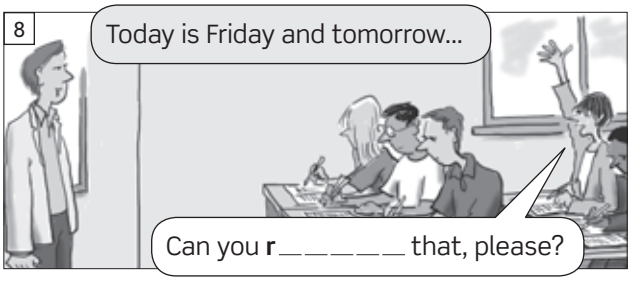


The student says:

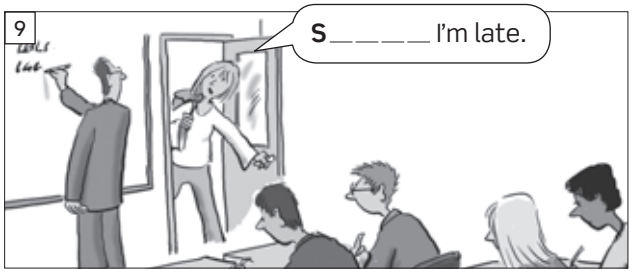
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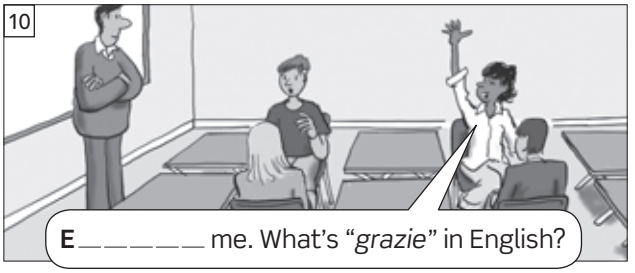
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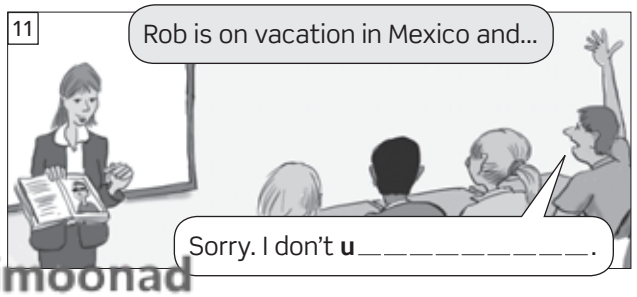
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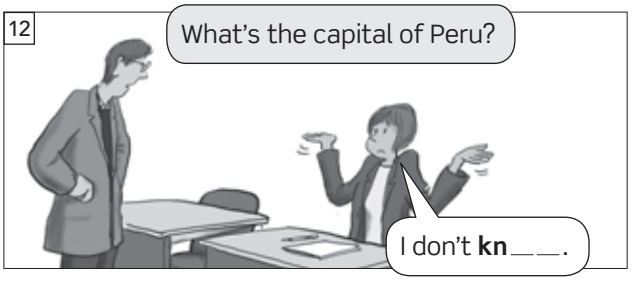
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11



12



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2A VOCABULARY Nationalities and languages

a Complete the chart with the nationalities.

Country	Nationality	
Brazil	*Brazilian*	☐
China	_____	☐
The US	_____	☐
Peru	_____	☐
Spain	_____	☐
Turkey	_____	☐
Saudi Arabia	_____	☐
Chile	_____	☐
Japan	_____	1
Korea	_____	☐
Canada	_____	☐
Argentina	_____ _____	☐
Vietnam	_____ _____	☐
Mexico	_____	☐



b Match the pictures with the nationalities. Write the numbers in the boxes.

c Complete the sentences with the correct languages.

1 In Mexico they speak _____.
2 In Saudi Arabia they speak _____.
3 In the UK and the US they speak _____.
4 In Canada they speak _____ and _____.

ACTIVATION

Test your memory. Cover the chart. Look at the pictures and say the country and nationality.

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2B VOCABULARY Numbers dictation

Student A

Write the numbers in words in the **Your numbers** column.

Your numbers	B's numbers
15 *fifteen*	*11*
23 _____	
37 _____	
48 _____	
56 _____	
61 _____	
79 _____	
84 _____	
92 _____	



ACTIVATION

Dictate your numbers to **B**.

Listen to **B**. Write **B**'s numbers in the chart.

Student B

Write the numbers in words in the **Your numbers** column.

Your numbers	A's numbers
11 *eleven*	*15*
27 _____	
31 _____	
43 _____	
54 _____	
69 _____	
78 _____	
82 _____	
96 _____	



ACTIVATION

Listen to **A**. Write **A**'s numbers in the chart.

Dictate your numbers to **A**.

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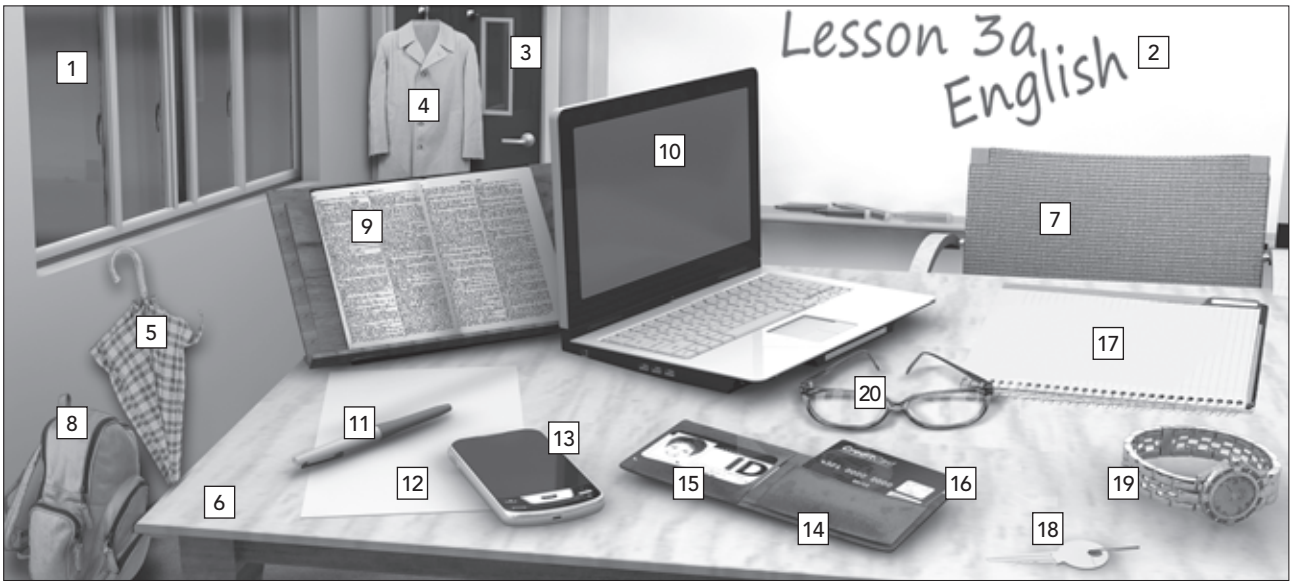
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3A VOCABULARY Things

a Look at the picture. Write the missing words.

1 window	**5** umbrella	**9** dictionary	**13** phone	**17** notebook
2 *board*	**6** _____	**10** _____	**14** _____	**18** _____
3 door	**7** chair	**11** piece of paper	**15** ID card	**19** watch
4 _____	**8** _____	**12** _____	**16** _____	**20** _____



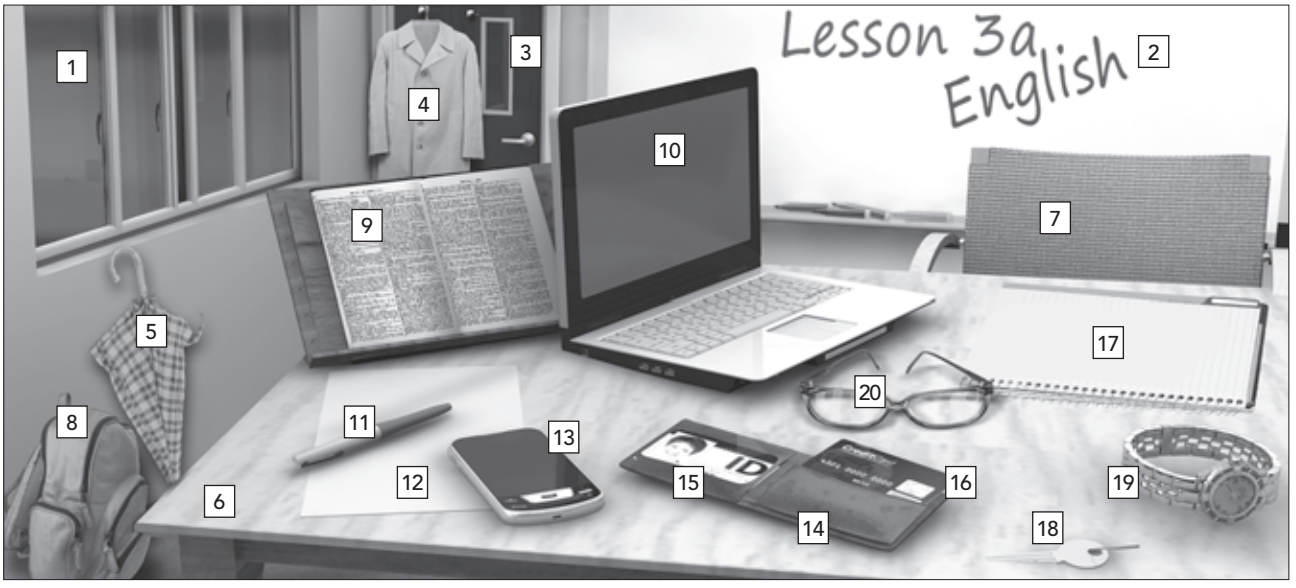
b Check your answers with **B**.

What's number 2? *It's a board.*

---

a Look at the picture. Write the missing words.

1 *window*	**5** _____	**9** _____	**13** _____	**17** _____
2 board	**6** table	**10** laptop	**14** wallet	**18** key
3 _____	**7** _____	**11** _____	**15** _____	**19** _____
4 coat	**8** bag	**12** pen	**16** credit card	**20** glasses



b Check your answers with **A**.

What's number 1? *It's a window.*

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4A VOCABULARY People and family

a Complete the sentences. Use the words in the list.

boy children ~~friends~~ girl man men woman women

1 

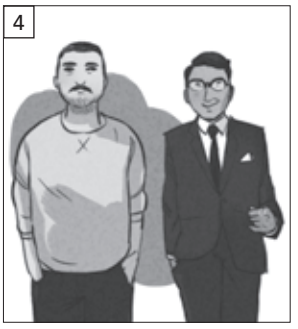
Fabio and Anna are *friends*.

2 

Mrs. DeSouza is a _____.

3 

Kim is a _____.

4 

George and Michael are _____.

5 

Alex is a _____.

6 

Mr. Husson is a _____.

7 

Megan and Dan are _____.

8 

Jessica and Helena are _____.

b Complete the sentences. Use the words in the list.

boyfriend brother daughter father girlfriend grandfather grandmother husband mother parents sister son ~~wife~~

1 Rita is Bob's *wife*.
2 Bob is Rita's _____.
3 Rita is Ryan and Brenda's _____.
4 Bob is Ryan and Brenda's _____.
5 Brenda is Rita and Bob's _____.
6 Ryan is Rita and Bob's _____.
7 Brenda is Ryan's _____.
8 Ryan is Brenda's _____.
9 Molly is Ryan's _____.
10 Josh is Brenda's _____.
11 Martin is Brenda and Ryan's _____.
12 Susan is Brenda and Ryan's _____.
13 Bob and Rita are Ryan and Brenda's _____.
14 Susan and Martin are Brenda's _____.



ACTIVATION

Test a partner.

Who is Rita? *She's Bob's wife.*

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4B VOCABULARY Colors and common adjectives

a Find the color words.

blackmblueoawhitehgraysegreentreredwbrowngupinksiforangexoyellow

b Match the words in **a** to the pictures.

1 

2 

3 

4 

5 

black _____ _____ _____ _____

6 

7 

8 

9 

10 

_____ _____ _____ _____ _____

c Write the opposites of words 1–10.

1 difficult	*e*	*a*	*s*	*y*	
2 long					
3 expensive					
4 beautiful					
5 fast					
6 old					
7 big					
8 good					
9 slow					
10 clean					

ACTIVATION

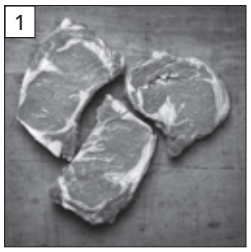
Work with a partner. Student **A** say an adjective. Student **B** say the opposite. Then change roles.

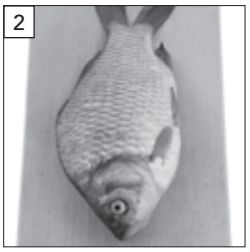
easy) (*difficult*

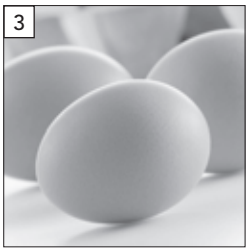
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5A VOCABULARY Food and drink

Look at the pictures. Complete the words for food and drink.


1


2


3


4


5


6


7

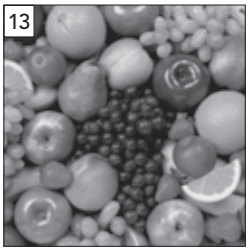

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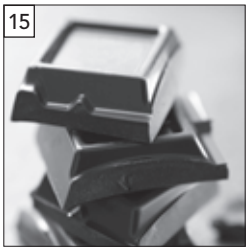

10


11


12


13


14


15


16



17


18


19


20


21


22

1 m e a t	9 c _ _ _ _ _	17 m _ _ _
2 f _ _ _	10 s _ _ _ _ _ _ _	18 w _ _ _ _
3 e _ _ _	11 p _ _ _ _	19 j _ _ _ _
4 b _ _ _ _ _	12 v _ _ _ _ _ _ _ _ _	20 c _ _ _ _ _
5 ch _ _ _ _	13 fr _ _ _	21 y _ _ _ _ _
6 p _ _ _ _ _ _ _	14 s _ _ _ _	22 s _ _ _ _
7 r _ _ _	15 ch _ _ _ _ _ _ _	
8 br _ _ _	16 t _ _	

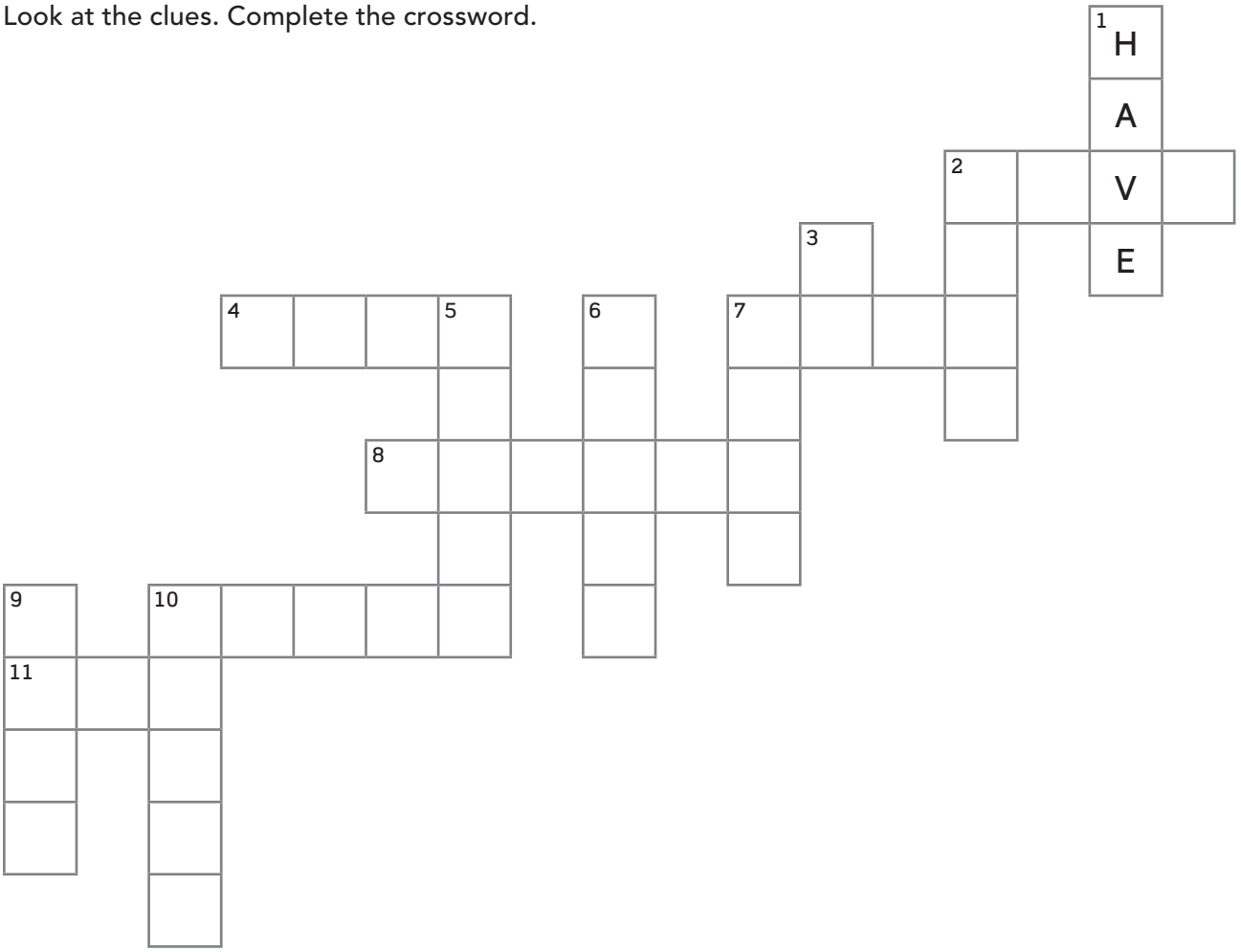
ACTIVATION

Work with a partner. Cover the words. Point to a picture and test your partner.

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5B VOCABULARY Common verb phrases 1

Look at the clues. Complete the crossword.



Across

2 I ____ in a big house with my wife Katya and our children.
4 You don't ____ a jacket. It isn't cold.
7 They ____ in a restaurant in Chicago. They're waiters.
8 I ____ to music on my phone.
10 Excuse me? Do you ____ English?
11 They don't ____ meat or fish. They're vegetarians.

Down

1 Do you ____ brothers and sisters?
2 All my friends ____ this song. It's great!
3 We ____ to English classes on Tuesdays and Thursdays.
5 I don't ____ coffee in the evening.
6 Do you ____ TV in the mornings? The shows are terrible!
7 I don't ____ a sandwich, thank you. I'm not hungry.
9 I usually ____ books on my tablet or on my phone.
10 Do you ____ English in college?

ACTIVATION

Test your memory. Cover the crossword and look at the clues. Say the sentences with the verbs.

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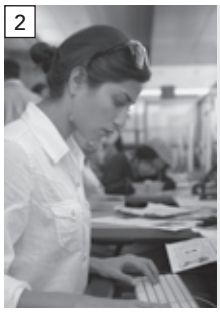
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6A VOCABULARY Jobs and places of work

Look at the people in the photos and complete the sentences about their jobs.

1 

Linda is a ***salesperson***. She works in a souvenir ***store***. She speaks French and Spanish with customers.

2 

Amanda is a _____. She works in the _____ of an important newspaper. She writes articles about education.

3 

Daniel is a _____. He works in a big high _____. He teaches history.

4 

Diana is a _____. She works on the _____. She works with her dog, Rex.

5 

Sophie is a _____. She works in a children's _____. She usually works in the morning, but sometimes she works at night.

6 

Richard is a _____. He works in an Italian _____. He usually works on weekends.

7 

Paul is a _____ in New York City. He works in the _____. He drives a yellow cab.

8 

Emma is a _____. She works in a children's _____. She works with Sophie.

9 

Gary is a _____. He works in a _____ in Los Angeles. He meets a lot of people every day.

10 

Roger is a _____. He works in a cheese _____. He starts work at 6:30 every morning.

ACTIVATION

Work with a partner. Cover the sentences. Talk about the people in the pictures.

Linda is a salesperson. She works in a souvenir store.

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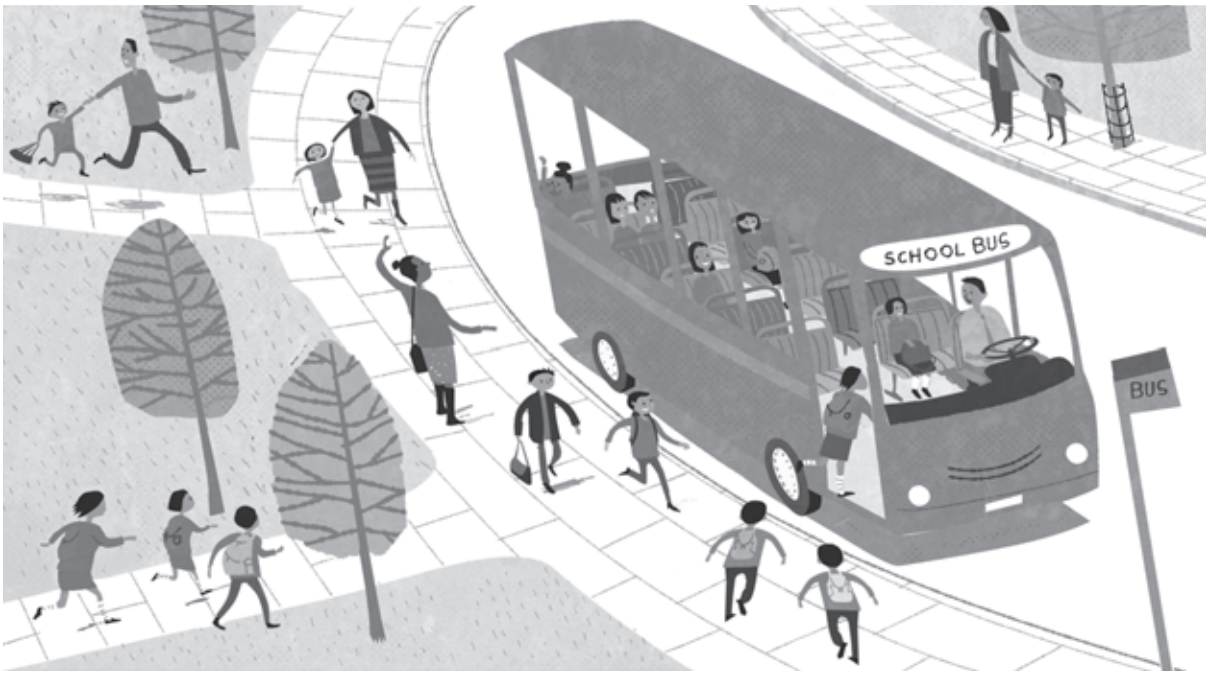
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6B VOCABULARY What's the word?

Read the sentences and complete the missing words in the **WORD** column.

		WORD
1	I usually go ____ at five o'clock.	h o m e
2	Do you go to ____ by train?	___ o r ___
3	I always have a ____ for lunch.	s ___ ___ ___ w ___ ___ ___
4	We sometimes go ____ on Saturday.	___ ___ ___ p ___ ___ ___ g
5	Do you do the ____ in your house?	h ___ ___ ___ ___ w ___ ___ ___
6	Mike takes a ____ every morning.	___ ___ o w ___ ___
7	The Wilson family has ____ at six o'clock every evening.	___ i ___ ___ ___ r
8	When do you usually ____ lunch?	h ___ ___ ___
9	I'm tired. I want to have a nice hot ____.	b ___ ___ h
10	We need exercise. Do you want to go to the ____?	___ y ___
11	They ____ work at six o'clock every day.	___ i ___ ___ s ___
12	We never ____ up early on Sundays.	___ e ___
13	We usually go to ____ late on Saturday night.	___ ___ d
14	In the morning, I go to a café and have a ____ and a muffin.	___ o ___ f ___ ___
15	We sometimes have ____ in bed on Saturday morning.	b ___ ___ ___ k ___ ___ ___ ___
16	I never ____ TV in the morning.	___ ___ t ___ h
17	The children go to ____ by bus.	___ c ___ ___ o ___
18	Do you ____ dinner every night for your family?	m ___ ___ ___



ACTIVATION

Test your memory. Cover the **WORD** column. Look at the sentences. Can you remember the words?

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7A VOCABULARY Common verb phrases 2: free time

Complete the sentences with a verb from the list. Write your answers in the **VERB** column.

go go out meet play (x4) relax stay swim travel ~~walk~~

	VERB
1 We usually [redacted] in the mountains on Sundays. Our dog comes, too!	*walk*
2 I usually [redacted] my friends on Friday evening and we have a pizza.	
3 Do you [redacted] the piano? Yes, but I'm not very good.	
4 We always [redacted] on Saturday night.	
5 **A** Does your son [redacted] computer games?	
B Yes, every evening.	
6 I [redacted] a lot of sports in my free time.	
7 I sometimes [redacted] to the movies, but I usually watch movies on my laptop at home.	
8 **A** Does Marie [redacted] tennis?	
B Yes, she's very good!	
9 I [redacted] in the ocean in the summer. It's very good exercise.	
10 **A** How do you [redacted] in the evenings?	
B I read or listen to music.	
11 I [redacted] a lot for my job. I go to the US and the UK for meetings.	
12 Do you usually [redacted] in a hotel when you go on vacation?	







ACTIVATION

Test your memory. Cover the **VERB** column. Look at the sentences. Can you remember the verbs?

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8B VOCABULARY Activities

Look at the pictures. Complete the activities.



1 c*ooking*



2 sw_____



3 r_____



4 d_____
yoga



5 fl_____



6 w_____ TV



7 g_____
to the movies



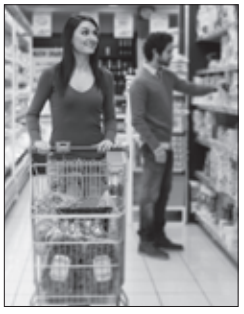
8 c_____



9 p_____



10 e_____
out



11 sh_____



12 r_____



13 r_____
a bike



14 sl_____



15 b_____
clothes



16 tr_____



17 g_____ for a walk

ACTIVATION

Look at the activities. With a partner, say:

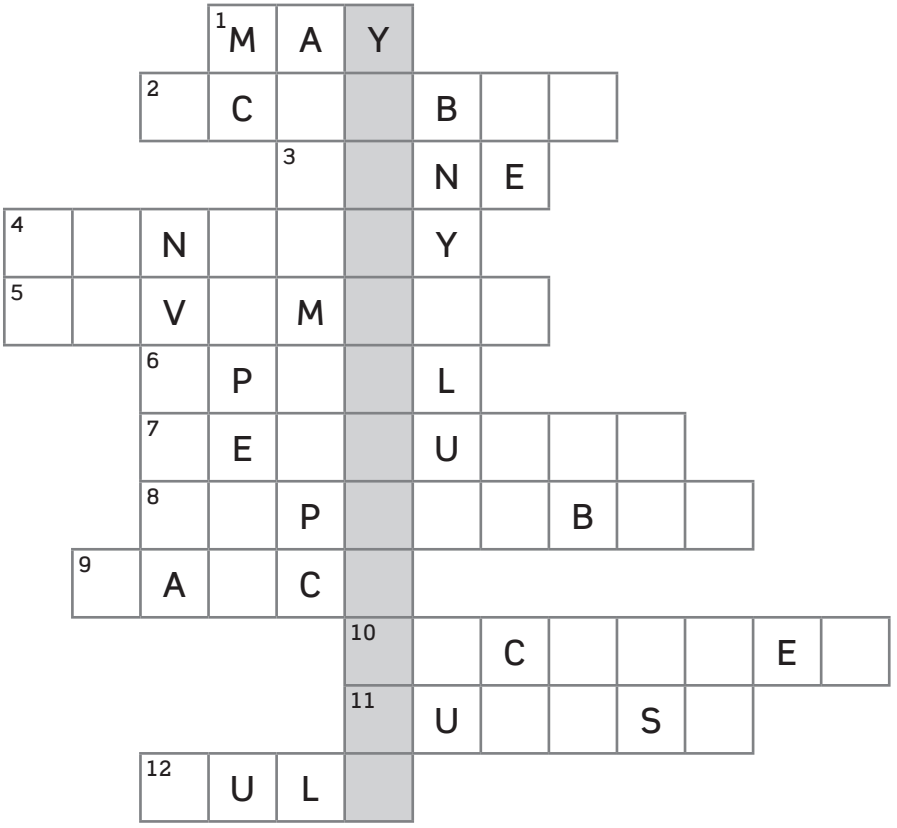
- Three things you like doing alone.
- Three things you love doing with your friends.
- Three things you hate doing when it's very cold.

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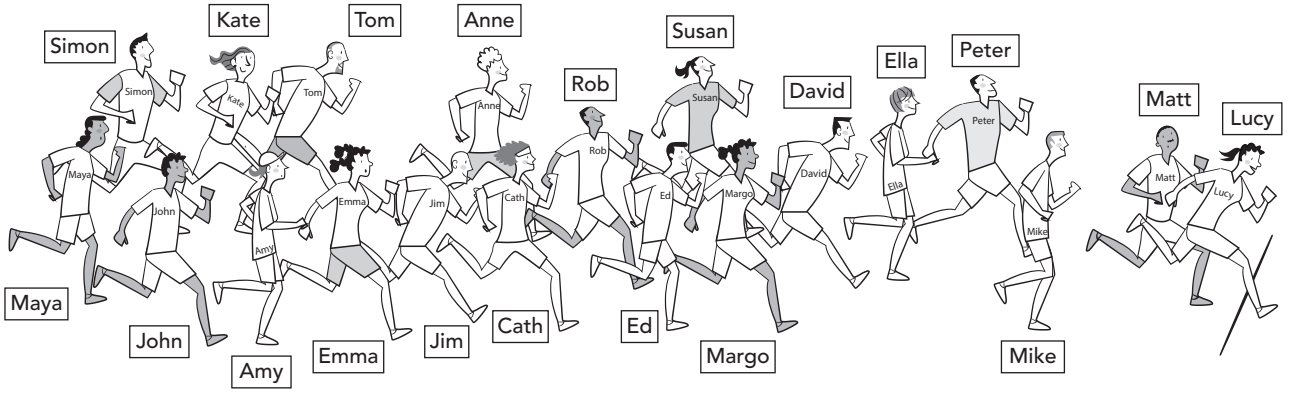
PE4 VOCABULARY Months and ordinal numbers

a Write the months of the year in the crossword. When the puzzle is complete, you can read the secret message going down. There are some letters in the puzzle to help you.



The Secret Message: When is _____ _____?

b Write the ordinal numbers.



1 – first	2 –	3 – third	4 –
5 –	6 – sixth	7 – seventh	8 –
9 –	10 – tenth	11 –	12 –
13 – thirteenth	14 –	15 –	16 –
17 – seventeenth	18 – eighteenth	19 –	20 –

ACTIVATION

Cover the chart and look at the picture. Work with a partner. Say a name. Your partner makes a sentence.

Margo) (*She's seventh.*

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9A VOCABULARY Common verb phrases 2: traveling

Look at the pictures. Complete the verb phrases.



1 b*ook* a hotel
2 p_____ a bag
3 l_____ the house
4 a_____ at the train station
5 c_____ a bag
6 w_____ for a train
7 tr_____ on the train
8 g_____ a taxi
9 w_____ sunglasses
10 st_____ in a hotel
11 r_____ a bike
12 c_____ a friend
13 b_____ a T-shirt

ACTIVATION

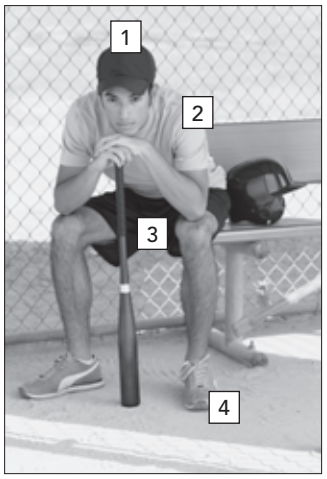
Test your memory. With a partner, cover the verb phrases and look at the pictures. Say the verb phrases.

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9B VOCABULARY Clothes

Look at the photos and write the names of the clothes.



He's wearing a [1]*cap*, a [2]T-_____,
[3]sh_____, and [4]sn_____.



She's wearing a [5]sw_____,
a [6]sk_____, and [7]s_____.



He's wearing a [8]j_____,
a [9]sh_____, and [10]j_____.



She's wearing a [11]dr_____
and a [12]c_____.



He's wearing a [13]s_____ and [14]sh_____.
She's wearing [15]p_____.

ACTIVATION

Cover the sentences and look at the photos. Say what the people are wearing.

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10A VOCABULARY Draw it!

a bed	a pillow	a table	a lamp
a remote control	a closet	a restaurant	a bathroom
a bathtub	a shower	a towel	a swimming pool
a parking lot	a cafe	a yard	an elevator
a gift shop	reception	a gym	a light

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Workbook Answer Key

1A

1 GRAMMAR

a
3 I'm not Helen.
4 You aren't a teacher.
5 I'm Carlos.
6 You're in my class.
7 I'm in room 4.
8 You aren't Maria.

b
3 I'm not Jenny.
4 I'm not in room 2.
5 Am I in room 4?
6 Are you Dom?
7 I'm not a student.
8 Are you in room 7?

c
2 Are you, I am
3 I'm, I'm
4 I'm, I'm not
5 Are you, I am
6 I'm, I'm
7 Am I, you aren't
8 Are you, I am

2 VOCABULARY

a nine, one, three, two, eight, six, seven, zero, five

b
1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten

c
2 Wednesday
3 Saturday
4 Tuesday
5 Sunday
6 Thursday
7 Friday

d Students' own answers.

3 PRONUNCIATION

a /h/ Helen, hello
/aɪ/ nice
/i/ meet, tea

4 WORDS AND PHRASES TO LEARN

2 Nice to meet you
3 What's your name
4 See you tomorrow
5 Sorry
6 Thanks

1B

1 VOCABULARY

a Across: 5 Brazil, 6 Japan
Down: 2 England, 3 China, 4 Peru

b
2 Korea
3 Vietnam
4 the United States
5 Canada
6 Turkey
7 Chile
8 Spain
9 Saudi Arabia

2 GRAMMAR

a
3 She's
4 He's
5 It's
6 She's
7 He's
8 It's

b
1 's
2 's, Is, is
3 Is, isn't, 's
4 Is, isn't, 's

c
3 Is Salma Hayek from Mexico?
Yes, she is. She's from Veracruz.
4 Is Madrid in Turkey?
No, it isn't. It's in Spain.
5 Is Copacabana in Brazil?
Yes, it is. It's in Rio.
6 Is Busan in Vietnam?
No, it isn't. It's in Korea.
7 Is Gary Oldman from England?
Yes, he is. He's from London.
8 Is Toronto in Saudi Arabia?
No, it isn't. It's in Canada.
9 Is Javier Bardem from Spain?
Yes, he is. He's from Las Palmas.
10 Is Machu Picchu in Chile?
No, it isn't. It's in Peru.

d Students' own answers.

3 PRONUNCIATION

a 2 two, 3 classroom, 4 Spain

4 WORDS AND PHRASES TO LEARN

1 It's a nice city
2 I think she's from Spain
3 I don't know
4 Where's Lima

Practical English

1 THE ALPHABET

a
2 E
3 G
4 H
5 C
6 Y
7 O
8 T

f
1 /i/ please, she, teacher
2 /ɛ/ help, spell
3 /eɪ/ name, Spain, table

2 VOCABULARY

a
2 laptop
3 pen
4 table
5 door
6 chair
7 window
8 dictionary
9 bag
10 coat
11 piece, paper

b
2 repeat
3 Look
4 Open
5 understand
6 spell
7 Go
8 books
9 Stand
10 Sit
11 Excuse
12 late

3 CHECKING INTO A HOTEL

2 reservation
3 name
4 spell
5 last
6 room

4 BOOKING A TABLE

2 e, 3 d, 4 a, 5 c

5 USEFUL PHRASES

2 I have a reservation
3 How do you spell it
4 That's right
5 Good morning
6 A table for tomorrow, please
7 Sorry
8 Thank you

2A

1 VOCABULARY

2 Japanese
3 British
4 Brazilian
5 Korean
6 Chinese
7 Peruvian
8 English
9 Mexican
10 Vietnamese
11 Canadian
12 American
13 Saudi

The mystery word is "nationalities."

2 PRONUNCIATION

a /dʒ/ Japanese, just
/tʃ/ Chilean, Chinese, teacher
/ʃ/ dictionary, Turkish

3 GRAMMAR

a
2 You're teachers. You aren't students.
3 They're Chinese. They aren't Japanese.

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4 We're from Mexico. We aren't from Brazil.
5 You're in class 3. You aren't in class 2.
6 They're from Saudi Arabia. They aren't from Turkey.
7 She's in room 4. She isn't in room 5.
8 I'm Peruvian. I'm not Chilean.

b 2 They're in class 6.
3 She's on vacation.
4 He's from Brazil.
5 We're here on business.
6 It's in Canada.

c 2 Are they in class 1
3 Are they from England
4 Is Fernanda Brazilian
5 Is Ankara in Turkey

d b 2, c 1, d 5, e 3

e Students' own answers.

4 WORDS AND PHRASES TO LEARN

2 Are you on vacation
3 Have a nice day
4 tourists

2B

1 GRAMMAR

a 2 When's
3 Where's
4 What's
5 Where are
6 Where are
7 How, 's
8 What's
9 How are

b 2 How do you spell your last name
3 Where are you from
4 What's your address
5 What's your phone number
6 What's your email address
7 How old are you
8 Are you married

c Students' own answers.

2 VOCABULARY

a 2 fifteen
3 ninety
4 seventy
5 twelve
6 a hundred
7 eighty
8 eleven
9 forty
10 thirteen
11 sixty

b 2 19, 3 38, 4 59, 5 72, 6 14, 7 91, 8 16, 9 23, 10 18

3 PRONUNCIATION

a 1 8, 9, 2, 0, 4, 5
2 2, 3, 7, 1, 8, 0, 0
3 6, 2, 8, 0, 9, 5, 0

c 2 23
3 77
4 65
5 04

4 WORDS AND PHRASES TO LEARN

1 How old, Whose class, good-looking
2 How are you, fine, This, See you later
3 Where, from

3A

1 VOCABULARY

Down: 2 tablet, 4 passport, 6 bag, 7 wallet, 9 credit card, 10 camera, 11 notebook, 12 glasses
Across: 3 photo, 4 phone, 5 umbrella, 8 pencil, 11 newspaper, 13 charger, 14 ID card, 15 key

2 GRAMMAR

a 3 a, 4 a, 5 an, 6 a, 7 a, 8 a, 9 an, 10 a, 11 a

b 2 umbrellas
3 books
4 watches
5 emails
6 countries
7 cities
8 keys
9 addresses
10 laptops
11 debit cards

c 2 What are they, They're keys
3 What is it, It's a photo
4 What are they, They're pens
5 What is it, It's an ID card
6 What is it, It's a door
7 What is it, It's a table
8 What are they, They're coats

d Students' own answers.

3 PRONUNCIATION

b pieces, classes, glasses

4 WORDS AND PHRASES TO LEARN

2 Where are my glasses
3 What's in your bag
4 What are they

3B

1 VOCABULARY

2 key chain, 3 sunglasses, 4 toy, 5 mug, 6 map, 7 T-shirt, 8 postcard

2 GRAMMAR

a 2 What is that
3 This isn't your book
4 Those are my postcards
5 Are those your keys
6 These aren't my photos
7 Is that your friend
8 Where is this from

b 2 this, 3 Those, 4 these, 5 That's, 6 These, 7 that, 8 these

c Students' own answers.

3 PRONUNCIATION

a 2 What's that
3 Those
4 These, books
5 this, phone

4 WORDS AND PHRASES TO LEARN

2 Is … your, You're welcome
3 there, here
4 How much is that / this

Practical English

1 UNDERSTANDING PRICES

a 2 one hundred
3 twenty
4 fifty
5 five
6 ten

b 2 pounds
3 dollars
4 pence / p
5 euros
6 pounds

c 2 fifteen pounds
3 fifty-nine dollars
4 ninety-nine pence / p
5 one dollar and eighty-nine cents
6 seven euros twenty-five
7 four pounds seventy
8 nineteen dollars and eighty-five cents

2 PRONUNCIATION

a 2 coffee
3 cent

c /s/ juice, nice
/k/ close, picture

3 BUYING LUNCH

a 2 $8.00
3 $8.50
4 $2.60
5 $1.70

b 2 g
3 h
4 b
5 d
6 e
7 i
8 c
9 f

4 USEFUL PHRASES

2 Here's, change
3 Can, have
4 How much
5 Great idea
6 Anything else

4A

1 VOCABULARY

a 2 girl
3 women
4 men
5 friend
6 children
7 people

b 2 father
3 husband
4 mother
5 parents
6 daughter
7 brother
8 son

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9 girlfriend
10 sister
11 boyfriend
12 grandfather
13 grandmother
14 grandparents

2 GRAMMAR

a
3 his
4 she
5 its
6 we
7 your
8 they

b
2 our
3 his
4 her
5 your
6 our
7 Its
8 Their

c
2 Charlotte's husband
3 Mark's sister
4 Richard's daughter
5 Ana's son
6 Omar's wife
7 Sarah's father
8 Roberto's mother

d
3 Possessive
4 *is*
5 Possessive
6 *is*
7 *is*
8 Possessive

e Students' own answers.

3 PRONUNCIATION

2 Thursday
3 name
4 men

4 WORDS AND PHRASES TO LEARN

2 on the table
3 in my phone
4 Be good
5 Let's order pizza
6 What a nice card

4B

1 VOCABULARY

a
2 black
3 brown
4 red
5 white
6 green
7 yellow
8 orange

b
2 slow
3 expensive
4 old
5 short
6 good
7 dirty
8 beautiful
9 difficult

c
2 expensive
3 long
4 difficult
5 beautiful
6 cheap

2 GRAMMAR

a
2 It's a very expensive camera
3 They're very good children
4 That's a cheap phone
5 My house has a red door
6 It's a beautiful day
7 I have a new tablet
8 This is a nice watch

b
2 very easy exercises
3 very long movie
4 green windows
5 very big umbrellas
6 old phone
7 nice people
8 Spanish dictionary

3 PRONUNCIATION

a
2 car
3 four
4 ID card

c
1 an American car
2 a nice evening
3 an expensive phone
4 a long email
5 an orange juice

4 WORDS AND PHRASES TO LEARN

2 easy to park
3 in my opinion
4 I prefer this red car
5 I love it
6 Come with me

5A

1 VOCABULARY

a Down: 1 coffee, 2 cereal, 4 sugar, 6 fruit, 9 rice
Across: 3 eggs, 5 cheese, 7 bread, 8 butter, 10 yogurt

b
3 tea
4 pasta
5 vegetables
6 milk
7 meat
8 potatoes
9 water
10 a sandwich
11 chocolate
12 orange juice

2 PRONUNCIATION

a potatoes, vegetables, chocolate, breakfast, sandwich, yogurt

c 2 Japan, 3 green, 4 Ar**g**entina

3 GRAMMAR

a
2 don't have
3 drink
4 like
5 don't drink
6 have
7 don't like
8 eat

b
2 don't have
3 drink
4 don't like / don't have
5 don't like / don't have
6 eat
7 don't drink

c Students' own answers.

4 WORDS AND PHRASES TO LEARN

2 important
3 favorite
4 early
5 in, café
6 traditional
7 at home

5B

1 GRAMMAR

a
2 Where are you from?
3 Are you married?
4 Do you have children?
5 What airline do you work for?
6 Do you like your job?

b
2 Do you want
3 Do they like
4 Do you have
5 Do you drink
6 Do you have
7 Do you need a new

c
2 don't
3 Do
4 do
5 Do
6 don't
7 Do
8 do

d Students' own answers.

2 VOCABULARY

2 like
3 drink
4 speak
5 eat
6 read
7 need
8 listen
9 work
10 live
11 watch
12 have
13 study
14 go
15 want

3 PRONUNCIATION

a /w/: want, where, when, work
/v/: very, live, TV, have

c
2 have a, he's a
3 live in a, in a
4 watch a lot of

4 WORDS AND PHRASES TO LEARN

2 Do you want fish or pasta
3 What time do we arrive
4 keep the change

Practical English

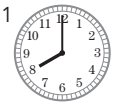
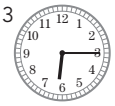
1 TELLING THE TIME

2 time's, At
3 it, to
4 sorry, it's

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2 VOCABULARY

a
2 o'clock
3 ten
4 quarter
5 ten
6 forty
7 twenty-five
8 five
9 five
10 ten
11 twenty
12 twenty-five

b 1  2  3 
4  5  6 

3 PRONUNCIATION

a
2 mother
3 son
4 old
5 now

c
2 ~~h~~our
3 ~~k~~now
4 li~~s~~ten
5 ~~t~~wo
6 We~~d~~nesday
7 w~~h~~at
8 ~~w~~rite

4 VOCABULARY

2 tired
3 cold
4 thirsty
5 hungry

5 USEFUL PHRASES

2 Don't worry
3 What, great
4 late
5 tired
6 Come on
7 Let's go

6A

1 GRAMMAR

a
2 likes
3 listens
4 doesn't speak
5 doesn't drink
6 lives
7 doesn't like
8 doesn't listen
9 speaks
10 drinks

b
2 works
3 doesn't work
4 goes
5 likes
6 doesn't speak
7 has
8 studies
9 watches
10 doesn't understand
11 thinks
12 doesn't want

c
2 Do
3 don't
4 do
5 Do
6 do
7 do
8 Do
9 does
10 Does
11 doesn't

d Students' own answers.

2 PRONUNCIATION

a finishes, relaxes, teaches, watches

3 VOCABULARY

a
2 teacher
3 policewoman
4 factory worker
5 waitress
6 journalist
7 nurse
8 taxi driver
9 salesperson

The mystery word is "receptionist."

b
2 home
3 school
4 restaurant
5 street
6 hospital
7 store
8 office

4 PRONUNCIATION

a
1 She's a, Does she, she does
2 does he, He's a, does he, works in a

5 WORDS AND PHRASES TO LEARN

2 Great to see you.
3 I love your shoes
4 What does she do
5 How awful
6 Because

6B

1 VOCABULARY

a
2 finish
3 go
4 take
5 do
6 make
7 watch
8 go

b have: a coffee, breakfast, dinner, lunch, a sandwich
go: home, to school, to the gym, to work

c
2 go
3 go
4 get up
5 have
6 go
7 do
8 watch
9 have
10 go

2 PRONUNCIATION

a 3 ✓, 4 ✓, 5 ✗, 6 ✗, 7 ✗, 8 ✓, 9 ✗, 10 ✓

c 3 ✗, 4 ✓, 5 ✓, 6 ✗, 7 ✓, 8 ✓, 9 ✗, 10 ✗

e
2 has a, at a, after
3 have a, at a
4 You, at
5 We do, on the
6 He, in the

3 GRAMMAR

a
2 Yasmin usually goes to school by bus.
3 You never do housework.
4 They sometimes have fish for dinner.
5 Andy always has lunch at home.
6 I never watch TV in the morning.
7 We sometimes go shopping on weekends.
8 They usually have coffee for breakfast.

b
2 sometimes reads
3 always watches
4 usually gets up
5 always goes
6 usually reads
7 sometimes watches
8 never gets up

c Students' own answers.

4 WORDS AND PHRASES TO LEARN

2 What time do you get up
3 He gets up about 8:00
4 on the way to work
5 every morning
6 feel tired

7A

1 VOCABULARY

a
2 go out
3 hike
4 play computer games
5 travel
6 play, piano
7 relax
8 play tennis
9 meet friends
10 swim
11 stay home
12 go, beach

b Students' own answers.

2 GRAMMAR

a
2 How old is our teacher
3 Where does your brother work
4 Does Emma speak Arabic
5 Do you have a big family
6 Is your girlfriend from Canada
7 What time does she go to work
8 Are Tim and Keiko on vacation

b
2 What
3 How
4 When
5 How
6 How old

c
2 do
3 Is
4 Does
5 are

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6 does
7 is
8 Do

3 PRONUNCIATION

a
2 when
3 now
4 here
5 window

4 WORDS AND PHRASES TO LEARN

2 fan
3 depends
4 less
5 exciting

7B

1 GRAMMAR

a
3 Go
4 Don't buy
5 Don't eat
6 sit
7 Don't use
8 Open
9 don't worry
10 Listen

b
2 her
3 us
4 you
5 them
6 it
7 him
8 them

c
2 he
3 him
4 her
5 her
6 him
7 she
8 him
9 he
10 him

2 VOCABULARY

a
2 comedy
3 drama
4 science fiction
5 western
6 horror
7 animated

b Students' own answers.

3 PRONUNCIATION

a
2 Yes, do
3 like, lot
4 think, great
5 like action movies
6 No, don't
7 don't like
8 prefer comedies

4 WORDS AND PHRASES TO LEARN

2 What about
3 I don't remember
4 don't cry
5 Don't move
6 don't say anything

Practical English

1 VOCABULARY

2 May
3 February
4 October
5 August
6 December
7 January
8 June
9 September
10 April
11 November
12 July

2 VOCABULARY & PRONUNCIATION

a
2 twentieth
3 fourth
4 thirty-first
5 fifth
6 ninth
7 third
8 twelfth
9 eighth
10 sixth

b
2 eleventh
3 eighteenth
4 fifteenth
5 twenty-fourth
6 sixteenth

3 SAYING THE DATE

a
2 h
3 a
4 c
5 g
6 e
7 d
8 b

c
2 November 1st
3 June 2nd
4 December 18th
5 August 4th
6 October 30th

d Students' own answers.

4 TALKING ON THE PHONE

5, 3, 7, 4, 6, 2

5 USEFUL PHRASES

2 What's the date today
3 Is that
4 It's my dad's birthday
5 This is for you

8A

1 GRAMMAR

a
2 You can't swim
3 You can change
4 You can drink
5 You can eat
6 You can't listen

b
2 Can we swim
3 Can we watch
4 Can I sit
5 Can you play
6 Can I read

2 PRONUNCIATION

a
2 a
3 b
4 b
5 a
6 b

3 VOCABULARY

a
2 take, photo
3 have, coffee
4 pay, credit card
5 change money
6 swim
7 drive
8 play soccer
9 use, cell phone
10 park

b Students' own answers.

4 WORDS AND PHRASES TO LEARN

2 I'm free
3 Yes, of course
4 learn to drive
5 a written test
6 start the car

8B

1 VOCABULARY

2 buying
3 cooking
4 going
5 painting
6 riding
7 watching
8 flying
9 camping
10 doing yoga
11 eating out
12 going
13 running
14 shopping
15 singing
16 sleeping
17 swimming
18 traveling

2 GRAMMAR

a + *-ing*: playing, relaxing, studying
e + *-ing*: living, making, writing
double consonant + *-ing*: getting, sitting, stopping

b
2 living
3 taking
4 driving
5 studying
6 listening
7 paying
8 hiking
9 relaxing
10 getting

c
2 My brother likes playing tennis.
3 Min hates living in the city.
4 I love making dinner for my family.
5 My dad likes listening to classical music.
6 My children don't like getting up early on the weekend.

d Students' own answers.

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3 PRONUNCIATION

a /ʊ/ good, look
/u/ food, school, soon, too

4 WORDS AND PHRASES TO LEARN

2 horrible
3 alone
4 at parties
5 very loudly
6 frightened

9A

1 GRAMMAR

a + *-ing*: cooking, watching, working
~~e~~ +*-ing*: having, hiking, using
double consonant +*-ing*: shopping, stopping, swimming

b 2 Are, using
3 're / are swimming
4 's / is running
5 's / is shopping
6 Is, working
7 're / are watching
8 's / is having
9 Are, buying
10 's / is cooking

2 PRONUNCIATION

a 2 watching, TV
3 What's, wearing
4 wearing, blue coat
5 Where, going
6 going, movies

3 VOCABULARY

a 2 book
3 leave
4 buy
5 stay
6 rent
7 pack
8 wear
9 carry
10 call
11 arrive
12 wait

b 2 booking tickets
3 She's leaving the house.
4 She's buying presents.
5 She's staying in a hotel.
6 They're renting a car.
7 She's packing a suitcase.
8 She's wearing sunglasses.
9 He's carrying a suitcase.
10 He's calling home.
11 He's arriving at a hotel.
12 She's waiting for a flight.

4 WORDS AND PHRASES TO LEARN

2 towards
3 Are you sure
4 Have a good day
5 outside
6 box office

9B

1 GRAMMAR

a 2 I'm working
3 We usually go
4 is visiting
5 We're learning
6 We're studying
7 We usually do
8 We're sitting

b 2 Do, live
3 's / is working
4 doesn't like
5 do, go
6 'm / am not reading
7 's / is raining
8 's / is, wearing

2 VOCABULARY

a 2 coat
3 hat
4 shorts
5 socks
6 sneakers
7 dress
8 jacket
9 jeans
10 shirt
11 shoes
12 skirt
13 suit
14 sweater
15 T-shirt
16 pants

b Students' own answers.

3 PRONUNCIATION

b third, word, quarter, girl

d 2 socks
3 coat

4 WORDS AND PHRASES TO LEARN

2 breakfast
3 changes
4 clean
5 broken
6 friends

Practical English

1 INVITING AND OFFERING

a 2 time
3 It
4 like
5 Let's
6 See
7 Are
8 'd
9 What
10 sugar

b 2 g
3 b
4 a
5 d
6 e
7 f

2 PRONUNCIATION

a 2 like, come, dinner
3 like, something, eat
4 like, go, movies
5 like, soccer
6 like salad, sandwich

3 USEFUL PHRASES

2 Yeah, I'd love to
3 Would you like a burger
4 Let's meet at six thirty
5 how about a coffee

4 WRITING

a 2 Would
3 to come
4 on
5 I'm inviting
6 Can you come
7 cooking

b Students' own answers.

10A

1 VOCABULARY

a Down: 1 floor, 2 shower, 4 bathroom, 6 closet, 8 lamp, 10 light, 12 bed
Across: 3 table, 5 toilet, 7 remote control, 9 pillow, 11 bathtub, 13 towel

b 2 swimming pool
3 restaurant
4 gift shop
5 yard
6 gym
7 parking lot
8 reception
9 kitchen
10 spa

2 GRAMMAR

a 3 There's a
4 There's a
5 There are some
6 There's a
7 There's a
8 There are some

b 2 There aren't any pillows in the closet
3 There aren't any lamps in the room
4 There isn't a restaurant on the first floor
5 There isn't a swimming pool in the yard

c 3 Are there any restrooms?
Yes, there are.
4 Is there a swimming pool?
Yes, there is.
5 Are there any gift shops?
No, there aren't.
6 Are there any elevators?
Yes, there are.
7 Is there a gym?
Yes, there is.
8 Is there a yard?
No, there isn't.

d Students' own answers.

3 PRONUNCIATION

a 2 hear
3 where
4 repair

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4 VOCABULARY

2 on the bed
3 in the cup
4 It's under the bed
5 It's under the towel.
6 It's in the suitcase / on the T-shirt.

5 WORDS AND PHRASES TO LEARN

2 on the second floor
3 a great view
4 a boat trip
5 Enjoy your stay

10B

1 GRAMMAR

a
3 He was at a restaurant
4 We weren't at school
5 Were you at work
6 She was at the airport
7 Was he late
8 I wasn't in a hurry
9 She wasn't in a hotel
10 We were in a café with friends

b
3 Was Princess Diana American?
No, she wasn't
4 Were Charles Dickens and Jane Austen writers?
Yes, they were.
5 Was Carmen Miranda Brazilian?
Yes, she was.
6 Were Monet and Matisse musicians?
No, they weren't.
7 Was Michelangelo a musician?
No, he wasn't.
8 Were Steve Jobs and Thomas Edison American?
Yes, they were.

c
2 were, was
3 Was, wasn't
4 Were, weren't
5 was, was
6 Were, weren't

2 VOCABULARY

a
2 were in a restaurant
3 She was in her / a car
4 He was in the kitchen
5 He was on a plane
6 They were in the park
7 He was at work
8 They were in bed
9 She was on the street
10 She was at home

b Students' own answers.

3 PRONUNCIATION

a
2 home
3 alone
4 wasn't, friends
5 children, school
6 wife, work

4 WORDS AND PHRASES TO LEARN

2 luxury
3 secret
4 strong
5 century
6 together

11A

1 VOCABULARY

2 decide
3 offer
4 pick
5 visit
6 miss
7 return

2 GRAMMAR

a
2 arrived
3 started
4 stopped
5 cried
6 liked

b
2 Clara didn't arrive last night.
3 They didn't open the window.
4 Sergio didn't look at his watch.
5 We didn't travel by taxi.
6 The movie didn't start at 7:50.
7 Max didn't cook meat for dinner.
8 Selena didn't book a ticket to Monterray.

c
2 Did you walk to school yesterday
3 When did you arrive in Brazil
4 Where did you work last year
5 Did Joe close the door
6 What did you study yesterday
7 Did they talk to the teacher
8 What time did your class start
9 Did you help Eva with her homework
10 When did you decide to study economics

d Students' own answers.

3 PRONUNCIATION

c decided, needed, rented

4 WORDS AND PHRASES TO LEARN

2 organic
3 trumpet
4 National Park
5 abroad
6 public transportation

11B

1 VOCABULARY

2 does
3 have
4 go
5 has
6 has
7 has
8 gets
9 do
10 have
11 go
12 do
13 have
14 get
15 get

2 GRAMMAR

a
2 had
3 went
4 had
5 went
6 got
7 had
8 went
9 went
10 had
11 did
12 went

b
3 Marisa didn't do housework on Sunday.
4 Did you get up late this morning?
5 I didn't have breakfast today.
6 Alison didn't get up early yesterday.
7 Did you do your homework last night?
8 Did Ramon go to the gym on Tuesday?

c
1 had
2 Did, go, didn't, had, went
3 Did, get, didn't, got
4 Did, do, did, did
5 did, do, got, went, went
6 Did, get, didn't, got

d Students' own answers.

3 PRONUNCIATION

a
2 Who, have lunch
3 When, do housework
4 have dinner
5 Where, go shopping

4 WORDS AND PHRASES TO LEARN

2 asked, to marry
3 have, party
4 back
5 went, hospital

Practical English

1 VOCABULARY

a
2 across from
3 between
4 on the corner
5 on the left
6 on the right

b
2 between
3 across from
4 next to
5 on the corner
6 between
7 across from

2 ASKING FOR AND GIVING DIRECTIONS

2 left, straight, corner
3 right, right, right
4 ahead, left, corner
5 gym

3 USEFUL PHRASES

2 this ATM isn't working
3 Turn left when you leave the station
4 It only takes about 15 minutes
5 Is there an ATM near here
6 Thanks very much

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12A

1 VOCABULARY

a
2 left
3 said
4 saw
5 sent
6 sat
7 told
8 wrote

b Students' own answers.

2 PRONUNCIATION

b /ɛ/ left, said, sent
/əʊ/ told, wrote
/ɔ/ bought

3 GRAMMAR

a
2 asked
3 did
4 got up
5 went
6 had
7 rented
8 stayed
9 visited
10 waited

b
2 got up
3 arrived
4 had
5 waited
6 stayed
7 asked
8 did
9 visited
10 rented

c
2 I didn't like the food in that restaurant
3 We saw a good movie last night
4 You didn't call me yesterday
5 Why did you buy a new car
6 They booked the tickets online
7 He sent me a text this morning
8 Did you go to work by train yesterday
9 She didn't want a coffee
10 Did you tell me your address

d
2 It was
3 I had
4 did you have
5 I bought
6 Did you drive
7 I got
8 did you leave
9 The taxi arrived
10 I didn't sleep

4 WORDS AND PHRASES TO LEARN

2 That's interesting
3 tickets
4 time, go
5 exchange
6 nice smell

12B

1 VOCABULARY

a
2 b
3 d
4 c
5 h
6 f
7 g
8 a

b
2 went
3 do
4 had
5 got
6 went
7 did
8 got
9 had
10 did
11 got
12 went

2 GRAMMAR

a
3 wrote
4 didn't see
5 told
6 didn't leave

b
2 Did you go out
3 Were you
4 What time did you go to bed
5 Why did you go
6 What did you have

c
3 had
4 got
5 made
6 had
7 was
8 sat
9 listened
10 had
11 watched

d Students' own answers.

3 PRONUNCIATION

a
2 decided
3 sat
4 said
5 bought

c
2 Did, have
3 Where did you go for your summer
4 What was, you saw
5 When was the last time
6 What time did you get up

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