

OXFORD

fourth edition



# English File

Teacher's Guide

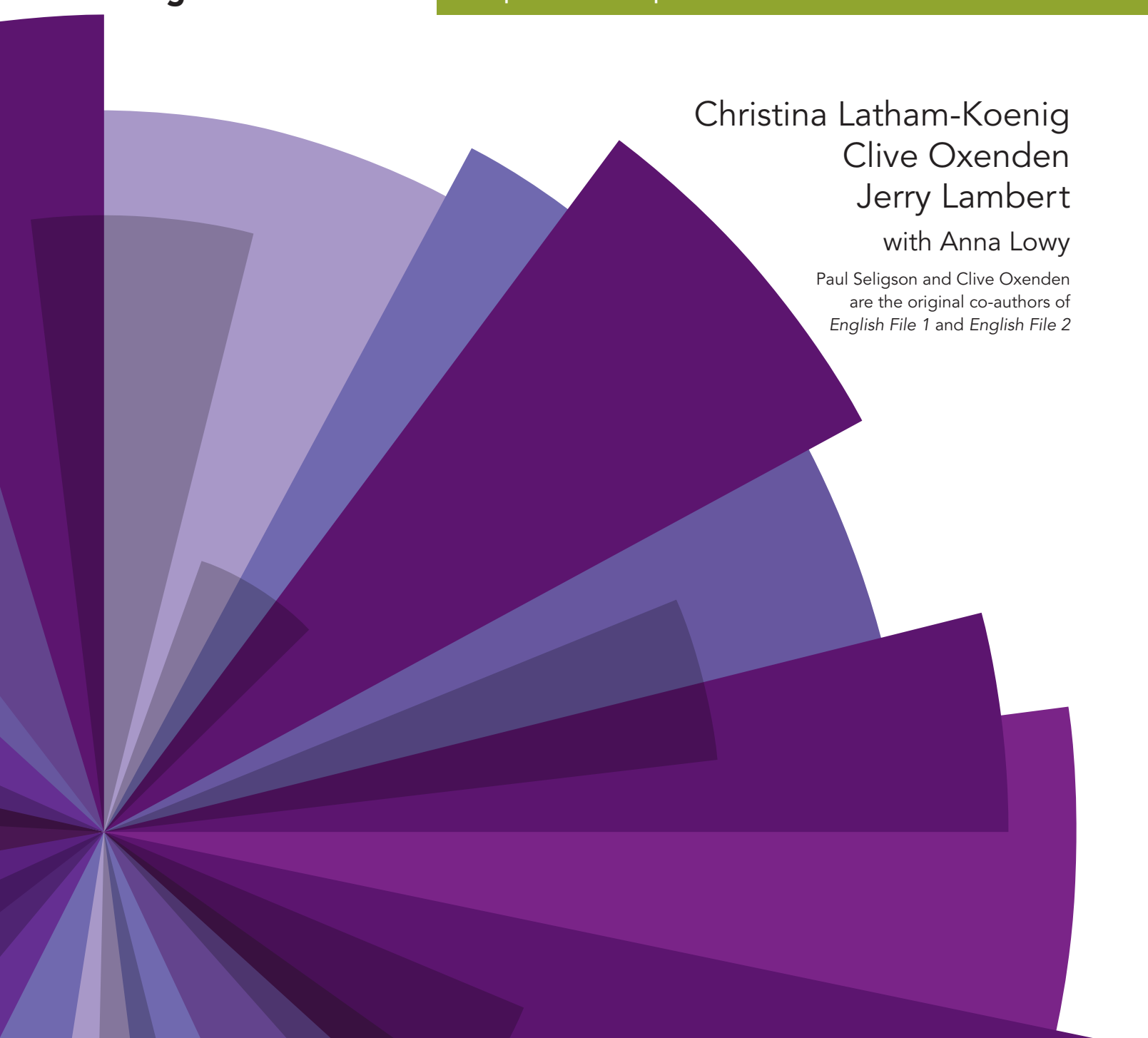
# A1

Beginner

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

Christina Latham-Koenig  
Clive Oxenden  
Jerry Lambert  
with Anna Lowy

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





# Contents

## p.4 Syllabus checklist

## p.8 Course overview

- **Introduction**
- **What do students at A1 level need?**
- **For students**

Student's Book

Online Practice

Workbook

- **For teachers**

Teacher's Guide

Teacher's Resources on Oxford Premium

Classroom Presentation Tool

Class audio

Video

## p.12 Lesson plans

p.12	File 1 A–B	Practical English Episode 1
p.25	File 2 A–B	1&2 Revise and Check
p.35	File 3 A–B	Practical English Episode 2
p.45	File 4 A–B	3&4 Revise and Check
p.54	File 5 A–B	Practical English Episode 3
p.65	File 6 A–B	5&6 Revise and Check
p.75	File 7 A–B	Practical English Episode 4
p.87	File 8 A–B	7&8 Revise and Check
p.97	File 9 A–B	Practical English Episode 5
p.108	File 10 A–B	9&10 Revise and Check
p.117	File 11 A–B	Practical English Episode 6
p.128	File 12 A–B	11&12 Revise and Check

# Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
<b>1</b>				
8	<b>A A cappuccino, please</b>	verb <i>be</i> (singular): <i>I</i> and <i>you</i>	numbers 0–10, days of the week, saying goodbye	/h/, /aɪ/, and /iː/
10	<b>B World music</b>	verb <i>be</i> (singular): <i>he, she, it</i>	countries	/ɪ/, /əʊ/, /s/, and /ʃ/
12	<b>Practical English Episode 1</b>	<b>checking into a hotel, booking a table</b>	<b>V the classroom</b>	<b>P the alphabet</b> <b>14 Workbook File 1</b>
<b>2</b>				
20	<b>A Are you on holiday?</b>	verb <i>be</i> (plural): <i>we, you, they</i>	nationalities	/dʒ/, /tʃ/, and /ʃ/
22	<b>B That's my bus!</b>	<i>Wh-</i> and <i>How</i> questions with <i>be</i>	phone numbers, numbers 11–100	understanding numbers
24	<b>Revise and Check 1&amp;2</b>			<b>26 Workbook File 2</b>
<b>3</b>				
30	<b>A Where are my keys?</b>	singular and plural nouns, <i>a / an</i>	small things	/z/ and /s/, plural endings
32	<b>B Souvenirs</b>	<i>this / that / these / those</i>	souvenirs	/ð/, sentence rhythm
34	<b>Practical English Episode 2</b>	<b>understanding prices, buying lunch</b>	<b>P /ʊə/, /s/, and /k/</b>	<b>36 Workbook File 3</b>
<b>4</b>				
42	<b>A Meet the family</b>	possessive adjectives, possessive 's	people and family	/ɪ/, /æ/, and /ə/
44	<b>B The perfect car</b>	adjectives	colours and common adjectives	/ɑː/ and /ɔː/, linking
46	<b>Revise and Check 3&amp;4</b>			<b>48 Workbook File 4</b>
<b>5</b>				
52	<b>A A big breakfast</b>	present simple ⊕ and ⊖: <i>I, you, we, they</i>	food and drink	/dʒ/ and /g/
54	<b>B A very long flight</b>	present simple ⊖: <i>I, you, we, they</i>	common verb phrases 1	/w/ and /v/, sentence rhythm and linking
56	<b>Practical English Episode 3</b>	<b>telling the time</b>	<b>V the time, saying how you feel</b>	<b>P /ɒ/, silent consonants</b> <b>58 Workbook File 5</b>
<b>6</b>				
64	<b>A A school reunion</b>	present simple: <i>he, she, it</i>	jobs and places of work	third person -es, sentence rhythm
66	<b>B Good morning, goodnight</b>	adverbs of frequency	a typical day	/j/ and /juː/, sentence rhythm
68	<b>Revise and Check 5&amp;6</b>			<b>70 Workbook File 6</b>



## SPEAKING

## LISTENING

## READING

introducing yourself; meeting people

people introducing themselves

talking about where people and things are from

distinguishing between *he* and *she*Vocabulary: classroom language; more countries  
Listening: The first day of class

Pronunciation: the alphabet; country names

talking about nationalities

understanding short conversations

people meeting for the first time

giving personal information

understanding numbers

asking for and giving personal information

Vocabulary: world languages; technology words  
Listening: The World Cup draw

Pronunciation: /s/ in initial position; /ks/

things in your bag

understanding short conversations

role-play buying and selling souvenirs

At a souvenir stand

Vocabulary: more small things; more souvenirs  
Listening: In a souvenir shop

Pronunciation: /əʊ/; /ð/ and /d/

talking about your family and friends

understanding a conversation

talking about cars; discussing preferences

understanding a conversation

Vocabulary: more people and family; confusing adjectives  
Listening: My brother has a phone like that!

Pronunciation: /ə/; /ɑː/ and /ɔː/

talking about meals and food

people talking about their favourite meal

Breakfast around the world

talking about habits

understanding a longer conversation

On the plane

Vocabulary: more food and drink; telling the time  
Listening: Staying with a host family

Pronunciation: /dʒ/ and /j/, /sps/; /v/ or /b/ and /v/ or /f/

talking about jobs and work

understanding a longer conversation

English at work?

Are you a morning person?; a typical evening

an interview

Vocabulary: more work phrases; *make* and *do*  
Listening: My daily routine

Pronunciation: /ɜː/, /juː/, /j/, and /dʒ/

	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>7</b>			
74	<b>A Have a nice weekend!</b>	word order in questions: <i>be</i> and present simple	common verb phrases 2: free time
76	<b>B Lights, camera, action!</b>	imperatives, object pronouns: <i>me, him</i> , etc.	sentence rhythm
78	<b>Practical English Episode 4</b>	<b>saying the date, talking on the phone</b>	<b>V months, ordinal numbers P /θ/ 80 Workbook File 7</b>
<b>8</b>			
86	<b>A Can I park here?</b>	<i>can / can't</i>	more verb phrases
88	<b>B I ♥ cooking</b>	<i>like / love / hate + verb + -ing</i>	activities
90	<b>Revise and Check 7&amp;8</b>		<b>92 Workbook File 8</b>
<b>9</b>			
96	<b>A Everything's fine!</b>	present continuous	common verb phrases 2: travelling
98	<b>B Working undercover</b>	present continuous or present simple?	clothes
100	<b>Practical English Episode 5</b>	<b>inviting and offering</b>	<b>P sentence rhythm 102 Workbook File 9</b>
<b>10</b>			
108	<b>A A room with a view</b>	<i>there's a... / there are some...</i>	hotels, <i>in, on, under</i>
110	<b>B Where were you?</b>	past simple: <i>be</i>	<i>in, on, at</i>
112	<b>Revise and Check 9&amp;10</b>		<b>114 Workbook File 10</b>
<b>11</b>			
118	<b>A A new life in the USA</b>	past simple: regular verbs	regular verbs
120	<b>B How was your day?</b>	past simple irregular verbs: <i>get, go, have, do</i>	verb phrases with <i>get, go, have, do</i>
122	<b>Practical English Episode 6</b>	<b>asking for and giving directions polite intonation</b>	<b>V prepositions of place P sentence rhythm and 124 Workbook File 11</b>
<b>12</b>			
130	<b>A Strangers on a train</b>	past simple: regular and irregular verbs	irregular verbs
132	<b>B Revise the past</b>	past simple revision	revision of past verb forms
134	<b>Revise and Check 11&amp;12</b>		<b>136 Workbook File 12</b>
140	<b>Communication</b>	148 <b>Writing</b>	150 <b>Listening</b>
		154 <b>Grammar Bank</b>	178 <b>Vocabulary Bank</b>



## SPEAKING

## LISTENING

## READING

your weekend

an interview

a short newspaper article

talking about films

understanding a conversation; people  
talking about filmsVocabulary: more free time phrases; the cinema Pronunciation: /w/, /h/, /eə/, and /aʊ/; sentence stress  
Listening: Great film!talking about what you can and can't  
do in a town

taking a driving test

*What do you like doing?*tweets about what people like doing  
alone or with friendsVocabulary: more phrases with *can*; more activities Pronunciation: *can* and *can't*; -ing endings  
Listening: What can you do?

talking about what people are doing

understanding a short conversation

text messages

talking about clothes

an interview

Undercover Boss



Vocabulary: more holiday words; more clothes Pronunciation: /ɜ:/; silent letters Listening: It's my birthday!

describing rooms

hotel facilities

Scotland and Loch Ness

*Where were you yesterday?*

a police interview

Vocabulary: hotels; times and dates Pronunciation: /ɪə/ and /eə/; *where* and *were* Listening: Where were you?talking about past activities  
and events

We followed our dream

We followed our dream

talking about yesterday

understanding a conversation

Life in a day

Vocabulary: Vocabulary: more phrases with *get*, *go*, *have*, *do*; prepositions of place Pronunciation: /d/, /t/, and /ɪd/;  
sentence rhythm Listening: A school exchange

re-telling a story

Strangers on a train

Strangers on a train

oral revision of the past simple

Vocabulary: *first*, *then*, *after that*, etc.; *last night* Pronunciation: *was/wasn't* and *were/weren't*; vowel sounds  
Listening: How was your weekend?

# Course overview

## Introduction

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

- videos that can be used in class in every File: Practical English, Video Listening, and Can you understand these people?
- Quick Tests and File Tests for every File, as well as Progress Tests, 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's Book depending on the level of your class. We very much hope you enjoy using *English File fourth edition*.

## What do A1 level students need?

The aim of every level of *English File fourth edition* is to get students talking and A1 is no exception. To achieve this, beginners need two things above all else: motivation and support.

A1 learners' language level is low, but they need interesting topics and texts just as much as B1 or C1 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, humour, and suspense. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with example sentences with audio, clear rules, and common errors. There are at least two practice exercises for each grammar point. Students can look again at the grammar presented in the lesson on **Online Practice**. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

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

## Pronunciation

- 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.

A1 level 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 196–197 helps students to see the many clear sound-spelling patterns that do exist in English and gives common examples of them.

Throughout *English File A1* 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**.



## 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.

*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 practising 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 *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 practise in their own time, and to read the script to check anything that they have found difficult.

## Reading

- Engaging topics and stimulating texts.
- Manageable tasks that help students to read.
- 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 *English File A1* reading texts are staged so that they progress from one-line sentences to short articles adapted from a variety of real sources (the British press, 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.

## Mediation

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

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

every lesson. The mediation tasks in *English File* will help your learners develop the communication skills that build their '21st century skills'.

## Writing

- Clear models
- 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. *English File A1* 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.

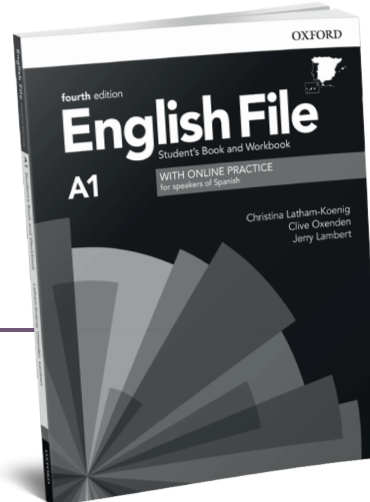
The Practical English lessons introduce and practise the key language for situations such as checking into a hotel or ordering food and drink. The storyline introduces the main characters of the English File fourth edition Practical English lessons, Jenny (from New York) and Rob (from London). The lessons 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.

## Revision

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

# Course overview



## For students

### Combined Student's Book and Workbook

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

#### A and B lessons

Each File contains two two-page lessons which present and practise **Grammar, Vocabulary, and Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. Every two Files (starting from File 2), the 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.

#### Revise & Check

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

### Online Practice

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

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

#### FOR SPEAKERS OF SPANISH

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

### The back of the Student's Book

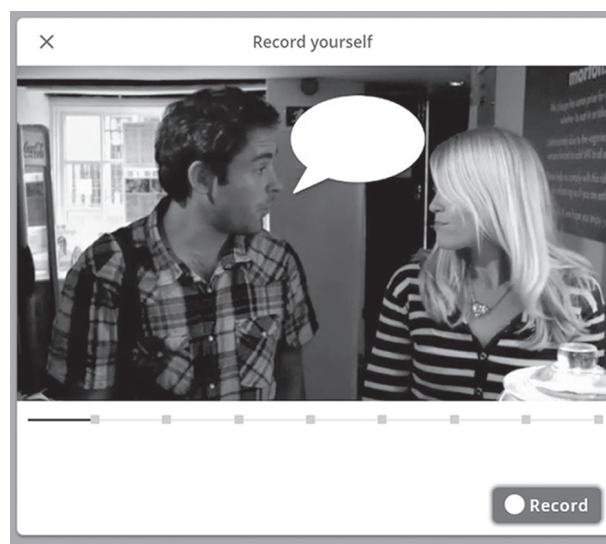
The lessons contain references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

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

### Workbook

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

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on Online Practice



Say It app

For students to learn and practise the sounds of English

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



## For teachers

### Teacher's Guide

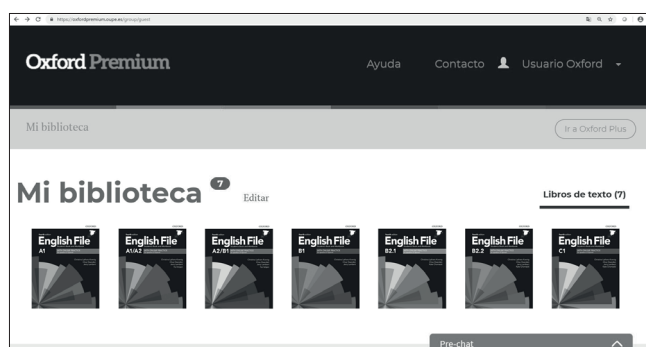
Step-by-step procedural notes for all the lessons including:

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

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

All lesson plans include answer keys and audio scripts.

### Teacher's Resources on Oxford Premium



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

- All the Student's Book and Workbook audio/video files and scripts
- Detailed lesson plans and answer keys from the Teacher's Guide
- Tests and assessment material, including: practice tests and extra material for students preparing for EOI tests; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents and the *English File programación*
- A wide range of online tools and resources to create your own classroom materials
- Up-to-the-minute news articles on English and education
- Webinars from experts on current pedagogical topics
- Over 60 pages of photocopiable activities, including tips on how to use them, and customizable versions:

#### Grammar

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

#### Communicative

- Extra speaking practice for every A and B lesson

#### Vocabulary

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



### Classroom Presentation Tool



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

### Class audio

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

### Video

#### Video listening

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

#### Practical English

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

#### Revise & Check video

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

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

c In pairs, talk about the activities in Vocabulary Bank Activities p.128 Use *love*, *like*, *don't like*, or *hate*.

I love buying clothes. What about you?  
(Me too! I hate camping. What about you?)

5 VIDEO LISTENING Singing in a choir

a Watch the video once. Do you like the song?



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

**V** numbers 0–10, days of the week, saying goodbye

**P** /h/, /aɪ/, and /iː/

## 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 *English File* system of teaching the sounds of English with three sounds: /h/, /aɪ/, and /iː/. The language is brought together in a Speaking activity which 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 speakers of Spanish

#### For teachers on Oxford Premium

##### Photocopiables

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

*Communicative* Are you...?

*Vocabulary* Numbers 0–10 and days

#### For students

Workbook 1A

Online Practice 1A

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: classroom language; the alphabet; The first day of class

Grammar and Vocabulary Pocket Book

### 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 round the class. With a good class, you may also want to teach the phrase *Nice to meet you* at this point.

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

## 1 LISTENING & SPEAKING

- a** **1.2** Books open. Demonstrate this by opening your own book and saying *Open your books*. Say the page number and write it on the board. Focus on the 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 Student's Book on p.8

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 bar. 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

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

**EXTRA SUPPORT** With a weaker class, you could work on each conversation one by one, modelling and drilling the pronunciation and then practising in pairs, before moving 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 swap 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.



- b Tell Sts to go to **Grammar Bank 1A** on p.154. You could write the page number on the board to help Sts. Show Sts that all the grammar rules and exercises are in this section of the book.

### Grammar notes

The **Grammar notes** in this Teacher's Book aim to add more, or expanded, information to the notes and rules on the **Grammar Bank** pages in the Student's 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 nearly 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  $\boxed{+}$  = *positive*,  $\boxed{-}$  = *negative*, and  $\boxed{?}$  = *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.155 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 class 4.
- 4 **You're** in room 3.

b

- 1 **You aren't** in class 5. You're in class 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 class 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 class 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** photocopyable activity at this point.

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

**FOR SPEAKERS OF SPANISH** **Pocket Book** Grammar: verb *be* (singular): *I* and *you*

## 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 tick 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* /'zi:əʊ/. 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.178. 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.