

OXFORD  
UNIVERSITY PRESS

fourth  
edition

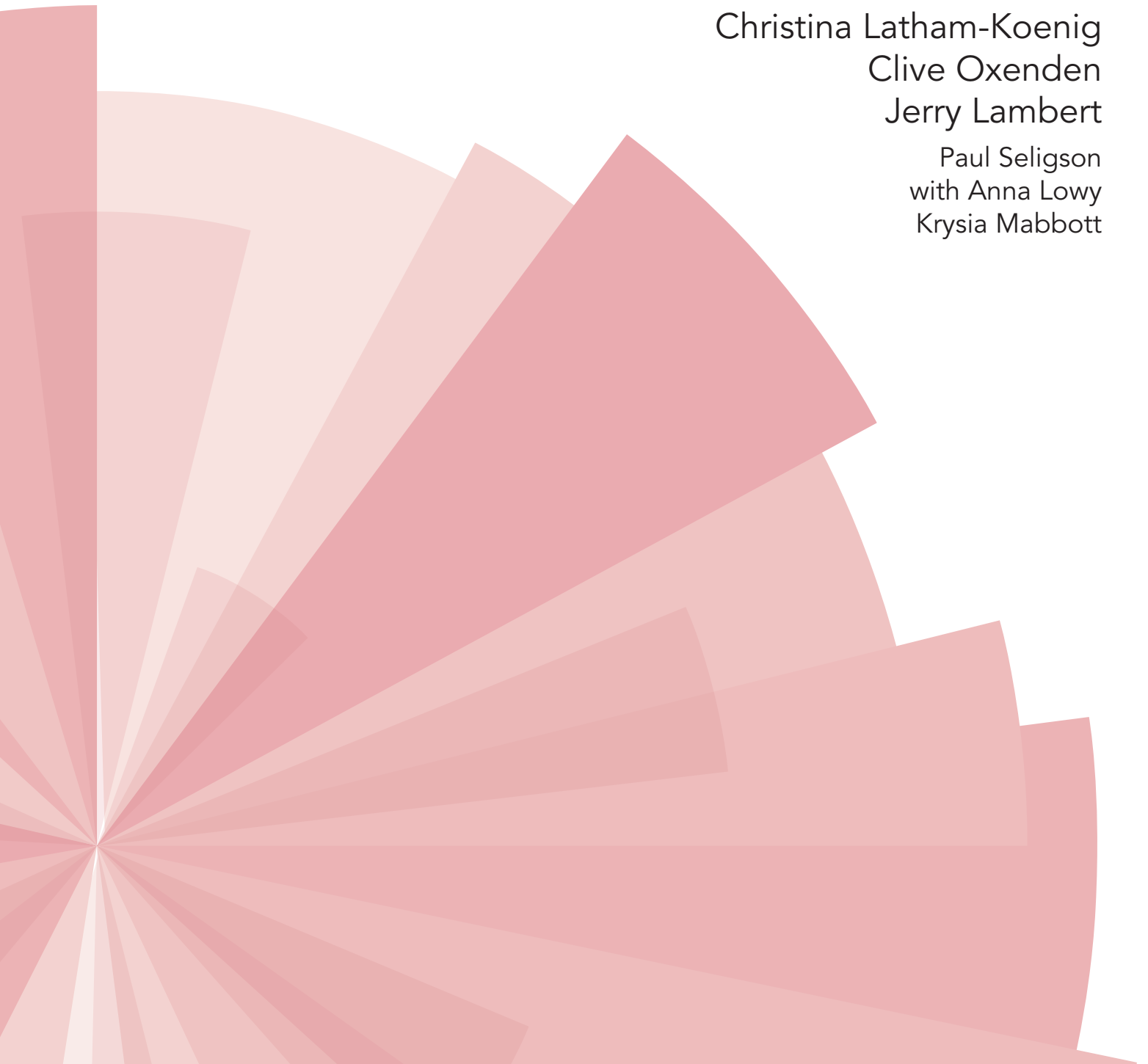
# English File

**Elementary**  
Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

Christina Latham-Koenig  
Clive Oxenden  
Jerry Lambert

Paul Seligson  
with Anna Lowy  
Krysia Mabbott



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

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

© Oxford University Press 2019

The moral rights of the author have been asserted

First published in 2019

2023 2022 2021 2020 2019

10 9 8 7 6 5 4 3

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

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

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

### Photocopying

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

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

ISBN: 978 0 19 403282 7 Teacher's Guide

Printed in China

This book is printed on paper from certified and well-managed sources

### ACKNOWLEDGEMENTS

*Back cover photograph:* Oxford University Press building/David Fisher

*The authors would like to thank all the teachers and students round the world whose feedback has helped us to shape English File.*

*The authors would also like to thank:* all those at Oxford University Press (both in Oxford and around the world) and the design team who have contributed their skills and ideas to producing this course.

*Finally very special thanks from Clive to Maria Angeles, Lucia, and Eric, and from Christina to Cristina, for all their support and encouragement. Christina would also like to thank her children Joaquin, Marco, and Krysia for their constant inspiration.*

*The publisher would like to thank the following for permission to reproduce photographs:* Age Fotostock p.191 (reading/Alan Marsh); Alamy pp.169 (colleagues/NICOLAS HERRBACH Stock Photo), 169 (students/Lev Dolgachov Stock Photo), 171 (newspaper/Nikreates), 171 (chairs/Maksym Bondarchuk Stock Photo), 171 (umbrella/Image Source Stock Photo), 171 (wallet/L. A. Heusinkveld Stock Photo), 185 (concert/Anthony Brown Stock Photo), 185 (BBC Proms/Milton Cogheil Stock Photo), 186 (Mother Teresa/Tim Graham Stock Photo), 191 (shopping/Blend Images Stock Photo), 191 (colleagues/Image Source Plus Stock Photo), 191 (sale/Westend61 GmbH Stock Photo), 195 (city/eye35 Stock Photo), 200 (architect/Cultura Creative (RF) Stock Photo), 217 (scissors), 217 (laptop/Ellen Isaacs Stock Photo), 217 (pens/Zoonar GmbH Stock Photo), 217 (headphones/Zoonar GmbH Stock Photo), 217 (photos/Mauricio Jordan Stock Photo), 217 (parasol/Anatoly Vartanov Stock Photo), 217 (glasses/Sirpa/Stockimo Stock Photo), 217 (credit card/Artur Marciniac Stock Photo), 217 (keys/Tronin Vladimir Stock Photo), 231 (snowman/D. Hurst Stock Photo), 231 (birthday/Rawpixel Ltd Stock Photo), 231 (cafe/MBI Stock Photo), 231 (bicycle/Tony Tallec Stock Photo), 237 (star homes/Andreas von Einsiedel Stock Photo), 238 (star homes/Andreas von Einsiedel Stock Photo), 258 (geishas/Jon Arnold Images Ltd Stock Photo), 258 (dancers/Nate Clicks Stock Photo), 260 (ticket), 262 (guitar/Hero Images Inc. Stock Photo), 263 (nurse), 263 (policewoman/Janine Wiedel), 263 (journalist), 263 (musician), 267 (sprint/Yon Marsh Stock Photo), 267 (painting/Blend Images Stock Photo), 273 (yoghurt/Shotshop GmbH Stock Photo), 273 (kiwi/Maya Kovacheva Stock Photo); Corbis UK Ltd. pp.263 (dentist/Benelux), 263 (waiter), 263 (lawyer/Ocean), 263 (builder), 263 (engineer); Getty Images pp.186 (Picasso/ullstein bild), 217 (watch), 217 (lamp/Digital Vision/Creative Crop), 222 (Cristiano Ronaldo), 222 (Tom Hiddleston/WireImage), 234 (Anthony Hopkins/Moviepix), 234 (Elizabeth Arden/Hulton Archive), 235 (Anthony Hopkins/Moviepix), 235 (Elizabeth Arden/Hulton Archive), 237 (dream flats/Arcaid Images), 238 (dream flats/Arcaid Images), 258 (China/Gallo Images), 258 (mosque/E+/Leonardo Patrizi), 258 (sombbrero/Image Source), 262 (reading/Digital Vision/Dougal Waters), 263 (architect/Photolibrary/Tetra Images), 263 (soldier), 263 (hairdresser/Frank Gaglione/Stockbyte), 263 (doctor/Thomas Tolstrup), 263 (actor), 263 (pilot); Guinness GB p.258 (Guinness); iStockphoto pp.171 (keys), 171 (pizza), 171 (tissue box), 171 (sandwiches), 184 (cleaning), 195 (desert), 217 (coins), 217 (magazines),

217 (wallet), 258 (Eiffel Tower), 258 (tango), 258 (Poland), 258 (Ethiopia), 258 (cathedral), 258 (Prague), 262 (listening), 267 (flowers), 273 (cheese cake), 273 (lettuce/E+/Creativeeye99), 273 (mushrooms), 273 (vegetables); Oxford University Press pp.171 (lamp/exopixel/Shutterstock), 171 (headphones/Mark Mason), 171 (pencils/Yganko/Shutterstock), 249 ( ), 188 (fireworks), 258 (paella/Christina Latham-Koenig), 260 (coin/MM Studios), 260 (key/MM Studios), 260 (diary/Shutterstock), 260 (laptop/Shutterstock), 260 (watch/MM Studios), 260 (magazine/MM Studios), 260 (ID card/MM Studios), 260 (sunglasses/MM Studios), 260 (scissors/MM Studios), 260 (file/MM Studios), 260 (purse/MM Studios), 260 (wallet/MM Studios), 260 (umbrella/MM Studios), 273 (apple/Alex Staroseltsev/Shutterstock), 273 (bread/Robert Milek/Shutterstock), 273 (carrots/Ivonne Wierink/Shutterstock), 273 (egg/rangizzz/Shutterstock), 273 (fish/Ivaschenko Roman/Shutterstock), 273 (grapes/Evgeny Karadaev/Shutterstock), 273 (burger/rvlsoft/Shutterstock), 273 (ice cream), 273 (juice/Ljupco Smokovski/Shutterstock), 273 (nuts/Maks Narodenko/Shutterstock), 273 (onions/mylisa/Shutterstock), 273 (peas/Egor Rodynchenko/Shutterstock), 273 (rice/oriori/Shutterstock), 273 (tomato/Rob Stark/Shutterstock), 273 (watermelon/Alex Staroseltsev/Shutterstock), 273 (sandwich/ampFotoStudio/Shutterstock); PPR/Lindt & Spruengli AG p.258 (chocolate); Press Association Images pp.222 (Samuel L Jackson/Doug Peters), 222 (Jennifer Lawrence/ABACA USA), 222 (Hugh Jackman/EMPICS Entertainment), 222 (Rihanna/Doug Peters), 222 (Brad Pitt/AFF), 222 (Adele/ABACA), 222 (Taylor Swift/AFF), 222 (Benedict Cumberbatch/AFF), 222 (Charlize Theron/AFF); Rex Features – Shutterstock p.222 (Scarlett Johansson/Theo Kingma); Shutterstock pp.171 (mobile phone/Nick Merkulov), 173 (etorres), 175 (ESLINE), 184 (eating/Monkey Business Images), 195 (train station/cowardlion), 200 (pasta/Mint and Lemon), 217 (charger/Pongsathon Ladasuwankul), 258 (Mercedes/Bhakpong), 258 (boomerangs/Stepan Bormotov), 263 (receptionist), 263 (cleaner), 263 (vet), 274 (skeleton); Superstock Ltd. p.186 (Barack Obama); Zoid Pictures p.217 (license).

*Illustrations by:* Adrian Barclay Illustration pp.179, 181, 187, 198, 201, 272; Bess Harding pp.177, 181, 198, 201, 223, 232, 248, 264; Atsushi Hara pp.224; Hannah Davies pp.246; Bill Brown pp.168, 172, 174, 193, 197, 233, 239, 240; Jerome Mireault pp.189; Kath Walker pp.228, 244, 266; Mark Duffin p.190; Oxford University Press pp.265; Paul Boston pp.259; Roger Penwill pp.170, 179, 180, 196, 199, 223, 241, 268; Sophie Joyce pp.177, 192, 223.

*Grammar photocopiable activities written by:* Amanda Begg

# Contents

## p.4 Syllabus checklist

## p.8 Course overview

- Introduction
- What do Elementary students need?
- For students

Student's Book

Online Practice

Workbook

- For teachers

Teacher's Guide

Teacher's Resource Centre

Classroom Presentation Tool

Class audio

Video

## p.12 Lesson plans

p.12	File 1 A–C	Practical English Episode 1
p.30	File 2 A–C	1&2 Revise and Check
p.40	File 3 A–C	Practical English Episode 2
p.55	File 4 A–C	3&4 Revise and Check
p.67	File 5 A–C	Practical English Episode 3
p.80	File 6 A–C	5&6 Revise and Check
p.92	File 7 A–C	Practical English Episode 4
p.104	File 8 A–C	7&8 Revise and Check
p.118	File 9 A–C	Practical English Episode 5
p.133	File 10 A–C	9&10 Revise and Check
p.144	File 11 A–C	Practical English Episode 6
p.155	File 12 A–C	11&12 Revise and Check

## p.164 Photocopiable activities

p.164	Introduction
p.165	Grammar activity answers
p.168	Grammar activity masters
p.204	Communicative activity instructions
p.214	Communicative activity masters
p.253	Vocabulary activity instructions
p.257	Vocabulary activity masters

# Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
<b>1</b>				
6	<b>A Welcome to the class</b>	verb <i>be</i> [+], subject pronouns: <i>I, you</i> , etc.	days of the week, numbers 0–20	vowel sounds, word stress
8	<b>B One world</b>	verb <i>be</i> [–] and [?]	countries, numbers 21–100	/ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress
10	<b>C What's your email?</b>	possessive adjectives: <i>my, your</i> , etc.	classroom language	/əʊ/, /uː/, /ɑː/, the alphabet, sentence stress
12	<b>Practical English Episode 1</b>	<b>checking in</b>	<b>V in a hotel</b>	
<b>2</b>				
14	<b>A Are you tidy or untidy?</b>	singular and plural nouns	things, <i>in, on, under</i>	final -s and -es
16	<b>B Made in America</b>	adjectives	colours, adjectives, modifiers: <i>very / really, quite</i>	long and short vowel sounds
18	<b>C Slow down!</b>	imperatives, <i>let's</i>	feelings	linking
20	<b>Revise and Check 1&amp;2</b>			
<b>3</b>				
22	<b>A Britain: the good and the bad</b>	present simple [+] and [–]	verb phrases: <i>cook dinner</i> , etc.	third person -s
24	<b>B 9 to 5</b>	present simple [?]	jobs	/ɜː/ and /ə/
26	<b>C Love me, love my dog</b>	word order in questions	question words	sentence stress
28	<b>Practical English Episode 2</b>	<b>buying a coffee</b>	<b>V telling the time</b>	
<b>4</b>				
30	<b>A Family photos</b>	possessive 's, <i>Whose...</i> ?	family	/ʌ/, the letter o
32	<b>B From morning to night</b>	prepositions of time ( <i>at, in, on</i> ) and place ( <i>at, in, to</i> )	daily routine	linking
34	<b>C Blue Zones</b>	position of adverbs, expressions of frequency	months, adverbs and expressions of frequency	the letter h
36	<b>Revise and Check 3&amp;4</b>			
<b>5</b>				
38	<b>A Vote for me!</b>	<i>can / can't</i>	verb phrases: <i>buy a newspaper</i> , etc.	sentence stress
40	<b>B A quiet life?</b>	present continuous: <i>be + verb + -ing</i>	noise: verbs and verb phrases	/ɪ/
42	<b>C A city for all seasons</b>	present simple or present continuous?	the weather and seasons	places in London
44	<b>Practical English Episode 3</b>	<b>buying clothes</b>	<b>V clothes</b>	
<b>6</b>				
46	<b>A A North African story</b>	object pronouns: <i>me, you, him</i> , etc.	words in a story	/aɪ/, /ɪ/, and /iː/
48	<b>B The third Friday in June</b>	<i>like + (verb + -ing)</i>	the date, ordinal numbers	/ð/ and /θ/, saying the date
50	<b>C Making music</b>	revision: <i>be</i> or <i>do</i> ?	music	/j/, giving opinions
52	<b>Revise and Check 5&amp;6</b>			

SPEAKING	LISTENING	READING
saying hello, saying goodbye	recognizing names recognizing places and numbers	
<i>Where are you from? Where is it from? Where are they from?</i>	<i>Where are you from? Where is it from? Where are they from?, numbers</i>	
giving personal information	classroom language; understanding personal information	classroom language
saying where things are	listening for detail	
<i>describing things; the same or different?</i>		identifying paragraph headings
<i>What's the matter?</i>	inferring mood, understanding specific advice	
things I like and don't like about my country		identifying attitude
guess the job	understanding specific information	
getting to know somebody	identifying who's who	
talking about family	identifying the main / supporting information	
a typical weekend	inferring feelings	understanding specific information
retelling the main information in a short text	listening for detail	inferring information
talking about abilities	focusing on practical information	
spot the difference	identifying a situation from context	
the weather and seasons; what to do in London	the weather and seasons	finding specific information
reading habits, retelling a story	checking predictions	understanding a traditional story
favourite times	understanding dates	understanding feelings and opinions
music questionnaire; giving opinions	understanding specific information	

	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>7</b>			
54 <b>A Selfies</b>	past simple of be: <i>was / were</i>	word formation: <i>write &gt; writer</i>	sentence stress
56 <b>B Wrong name, wrong place</b>	past simple: regular verbs	past time expressions	- <i>ed</i> endings
58 <b>C Happy New Year?</b>	<i>past simple: irregular verbs</i>	<i>go, have, get</i>	sentence stress
60 <b>Practical English Episode 4</b>	<b>asking the way</b>	<b>V directions</b>	
<b>8</b>			
62 <b>A A murder mystery</b>	past simple: regular and irregular	irregular verbs	past simple: verbs
64 <b>B A house with a history</b>	<i>there is / there are, some / any</i> <b>+</b> plural nouns	the house	/eə/ and /ɪə/
66 <b>C Room 333</b>	<i>there was / there were</i>	prepositions: place and movement	silent letters
68 <b>Revise and Check 7&amp;8</b>			
<b>9</b>			
70 <b>A #mydinnerlastnight</b>	countable / uncountable nouns; <i>a / an, some / any</i>	food and drink	the letters <i>ea</i>
72 <b>B White gold</b>	quantifiers: <i>how much / how many, a lot of, etc.</i>	food containers	linking, /f/ and /ə/
74 <b>C Facts and figures</b>	comparative adjectives	high numbers	/ə/, sentence
76 <b>Practical English Episode 5</b>	<b>ordering a meal</b>	<b>V understanding a menu</b>	
<b>10</b>			
78 <b>A The most dangerous place...</b>	superlative adjectives	places and buildings	consonant groups
80 <b>B Five continents in a day</b>	<i>be going to</i> (plans); future time expressions	city holidays	sentence stress
82 <b>C The fortune teller</b>	<i>be going to</i> (predictions)	verb phrases	word stress
84 <b>Revise and Check 9&amp;10</b>			
<b>11</b>			
86 <b>A Culture shock</b>	adverbs (manner and modifiers)	common adverbs	understanding connected speech
88 <b>B Experiences or things?</b>	verb + <i>to</i> + infinitive	verbs that take the infinitive	weak <i>to</i> , sentence stress
90 <b>C How smart is your phone?</b>	definite article: <i>the</i> or no <i>the</i>	phones and the internet	<i>the</i>
92 <b>Practical English Episode 6</b>	<b>getting to the airport</b>	<b>V public transport</b>	
<b>12</b>			
94 <b>A I've seen it ten times!</b>	present perfect	irregular past participles	sentence stress
96 <b>B He's been everywhere!</b>	present perfect or past simple?	learning irregular verbs	irregular past participles
98 <b>C The English File interview</b>	revision: question formation		
100 <b>Revise and Check 11&amp;12</b>			
102 <b>Communication</b>	113 <b>Writing</b>	118 <b>Listening</b>	124 <b>Grammar Bank</b>

SPEAKING	LISTENING	READING
selfies and photos		understanding the order of life events
<i>Did you...?; When was the last time?</i>	checking predictions understanding the sequence of events	checking predictions
a memorable night	understanding extra information	understanding gist and detail
police interview	taking notes and comparing information	understanding events in a story
describing a house	using evidence to predict outcome	
describing a room	understanding specific details	identifying paragraph topics
food diary for yesterday	hypothesizing about photos to prepare for listening	
how much salt and sugar do you have a day?		categorizing information
asking and answering quiz questions	understanding instructions	identifying section topics
tourist information		identifying paragraph endings
city holidays	using prior knowledge to predict stages, taking notes	
making predictions	checking predictions	following the events of a story
<i>Do you think people in your country...?</i>	understanding details	understanding opinions
talking about dreams and ambitions		scanning for information
phones and the internet	understanding habits and preferences	using visual clues to support understanding
films, TV, and books	recognizing topic questions	
<i>recently..., in your life...</i>	identifying key information	
question formation	understanding biographical information	understanding topics



# Course overview

## Introduction

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

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

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

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

## What do Elementary students need?

We believe that in 9 out of 10 cases when a student signs up for English classes, their goal is to speak. Speaking a foreign language is very hard, so students need a great deal of motivation to encourage them to speak in English.

## Grammar, Vocabulary, and Pronunciation

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

### Grammar

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

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

## Vocabulary

- 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

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

Elementary learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. **Online Practice** contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

The screenshot displays a page from the '4C Blue Zones' course material. It is divided into three main sections: Vocabulary, Grammar, and Pronunciation. The Vocabulary section includes a task to complete a phone diary with months. The Grammar section focuses on the position of adverbs and expressions of frequency, with exercises to read a text about teenagers and identify adverbs. The Pronunciation section focuses on the letter 'h', with exercises to listen to words and sentences and to make true sentences using phrases and adverbs of frequency. A sidebar on the right contains a 'Teenagers in trouble' article with statistics about teenagers' habits.

**4C Blue Zones**

**VOCABULARY** months, adverbs and expressions of frequency

a 4.16 Complete the months in the phone diary. Listen and check.

b Listen again and repeat the months. Which five are stressed on the second syllable?

c Say the month of your birthday round the class.

d p.157 Vocabulary Bank Time Do Parts 2 and 3.

**GRAMMAR** position of adverbs, expressions of frequency

a Read the text about teenagers in the USA. Are teenagers in your country similar?

b Look at the position of the highlighted words and expressions. Circle the correct rule.

1 Adverbs of frequency (e.g. usually) go: before / after a main verb.

2 Expressions of frequency (e.g. every week) go at the beginning / at the end of a phrase or sentence.

c p.130 Grammar Bank 4C

d Communication Short life, long life? p.104 Do the questionnaire.

**PRONUNCIATION** the letter h

a 4.21 Listen to the words and sound. Then listen and repeat.

b 4.22 Listen. Circle one word where h is not pronounced. Then practise saying the sentences.

c In pairs, make true sentences about you with the verb phrases and an adverb or expression of frequency.

**Teenagers in trouble**

American teenagers may, for the first time in the nation's history, live shorter lives than their parents because of their unhealthy lifestyles. According to recent research:

- 96% spend more than five hours looking at a screen every day.
- 86% hardly ever eat fruit or green vegetables.
- 75% don't usually sleep for eight hours a day – the average is seven hours.
- 34% eat fast food at least once a day.
- 33% drink more than four sugary drinks every day.
- 31% are often very stressed.
- 25% never do sport or exercise.



## Speaking

- Topics that will inspire students' interest
- Achievable, motivating tasks
- Regular opportunities to use new language

*English File* motivates students to speak by providing varied and achievable tasks, and the language (G + V + P) that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak 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
- Confidence-building tasks
- Help with connected speech

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.

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 Elementary* reading texts have been 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.

## Writing

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

The growth of the internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. *English File Elementary* 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

- Understanding high-frequency phrases
- Knowing what to say in typical situations

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

## Revision

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

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

**4 READING & SPEAKING**

a Look at the photos and read the text. What are the 'Blue Zones'? How old do you think Alexis and Maria are?

b Communication A Ikaria p.104 B Nicoya p.110  
Read and tell your partner about the place.

c What words and phrases can you remember from the articles? With a partner, write words in each category.

beans  
food and drink  
physical exercise  
work outside

**5 VIDEO LISTENING**

Watch the documentary *The Island of Okinawa*. Mark the sentences T (true) or F (false).

- 1 The island of Okinawa is north of Japan.
- 2 70-year-old Okinawans have the bodies of 50-year-olds.
- 3 Hara hachi means stop eating before you're full.
- 4 The Okinawans don't eat meat or fish.
- 5 They eat a lot of seaweed.
- 6 They do yoga every day.
- 7 The Okinawans are often in a hurry.
- 8 When Okinawans reach 100 they have a ceremony called *hijimeya*.

b Watch again and correct the F sentences.

c What does Okinawa have in common with Ikaria and Nicoya? Are there people in your country who live like this? In what ways is your lifestyle similar to or different from life in the 'Blue Zones'? Would you like to live in one of the 'Blue Zones'?

Go online to watch the video and review the lesson

**What are their secrets?**

What do the Greek island of Ikaria, the Nicoya peninsula in Costa Rica, and the island of Okinawa in Japan have in common? The answer is that, together with Loma Linda in California and Sardinia in Italy, they are the five so-called 'Blue Zones', the best places in the world to live if you want to have a long and healthy life. Many people there live until they are 100 or more. So what are their secrets?

Adapted from the British press

Alexis is a builder from Ikaria.

Maria from Nicoya cooks and goes to the market every day.

# Course overview

## For students

### Student's Book

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

#### A, B, and C lessons

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

#### Practical English

Every two Files (starting from File 1), there is a two-page lesson with integral video which teaches functional 'survival English' (for example language for checking into a hotel or ordering a meal) and also 'Social English' (useful phrases like *Nice to meet you*, *Let's go*). 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:** 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 practise the language from the Practical English lessons.
- **Sound Bank videos** to learn and practise pronunciation of English sounds.
- **Resources:** All Student's Book audio, video, scripts, wordlists, dyslexia-friendly texts, and CEFR Language Portfolio.

### Workbook

For language practice after class.

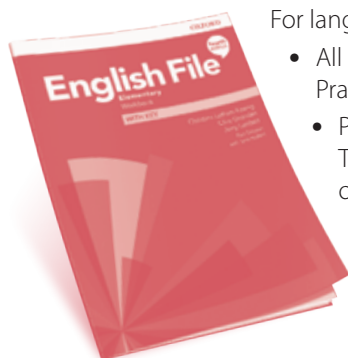
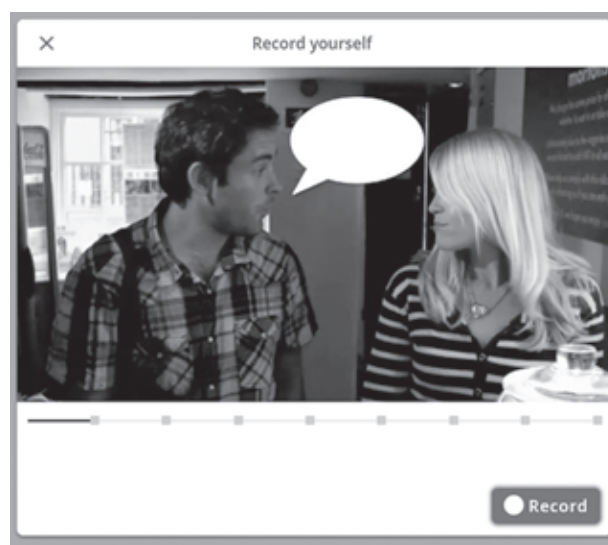
- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
  - *Can you remember...?* exercises for students to check their progress
  - Available with or without key



#### 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.**



**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.

All lesson plans include answer keys and audio scripts.

Over 90 pages of photocopiable activities.



### Grammar

see pp. 165–203

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

### Communicative

see pp. 204–252

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

### Vocabulary

see pp. 253–275

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

There is more information on page 164 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

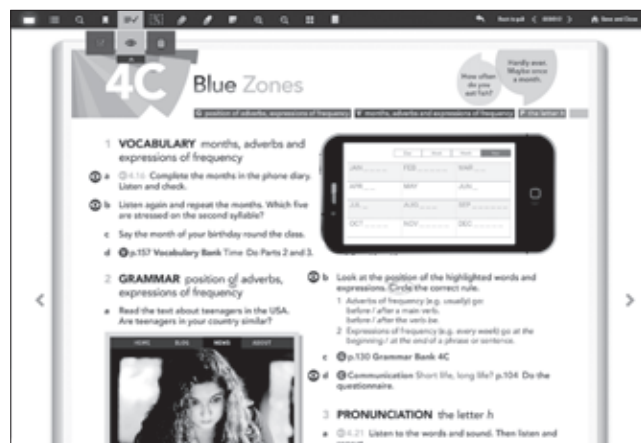
### Teacher's Resource Centre



- All the Student's 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 customisable versions
- All the Workbook audio files and scripts
- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents



### Classroom Presentation Tool



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



### Class audio

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



### Video

#### Video listening

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

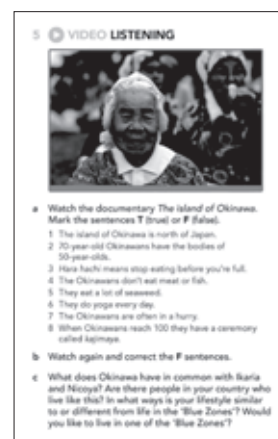
#### Practical English

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

#### Revise & Check video

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

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





- G** verb *be* [+], subject pronouns: *I, you*, etc.  
**V** days of the week, numbers 0–20  
**P** vowel sounds (/ɪ/, /i:/, /æ/, /e/, /eɪ/, /aɪ/), word stress

## Lesson plan

The context of this first lesson is a young man who meets a woman at a salsa class. He then introduces her to his friend, who clearly likes her and joins the class. The lesson starts with five conversations where Sts practise basic greetings, asking names, etc. They then focus on the grammar of the verb *be* in positive sentences and on subject pronouns. In Pronunciation, Sts are introduced to word stress and the *English File* system of teaching the sounds of English. Here they begin by focusing on six vowel sounds. There is a vocabulary focus on the days of the week and numbers 0–20, and the lesson finishes with a listening and speaking activity, which pulls together the various strands of the lesson.

There is an Entry Test on the *Teacher's Resource Centre* which you can give Sts before starting the course.

### More materials

#### For teachers

##### Photocopiables

*Grammar* verb *be* [+], subject pronouns p.168  
*Vocabulary* Days of the week / Numbers 0–20 p.257  
 (instructions p.253)  
*Communicative* You say, you answer p.214  
 (instructions p.204)

#### Teacher's Resource Centre

Entry test

#### For students

Workbook 1A  
 Online Practice 1A

### OPTIONAL LEAD-IN (BOOKS CLOSED)

Pre-teach conversation 2 in **b** by introducing yourself. Say *Hi / Hello, I'm (...)*, and ask three or four Sts *What's your name?* When they answer, pretend sometimes not to have heard them properly, and say *Sorry?* and put your hand to your ear.

## 1 LISTENING & SPEAKING recognizing names

- a** 1.2 Books open. Focus on the people in the photo story. Then tell Sts to listen to the conversations and label the four people in pictures 1–4.

Play the audio once or twice if necessary.

Check answers.

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

A Carla B Matt C Sally D Ben

### 1.2

C = Carla, M = Matt, S = Sally, B = Ben

- 1  
 C Hello, everybody. Welcome to the class. I'm Carla. I'm your teacher.  
 2  
 M Hi, I'm Matt. What's your name?  
 S Sally.  
 M Sorry?  
 S Sally!  
 3  
 M What's your phone number?  
 S It's 07894 132 456.  
 4  
 B Hi, Matt.  
 M Hello. This is Sally. She's in my salsa class.  
 B Nice to meet you. My name's Ben.  
 S Nice to meet you, too.  
 M Bye, Sally.  
 S Goodbye, Matt. Bye, Ben.  
 5  
 B Hi, Sally.  
 S Ben! Are you in the salsa class, too?  
 B Yes, I am. How are you?  
 S I'm very well, thank you. And you?  
 B Fine, thanks. ... Great! You're my partner!  
 S Yes! See you later, Matt.

- b** Play the audio again for Sts to listen and complete the gaps. Point out that the first one (*name*) has been done for them. Play it again if necessary.  
 Check answers and write the words on the board.

2 Sorry 3 number 4 Hi 5 meet 6 you 7 thank  
 8 Fine

**EXTRA SUPPORT** Write the seven missing words in jumbled order on the board.

Finally, go through each line of the conversations eliciting / explaining the meaning of any words / phrases that Sts don't understand. You might want to tell Sts that nowadays some people say *I'm good* (instead of *I'm fine*. / *Fine*.) in answer to the question *How are you?*

- c** 1.3 Play the audio for Sts to listen and repeat. Encourage them to try to copy the rhythm of the audio. Getting the rhythm right is one of the most important aspects of good pronunciation.

### 1.3

Same as script 1.2 with repeat pauses

**EXTRA IDEA** Put Sts in groups of three, and tell them to take roles (Sally, Matt, and Ben). Tell them to focus on the pictures and explain that they are going to act out the conversations. If there's time, get Sts to swap roles.

- d** Focus on the exercise. Explain that *Hello* and *Hi* mean the same, but *Hi* is more informal.  
 Get Sts, in pairs, to complete the gaps with words from the list. Check answers and highlight that the words / phrases on the right are more informal than those on the left.

My name's... = **I'm**    Very well = **Fine**    Thank you = **Thanks**  
Goodbye = **Bye**

**EXTRA SUPPORT** Write the phrases in the left-hand column on the board first.

**e** Focus on the example sentences in the speech bubbles.

**EXTRA CHALLENGE** Explain that in English some words are said more strongly than others, e.g. in *Nice to meet you*, *Nice* and *meet* are pronounced more strongly than *to* and *you*. Model and drill the phrase, and encourage Sts to try to copy the rhythm.

Tell Sts to imagine that they're at a party where they don't know anyone. Get them to stand up.

Now tell Sts to introduce themselves to at least five other Sts. Encourage them to shake hands, or use a locally appropriate gesture, say *Nice to meet you*, and say *Sorry?* if they don't hear the other student's name.

## 2 GRAMMAR verb *be* ⊕, subject pronouns

**a** Focus on the instructions and on the first sentence, *I am Carla*. Then read the second sentence, *I'm Carla*, and explain that *I'm* is the contraction of the two words *I* and *am*. Tell Sts that when people speak, they normally use contractions.

Give Sts a minute to complete the other four gaps and check answers.

2 **I'm** Matt.    3 My name's Ben.    4 You're my partner.  
5 She's in my salsa class.

**b** Tell Sts to go to **Grammar Bank 1A** on p.124. Explain that all the grammar rules and exercises are in this section of the book.

### Grammar notes

Highlight that fluent speakers of English often use contractions in conversation, especially when the subject is a pronoun.

Highlight also that in English there is only one form of *you*, which is used for singular and plural, and for formal or informal situations. In your Sts' language(s), there may be different pronouns for second person singular and plural, and also formal and informal forms.

**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.

**1.4** Focus on the example sentences and play the audio for Sts to listen and repeat. Focus particularly on the pronunciation of the contractions, especially *You're* /juə/, *We're* /weə/, and *They're* /ðeə/. Then go through the rules with the class.

Now focus on the exercises for **1A** on p.125. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

**a**  
1 are    2 is    3 are    4 is    5 am    6 is    7 are    8 is    9 is  
10 am

**b**

1 It's...    2 They're...    3 I'm...    4 You're...

**c**

1 He's...    2 We're...    3 She's...    4 It's...    5 They're...

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** **1.5** Play the audio and get Sts to listen and repeat the pronouns and contractions.

### 1.5

1 I, I'm  
2 you, you're  
3 he, he's  
4 she, she's  
5 it, it's  
6 we, we're  
7 they, they're

**EXTRA SUPPORT** Write the words on the board so that Sts know what they are saying.

**d** **1.6** Focus on the example and tell Sts they're going to hear a full form of the verb and that they must say the contracted form.

Play the audio, pausing after each phrase, and elicit a response from the whole class.

### 1.6

1 I am (pause) I'm  
2 you are (pause) you're  
3 he is (pause) he's  
4 she is (pause) she's  
5 it is (pause) it's  
6 we are (pause) we're  
7 they are (pause) they're

Now repeat the activity with individual Sts.

**e** Point to a male student whose name you remember and say *He's (Antonio)*. Then point to a female student and elicit *She's (María)*.

Put Sts in pairs and ask them to continue naming other Sts, using *He's* / *She's*.

**f** Focus on the example sentences in the speech bubbles. Tell Sts to stand up and speak to the other Sts.

## 3 PRONUNCIATION vowel sounds, word stress

### Pronunciation notes

It is important to point out to Sts that with vowels (*a*, *e*, *i*, *o*, *u*), there is no one-to-one relation between a letter and a sound, e.g. the letter *e* can be pronounced in more than one way, e.g. *he*, *very*, and *they*. However, reassure your Sts that there are common combinations of letters which are usually pronounced the same way and these will be pointed out to them as the course progresses.

**a** **1.7** Focus on the **Vowel sounds** box and go through it with the class. Tell Sts that English has 20 vowel sounds, and that the *English File* pronunciation system has an example word to help them remember each sound. Learning the sounds will help them to pronounce words more clearly and confidently.

Focus on the six sound pictures (*fish, tree*, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to show how words are pronounced. Learning to recognize these symbols will help Sts to check the pronunciation of a word in a dictionary.

Tell Sts that the two dots in the symbol /i:/ mean that it's a long sound.

Now tell Sts that diphthongs, e.g. /eɪ/ and /aɪ/, are two sounds together (/e/ and /ɪ/, /æ/ and /ɪ/).

Now focus on the example words in the column under each sound picture, e.g. *it, this, in*. Explain that the pink letters are the same sound as the picture word they're under. Demonstrate for Sts, e.g. say *fish, it, this, in; tree, he, we, meet*, etc.

Play the audio for Sts just to listen.

### 1.7

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

Now play the audio again for Sts to listen and repeat. Get Sts to repeat the first picture word (*fish*), then the sound (/ɪ/), and then the group of three words (*it, this, in*). However, you may wish to get Sts to repeat after each individual word rather than the group of three.

**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's Resource Centre.

**b** **1.8** Tell Sts they're going to hear ten words and that they must write them in their notebooks.

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

Check answers by getting Sts to write the words on the board.

### 1.8

Hi Bye meet they he thanks we very this name

**c** **1.9** Focus on the **Word stress** box and go through it with the class. Elicit / Explain the meaning of *syllable* (= units into which a word is divided).

Now focus on the words. These are words that many Sts will probably already know, and some are 'international', e.g. *hotel, internet*. Write **AIRPORT** on the board. Elicit / Teach that it has two syllables. Then explain that all words of two or more syllables have one which is stressed (pronounced more strongly than the other(s)). Then say *airport* both ways (*airport* and *airport*) and ask Sts which way they think is correct (*airport*). Underline **AIR** on the board, and tell Sts to underline the stressed syllable when they learn new words, especially if it isn't where they would expect it.

**!** Warn Sts that even if the same or a similar word exists in their language, the stress may be on a different syllable.

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

### 1.9

airport computer email hotel internet museum pasta pizza  
salad sandwich university website

Now play it again, pausing after each word for Sts to underline the stressed syllable.

Check answers.

See underlining in script 1.9

**EXTRA IDEA** If Sts have got dictionaries with them, for example on their phones, get them to look up a word, e.g. *airport*, and show them that stress is marked in dictionaries with an apostrophe before the stressed syllable, e.g. /'eəpɔ:t/. If not, copy a dictionary entry onto the board, or use an online dictionary entry if you have an interactive board.

**d** Get Sts to copy the chart and write the words from **c** under the correct heading. Point out that the first one (*airport*) has been done for them.

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

food	technology	places
pasta	computer	<i>airport</i>
pizza	email	hotel
salad	internet	museum
sandwich	website	university

**e** Write the three categories on the board. Then give Sts, in pairs, one minute to try to add more English words to each column.

Write their answers on the board. Underline the stressed syllable, and model and drill the correct pronunciation.

## 4 VOCABULARY days of the week, numbers 0–20

**a** **1.10** Focus on the picture and elicit that the two people are Ben and Sally.

Play the audio for Sts to complete the gaps.

Check answers.

### 1.10

**Ben** See you on Saturday. Bye.

**Sally** Bye, Ben.

**b** Tell Sts to go to **Vocabulary Bank Days and numbers** on p.148 and get them to do **Parts 1** and **2**. Explain that these pages (**Vocabulary Banks**) are their vocabulary section where they will first do the exercises, and will then have the pages for reference to help them learn and remember the words.

Focus on **1 Days of the week** and get Sts to do **a** individually or in pairs.

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

Check answers.

### 1.11

**Days and numbers, 1 Days of the week**

**Monday Tuesday Wednesday Thursday Friday Saturday Sunday**

Now either use the audio to drill the pronunciation of the days, or model and drill them yourself. Ask Sts where the stress is (always on the first syllable). Give further practice of any words your Sts find difficult to pronounce. Sts may have problems with *Tuesday* /'tʃuːzdeɪ/, *Wednesday* /'wenzdeɪ/, and *Thursday* /'θɜːzdeɪ/. You could write these on the board and cross out the silent *d* in *Wednesday*, and highlight the vowel sounds in *Tuesday* and *Thursday*.

🔊 **1.12** Now focus on the instructions for **c**, and play the audio for Sts just to listen.

### 🔊 1.12

See phrases in Student's Book on p.148

Highlight the stressed syllables (*weekend*, *weekday*, *today*, etc.). Elicit / Explain the meaning of any words Sts don't know.

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

Then focus on **Activation**. Get Sts to cover the days of the week with a piece of paper and say them in order. Now ask them *What day is it today? And tomorrow?*

Finally, go through the **Capital letters** box with the class.

Now focus on **2 Numbers 0–20** and get Sts to do **a** individually or in pairs

### Vocabulary notes

Highlight the spelling changes between *three* and *thirteen*, and *five* and *fifteen*. You could also point out to Sts that numbers in English have only one form and never change.

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

Check answers.

5 five   7 seven   11 eleven   12 twelve   15 fifteen  
18 eighteen   20 twenty

### 🔊 1.13

**2 Numbers 1–20**

zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Explain / Elicit that numbers 13–19 are stressed on the second syllable. Give further practice of any numbers your Sts find difficult to pronounce.

! When we count in a list, *1, 2, 3, 4, etc.*, we usually stress numbers 13–19 on the first syllable. However, at all other times, when we say them in isolation, e.g. *Room 13*, they are stressed on the second syllable. We recommend that you teach this pronunciation, as it is important for Sts to later distinguish between, e.g. 13 (*thirteen*) and 30 (*thirty*).

**EXTRA SUPPORT** Most Sts will probably know how to count to ten, but may be less confident with 11–20. Get the class to try to count from 0 to 20. You start with the number 0 and get a student to say the next number. Try to elicit all numbers from 0 to 20. Then do the same counting backwards, starting from 20.

Now focus on **Activation**. Get Sts to cover the words with a piece of paper, leaving the numbers visible.

Finally, go through the **Phone numbers** box with the class. Highlight that 0 is usually pronounced /əʊ/ in telephone numbers, although zero can also be used.

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 **Vocabulary** photocopiable activity at this point.

**c** 🔊 **1.14** Focus on the example and tell Sts they will hear two words (days of the week or numbers), and they have to say the next word in the sequence.

Play the audio, pausing after the two words, and elicit a response from the whole class.

### 🔊 1.14

Monday, Tuesday, (pause) Wednesday  
eighteen, nineteen, (pause) twenty  
Tuesday, Wednesday, (pause) Thursday  
eight, nine, (pause) ten  
thirteen, fourteen, (pause) fifteen  
Friday, Saturday, (pause) Sunday  
Sunday, Monday, (pause) Tuesday  
ten, eleven, (pause) twelve  
sixteen, seventeen, (pause) eighteen

Now repeat the activity, eliciting responses from individual Sts.

**d** Model and drill the question. Get Sts to ask three Sts sitting near them. They should write down the phone numbers so that they can check them.

! Tell Sts they can invent their phone numbers if they prefer.

Get feedback from the class.

## 5 LISTENING & SPEAKING recognizing places and numbers

**a** 🔊 **1.15** Focus on the six places (*airport*, *sandwich bar*, etc.) and make sure Sts understand them. Tell Sts they're going to listen to six short conversations. The first time they listen they should just try to understand where the conversation is taking place and write a number 2–6 in the boxes. Point out that the first one has been done for them.

! Make sure Sts write 2–6 in the boxes before the words *airport*, *sandwich bar*, etc., and not in the spaces, e.g. after *Gate number*.

Play the audio once for Sts to identify the place. Play again if necessary, and then check answers.

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

2 language school   3 airport   4 taxi   5 hotel   6 museum



---

**1.15**

(script in Student's Book on p.118)

- 1 A A cheese and tomato sandwich, please.  
B That's five pounds twenty.
  - 2 A So, Anna, your classes are on Tuesday and Thursday mornings.  
B *Que?* Sorry?
  - 3 The British Airways flight to Rome is now boarding at Gate number nine.
  - 4 A Where to, madam?  
B Manchester Road, please. Number sixteen.
  - 5 A Here's your key, sir. Room twelve.  
B Thank you.
  - 6 A Here we are.  
B Oh no. It's closed.  
A Look, it says 'Closed on Monday'!
- 

- b** Focus on the words on the right in **a**. Elicit / Explain the meaning of *Gate*, etc. Now tell Sts to listen again, but this time to focus on the numbers and days they hear in each conversation.

Play the audio once or twice as necessary, pausing between each conversation to give Sts time to write the numbers or days in the gaps.

Get Sts to compare with a partner, and then check answers by playing the audio a final time and eliciting the numbers and days for each one.

1 sandwich bar	5 pounds <b>20</b>
2 language school	Classes on <b>Tuesday</b> and <b>Thursday</b> mornings
3 airport	Gate number <b>9</b>
4 taxi	<b>16</b> Manchester Road
5 hotel	Room <b>12</b>
6 museum	Closed on <b>Mondays</b>

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.118, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c** **1.16** Focus on the examples and tell Sts they're going to hear a sentence and they must respond to it.  
Play the audio, pausing after each sentence to elicit a response from the whole class.
- 

**1.16**

- 1 Hello. Nice to meet you. (*pause*)
  - 2 What day is it today? (*pause*)
  - 3 Hi. What's your name? (*pause*)
  - 4 What's your phone number? (*pause*)
  - 5 Bye. See you on Monday. (*pause*)
  - 6 Have a nice weekend. (*pause*)
  - 7 Hi. This is Anna. (*pause*)
  - 8 Hello. How are you? (*pause*)
- 

Now repeat the activity, eliciting responses from individual Sts.

**G** verb *be* □ and ?

**V** countries, numbers 21–100

**P** /ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress

## Lesson plan

The context of this lesson is the Olympics, a time when people from many nationalities gather together in one place. Sts complete their study of the verb *be* and learn how to say where they and other people are from. They start the lesson by learning vocabulary for countries and nationalities, and this language is then practised in a world quiz. Next, Pronunciation covers the schwa /ə/, a sound which occurs in many English words, and three consonant sounds, which are difficult for many nationalities. The Grammar section, *be* in negative sentences and questions, is then presented through three interviews between a journalist and sports fans from different countries. Sts then practise asking where people are from. There is then a second Vocabulary section where Sts learn numbers 21–100, and a Pronunciation and Listening section which focuses on word stress in numbers, and practises numbers through listening and playing *Bingo*.

### More materials

#### For teachers

##### Photocopiables

Grammar verb *be* □ and ? p.169

Vocabulary The world p.258 (instructions p.253)

Communicative Nationalities bingo p.215 (instructions p.204)

#### For students

Workbook 1B

Online Practice 1B

### OPTIONAL LEAD-IN (BOOKS CLOSED)

Write the word **CONTINENT** on the board and elicit / teach its meaning. Ask Sts how many continents there are (*six*) and if they can name them (from largest to smallest: *Asia, Africa, North America, South America, Europe, Australia*). Answers to this question might differ as some people say there are five continents (counting North and South America as one); some also include *Antarctica*.

## 1 VOCABULARY countries

**a** 1.17 Books open. Focus on the four countries and make sure Sts know what they are.

Now tell Sts that they are going to hear music from these countries and they must write a number 1–4 in the boxes. Play the audio once for Sts to listen and complete the task. Check answers.

1 Scotland 2 Brazil 3 Mexico 4 Russia

### 1.17

1 *Scottish music*

2 *Brazilian music*

3 *Mexican music*

4 *Russian music*

**b** Tell Sts to go to **Vocabulary Bank Countries** on p.149.

Focus on **1 Continents** and get Sts to do **a** individually or in pairs.

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

Check answers.

### 1.18

#### Countries, 1 Continents

4 *Africa (pause)* African

5 *Asia (pause)* Asian

6 *Australia (pause)* Australian

3 *Europe (pause)* European

1 *North America (pause)* North American

2 *South America (pause)* South American

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

Focus on the instructions for **c**. Get Sts to cover the words with a piece of paper, leaving the map visible. Sts look at the map and try to remember both the continents and adjectives.

Finally, focus on the compass points, and model and drill the pronunciation: *north* /nɔːθ/, *east* /iːst/, *south* /saʊθ/, *west* /west/.

Focus on **2 Countries and nationalities** and get Sts to do **a** individually or in pairs.

### Vocabulary notes

The nationality word is normally the same as the word for the language of the country, e.g. in *Italy* the language is *Italian*, in *Hungary* the language is *Hungarian*. However, some countries are different, for example in *Brazil* the language is *Portuguese*, and in some countries like *Switzerland* there are several official languages (*German, French, Italian, and Romansch*).

1.19 Play the audio for Sts to listen and check.

Check answers.

## 1.19

### 2 Countries and nationalities

- 3 England (pause) English
- 6 Ireland (pause) Irish
- 2 Poland (pause) Polish
- 5 Scotland (pause) Scottish
- 1 Spain (pause) Spanish
- 4 Turkey (pause) Turkish
- 9 Germany (pause) German
- 7 Mexico (pause) Mexican
- 8 the United States (pause) American
- 14 Argentina (pause) Argentinian
- 10 Brazil (pause) Brazilian
- 12 Egypt (pause) Egyptian
- 11 Hungary (pause) Hungarian
- 13 Italy (pause) Italian
- 15 Russia (pause) Russian
- 17 China (pause) Chinese
- 16 Japan (pause) Japanese
- 20 the Czech Republic (pause) Czech
- 18 France (pause) French
- 19 Switzerland (pause) Swiss

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. If your Sts' country is not in the list, teach it with the nationality adjective, and elicit which group the adjective belongs to.

Focus on the **Capital letters** and **The United Kingdom** box and go through it with the class.

Now focus on the instructions for **b**. Get Sts to cover each group of words with a piece of paper, leaving the flags visible. Sts look at the flags and try to remember both the countries and nationalities.

Finally, focus on **Activation** and the example. Put Sts in pairs and get them to tell their partner in which continent the six countries are, or, still in pairs, **A** could say a country, e.g. *Italy*, and **B** says where the country is, e.g. *Italy is in Europe*.

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.

- c Tell Sts they are going to do a quiz in small groups. Before they start, draw their attention to the example speech bubbles. Focus on the expressions *I think...* and *I'm not sure*. Teach / Elicit their meaning and drill the pronunciation. Put Sts in small groups of three or four and set them a time limit to do questions 1–4 in *The World Quiz*. Tell them that the answers to questions 2, 3, and 4 are the 20 countries in the **Vocabulary Bank**, and let them refer to it. Check answers and find out which group got the most correct answers.

1

a Europe b Asia c Africa d Australia e North America  
f South America

2

a Argentina b England c Turkey d Scotland e the USA  
f Italy

3

a Germany b Spain c Ireland d Poland e Switzerland  
f Hungary

4

a Chinese b French c Czech d Russian e Brazilian  
f Mexican g Egyptian h Japanese

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

### Pronunciation notes

The /ə/ sound occurs before or after stressed syllables and is the most common vowel sound in English. Final unstressed *-er* is always pronounced /ə/.

/tʃ/ the letters *ch* and *tch* are usually pronounced /tʃ/, e.g. *children*, *watch*.

/ʃ/ the letters *sh* are always pronounced /ʃ/, e.g. *she*, *shop*. The letters *s* and double *ss* are very rarely pronounced /ʃ/, e.g. only in *sure*, *sugar*, *Russian*, *passion*, and a few other words.

/dʒ/ *j* is always pronounced /dʒ/, e.g. *Japanese*. *g* is usually pronounced /dʒ/ before *e* or *i* (e.g. *German*, *giraffe*), but is pronounced /g/ before all other consonants, e.g. *gate*, *goodbye*, and sometimes before *e* and *i*, e.g. *get*, *give*, etc.

- a 1.20 Focus on **The /ə/ sound** box and go through it with the class. Model and drill the sound. Before you play the audio, you may want to point out that some words, e.g. *computer*, can have more than one /ə/ sound in them (it has two). Also show Sts that the stressed syllable has been underlined in the example words.

Play the audio for Sts just to listen to the sound and the four example words in the list.

### 1.20

See words in Student's Book on p.8

Now play the audio again for Sts to listen and repeat.

- b 1.21 Focus on the **Consonant sounds** box and go through it with the class.

Now focus on the three sound pictures (*chess*, *shower*, *jazz*). Remind Sts that the phonetic symbol in the picture represents the sound.

Play the audio once for Sts just to listen.

### 1.21

See sentences in Student's Book on p.8

Now play the audio again, pausing after each sound and sentence for Sts to repeat. Play again if necessary.

Put Sts in pairs to practise saying the sentences.

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

- c **1.22** Here Sts recycle some of the country and nationality words that they learned in the **Vocabulary Bank**.

Tell Sts they will hear the name of a country and they must say the nationality. Focus on the example.

Play the audio, pausing after each country, and elicit the nationality from the class.

### **1.22**

- 1 Scotland (pause) Scottish
- 2 Turkey (pause) Turkish
- 3 China (pause) Chinese
- 4 Germany (pause) German
- 5 Hungary (pause) Hungarian
- 6 Brazil (pause) Brazilian
- 7 France (pause) French
- 8 Poland (pause) Polish
- 9 Argentina (pause) Argentinian
- 10 Japan (pause) Japanese

Now repeat the activity, eliciting responses from individual Sts. Give further practice of any words your Sts find difficult to pronounce.

## **3 GRAMMAR** verb *be* ☐ and ☐

- a **1.23** Focus on the instructions, and on the photos and conversations.

Play the audio, pausing after each interview for Sts to write the country or nationality.

Check answers.

- 1 Spain, Spanish   2 Australia   3 German, Switzerland

### **1.23**

(script in Student's Book on p.118)

- 1 A Hi. Where are you from?  
B We're from Oviedo, in Spain.  
A OK. Good luck to the Spanish team!  
B Thank you!
- 2 A Hello. I'm Mike from UK News. Where are you from?  
B I'm from Australia.  
A Are you from Sydney?  
B No, I'm not. I'm from Cairns.  
A Where's Cairns? Is it near Sydney?  
B No, it isn't. It's in the north. Am I on TV?  
A Yes, you are.  
B Wow!
- 3 A Hi. Are you German?  
B No, we aren't. We're from Switzerland.  
A Oh, sorry!

- b Give Sts two minutes to read the interviews again and complete the chart. Point out the example (*you aren't*).  
Get Sts to compare with a partner, and then check answers by copying the chart onto the board and getting Sts to tell you how to complete it.

<input type="checkbox"/>	I'm	you're	it's
<input type="checkbox"/>	I'm not	you aren't	it isn't
<input type="checkbox"/>	Am I	Are you	Is it

Finally, go through the interviews, eliciting / explaining the meaning of any words or phrases that Sts don't understand. You might want to point out to Sts the different use of *sorry* in the last interview. In **1A** Sts saw *Sorry* being used to ask someone to repeat something. Here the interviewer uses it to apologize – to show he feels bad about getting the nationality wrong.

- c Tell Sts to go to **Grammar Bank 1B** on p.124.

## **Grammar notes**

Remind Sts that in conversations it is more common to use contractions in negatives than the full form.

In the negative, the verb *be* can be contracted in two ways, e.g. *You aren't Italian* (contracting *not*) or *You're not Italian* (contracting *are*). *English File* at lower levels normally uses the former.

With short answers, explain to Sts that although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are perfectly correct. However, answering just *Yes* or *No* can sound abrupt.

- 1.24** Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **1B** on p.125. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a 1 I'm not British.  
2 They aren't Brazilian.  
3 It isn't in South America.  
4 You aren't French.
- b 1 Am I in room 10? Yes, you are.  
2 Is it Spanish? No, it isn't.  
3 Are they students? No, they aren't.  
4 Is he from the USA? Yes, he is.  
5 Are you Mike Bell? No, I'm not.
- c 1 's   2 Are   3 'm   4 'm   5 Are   6 'm   7 Is   8 isn't  
9 's   10 Are   11 'm

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.

- d **1.25** Focus on the example and tell Sts they will hear ten questions, and each time they must respond with a short answer.

Play the audio, pausing after each question to elicit a response from the whole class.

### **1.25**

- 1 Is Sydney the capital of Australia? (pause) No, it isn't.
- 2 Are you English? (pause) No, I'm not.
- 3 Is Asterix French? (pause) Yes, he is.
- 4 Are the Simpsons English? (pause) No, they aren't.
- 5 Is sushi Chinese? (pause) No, it isn't.
- 6 Are Zara and Mango from Italy? (pause) No, they aren't.
- 7 Is Glasgow in Scotland? (pause) Yes, it is.
- 8 Are Honda and Suzuki Japanese? (pause) Yes, they are.
- 9 Is J.K. Rowling American? (pause) No, she isn't.
- 10 Is New York the capital of the United States? (pause) No, it isn't.

Now repeat the activity, eliciting responses from individual Sts.

**EXTRA CHALLENGE** Play the audio again and ask Sts for the correct answers where appropriate, e.g. *'Is Sydney the capital of Australia?'* *'No, it isn't. The capital of Australia is Canberra.'*

- e Focus on the instructions and tell Sts to write similar questions to those they heard in **d**, beginning with *Is...?* or *Are...?*. Give them some more examples if necessary, and then set a time limit for Sts, in pairs, to write three questions.

Monitor and check what they are writing. Then put two pairs together and get them to answer each other's questions.

Get feedback from a few pairs.

## 4 SPEAKING

- a Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Where are they from?**, **A** on p.102, **B** on p.108.

Go through the instructions with them carefully, and focus on the two example questions (*Where's X from?* and *Where in (country)?*). Tell Sts they have to ask these questions for each of their three people and write the answers in the chart.

Sit **A** and **B** face-to-face. **A** asks his / her questions about person 1 to **B** and writes the information in the chart.

**B** now asks **A** about person 2, and they then take turns to ask and answer.

When they have finished, get them to compare charts, and then get feedback from some pairs.

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

- b Focus on the instructions and give Sts time to choose a different country from **Vocabulary Bank Countries** and then think of a city there.

Get Sts to ask you the questions first.

**!** The answer to *Where are you from?* is usually *I'm from (town)* when you're in your own country, and *I'm from (country)* or *I'm (nationality)* followed by the town when you're abroad.

Get Sts to stand up and ask five other Sts the questions. Finally, ask a few Sts where they are from.

**EXTRA SUPPORT** In a multilingual class, get Sts to use their real towns and countries / nationalities.

## 5 VOCABULARY numbers 21–100

- a **1.26** This exercise revises numbers 1–20, which Sts did in **1A**. Focus on the illustration and elicit how to say it (*three plus one is...*). Then point out the speech bubble and elicit the number (*four*).

Tell Sts they are going to hear ten sums and they must only write the answers.

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

Check answers by playing each sum again, pausing and getting individual Sts to answer.

See numbers in **bold** in script 1.26

### **1.26**

- 1 What's three plus one? (pause) **four**
- 2 What's nine plus two? (pause) **eleven**
- 3 What's thirteen plus three? (pause) **sixteen**
- 4 What's eight plus five? (pause) **thirteen**
- 5 What's seven plus five? (pause) **twelve**
- 6 What's six plus four? (pause) **ten**
- 7 What's ten plus four? (pause) **fourteen**
- 8 What's five plus three? (pause) **eight**
- 9 What's eight plus three plus seven? (pause) **eighteen**
- 10 What's eleven plus seven plus two? (pause) **twenty**

- b Tell Sts to go to **Vocabulary Bank Days and numbers** on p.148 and get them to do **Part 3**.

Focus on **3 Numbers 21–100** and get Sts to do **a** individually or in pairs.

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

Check answers and write the numbers on the board.

30	35	40	43	50	59	60	67	70	72	80	88	90
94	100											

### **1.27**

#### **3 Numbers 21–100**

twenty-one, thirty, thirty-five, forty, forty-three, fifty, fifty-nine, sixty, sixty-seven, seventy, seventy-two, eighty, eighty-eight, ninety, ninety-four, a hundred

Focus on the **Pronunciation** box and go through it with the class. Point out that *13*, *14*, etc. are stressed on the second syllable, and *30*, *40*, etc. are stressed on the first syllable. Sts will practise this difference in the next part of the lesson. Point out that with compound numbers e.g. *twenty-one*, *thirty-five*, *forty-three*, etc., the main stress is on the second number e.g. *twenty-one*, *thirty-five*, *forty-three*.

**EXTRA SUPPORT** Play the audio again or say the numbers yourself, pausing after each number for Sts to repeat.

Finally, focus on **Activation**. Get Sts to cover the words with a piece of paper and say the numbers.

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

**EXTRA IDEA** A numbers game which Sts always enjoy is *Buzz*. You may want to play it now or at any other time when you want to revise numbers.

Get Sts to sit or stand in a circle and count out loud. When they come to a number which contains three (e.g. *13*) or a multiple of three (e.g. *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', and the next player begins again from number one.

Carry on until there is only one student left, who is the winner, or until the group have got to 30 without making a mistake.

You can also play *Buzz* with seven as the 'wild' number, and go up to 50.

- c **1.28** Play the audio and get Sts to write the numbers they hear.

Check answers by eliciting the numbers onto the board.

25 33 47 50 66 78 81 99

### **1.28**

twenty-five thirty-three forty-seven fifty sixty-six  
seventy-eight eighty-one ninety-nine

- d Sts work individually and choose ten numbers from 21 to 100, which they write on a piece of paper.

Put Sts in pairs and get them to dictate their numbers to their partner, who writes them down.

When they have swapped roles, they can compare pieces of paper to check for mistakes.

## **6 PRONUNCIATION & LISTENING** word stress

### **Pronunciation notes**

As Sts have seen in the **Vocabulary Bank**, 13, 14, etc. are stressed on the second syllable, and 30, 40, etc. are stressed on the first syllable. However, 13 / 30, 14 / 40, etc. can sound very similar and are often confused. Native speakers sometimes need to clarify which number they mean, by saying, e.g. 'one three' or 'three oh' to make it clear whether they are saying 13 or 30.

- a **1.29** Play the audio and get Sts to repeat the numbers. Ask *What's the difference between the numbers in a and b?*

The numbers in *a*, e.g. 13, 14, etc., are stressed on the second syllable, and the numbers in *b*, e.g. 30, 40, etc., are stressed on the first syllable.

Point out to Sts that this means that the pairs of numbers can be easily confused and this can be a problem, even for native speakers, particularly for example in a noisy environment like a restaurant or café.

### **1.29**

See numbers in Student's Book on p.9

- b **1.30** Tell Sts that this time they will hear seven conversations, and in each conversation they will hear just one number from each pair in **a**.

Play the audio twice and Sts circle *a* or *b*.

Check answers.

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

1 a 13 2 b 40 3 a 15 4 b 60 5 a 17 6 b 80 7 b 90

### **1.30**

(script in Student's Book on p.118)

- 1 **Announcer** The train waiting on platform thirteen is the nine forty-eight Great Western train to Oxford, calling at Slough, Reading, Didcot Parkway, and Oxford.  
A That's our train. Platform thirteen. Come on.  
B OK. Let's go.
- 2 A Excuse me! How far is it to Dublin?  
B It's about forty kilometres.  
A Thanks a lot.
- 3 A Just one more set. Come on.  
B Fifteen-love.  
A Fantastic serve!
- 4 A Will all passengers on flight B-A two three four to Budapest please go to gate sixty immediately.  
B Gate sixty. Is that our flight?  
C No, it's to Budapest, not Bucharest.
- 5 A How much is that?  
B Two pizzas and a Coke. That's seventeen pounds.
- 6 A What's your address?  
B It's eighty Park Road.  
A Sorry? What number?  
B Eighty, eight oh. Park Road.
- 7 A OK, can you be quiet, please? Open your books on page ninety.  
B What page is it?  
C Page ninety.

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p.118, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**EXTRA CHALLENGE** Ask Sts what each conversation is about.

- c Draw this bingo card on the board for Sts to copy.


In pairs, Sts complete their bingo card with six numbers from **a**. They must only choose one from each pair, e.g. either 13 or 30, but not both.

Call out random numbers, choosing from the pairs of numbers in **a**. Keep a note of the numbers you call out. If Sts have one of the numbers you call out on their card, they should cross it off. Keep calling until one pair has crossed off all the numbers, at which point they should call out 'Bingo!'

Check the winning pair's card. If it's correct, they have won. If it isn't, continue the game. Once there is a winner, you can play again if there is time.



- G** possessive adjectives: *my, your*, etc.  
**V** classroom language  
**P** /əʊ/, /u:/, /ɑ:/, the alphabet, sentence stress

## Lesson plan

The context for this lesson is the classroom, and signing up for an English course. The lesson starts with a focus on classroom language, which helps Sts to understand and respond to common classroom instructions, and to ask the teacher in English for information and clarification. Sts then learn the pronunciation of the alphabet and practise it with common abbreviations. Next, Sts listen to a Skype interview with a student and a teacher at a language school in England, and learn how to give personal information and practise spelling. This leads into the grammar focus of possessive adjectives. The different elements of the lesson are brought together in the final activities, where Sts do a communication activity discovering what some actors' and singers' real names are, and a writing focus where they complete an application form for a visa.

### More materials

#### For teachers

##### Photocopiables

*Grammar* possessive adjectives: *my, your*, etc. p.170  
*Vocabulary* Classroom language p.259 (instructions p.253)  
*Communicative* Personal information p.216 (instructions p.204)

#### For students

Workbook 1C  
 Online Practice 1C

### OPTIONAL LEAD-IN (BOOKS CLOSED)

Point to a few things in the classroom (from Vocabulary **a**) and ask Sts what they are. Write the words on the board, and model and drill pronunciation.

## 1 VOCABULARY classroom language

- a** Books open. Focus on the illustration and get Sts to match the words and pictures.  
**b** **1.31** Play the audio for Sts to listen and check.  
 Check answers.

### 1.31

- 4 a board  
 9 a chair  
 3 a computer  
 5 a desk  
 1 a door  
 2 a picture  
 8 a table  
 6 a wall  
 7 a window

Now play it again to drill the pronunciation of the words. Give further practice of any words your Sts find difficult to pronounce.

- c** Focus on the two small illustrations. Model and drill the two questions *What's this?* (for a singular object near you) and *What's that?* (for a singular object far from you). Demonstrate the meaning by touching your chair and asking *What's this?* Then point to the door and ask *What's that?*  
 Put Sts in pairs and get them to point to objects and ask and answer the questions.  
**d** Focus on the illustration in **a** again and the speech bubbles A–C. Tell Sts that sentences 1–3 are what the people are saying, and give them time to match them.  
**e** **1.32** Play the audio for Sts to listen and check.  
 Check answers.

1 C 2 A 3 B

### 1.32

- 1 C What page is it?  
 2 A Sorry I'm late.  
 3 B Look at the board, please.

- f** Tell Sts to go to **Vocabulary Bank Classroom language** on p.150. **The teacher says** section helps Sts recognize and respond to common instructions used in the classroom. Get Sts to do **a** individually or in pairs.

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

Check answers. Make sure the meaning of each phrase is clear by miming or getting Sts to mime.

### 1.33

#### Classroom language

- 7 Open your books, please.  
 11 Go to page eighty-four.  
 13 Do exercise a.  
 5 Read the text.  
 1 Look at the board.  
 12 Close the door.  
 2 Work in pairs.  
 10 Answer the questions.  
 9 Listen and repeat.  
 6 Stand up.  
 3 Sit down.  
 8 Turn off your phone.  
 4 Please stop talking!

Focus on the **Please** box and go through it with the class. In **You say** Sts learn phrases they themselves may need to use in class. Get Sts to do **c** individually or in pairs.

- 1.34** Now do **d**. Play the audio for Sts to listen and check.

Check answers. Make sure Sts know what all the phrases mean.



### 1.34

#### Classroom language

- 19 Sorry, can you repeat that, please?  
14 Sorry I'm late.  
18 I don't understand.  
15 Can I have a copy, please?  
22 How do you spell it?  
17 I don't know.  
21 How do you say *gato* in English?  
20 Can you help me, please?  
16 What page is it?

Either use the audio to drill the pronunciation of the sentences and questions, or model and drill them yourself. Encourage Sts to use the right rhythm.

Now focus on the instructions for **e**. Get Sts to cover the sentences and questions with a piece of paper, leaving the pictures visible.

Finally, focus on **Activation**. Tell Sts from now on you want them to try to use the phrases from this lesson. It's a good idea to have a poster on the wall with this classroom language for Sts to refer to.

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

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

- g** 1.35 Tell Sts they are going to hear some instructions and they must act out what they hear.

Play the audio and get Sts to follow the classroom instructions.

### 1.35

- Stand up.  
Sit down.  
Open your books.  
Go to page twelve.  
Look at exercise one b.  
Close your books.  
Listen and repeat 'Nice to meet you.'  
Answer the question 'Where are you from?'

## 2 PRONUNCIATION /əʊ/, /uː/, /ɑː/, the alphabet

### Pronunciation notes

Remind Sts that the two dots in the symbols /uː/ and /ɑː/ mean that it's a long sound.

Remind Sts that /əʊ/ is a diphthong, i.e. two sounds together, /ə/ and /ʊ/, if you think this will help them.

- a** 1.36 Focus on the three sound pictures (*phone*, *boot*, *car*).

Now focus on the example words in the row next to each sound picture, e.g. *close* (verb), *go*, and *Poland*. Elicit / Explain that the pink letters are the same sound as the picture word they're next to. Demonstrate for Sts, e.g. say *phone*, *close*, *go*, etc.

Play the audio for Sts just to listen.

### 1.36

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

Now play the audio again for Sts to listen and repeat.

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

- b** 1.37 Focus on the alphabet. Explain that it's important to know how to say the English alphabet because you often need to spell names, surnames, town names, email addresses, passwords, etc. (especially when you're talking on the phone).

Play the audio for Sts to repeat the letters in groups of three.

### 1.37

See alphabet in Student's Book on p.10

- c** 1.38 Focus on the chart. Explain that the letters are in columns according to the vowel sound of each letter. Elicit the seven picture words and sounds (Sts have seen them all before).

Then show Sts how the letters in each column have the same vowel sound, e.g. *train*, A, H, J; *tree*, B, E, etc.

Put Sts in pairs. Get them to go through the alphabet, stopping at the letters that are missing from the chart, and writing them in the correct column. Do the first one with them (C). Write it on the board and ask Sts how to say it and which column it goes in (*tree*). Give Sts a time limit, e.g. three minutes, to complete the chart.

Play the audio once for Sts to listen and check answers (you may want to copy the complete chart onto the board).

### 1.38

train /eɪ/	A H J K
tree /iː/	B C D E G P T V
egg /e/	F L M N S X Z
bike /aɪ/	I Y
phone /əʊ/	O
boot /uː/	Q U W
car /ɑː/	R

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

- d** 1.39 Focus on the group of letters and explain that these letters are often confused. Play the audio for Sts just to listen to the different sounds.

### 1.39

See letters in Student's Book on p.10

- e** 1.40 Tell Sts that now they are going to hear just one letter from each group. They will hear the letter twice.

Play the audio and tell Sts to circle the letter they hear. Check answers.

### 1.40

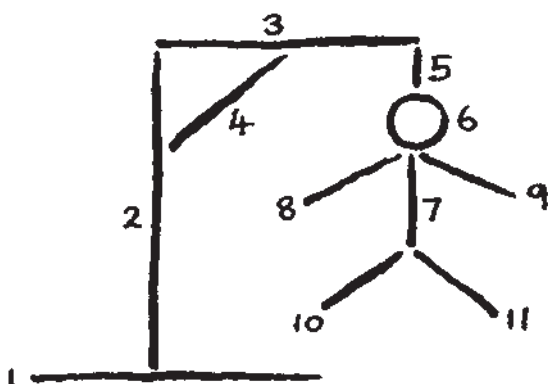
1 E, E 2 J, J 3 Q, Q 4 C, C 5 B, B 6 M, M 7 V, V 8 Y, Y

- f** Focus on the phrases and tell Sts that they are all things that we normally refer to just using abbreviations (the **bold** letters). Point out the example (*a PC*). Put Sts in pairs and get them to practise saying the abbreviations. Make sure they understand all the phrases. Check answers.

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

\_\_\_\_\_

Sts call out letters one at a time. If the letter is in the word (e.g. A), fill it in each time it occurs, e.g. \_A \_ \_ \_ \_ A \_ \_ \_ \_ . Only accept correctly pronounced letters. If the letter is not in the word, draw the first line of this picture on the board:



Write any wrongly guessed letters under the picture so that 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 in pairs / groups, drawing on a piece of paper.

### 3 LISTENING & SPEAKING understanding personal information

**a** **1.41** Focus on the task and the photo of Micaela, a language student, and Mark, the man on the laptop screen, who is a teacher at a language school.

Now focus on the language school enrolment form. Explain (in Sts' L1 if necessary) that Micaela wants to study English at a language school in England. Tell Sts that they are going to listen to her having an interview with a teacher called Mark on Skype, and they must complete the form with her information.

Go through the different headings on the form and make sure Sts understand them. Explain the difference between *first name* and *surname*, using the names of famous people who you think Sts will know, e.g. *Brad Pitt*, showing that *Brad* is his first name and *Pitt* his surname (or family name). Sts may also not know *age* and *postcode*.

Play the audio once for Sts just to listen. Then play it again, pausing to give Sts time to complete the gaps. Play again if necessary.

**EXTRA SUPPORT** This is the first quite long listening that Sts have had. Reassure them by telling them just to relax and listen the first time, without trying to complete the form, but just trying to follow the conversation. Then tell them to try to complete some of the form, and play the audio as many times as you think they need, pausing where necessary, e.g. after the phone numbers.

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

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

1 Vazquez 2 20 3 Argentina 4 Buenos Aires 5 (Florida) 165 6 C1005AAC 7 11 15 8934 5568 8 (54) 11 6023 5442

#### **1.41**

(script in Student's Book on p. 118)

T = teacher, M = Micaela

T Hello? Hello? Can you hear me?

M Hi, yes, fine. I can hear you.

T Good! I'm Mark, from English House Language School.

M Hi, Mark.

T OK, can I check your details first?

M Yes, of course.

T What's your first name?

M Micaela.

T How do you spell it?

M M-I-C-A-E-L-A.

T M-I-C-A-E-L-A – is that right?

M Yes, that's right.

T And what's your surname?

M Vazquez.

T Vasquez. Is that V-A-S...?

M No, it's V-A-Z-Q-U-E-Z.

T V-A-Z-Q-U-E-Z. OK. And how old are you?

M I'm 20.

T Where are you from?

M I'm from Argentina.

T Where in Argentina?

M From Buenos Aires.

T What's your address?

M It's Florida one six five.

T Florida's the street? Number one six five?

M Yes.

T What's your postcode?

M Sorry?

T You know, the postcode.

M Ah yes. It's C-one zero zero five A-A-C.

T C-one zero zero five A-A-C. Great. What's your email address?

M It's m dot vazquez at mail dot com.

T And what's your phone number?

M My mobile or my home phone, my landline?

T Both – mobile and landline.

M My mobile is one one, one five, eight nine three four, five five six eight.

T One one, one five, eight nine three four, five five six eight. Great. And your landline?

M Five four, one one, six zero two three, five four four two.

T Five four, one one, six zero two three, five four four two.

M That's right.

T OK, that's great. So, what do you do, Micaela?

M I'm at university. I'm a medical student...

**EXTRA SUPPORT** If there's time, you could get Sts to listen again with the script on p. 118, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**b** **1.42** Now focus on the teacher's questions and give Sts a couple of minutes to complete them. Point out that the first one (*What's*) has been done for them.

Play the audio for Sts to listen and check. Play it again, pausing if necessary.

Check answers and elicit the meaning of *How old are you?*

**i** The question *How old are you?* and the answer *I'm 20* are with the verb *be*. In your Sts' L1, a different verb may be used, e.g. *have*.

### 1.42

- 1 What's your first name?
- 2 What's your surname?
- 3 How do you spell it?
- 4 How old are you?
- 5 Where are you from?
- 6 What's your address?
- 7 What's your postcode?
- 8 What's your email address?
- 9 What's your phone number?

**EXTRA IDEA** Get Sts to close their books. Play the audio again, pausing after each question and get Sts to answer about themselves.

- c** Focus on the **Sentence stress** box and go through it with the class. Remind Sts that getting the rhythm right when they speak will help them to understand and be understood.

Play the audio, pausing after each question for Sts to repeat the questions. Encourage them to copy the rhythm.

**EXTRA SUPPORT** Play the audio, pausing after each question for Sts to underline the stressed words. Check answers.

- 1 What's your first name?
- 2 What's your surname?
- 3 How do you spell it?
- 4 How old are you?
- 5 Where are you from?
- 6 What's your address?
- 7 What's your postcode?
- 8 What's your email address?
- 9 What's your phone number?

Then play the audio again for Sts to repeat the questions, copying the rhythm.

- d** Focus on the **Saying emails** box and go through it with the class.

**EXTRA CHALLENGE** Teach *underscore* ( \_ ) and *hyphen* ( - ), and mention *double* for letters in spelling, e.g. *Ella*.

Put Sts in pairs, **A** and **B**, and get them to sit facing each other. Explain that they're going to role-play the Skype interview and ask and answer the questions in **b**. **A** is the teacher, and **B** is a new student. **A** is going to interview **B**. Tell **A** to start the interview: *Hello. What's your first name?*, etc. Remind Sts to write down the answers.

**!** Tell Sts they can invent their ages, addresses, and phone numbers if they prefer.

**EXTRA CHALLENGE** Get **B** to listen and answer the questions with his / her book closed.

Get Sts to swap roles.

Get some quick feedback by asking a few Sts about their partners, e.g. *What's his address? What's her email address?*

## 4 GRAMMAR

possessive adjectives: *my, your*, etc.

- a** Focus on the two questions and answers, and get Sts to complete the gaps.

Check answers.

1 you 2 I 3 your 4 My

- b** Tell Sts to go to **Grammar Bank 1C** on p.124.

### Grammar notes

In some languages the possessive adjective agrees with the following noun, i.e. it can be masculine, feminine, or plural, depending on the gender and number of the noun that comes after. In English, nouns don't have gender, so possessive adjectives don't change, and the use of, e.g. *his / her / their*, simply depends on whether we are talking about something belonging or related to a man, a woman, or two or more people.

Remind Sts that *your* is used for singular and plural.

- 1.43** Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Then focus on the **it's or its?** box and go through it with the class.

Now focus on the exercises for **1C** on p.125. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a**
- |         |       |        |       |        |       |      |
|---------|-------|--------|-------|--------|-------|------|
| 1 Their | 2 Her | 3 Our  | 4 its | 5 your | 6 His | 7 My |
| 8 your  | 9 Her | 10 Our |       |        |       |      |
- b**
- |       |         |        |       |      |       |        |
|-------|---------|--------|-------|------|-------|--------|
| 1 Her | 2 their | 3 your | 4 she | 5 He | 6 his | 7 your |
| 8 Our | 9 My    | 10 She |       |      |       |        |

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

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

- c** **1.44** Focus on the examples and tell Sts they are going to hear a sentence, e.g. *I'm Matt*, and they must change it using a possessive adjective and the word *name* (*My name's Matt*).


Play the audio, pausing after each sentence, and elicit a response from the whole class.

### 1.44

- 1 I'm Matt. (pause) My name's Matt.
- 2 You're Sally. (pause) Your name's Sally.
- 3 We're Mike and Mia. (pause) Our names are Mike and Mia.
- 4 He's Ben. (pause) His name's Ben.
- 5 They're William and Harry. (pause) Their names are William and Harry.
- 6 She's Carla. (pause) Her name's Carla.

Now repeat the activity, eliciting responses from individual Sts.

**EXTRA SUPPORT** The first time you could pause the audio and give Sts time to write the transformed sentences. Then repeat, getting Sts to cover what they wrote and do the transformations orally.

- d  **1.45** Focus on the photos and ask Sts if they know the people. Make sure they understand the meaning of *real* (= actually true, in this case names, e.g. on their passport or ID).

Ask the question to the class and for each photo, elicit with a show of hands who thinks they are their real names.

Play the audio for Sts to listen and check.

Check answers.

### **1.45**

(script in Student's Book on p. 118)

Snoop Dogg isn't his real name. His real name is Calvin Cordozar Broadus. He's American.

Shakira is her real name. Her full name is Shakira Isabel Mebarak Ripoll. She's from Colombia.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What's his / her real name?**, **A** on p. 102, **B** on p. 108.
- Go through the instructions with them carefully. Explain / Elicit the meaning of *actor* (= a man in a film), *actress* (= a woman in a film), and *singer* (= a person whose job is singing). Tell Sts that nowadays the word *actor* is often used for both men and women. Then drill the question *What's his real name?* or *What's her real name?*. Give Sts a minute to put crosses next to the names they think aren't real. Then sit **A** and **B** face-to-face. **A** asks his / her questions to **B** and writes the information in the chart. **B** now asks **A** his / her questions.
- At the end of the activity, get Sts to compare charts to check they have spelled the real names correctly. Tell Sts to go back to the main lesson **1C**.

## **5 WRITING** completing a form

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

Tell Sts to go to **Writing Completing a form** on p. 113.

- a Focus on the **Capital letters** box and go through it with the class. Tell them to highlight any rules which are different from their L1 (e.g. nationalities and languages are not written with a capital letter in several languages.).
- b Focus on the application form for a visa. Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:
- *Mr* for a man, *Mrs* for a married woman, and *Ms* /məz/ for a woman (giving no indication about marital status).
  - *gender*, for the sex of the person (male or female).
  - *married*, *single*, *divorced*, *separated*.
  - *birth*.
- Give Sts a few minutes to complete the form. Remind them to check that they use capital letters correctly. Go round checking Sts are completing the form correctly. Then elicit answers from individual Sts for each section.

**EXTRA IDEA** If you want to give extra practice with personal information questions, get Sts to use the form to interview each other.

- c Focus on the paragraph and get Sts to copy it out again, using capital letters where necessary.
- Check answers by eliciting from Sts the words which need capital letters and writing the paragraph on the board.

My name's **M**arek. I'm from **G**dansk in **P**oland, and **I** speak **P**olish, **G**erman, and a little **E**nglish. **M**y teacher is **A**merican. **H**er name's **K**ate. **M**y English classes are on **T**uesdays and **T**hursdays.

**EXTRA SUPPORT** Quickly revise how to say the alphabet in English before Sts try to correct the paragraph.

- d As this writing task is very short, you may like to get Sts to do it in class. Get them to write their own paragraphs on a piece of paper, check for capital letters, and then swap the paragraph with another student.

# Practical English Arriving in London

**Function** checking in  
**Vocabulary** in a hotel

## Lesson plan

This is the first in a series of six Practical English lessons (one every other File) which teach Sts functional language to help them 'survive' in English in travel and social situations. 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. There is a storyline based on two characters, Rob Walker, a British journalist who works for a magazine called *London 24seven*, and Jenny Zielinski, who works in the New York office of the same magazine and is on a work trip to London. Sts meet them for the first time in this lesson, when Jenny arrives in the UK and checks into a hotel. The main focus of this lesson is on hotel vocabulary and checking into a hotel. You might want to point out to Sts that in the You say section of the lessons, they will be watching or listening and then repeating what the people say. If the speaker is Jenny, they will be listening to an American accent, but they do not need to copy the accent when they repeat her phrases. You can find the video on the *Teacher's Resource Centre*, *Classroom Presentation Tool*, *Class DVD*, and an audio-only version on the *Class Audio CDs*. Sts can find the video and extra activities on *Online Practice*.

### More materials

#### For teachers

##### Teacher's Resource Centre

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)

Introduce this lesson (in Sts' L1 if you prefer) by giving the information in the lesson plan.

## 1 VOCABULARY in a hotel

- a** Books open. Focus on the symbols. Give Sts, in pairs, a few minutes to match the words and symbols.
- b** **1.46** Play the video / audio for Sts to check.  
 Check answers. Check Sts understand *ground floor*, and drill the pronunciation of *first*, *second*, and *third*. You may also want to teach that for other ordinals, you normally add *th*, e.g. *fourth*.

### 1.46

1 Reception 6 the lift 2 a single room 4 a double room  
 3 the bar 5 the ground floor

Focus Sts' attention on the phonetics next to each word. Now play the video / audio again, pausing after each word for Sts to repeat.

- c** Tell Sts to cover the words and look at the symbols. They could either test themselves or a partner.

## 2 INTRODUCTION

- a** **1.47** Focus on the two photos and elicit what Sts can see. Tell them that the man is Rob and the woman is Jenny, and that they are the main characters in these lessons.

Focus on sentences 1–6 and go through them with Sts, eliciting / explaining new words, e.g. *lives*, *works*, *magazine*, etc. Then play the video / audio once the whole way through for Sts just to watch or listen.

Then play it again for Sts to mark the sentences *T* (true) or *F* (false). Make it clear that they don't need to correct the false sentences yet.

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

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

### 1.47

**Rob** Hi. My name's Rob Walker.

I live here in London, I work in London, and I write about London!  
 I work for a magazine called *London 24seven*.  
 I write about life in London – the people, the theatre, the restaurants... It's fun!  
 I love London. It's a great city.

**Jenny** Hi. My name's Jenny Zielinski.

I'm from New York – the number one city in the world.  
 I'm the assistant editor of a magazine, *New York 24seven*. I'm the new assistant editor.  
 But this week, I'm on a business trip to London.  
 This is my first time in the UK.  
 It's very exciting!

- b** Play the video / audio again, so Sts can watch or listen again and correct the false sentences.

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

3 The name of his magazine is *London 24seven*.  
 4 Jenny is **American**.  
 6 It's her **first** time in the UK.

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

## 3 CHECKING IN

- a** **1.48** Focus on the photo and ask Sts *Who is the person?* (the receptionist in a hotel).

Now either tell Sts to close their books and write questions 1 and 2 on the board, or get Sts to focus on the two questions.