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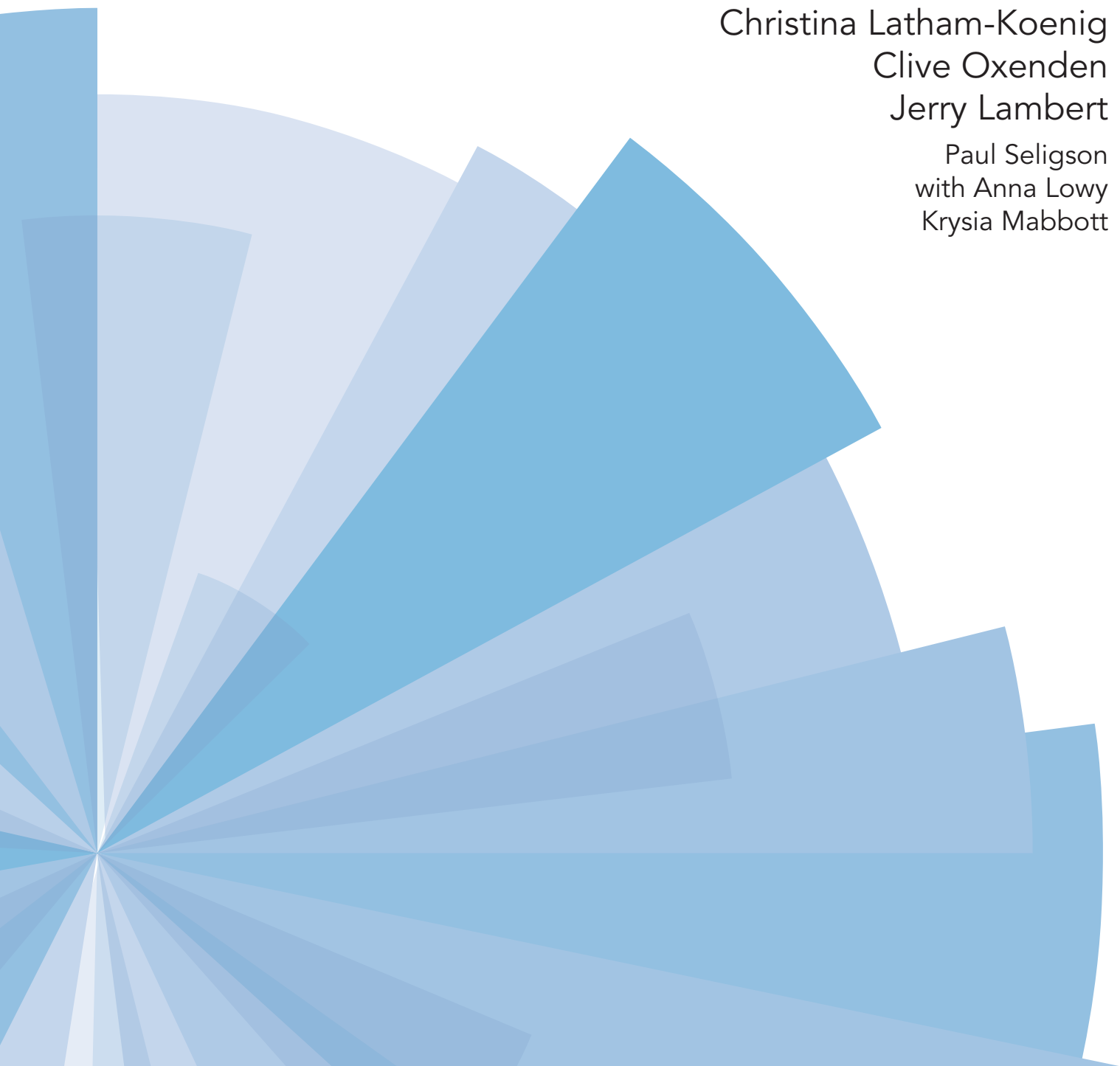
Pre-intermediate

Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

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Syllabus checklist

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
6	A Are you? Can you? Do you? Did you?	word order in questions	common verb phrases
8	B The perfect date?	present simple	describing people: appearance and personality
10	C The Remake Project	present continuous	clothes, prepositions of place
12	Practical English Episode 1	calling reception	
2			
14	A OMG! Where's my passport?	past simple; regular and irregular verbs	holidays
16	B That's me in the picture!	past continuous	prepositions of time and place: <i>at, in, on</i>
18	C One dark October evening	time sequencers and connectors	verb phrases
20	Revise and Check 1&2		
3			
22	A TripAside	<i>be going to</i> (plans and predictions)	airports
24	B Put it in your calendar!	present continuous (future arrangements)	verbs + prepositions, e.g. <i>arrive in</i>
26	C Word games	defining relative clauses	paraphrasing
28	Practical English Episode 2	at the restaurant	V restaurants
4			
30	A Who does what?	present perfect + <i>yet, just, already</i>	housework, <i>make or do?</i>
32	B In your basket	present perfect or past simple? (1)	shopping
34	C #greatweekend	<i>something, anything, nothing, etc.</i>	adjectives ending <i>-ed</i> and <i>-ing</i>
36	Revise and Check 3&4		
5			
38	A I want it NOW!	comparatives adjectives and adverbs, <i>as...as</i>	types of numbers
40	B Twelve lost wallets	superlatives (+ <i>ever</i> + present perfect)	describing a town or city
42	C How much is enough?	quantifiers, <i>too, (not) enough</i>	health and the body
44	Practical English Episode 3	taking something back to a shop	V shopping
6			
46	A Think positive – or negative?	<i>will / won't</i> (predictions)	opposite verbs
48	B I'll always love you	<i>will / won't / shall</i> (other uses)	verb + <i>back</i>
50	C The meaning of dreaming	review of verb forms: present, past, and future	modifiers
52	Revise and Check 5&6		

SPEAKING	LISTENING	READING
exchanging information	understanding personal information	
describing a person	identifying the person being described	understanding a description
describing a picture, talking about preferences	checking hypotheses	
talking about your last holiday	understanding the key events in a story	understanding the key events in a story
talking about preferences	listening for gist and detailed information	checking hypotheses (using visual evidence)
retelling a story	listening for specific information	
planning a tour	listening for specific information	understanding text cohesion – connectors
making arrangements	understanding times, dates and appointments	understanding a questionnaire
describing and paraphrasing	guessing words from definitions	understanding rules of a game
talking about housework	checking hypotheses using background knowledge	understanding opinions
talking about shopping experiences	understanding a theory	
describing your weekend	understanding historical information	checking and correcting information
comparing habits: present and past	identifying key points	scanning for data (facts and numbers)
talking about memorable experiences	understanding ranking	
talking about your lifestyle	understanding advice	identifying pros and cons
making predictions	using existing knowledge to predict content	summarizing the main point of a text
giving examples and reasons	understanding specific details	understanding the order of events
talking about the past, present, and future	checking hypotheses, understanding specific information	

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
54	A First day nerves	uses of the infinitive with <i>to</i>	verbs + infinitive: <i>try to</i> , <i>forget to</i> , etc.
56	B Happiness is ...	uses of the gerund (verb + <i>-ing</i>)	verbs + gerund
58	C Could you pass the test?	<i>have to</i> , <i>don't have to</i> , <i>must</i> , <i>mustn't</i>	adjectives + prepositions: <i>afraid of</i> , etc.
60	Practical English Episode 4	going to a pharmacy	V feeling ill
8			
62	A Should I stay or should I go?	<i>should</i>	<i>get</i>
64	B Murphy's Law	<i>if</i> + present, + <i>will</i> + infinitive (first conditional)	confusing verbs
66	C Who is Vivienne?	possessive pronouns	adverbs of manner
68	Revise and Check 7&8		
9			
70	A Beware of the dog	<i>if</i> + past, <i>would</i> + infinitive (second conditional)	animals and insects
72	B Fearof.net	present perfect + <i>for</i> and <i>since</i>	words related to fear, phrases with <i>for</i> and <i>since</i>
74	C Scream queens	present perfect or past simple? (2)	biographies
76	Practical English Episode 5	asking how to get there	V directions
10			
78	A Into the net	expressing movement	sports, expressing movement
80	B Early birds	word order of phrasal verbs	phrasal verbs
82	C International inventions	the passive	people from different countries
84	Revise and Check 9&10		
11			
86	A Ask the teacher	<i>used to</i>	school subjects
88	B Help! I can't decide!	<i>might</i>	word building: noun formation
90	C Twinstrangers.net	<i>so</i> , <i>neither</i> + auxiliaries	similarities and differences
92	Practical English Episode 6	on the phone	
12			
94	A Unbelievable!	past perfect	time expressions
96	B Think before you speak	reported speech	<i>say</i> or <i>tell</i> ?
98	C The English File quiz	questions without auxiliaries	revision of question words
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SPEAKING	LISTENING	READING
retelling an article	understanding a problem	text coherence / understanding content words
describing feelings	understanding how something works	
talking about language learning	understanding the events in a story	using topic sentences
discussing habits and preferences	understanding opinions	understanding opinions
using the right word in conversation	understanding an anecdote	scanning for specific information
reacting to a story	using information to interpret a story	understanding a short story
<i>Would you know what to do?</i>	understanding facts	understanding specific information
<i>How long...?</i>	taking notes	recognizing topic links
talking about life events	understanding biographical information	using textual clues to match information with a person
responding to opinions		understanding opinions
retelling a person's day	understanding reasons	extracting main points from a text
passives quiz	understanding historical information	
talking about school days	understanding attitude	finding key information in a text
choices and decisions	identifying the main points in a talk	
finding similarities and differences	understanding similarities and differences	understanding similarities and differences
retelling a news story		understanding the order of events
gossip	understanding a conversation	recognizing text type
general knowledge quiz	understanding quiz questions	

Course overview

Introduction

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

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

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

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

What do Pre-intermediate students need?

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

Grammar, Vocabulary, and Pronunciation

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

Grammar

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

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

Vocabulary

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

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

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

Pronunciation

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

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

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

10C International inventions

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

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

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

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

b Read the information box and complete the chart.

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

c **GRAMMAR** the passive

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

CDs dynamic glasses guns
the hot air balloons Lego the mobile phone
the saxophone stamps the wristwatch

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

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

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

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

d **10.10 Listen and check.**

e **10.11 Listen and repeat the words and sounds.**

a shower b chess c jazz

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

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

Speaking

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

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

Listening

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

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

Reading

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

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but

accessible material and tasks they can do. In *English File Pre-intermediate*, reading texts have been adapted from a variety of real sources (the British press, magazines, news websites, online forums, etc.) and have been chosen for their intrinsic interest and ability to generate discussion. The opinions expressed in these texts do not necessarily reflect the views of the *English File* authors or of Oxford University Press.

Writing

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

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

Practical English

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

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

Revision

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

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

d. Make five true sentences using the words in the chart.

Glasses	are produced	after the inventor of dynamite.
The first stamp	were invented	by Adolphus Sax.
Twenty billion pieces of Lego	was invented	the Penny Black.
The saxophone	is named	every year.
The Nobel Prize	was called	in about 1286.

(Glasses were invented in about 1286.)

e. Look at the two sentences below and answer the questions.

- The Swiss invented the watch.
- The watch was invented by the Swiss.

- Do the sentences mean the same thing?
- In which sentence is the focus more on the watch?
- In which sentence is the focus more on the Swiss?


f. p.144 Grammar Bank 10C

3. SPEAKING

Communication Passives quiz A p.106 B p.111
Make sentences for your partner.

4. VIDEO LISTENING

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



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

c. Watch again and answer the questions.

- Marion Donovan (1917-1998)
What did her father and uncle do? What were nappies made of before? What happened to her invention in 1951?
- Josephine Cochrane (1839-1913)
What often happened after her dinner parties? Who were the first customers for her invention?
- Mary Anderson (1866-1953)
When and where did she get the idea for her invention? What did drivers have to do at that time when it was raining?
- Marie Van Brittan Brown (1922-1999)
What was her job? What kind of neighbourhood did she live in? Who helped her with her invention? What could you do if you saw an unwelcome stranger at the door?
- Marie Beasley (1847-19047)
Which famous ship were her inventions used on? How many survivors had used her invention?
- Maria Telles (1900-1995)
What nationality was she? What was her nickname? What did she design in 1948?

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

Go online to watch the video and review the lesson

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 language for typical situations (for example buying medicine or complaining in a restaurant) and also 'Social English' (useful phrases like *By the way*, *You must be tired*). The video is in the form of a drama, featuring the two main characters, Rob and Jenny. The lessons have a storyline which runs through the level.

Revise & Check

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

Online Practice

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

- **Look again:** 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.

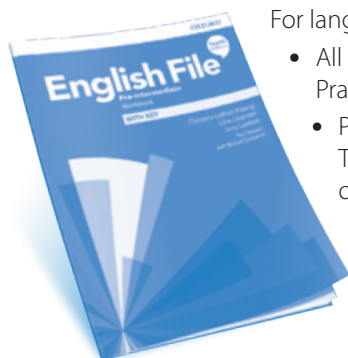
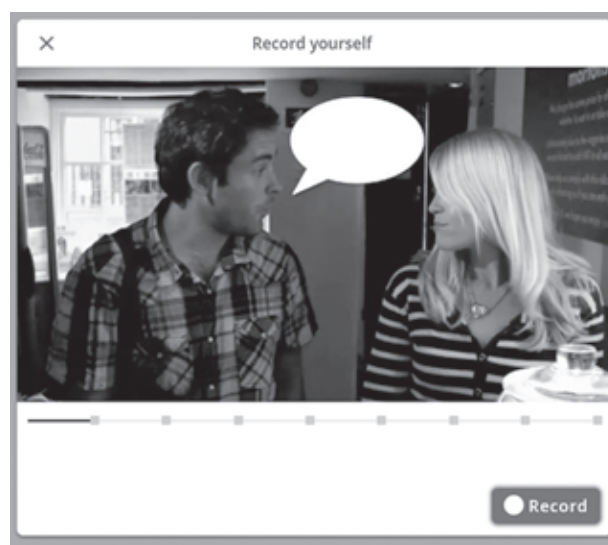
- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
 - *Can you remember...?* exercises for students to check their progress
 - Available with or without key



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 80 pages of photocopiable activities.



Grammar

see pp. 168–207

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

Communicative

see pp. 208–252

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

Vocabulary

see pp. 253–271

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

There is more information on page 167 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.)

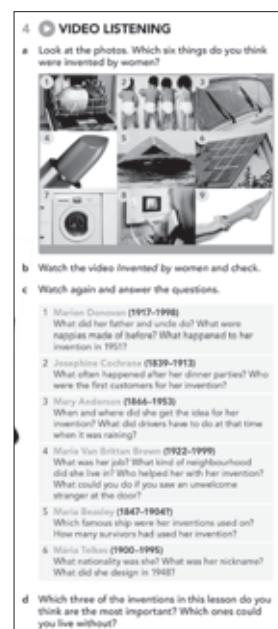
Practical English

- 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** word order in questions
V common verb phrases
P the alphabet

Lesson plan

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

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

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

More materials

For teachers

Photocopiables

Grammar word order in questions p.172
Communicative Student profile p.217
 (instructions p.208)

Teacher's Resource Centre

Entry test

For students

Workbook 1A

Online Practice 1A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Before the class, choose some party music.

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

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

1 VOCABULARY & SPEAKING

common verb phrases

Vocabulary notes

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

- a** If you didn't do the **Optional lead-in**, and your Sts don't know each other, set a time limit of, for example, two minutes, and tell Sts to stand up and move round the room, introducing themselves to other Sts. Tell them to say *Hello / Hi, I'm...* and *Nice to meet you*, and to try to remember other Sts' names.
- Books open. Focus on the photos and the questions in *Getting to know you*. Point out to Sts that the first two (*are, were*) have been done for them.
- Tell Sts to complete the other questions, individually or in pairs, with the correct verbs.
- b** **1.2** Play the audio for Sts to listen and check. Check answers, making sure that Sts understand the whole question, not just the missing verb.

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

1.2

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

- c** **1.3** Tell Sts to listen to the rhythm and intonation in the first six questions. Play the audio once for Sts just to listen.

1.3

See questions 1–6 in script 1.2

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

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

Now focus on the instructions and the example.

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

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

A *Do you have any brothers and sisters?*

B *I have one brother.*

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

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

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

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

2 GRAMMAR word order in questions

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

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

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

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

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

b Tell Sts to go to **Grammar Bank 1A** on p.126. Explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

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

The memory aids **ASI** (Auxiliary, Subject, Infinitive) and **QuASI** (Question word, Auxiliary, Subject, Infinitive) may help Sts here.

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

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

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

Now focus on the exercises for **1A** on p.127. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full questions.

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

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

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

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

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

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

Check answers.

PRESENT

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

PAST

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

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

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

Get some feedback from the class.

3 PRONUNCIATION the alphabet

Pronunciation notes

Emphasize the importance of being able to spell in English, particularly your name or email address. Point out that it is very useful to be able to recognize and write down letters correctly when people spell words to you. If your Sts didn't use *English File Elementary*, this will be the first time that they have seen the sound pictures (*train*, *tree*, etc.). Explain that the pictures will give Sts a clear example of the target sound and that they will help Sts remember the pronunciation of the phonetic symbol. This is very important if Sts want to check the pronunciation of a word in the dictionary. Even if they have a dictionary app, the phonetic symbol will help to clarify which sound it is.

Tell Sts that the two dots in /i:/, /u:/, and /ɑ:/ mean that they are long sounds.

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

Now play the audio for Sts to listen and check.

1.6

See the alphabet in Student's Book on p.7

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

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

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

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

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

Check answers.

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

1.7

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

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

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

EXTRA IDEA Tell Sts to go to the **Sound Bank** on pp.166–167. If your Sts didn't use *English File Elementary*, explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns. Look at the spelling rules for the seven sounds. Model and drill the example words for the vowels and elicit / explain their meaning.

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

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

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

1.8

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

Now play it again for Sts to listen and repeat.

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

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

- e** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Alphabet quiz, A** on p.102, **B** on p.108. Tell Sts to take turns asking and answering their questions. Point out that the answers are in italics after each question.

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

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

4 LISTENING & SPEAKING understanding personal information

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

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

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

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

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

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

1.9

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

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

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

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

2 a 3 c 4 e 5 f 6 d

1.10

(script in Student's Book on p. 120)

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

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

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p. 120, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the instructions and the form.

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

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

Get some feedback.

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

Lesson plan

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

More materials

For teachers

Photocopiables

Grammar present simple p.173

Vocabulary Describing people p.257
 (instructions p.253)

Communicative Ask me some questions... p.218
 (instructions p.208)

For students

Workbook 1B

Online Practice 1B

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write on the board:

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

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

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

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

1 VOCABULARY & READING describing people

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

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

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

Charlotte is speaker 2.

1.11

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

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

Play the audio.

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

height not very tall

hair was dark, now grey

weight not thin, but isn't overweight

smile lovely

1.12


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

Vocabulary notes

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

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

- c Tell Sts to go to **Vocabulary Bank Describing people** on p.150. Focus on **1 Appearance**. Focus on the question *What does he / she look like?* and elicit that it refers to a person's physical appearance. Get Sts to do **a** individually or in pairs. Point out that the first one has been done for them.

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

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

1.13

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

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

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

Now go through the information box with the class.

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


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

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

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

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

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

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

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

1.14

Personality

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

Now either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. You could tell Sts that *mean* in American English has a different meaning (= *unkind*) and it is sometimes used with this meaning in British English.

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

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

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

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

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

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

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

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

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

his age 52
his job businessman
his marital status divorced
his personality warm, generous, a gentleman, romantic, fun
his perfect partner a woman who works, independent, funny, clever

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

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

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

- 1 Because she doesn't want him to end up alone.
- 2 They go out together and are planning a trip together.
- 3 You met people face to face, and, for example, invited them for a drink.
- 4 He finds dates online / on the internet. Charlotte has helped by writing his profile.

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

- 1 funny 2 fun

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

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

2 GRAMMAR present simple

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

Check answers.

☐ needs ☐ doesn't ☐ do, does

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

1 A 2 B

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

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

- c Tell Sts to go to **Grammar Bank 1B** on p.126.

Grammar notes

Present simple

Remind Sts:

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

Adverbs and expressions of frequency

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

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

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

Focus on the example sentences and play both audio

🔊 1.15 and 🔊 1.16 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **1B** on p.127. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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

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

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

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

3 PRONUNCIATION & SPEAKING

final -s and -es

Pronunciation notes

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

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

You may want to give Sts these rules:

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

*Voiced and unvoiced consonants

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

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

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

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

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

Play the audio once for Sts just to listen.

🔊 1.17

See sentences in Student's Book on p.9

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

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

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

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

Check answers.

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

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

1.18

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

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

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

Then repeat the activity, eliciting responses from individual Sts.

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

- c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication A date for Clint**, **A** on p.102, **B** on p.108.

Go through the instructions with them carefully.

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

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

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

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

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

4 LISTENING identifying the person being described

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

Play the audio once the whole way through.

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

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

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

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

1.19

(script in Student's Book on p.120)

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

- b 1.20** Focus on the instructions and the question.
Play the audio for Sts to listen and answer the question.
Get Sts to compare with a partner, and then check the answer.

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

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

1.20

(script in Student's Book on p.120)

Date 1

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

Date 2

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

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

Play the audio again.

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

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

Ask Sts which man they think Elspeth prefers and why.

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

Now play the audio the whole way through.

Get Sts to compare with a partner.

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

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

Yes, it is. The date is going well.

1.21

(script in Student's Book on p.120)

Date 3

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

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

Play the audio the whole way through.

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

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

1.22

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

George looks at my screen and reads the text. I want to die.

EXTRA SUPPORT If there's time, you could get Sts to listen again to all parts of the audio with the scripts on p.120, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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

5 SPEAKING & WRITING describing yourself

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

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

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

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

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

Tell Sts to go to **Writing Describing yourself** on p.113.

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

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

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

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

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

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

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

Check answers.

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

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

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

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

G present continuous

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

P /ə/ and /ɜː/

Lesson plan

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

More materials

For teachers

Photocopiables

Grammar present simple or present continuous? p.174

Vocabulary Things you wear p.258

(instructions p.253)

Communicative What are they doing? p.219

(instructions p.208)

For students

Workbook 1C

Online Practice 1C

OPTIONAL LEAD-IN (BOOKS CLOSED)

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

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

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

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

1 VOCABULARY clothes

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

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

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

Check answers.

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

c Tell Sts to go to **Vocabulary Bank Things you wear** on p.151. Focus on the four sections (*clothes, footwear, accessories, and jewellery*) and make sure Sts know what they mean and how to pronounce them (/ˈkləʊðz/, /ˈfʊtweə/, /ækˈsesəriːz/, /ˈdʒuːəlri/).

Vocabulary notes

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

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

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

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

Check answers.

1.23

Things you wear

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

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

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

Finally, focus on **Activation** and put Sts in pairs, **A** and **B**.

A starts by telling his / her partner what someone is wearing and **B** has to guess who it is. They then swap roles.

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

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

2 PRONUNCIATION /ə/ and /ɜ:/

Pronunciation notes

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

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

/ɜ:/ is a similar sound, but it is a long sound and is always a stressed syllable, e.g. *nurse* /nɜ:s/, *worker* /'wɜ:kə/.

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

1.24

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

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

Ask Sts which sound is only in unstressed syllables.

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

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

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

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

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

1.25

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

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

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

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

Get some feedback from the class.

3 GRAMMAR present continuous

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

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

Check answers.

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

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

Check answers.

1 isn't wearing 2 wear

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

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

- c** Tell Sts to go to **Grammar Bank 1C** on p.126.

Grammar notes

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

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

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

Focus on the example sentences and play both audio

1.26 and **1.27** for Sts to listen and repeat.

Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **1C** on p.127. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a

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

b

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

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

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

4 LISTENING checking hypotheses (using visual evidence and background knowledge)

- a Tell Sts that they are going to find out more about the painter Vermeer and *The Milkmaid*. Go through questions 1–6, making sure Sts understand all the lexis, e.g. *a pudding*. Put Sts in pairs and get them to discuss the questions. Elicit some answers from the class, but don't tell them if they are right or not.

- b 1.28 Now tell Sts to listen and check their answers to a. Play the audio once the whole way through. Get Sts to compare with a partner, and then check answers.

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

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

1.28

(script in Student's Book on p.120)

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

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

Play the audio again for Sts to make notes.

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

Then play it again, pausing if necessary.

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

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

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.120, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.


5 VOCABULARY prepositions of place

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

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

Get Sts to compare with a partner.

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

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

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

1.29

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

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

Get some feedback from the class.

6 SPEAKING

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

Put Sts in pairs, **A** and **B**, and get them to sit face-to-face if possible. Then tell them to go to **Communication Remakes**, **A** on p.102, **B** on p.108.

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

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

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

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

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

- b** Go through the questions and make sure Sts remember the meaning of *posters*, and the difference between *paint* and *draw*. Put Sts in small groups to discuss the questions. Get some feedback from the class for each question. Tell them what you think for the first question, too.

Practical English Hotel problems

Function

calling reception

Lesson plan

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

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

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

More materials

For 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)

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

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

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

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

1 INTRODUCTION

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

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

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

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

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

1.30

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

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

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


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

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

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

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

2 CALLING RECEPTION

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

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

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

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

1.31 **1.32**

Re = receptionist, R = Rob

Re Hello, reception.

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

Re How can I help you?

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

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

R Thank you. (repeat)

Re Good evening, reception.

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

Re How can I help you?

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

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

R Thanks. (repeat)

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


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

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

1 help 2 send 3 evening 4 put

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

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

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

1.32

Same as script 1.31 with repeat pauses

- d Focus on the *III* information box and go through it with the class.

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

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

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


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

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

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

- f When Sts have finished, they should swap roles. You could get a few pairs to perform in front of the class.

3 JENNY AND ROB MEET AGAIN

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

Focus on the instructions and on sentences 1–7. Go through them with Sts and make sure they understand them.

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

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

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

1.33

J = Jenny, R = Rob

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

- b Play the video / audio again for Sts to watch or listen a second time and correct the false sentences.

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

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

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

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

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

- d 1.34 Play the video / audio for Sts to watch or listen and complete the phrases.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

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

1.34

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

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

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

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

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

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

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