

G *there's a... / there are some...*

V hotels; *in, on, under*

P /ɪə/ and /eə/

Lesson plan

The topic of this lesson is hotels.

At the start of the lesson, Sts read tourist information about Scotland and Loch Ness. They then have a first vocabulary focus on language related to hotel rooms and hotels, and the new grammar (*there's a...* and *there are some...*) is presented through a conversation between a couple on holiday and a hotel receptionist. The receptionist is showing the couple their room in a real hotel (whose website Sts can visit) next to Loch Ness. They talk about the things that there are or aren't in the hotel and area, and they ask about the famous monster. In Pronunciation, Sts practise the sounds /ɪə/ and /eə/. This is followed by Vocabulary & Speaking, with a second vocabulary focus on the three most common prepositions of place *in, on, and under*. Finally, there is a speaking activity in which Sts use the prepositions to describe the location of objects in hotel rooms.

More materials

For teachers

Photocopiables

Grammar *there's a... / there are some...* p.161

Communicative My hotel p.201 (instructions p.174)

Vocabulary Draw it! p.232 (instructions p.214)

For students

Workbook 10A

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask Sts what they know about Scotland, e.g. *Where is Scotland? What's the capital city? What's Scotland famous for?*

1 READING & VOCABULARY hotels

a **10.1** Books open. Focus on the instructions and the questions. If you didn't do the optional lead-in, elicit from the class what they know about Scotland.

Now play the audio for Sts to read and listen at the same time. You could point out that the speaker has a Scottish accent, and also the pronunciation of castle /'kɑːsl/.

Either put Sts in pairs to answer the questions, or do it as a whole-class activity.

If Sts worked in pairs, elicit some answers. Also ask if Sts have heard of Loch Ness.

10.1

See text in Student Book on p.60

b Get Sts to look at the photo of the hotel bedroom and number the words in the list to match the items in the room.

Check answers. Model and drill pronunciation.

ANSWERS

3 a bed 5 the floor 2 a pillow 4 a towel 1 a window

c Tell Sts to go to **Vocabulary Bank Hotels** on p.130.

Vocabulary notes

Highlight that:

- the letter *h* in *hotel*, as with most words beginning with *h*, is pronounced /h/ (it is not silent, as in some languages).
- the letters *ow* are pronounced /aʊ/ in *towel*, but /əʊ/ in *pillow*.
- the *p* in *cupboard* is silent.

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

10.2

See **In a hotel room** in Student Book on p.130

Remind Sts that we usually use *the* with *bathroom* and *floor* because it is clear which one you are talking about. Focus on **b** and get Sts to cover the words, look at the picture, and say the words. They could do this individually or with a partner. Remind them to use *a* or *the*.

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

10.3 Look at **2 In a hotel** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

10.3

See **In a hotel** in Student Book on p.130

Highlight pronunciation, especially the /ɑː/ sound in *spa*, *bar*, *garden*, and *car park*.

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

Focus on the **ground floor** box and go through it with the class. In some countries, e.g. the USA, people refer to the ground floor of a building as the *first floor*.

Highlight that *floor* has two different meanings – the part of the room below your feet and the different levels in a building.

Finally, focus on **c** and the speech bubbles. Look at the drawing of the hotel and highlight that we use ordinal numbers to talk about the floors of a hotel. Model and drill *the ground floor*, *the first floor*, *the second floor*, etc. in chorus and individually. Highlight that we use the preposition *on* to talk about the floors of a building.

Demonstrate the activity by asking a student *Where's the bar? (It's on the second floor.)*. Elicit a question from the same student and answer the question yourself.

Put Sts in pairs and give them a few minutes to ask and answer questions about the hotel. Monitor and help.

Make a note of any problems they are having and correct any mistakes on the board.

Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Vocabulary** photocopiable activity.

2 GRAMMAR *there's a... / there are some...*

a **10.4** Focus on the lesson title, *A room with a view*, and elicit / explain the meaning (= a room where you can see beautiful things outside).

Now focus on the instructions and the words in the list.

Model and drill the pronunciation of *wi-fi* /'waɪ faɪ/.

Point out that the first one (*a lift*) has been done for them. You could point out to Sts that the hotel is the one they read about in **1a**. Get Sts to cover the conversation on *p.61* and focus on the list of items.

Play the audio once the whole way through for Sts to listen and complete the task. Play again as necessary. You may want to point out that the receptionist speaks with a Scottish accent.

Check answers by asking *Is there (a good view)? / Are there (shops near)?* and getting Sts to just say *Yes* or *No*.

ANSWERS

- ✓ a good view
- ✓ wi-fi
- ✗ a restaurant
- ✓ a bar
- ✗ shops near

10.4

See conversation in Student Book on *p.61*

b Focus on the instructions and make sure Sts understand that they are circling *a* or *b* in 1–3 and answering the question in the instructions. Get Sts to uncover the conversation.

Play the audio again for Sts to read and listen at the same time.

Give Sts time to look at 1–3 and circle the correct answers. If you know your Sts' L1, you may want to elicit a translation of *There's / There are* at this point.

Check answers.

ANSWERS

1 a 2 b 3 b

EXTRA CHALLENGE Elicit the rules for making questions and negatives with *there is / there are*.

ANSWERS

You make questions by changing the order.

There is... → Is there...?, There are... → Are there...?

You make negatives with *isn't* and *aren't*.

Deal with any vocabulary problems that arose. You could point out that *cases*, in line 8, is an abbreviation

of *suitcases*, which Sts saw in the **Vocabulary Bank** **Common verb phrases 2: travelling**.

c Tell Sts to go to **Grammar Bank 10A** on *p.110*.

Grammar notes

there's a... / there are some...

Sts may have trouble remembering that *there is* is used with singular nouns and *there are* with plural nouns.

Highlight that:

- *there is* contracts to *there's*, but we write *there are* NOT *there're*
- *there is* isn't contracted in short answers, i.e. *Yes, there is*. NOT *Yes, there's*.
- negative sentences are formed with the negative of *be*, i.e. *isn't* and *aren't*
- questions are formed by inverting *there* and *is / are*, e.g. *There is → Is there...?* and *There are → Are there...?*

When giving a list of things, we use *There is* if the first word in the list is singular, e.g. *There's a bed, a table, and two chairs*.

some and any

Highlight that we use *some* in positive plural sentences, e.g. *There are some pictures*.

We use *any* in negative plural sentences and questions, e.g. *There aren't any towels, Are there any pillows?*

NB The use of *some* and *any* with uncountable nouns, e.g. *There's some bread*, is not taught here. This grammar point is taught in *English File Elementary*.

Focus on the example sentences and play audio **10.5** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **10A** on *p.111* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 Are there 2 There aren't 3 There's 4 Is there
5 There isn't 6 There are 7 Is there 8 There are
9 There isn't 10 Are there
b 1 any 2 some 3 a 4 any 5 a 6 a 7 any 8 some
9 some 10 any

Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

d Put Sts in groups of three and tell them to practise the conversation in **2b**.

Make sure Sts swap roles.

You could get some pairs to perform the role-play for the class.

e **10.6** Focus on the task and play the audio once the whole way through for Sts to listen and answer the first two questions.

Check answers to the first two questions and elicit opinions for the third question.

ANSWERS

They see something in the loch.
Louisa takes photos with her phone.

10.6

(script in Student Book on p.90)

E = Eric, L = Louisa

- E Louisa, time to get up.
L OK. What time is it?
E It's half past seven. Breakfast is at eight.
L Is it a nice day?
E Let's see. Louisa, quick! Come here! Look at that!
L What is it?
E Look. Over there.
L Where?
E There. In the loch. There! Can't you see? There's something in the loch. It's moving. Can you see it now?
L Yes. What is it?
E I don't know. Quick, take a photo.
L I can't see it now. Can you?
E No. I can't. I can't see anything now. Let's see those photos, Louisa.
Wow! I don't believe it. Look at that...

Elicit opinions to the final question as a whole-class activity. You could find out, with a show of hands, how many Sts believe in the Loch Ness monster.

- f Focus on the examples. Highlight that Sts can write a singular **+** sentence if there is one of something (*There's a...*), and a plural **+** sentence with either a number or *some* (*There are two / some...*). With **-** sentences, they should be singular when there is normally only one of something, e.g. *There isn't a TV*, but plural when there are usually more than one, e.g. *There aren't any windows*.
Put Sts in pairs and get them to write a **+** or **-** sentence with *There's a...* / *There are some...* / *There aren't any...* for each noun in the **Your classroom** and **Your school** boxes. Monitor and help if necessary.
Elicit some sentences from individual Sts.

EXTRA CHALLENGE Get Sts to do this orally.

3 PRONUNCIATION /ɪə/ and /eə/

Pronunciation notes

You could point out that /ɪə/ and /eə/ are diphthongs, i.e. two sounds, if you think this will help Sts.

The letters *eer* are always pronounced /ɪə/, e.g. *beer*.

The letters *ere* and *ear* are sometimes pronounced /ɪə/, e.g. *here* and *near*, but are also sometimes pronounced /eə/, e.g. *there* and *wear*. Sts need to learn these common examples by heart.

- a 10.7 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

10.7

See sounds and words in Student Book on p.61

Focus on the sound picture *ear*. Play the audio to model and drill the word and the sound (pause after the sound). Now focus on the words after *ear*. Remind Sts that the pink letters are the /ɪə/ sound. Play the audio, pausing after each word for Sts to listen and repeat.
Now repeat the same process for *chair* /eə/.

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

Give further practice as necessary.

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

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

Focus on the **Same spelling, different sound** box and go through it with the class. There is no easy rule here, so Sts will have to learn and remember how these words are pronounced.

- b 10.8 Focus on the words in the list and tell Sts that the pink letters are either /ɪə/ or /eə/. Play the audio once the whole way through for Sts just to listen.

10.8

See words in Student Book on p.61

Now play it again for Sts, pausing after each word for Sts to put it in the correct group in **a**.

- c 10.9 Play the audio for Sts to listen and check.
Check answers.

10.9

ear /ɪə/ beer, dear, idea, really, we're, year
chair /eə/ airport, repair, their, where

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

Then repeat the activity, eliciting responses from individual Sts.

- d Put Sts in pairs and get them to practise saying the sentences.

EXTRA SUPPORT Before putting Sts in pairs, model and drill the sentences.

4 VOCABULARY & SPEAKING in, on, under

- a Focus on the pictures of the boxes and balls. Give Sts time to write the correct preposition under each picture.
Check answers.

ANSWERS

1 on 2 under 3 in

Highlight, with examples and demonstrations, the difference between *on* and *in*. *In* is used when something is inside a closed or semi-closed space (e.g. *My phone is in my pocket. The book is in the drawer.*) whereas *on* is used when something is on the surface of something else (e.g. *The picture is on the wall. The book is on the table.*).

EXTRA IDEA You could practise these prepositions further by placing an object, e.g. your phone, in different places in the classroom and asking *Where's my phone?* (e.g. *It's on the table, It's under the chair, It's in your bag, etc.*).

- b Focus on the six pictures. In each one, the remote control is in a different place.

Focus on the speech bubbles and picture 1. Model and drill the question and answer in chorus and individually. Get a pair of Sts to demonstrate the activity.

Then put Sts in pairs and give them time to ask and answer the questions.

Monitor and help.

Check answers.

ANSWERS

- 2 It's on the bed.
- 3 It's in the cup.
- 4 It's under the bed.
- 5 It's under a towel.
- 6 It's in the suitcase (under a T-shirt).

c Put Sts in pairs, **A** and **B**. Tell them to go to

Communication Is there a TV? Where is it?, **A** on p.81 and **B** on p.85.

Focus on the instructions and make sure Sts are clear about what they have to do. Establish that Sts **A** are going to first ask Sts **B** questions about picture 1. For each object, if **B** answers *Yes, there is / are*, **A** then has to ask *Where is it? / Where are they?* and draw the object(s) in the correct place or write the word there.

Demonstrate by taking the role of **A** and asking one of the **Bs** *Is there a coat?* and eliciting *Yes, there is*. Then ask *Where is it?* and elicit *It's on the chair*. Then tell all Sts **A** to draw a coat on the chair.

Get Sts **A** to continue with the questions, then they swap roles.

As soon as a pair has finished, tell them to compare their pictures.

EXTRA IDEA You could get fast finishers to write sentences about their picture, e.g. *There's a laptop on the bed. There are some keys on the table*, etc.

- G** past simple: *be*
V *in, on, at*
P *was and were*, sentence rhythm

Lesson plan

The grammar (the past simple of *be, was / were*) is presented in an interview between a detective and a suspected bank robber. Sts then listen to the same detective interviewing the suspect's friend and they find out if the suspect is guilty or not. The vocabulary focus in the lesson is on prepositions with places, *in, on, and at* (e.g. *in bed, on a bus, at school*), and this and the grammar is then practised in a video activity. In Pronunciation & Speaking, Sts practise the strong and weak forms of *was* and *were*, and sentence rhythm. Then the grammar, pronunciation, and vocabulary are brought together when Sts ask and answer questions about where they were at various times the previous day. Finally, Sts watch a video about buildings with an interesting history.

Video material

Vocabulary – *in, on, at*

Listening – *Buildings with a past*

More materials

For teachers

Photocopiables

Grammar past simple: *be* p.162

Communicative Where were you yesterday? p.202
(instructions p.174)

For students

Workbook 10B

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask *What day is it today?* and elicit the full date onto the board, e.g. *Tuesday 5th March*.

Then write the previous day and date on the board and ask *Is this today?* and elicit / teach *yesterday*, and write it on the board.

Then under *yesterday*, write *10 a.m., 3 p.m., and 7 p.m.* and elicit *yesterday morning, yesterday afternoon, and yesterday evening*.

Finally, write *10 p.m.* Sts will probably say *yesterday night*. Tell them that with *night*, we say *last night* NOT *yesterday night*.

1 GRAMMAR past simple: *be*

- a** Books open. Focus on the instructions and make sure Sts understand the meaning of *robbery, bank*, and *a suspect*. Model and drill pronunciation.
Do the question as a whole-class activity.

ANSWERS

1 Jason 2 a detective

- b** **10.10** Focus on the instructions and tell Sts that they are going to listen to the interview between the detective and Jason Brown. If you didn't do the **Optional lead-in**, explain to Sts that we say *yesterday morning / afternoon / evening*, but *last night*.

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

10.10

See interview in Student Book on p.62 and answer key

Now play it again, pausing after each sentence to give Sts time to complete the gaps. This is the first time Sts have seen *was* and *were*, but they should be able to guess the meaning from context.

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

Check answers.

ANSWERS

1 seven 2 home 3 home 4 wife 5 pub 6 alone
7 friend

- c** Focus on the headings of the chart and the two columns. Then give Sts time to complete the chart.

Check answers.

ANSWERS

1 was 2 weren't 3 Were 4 wasn't

- d** Tell Sts to go to **Grammar Bank 10B** on p.110.

Grammar notes

Was is the past of *am* and *is*. *Were* is the past of *are*. Like *is* and *are*, *was* and *were* can be used to describe permanent and temporary states, e.g. *I was a teacher. / I was at home last night*.

Was and *were* are used exactly like *is* and *are*, i.e. they are inverted to make questions (e.g. *he was* → *was he?*), and *not* (*n't*) is added to make negatives (*wasn't, weren't*).

The past simple is used to talk about finished time, especially with past time expressions, e.g. *last night* and *last week*. It is used to refer to both the near and distant past.

! Highlight that past time expressions do not have an article, i.e. *last week* NOT *the last week*.

! Some Sts tend to remember *was* and forget *were*.

Focus on the example sentences and play audio **10.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Past time expressions** box and go through it with the class.

Now focus on the exercises for **10B** on p.111 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 Were you 2 James wasn't 3 We were 4 Were they
5 You weren't 6 I was 7 Was your sister 8 It was
9 I wasn't 10 Sarah and Emma were

- b** 1 was, weren't, were, wasn't
 2 Was, wasn't, was
 3 Were, weren't, were
 4 Was, wasn't, was

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar** photocopiable activity.

- e** **10.12** Focus on the instructions and the example.
 Play the first sentence, pausing after the prompt (*She's a teacher.*) for Sts to say the past form in chorus. Now continue playing the audio for Sts to hear the answer.
 Play the rest of the audio, pausing after each prompt for Sts to make the sentence in the past.

10.12

- 1 She's a teacher. (*ping*) She was a teacher.
 2 Is he an actor? (*ping*) Was he an actor?
 3 We aren't very happy. (*ping*) We weren't very happy.
 4 It isn't expensive. (*ping*) It wasn't expensive.
 5 They're terrible. (*ping*) They were terrible.
 6 Are you a student? (*ping*) Were you a student?
 7 I'm not tired. (*ping*) I wasn't tired.
 8 You're in my class. (*ping*) You were in my class.

Then repeat the activity, eliciting responses from individual Sts.

2 LISTENING

- a** **10.13** Focus on the instructions. Then give Sts time to read the information about Kevin.
 Play the audio for Sts to listen and complete the gaps.
 Get Sts to compare with a partner, and then play again if necessary.
 Check answers.

ANSWERS

- 1 taxi driver 2 14 3 at school 4 taxi 5 Black Horse
 6 Street 7 wife 8 Jason's wife

10.13

(script in Student Book on p.90)

D = detective, K = Kevin

- D** Interview with Kevin Smith at eight p.m. on Tuesday the fourteenth of November. Are you Kevin Smith?
K Yes, I am.
D What do you do, Kevin?
K I'm a taxi driver.
D And where do you live?
K At fourteen Market Street.
D Do you know the suspect, Jason Brown?
K Yes, I know him. He's my friend. We were at school together.
D Where were you yesterday afternoon at five o'clock?
K Yesterday at five o'clock...I was in my taxi. I was in my taxi all afternoon.
D And at seven o'clock? Where were you then?
K I was in a pub. The Black Horse.
D Where is it, exactly?
K In South Street. Near the station.
D Were you alone?
K No, I was with Jason.
D Were you only with Jason?
K Er, no. My wife was there. And Jason's wife.
D Jason's wife? She was with you?
K Er, yes.
D Are you sure?

- K** Yes...no...I can't remember.
D You can't remember who you were with yesterday? Very interesting...

- b** Focus on the instructions and play the audio again. Ask the question to the class.

ANSWER

Because he says Jason's wife was at the pub, but Jason's wife says she was at home.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.90, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 VOCABULARY *in, on, at*

Vocabulary notes

Explain that the best way to learn prepositions is by remembering them in phrases, e.g. *at home, in the office*. However, the following are some simple guidelines Sts can use.

- Use *at* for set phrases, e.g. *home, school, work, university*.
- Use *in* for towns, countries, rooms, buildings, and *bed*.
- Use *on* for transportation with *bus, train, plane*, and *ship*, but use *in* with *cars*.

With many buildings, e.g. *restaurant, pub, cinema*, we can also use *at* to say where you were.

- a** **10.14** Focus on the instructions and make sure Sts know the meaning of *prison*. Explain that Sts are going to hear sound effects on the audio that will tell them where Jason's wife was yesterday.
 Play the audio, and then give Sts time to complete the sentences.
 Check answers.

ANSWERS

plane, Benidorm, bar

10.14

(sound effects)

- b** Write *in, on, and at* on the board. Highlight that we often use these prepositions with places.
 Focus on the chart. Explain that all of the words in each column use the same preposition.
 Get Sts to complete the gaps at the top of the chart with *in, on, or at*. They should be able to do this, as they have seen examples of these prepositions earlier in the Student Book.
- c** **10.15** Play the audio for Sts to check answers and repeat the sentences.

ANSWERS

- 1 at 2 in 3 on

10.15

Where were you yesterday at seven p.m.?

- 1 I was at home.
 I was at work.
 I was at school.
 I was at university.

- 2 I was in bed.
I was in London.
I was in the kitchen.
I was in the car.
I was in the park.
I was in the street.
I was in a restaurant.
I was in a pub.
I was in a museum.
I was in a shopping centre.
I was in a hotel.
- 3 I was on a bus.
I was on a train.
I was on a plane.
I was on the beach.

- d  This video shows images that a young woman, Maisie, took yesterday to document her day. Focus on the instructions and the photo. Explain that the girl is Maisie, and that yesterday she took a picture of every place she was in. Play the video, and pause when the first screen appears with a small circle, e.g. 00:10, and ask *Where was she?* and elicit *She was on a bus*. Continue with the next image, pausing to see if Sts can guess from the first time they see the screen where she was, and eliciting sentences from individual Sts. Encourage them to get the sentence rhythm right, and to use the right preposition. Pause at 01:51 when the completed grid appears.

ANSWERS

- 1 on a bus
- 2 in the street
- 3 at university
- 4 in a restaurant / café
- 5 in a park
- 6 in a shopping centre
- 7 on a train
- 8 at home
- 9 in bed

- e Put Sts in pairs and get them to use the grid to practise asking and answering *Where was she?*

4 PRONUNCIATION & SPEAKING *was* and *were*, sentence rhythm

Pronunciation notes

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

Was and *were* always have a strong pronunciation in short answers and negatives, and can have a strong pronunciation in *yes / no* questions, e.g. *Was he at home last night?* The pronunciation is /wɒz/ and /wɜː/.

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

It is useful for Sts at this level to be aware of these differences, as it will help them to understand spoken English.

- a  **10.16** Focus on the conversation and play the audio once the whole way through for Sts just to listen. You could point out that *was* and *were* are not usually stressed in the positive.

10.16

See conversation in Student Book on p.63

Now play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the rhythm. Give more practice as necessary.

EXTRA SUPPORT Put Sts in pairs and get them to practise the conversation.

- b Focus on the questions and elicit the first one (*Where were you yesterday at 7.00 in the morning?*).

Demonstrate the activity by getting Sts to ask you the first two questions.

In pairs, Sts ask and answer the questions. Monitor and help, making note of any problems.

Get feedback by asking individual Sts to tell the class a sentence about their partner, e.g. *Maria was in the kitchen yesterday at 7.00 in the morning*. You could also find out if any Sts were in the same place at the same time.

EXTRA SUPPORT Give Sts time, in pairs, to practise making the questions first.

5 LISTENING

- a  This video documentary is about some buildings in Oxford's High Street which are now a hotel, but used to be a bank.

Focus on the task and go through the **Glossary** with the class. Model and drill pronunciation of the words *cellar* /'selə(r)/ and *vault* /vɔːlt/.

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

Check answers.

ANSWERS

The buildings are in Oxford.
Today they are a hotel.
In 1808 they were a bank.



Hi! I'm Greg. Welcome to Oxford. I'm visiting the Old Bank Hotel. It's an unusual hotel in the centre of the city.

The Old Bank is in the High Street, in the centre of Oxford. Today it's a luxury hotel, but these buildings – from number ninety-two to number ninety-four – have a very interesting history.

In the sixteenth century, they were part of Christ Church College.

In the eighteenth century, they were different shops. And we know that in eighteen-oh-eight the buildings were one business – a bank. There was a bank here for almost two hundred years, but today it's a famous Oxford hotel. Would you like to go in and look? Let's go.

The Old Bank Hotel has a beautiful reception and a fantastic restaurant.

There are forty-two bedrooms and they're all very comfortable. They have great views of Oxford's famous colleges.

This room has a large bed, two chairs, a table, a television, and a cupboard. It has a beautiful marble bathroom, too.

But there are other rooms that visitors to the hotel don't usually see.

These secret rooms are here in the cellar, under the hotel. These are the old bank vaults. When the hotel was a bank, all the money was here. The rooms were small and the doors weren't easy to open!

They were very, very strong, and on each one, there was a large lock.

Today, these old vaults are storerooms. The hotel keeps its wine collection in here, so it's very, very safe! Ninety-two to ninety-four High Street is a part of Oxford's history. And today, if you want to visit Oxford, the Old Bank is a fantastic place to see!

- b** Focus on the task and give Sts time to read sentences 1–9 and the word list.

Play the video again. Then give Sts time, either individually or in pairs, to complete the sentences.

EXTRA CHALLENGE Get Sts, individually or in pairs, to complete as many of the sentences as they can before watching the video again to check.

Check answers.

ANSWERS

1 centre 2 shops 3 bank 4 restaurant 5 bedrooms
6 rooms 7 money 8 doors 9 wine

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

- c** Do this as a whole-class activity.

EXTRA IDEA Ask Sts if there are any buildings in their town or city which have a different past. If you know of any buildings with a past in the town or city where you are teaching, you could tell the class.

For instructions on how to use these pages, see p.42.

Video material

Can you understand these people? 9&10

More materials

For teachers

Oxford English Hub

Quick Test 10

File 10 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 waiting 2 phoning 3 carrying 4 arriving 5 wearing
b 1 a dress 2 a jacket 3 a shirt 4 a skirt 5 a suit
6 trousers 7 a hat
c 1 Reception 2 lift 3 gift shop 4 bathroom 5 car park
d 1 under 2 on 3 on 4 under 5 in
e 1 in 2 on 3 at

f 10.17 For instructions on how to use this section,
see p.42.

10.17

See words and phrases in Student Book on p.132

PRONUNCIATION

ANSWERS

a 1 /ɜː/ bird 2 /e/ egg 3 /eə/ chair 4 /ɪə/ ear 5 /eɪ/ train
c 1 travel 2 arrive 3 restaurant 4 cupboard 5 Reception

CAN YOU understand this text?

ANSWERS

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

b 1 There's a balcony
2 feeling a bit nervous
3 We're having amazing tapas in a bar
4 We're now lying on our bed

CAN YOU understand these people?

ANSWERS

1 a 2 c 3 c 4 b 5 b



1 Anna

I = interviewer, A = Anna

I What are you doing in Oxford today?

A I'm here visiting a friend and just looking around.

2 Iain

I = interviewer, Ia = Iain

I What clothes do you usually wear for work?

Ia I wear semi-formal clothes, so a shirt and trousers, but I don't need to wear a tie.

3 Jayna

I = interviewer, J = Jayna

I Would you like to live in England?

J Yes.

I Why?

J The history of the place, and just, um, it really is a beautiful country.

4 Sandra

I = interviewer, S = Sandra

I Are you staying in a hotel?

S Yes.

I Do you like it?

S Yes, I like it very much.

I Why?

S It's situated near the river, it's really nice and cosy, they serve pints in the evening, so we're fine.

5 Spencer

I = interviewer, S = Spencer

I Where were you at ten o'clock last night?

S At ten o'clock last night I was in my hotel room.