

- G** past simple: regular verbs
V regular verbs
P regular past simple endings

Lesson plan

The context of this lesson is a family who move from London in the UK to North Carolina in the USA for a year.

The grammar is presented in a short reading text and listening about their move. Sts then focus closely on the different pronunciations of the regular past simple *-ed* ending. They practise the grammar and pronunciation in a speaking activity. The lesson finishes with a reading and a listening about the family's year in the USA, and Sts talk about people they know who have lived or studied abroad.

More materials

For teachers

Photocopiables

Grammar past simple: regular verbs p.163

Communicative Find someone who... p.203 (instructions p.174)

For students

Workbook 11A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following flow chart on the board:

Would you like to live abroad for a year?



Elicit the meaning of *abroad* (= in another country) and its pronunciation /ə'brɔ:ɪd/.

Then put Sts in pairs and get them to ask each other the questions.

Get some feedback and find out which countries Sts would like to go to.

1 GRAMMAR past simple: regular verbs

a **11.1** Books open. Focus on the instructions and go through sentences 1–3. Make sure the two options are clear in each case.

Focus on the text and, if you didn't do the **Optional lead-in**, elicit / explain the meaning of *abroad*. Model and drill its pronunciation.

Play the audio once the whole way through for Sts to read and listen at the same time. If Sts ask about the *-ed* ending on the verbs, e.g. *wanted*, *asked*, ask them if they think this is the present or the past (*the past*).

11.1

See text in Student Book on p.66

Now give Sts time to choose *a* or *b* in 1–3.

Check answers.

ANSWERS

1 a 2 b 3 b

Deal with any vocabulary problems that arose.

b **11.2** Focus on the six photos and elicit what Sts can see.

Now focus on the sentences and establish that they are all in the past simple and that all the words with yellow highlighting are regular verbs. Deal with any vocabulary problems.

Put Sts in pairs and give them time to try and match the sentences to photos A–F. Monitor and help.

Check answers.

ANSWERS

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

11.2

See sentences in Student Book on p.66

c Focus on the instructions and then elicit the past simple of the first sentence (*booked*). Give Sts time to write the other past simple forms. They can look back at the sentences in **b** to help them.

Check answers by copying the present and past forms on the board.

ANSWERS

We **booked** our flights.

We **arrived** in North Carolina.

They **didn't** want to sleep.

Get Sts to look at the verbs again and ask them what letters they add to a verb to make the positive **+** past form for regular verbs.

ANSWER

To make a positive **+** past form, add *-ed* or *-d* (if the verb ends in *e*).

Now ask them how the negative **-** form is made.

ANSWER

To make a negative **-** past form, use *didn't* + infinitive.

d Tell Sts to go to **Grammar Bank 11A** on p.112.

Grammar notes

Past simple: regular verbs

The past simple is used for finished actions and states in the past, however distant or recent. For example, we can say *I phoned you yesterday* and *I phoned you earlier today*. This may be different in your Sts' L1.

The past simple of regular verbs is very easy. There is no third person change. The basic rule is to add *-ed* to the infinitive.

Negative sentences use the auxiliary *did* + *not* (*didn't*) + the infinitive.

Questions use the formula (*Wh-*) + *did* + subject + infinitive. In other words, they follow the same pattern as questions in the present simple: (**Qu**) + **A** + **S** + **I**.

For information on the acronyms **QuASI** and **ASI**, see the **Grammar notes** in **7A**.

Most verbs in English are regular, although some of the most common verbs happen to be irregular, e.g. *go*, *have* (see **11B**).

Spelling rules

The basic rule for forming the past tense in positive sentences with regular verbs is add *-ed* (e.g. *worked*) or *-d* with verbs ending in *e* (e.g. *lived*).

Highlight that you do not add *-ed* / *-d* to regular past verbs in questions and negatives.

Typical mistakes: *Did you worked yesterday?* *I didn't lived in London.*

The spelling rule in the **Grammar Bank** for doubling the final consonant is slightly simplified. If a verb has two or more syllables, the final consonant is only doubled if the verb is stressed on the last syllable, e.g. *control* → *controlled*. *Travel* is an exception. This is why *listened* and *opened* don't double the final consonant.

Focus on the example sentences and play audio  **11.3** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **11A** on p.113 and get Sts to do them individually or in pairs. If Sts do the exercises individually, get them to compare answers with a partner. Check answers, getting Sts to read the full sentences. Get them to spell any verbs where the spelling in the past changes.

ANSWERS

- a** **1** They worked in a bank.
2 He finished work late.
3 We lived in Brazil.
4 I carried a big bag.
5 She walked to work.
6 The train stopped in Barcelona.
7 We played tennis.
8 You talked a lot!
9 I relaxed at the weekend.
10 He waited for the bus.
11 They travelled by train.
12 She needed a new coat.

- b** **1** did...park, parked **2** Did...finish, didn't finish **3** did...study, studied **4** Did...like, didn't like **5** Did...watch, watched **6** Did...close, closed **7** Did...cry, cried
8 did...arrive, arrived

Tell Sts to go back to the main lesson **11A**.

EXTRA PRACTICE OPTION Use the **11A Grammar photocopiable activity**.

- e** Focus on the instructions, the question prompts, and the example.
Put Sts in pairs and get them to ask and answer the questions. One student could ask the first three and the other student the next three.
Get some feedback from the class.

ANSWERS

- 2** Did Duke University offer Dominic a job?
No, they didn't. / No, it didn't.
3 Did they invite their friends to their house?
No, they didn't.
4 Did the children want to sleep on the plane?
No, they didn't.
5 Did Sacha play with Lego on the plane?
Yes, he did.
6 Did Elena play with Sacha?
No, she didn't.

EXTRA CHALLENGE Get Sts to answer using short answers, and then where possible, expand their answers, e.g. for **2**, *No, they didn't. They offered Miriam a job.*

2 PRONUNCIATION regular past simple endings

Pronunciation notes

The regular past simple ending *-ed* can be pronounced in three different ways:

- 1** *-ed* is pronounced /d/ with verbs which end in a voiced* sound, e.g. *arrive* → *arrived*, *learn* → *learned*
- 2** *-ed* is pronounced /t/ with verbs which end in an unvoiced* sound: /k/, /p/, /t/, /s/, /ʃ/, /tʃ/, e.g. *talk* → *talked*, *finish* → *finished*, *watch* → *watched*
- 3** *-ed* is pronounced /ɪd/ after verbs ending in the sound /d/ or /t/, e.g. *want* → *wanted*, *need* → *needed*

*For an explanation of voiced and unvoiced sounds, see the **Pronunciation notes** in **3A** on p.46.

In practice, the difference between /d/ and /t/ is very small, and at this level, we recommend you do not spend too much time on this. However, the difference between /ɪd/ and the other two is significant (it is an extra syllable) and Sts sometimes tend to add the /ɪd/ ending to all regular verbs. Highlight this difference, emphasizing that the *e* in *-ed* is only pronounced when there is a *t* or a *d* before it, e.g. *waited*, *ended*, and make sure you always correct Sts when they add the extra syllable to verbs from groups 1 and 2.

- a**  **11.4** Explain that there are three different ways of pronouncing *-ed*: /d/, /t/, and /ɪd/.

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

11.4

See sounds and sentences in Student Book on p.67

Focus on the first sound picture, *dog*. Play the audio to model and drill the word and sound (pause after the sound).
Now focus on the two example sentences after *dog*. Play the audio, pausing after each sentence for Sts to listen and repeat.

Now repeat the same process for *tie* /t/ and the /ɪd/ sound.

Point out that /d/ and /t/ are very similar, but /ɪd/ is very different (see **Pronunciation notes**). Remind Sts that we pronounce *-ed* as /ɪd/ when the preceding letter is a *d* or a *t*. Stress that this is the only time that *-ed* is a separate syllable.

Give further practice as necessary.

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

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*

- b** Now put Sts in pairs. Tell them to cover the sentences, look at the photos, and take turns saying the sentences to tell Dominic's story.

EXTRA SUPPORT Do this as a whole-class activity. Get Sts to cover the sentences, and then ask a volunteer *What happened in this photo?* If the student makes a mistake, encourage the class to help. Continue with the other photos until Sts have retold the whole story.

3 SPEAKING

- a** Focus on the instructions and make sure Sts know the meaning of *last night* and *last weekend*. Give Sts time to read the phrases and then deal with any new vocabulary. Focus on the examples and point out the extra information given in the first example.

Demonstrate the activity by saying a few true positive and negative sentences about yourself, using the phrases, e.g. *I didn't listen to the radio this morning in my car. I walked to work this morning. I didn't arrive late. I arrived 30 minutes early.*

Put Sts in pairs, **A** and **B**, and get them to think of true sentences about themselves with the phrases. Remind them to add extra information where possible.

Monitor and check that Sts **A** are now saying both positive and negative sentences. Remind Sts **B** to tick and cross the phrases, depending on whether their partner did the activity – explain that they will be using this information in the next activity. Also make sure that Sts **A** are saying the sentences and not writing them.

- b** Sts now swap roles, and Sts **B** tell their partner their positive and negative sentences. Sts **A** tick and cross the phrases.
- c** Focus on the instructions and examples. Get Sts to change partners. Explain that they are now going to ask questions about the previous partners, using the phrases in the chart and giving short answers.
- Tell Sts that they must first tell their new partner who they worked with in **a** and **b**.
- Get Sts to ask and answer the questions with their new partner. Monitor and check that Sts are using the infinitive of the main verb in the question.

4 READING & LISTENING

! If you do **4 Reading & Listening** in a later class than when you did **1 Grammar**, you may want to revise the first part of Dominic's story before you start. Elicit the six sentences that are in **1b**, encouraging Sts to pronounce the *-ed* endings correctly.

- a** **11.5** Sts are now going to read part of the blog Dominic wrote when he and his family got back to the UK. Focus on the task and make sure Sts know what *a blog* is. Tell them not to worry about the gap in the title.
- Now play the audio once the whole way through for Sts to read and listen at the same time.

Give Sts time to read the blog again if necessary and answer the two questions. Remind them that when they read, they should try to focus on the words they know, and try to guess the meaning of new words.

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

ANSWERS

They liked their house and Sacha liked his school.
They missed their friends and family; they didn't like the food; they needed to rent a car.

11.5

See blog in Student Book on p.67

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- b** **11.6** Tell Sts they are going to listen to the rest of the blog and must complete the gap in the title of the blog in **a** with either *the UK* or *the USA*. You could get Sts to guess and, with of show of hands, find out what they think.
- Play the audio once the whole way through and then check the answer.

ANSWER

the USA

11.6

(script in Student Book on p.90)

Miriam really liked her job – it was very interesting. I worked from home, so I was with the children a lot, and I loved it. In general, life was good. It was quite cheap – cheaper than in the UK. We joined a sports club, where the children learned to swim, and I played a lot of tennis, one of my favourite sports.

The people in Durham were very friendly. They often invited us to their homes. It was easy to meet people at the sports club, or at the university where Miriam worked. And there were so many new places to see! At weekends, we visited some of the beautiful national parks. They were very different from English parks! In one park, there was a sign saying 'Don't disturb the snakes' – Sacha loved it!

I also remember a trip to a country music festival at a blueberry farm. It was fantastic. First, we listened to the music, and then we picked a lot of blueberries – they're Elena's favourite fruit. But after that trip, she didn't want to eat a blueberry for at least two weeks!

We stayed in Durham for a year. After that, we returned to England because my wife's job finished. But we loved our life in the USA, and we're thinking of going back there in maybe two or three years.

- c** Give Sts time to read sentences 1–9, and make sure they understand them, e.g. the verb *return*.
- Now play the audio once the whole way through for Sts to correct the information.
- Play again if necessary.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

- Miriam **was** very happy at work.
- Dominic worked **from home**.
- Life in the USA was (**quite**) **cheap**.
- The children learned to **swim**.
- The people in Durham **were** very friendly.
- The National Parks were **very different** from English parks.
- At the blueberry farm they listened to **country** music.
- They stayed in Durham for **one year**.
- They returned to England because **Miriam's job finished**.

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

d Do this as a whole-class activity.

If your Sts are at secondary school or university, you could ask them if they would like to study in another country.

- G** past simple irregular verbs: *get, go, have, do*
V verb phrases with *get, go, have, do*
P sentence rhythm

Lesson plan

This lesson introduces the past simple of the four most common irregular verbs in English: *get, go, have, do*. The lesson begins by revising verb phrases with the four verbs. Sts then listen to a conversation between a father who arrives back early from a work trip and his teenage daughter, who he is surprised to find at home. The grammar is presented using extracts from the conversation. In Pronunciation & Speaking, Sts focus on sentence rhythm in questions and answers in the past, and then interview each other about what they did yesterday. Sts then read an article about a film, *A Life in a Day*, which was made using videos showing life around the world on one particular day, and is available on YouTube. Finally, Sts write a blog post about what they did yesterday, using *then, after that, and after*.

More materials

For teachers

Photocopiables

Grammar past simple irregular verbs: *get, go, have, do* p.164

Communicative Life in a day p.204 (instructions p.175)

For students

Workbook 11B

OPTIONAL LEAD-IN (BOOKS CLOSED) Test Sts on the verb phrases they know using *have* and *go* from the **6B Vocabulary Bank A typical day** on p.125, like this:

T breakfast **Sts** have breakfast

T work **Sts** go to work

Other phrases are: *a coffee, lunch, home, shopping, to the gym, dinner, to bed*.

1 VOCABULARY verb phrases with *get, go, have, do*

- a** Books open. Focus on the instructions and the mind maps. Point out the examples.

Now give Sts time to complete the rest of the verb phrases.

Get Sts to compare with a partner.

- b** **11.7** Play the audio for Sts to listen and check. Check answers by asking individual Sts to read the whole phrase.

11.7

- 1 get a flight, get a taxi, get up early
- 2 have breakfast, have a coffee, have dinner, have lunch, have a nice day, have a shower
- 3 go to bed, go home, go out, go to school
- 4 do homework, do housework, do sport, do yoga

EXTRA SUPPORT

- You could play the audio again for Sts to listen and repeat.
 - Tell Sts to cover the verbs and get them to test themselves on the verbs.
- c** Put Sts in pairs, **A** and **B**. Sts **A** (book open) test Sts **B** (book closed). Tell Sts **A** to read a word or phrase from the list in **a** and Sts **B** must say the verb phrase. Make sure Sts then swap roles.

2 LISTENING

- a** **11.8** Focus on the task. Highlight that Ben is a businessman and that Linda is his daughter. Ask *Where was Ben? (in Paris), Where's he now? (at home)*.

Focus on the list of places and check that Sts can remember what they mean.

Focus on the instructions and get Sts to cover the conversation.

Play the audio once the whole way through for Sts to listen and tick the places where Linda says she was during the day. Play the audio again as necessary.

Get Sts to compare with a partner, and then check answers. Ask *Was Linda at school?* (No, she wasn't.), *Was she at home?* (Yes, she was.), etc.

ANSWERS

Sts should tick: at home, in a museum, in a café

11.8

See conversation in Student Book on p.68 and answer key for **b**

- b** Tell Sts to uncover the conversation. Focus on the conversation and the instructions. Tell Sts they are going to listen to the conversation again and they need to complete the gaps. Give them time to see if they can remember any of the missing words.

Play the audio again for Sts to listen and complete the gaps. Play again as necessary.

Get Sts to compare with a partner.

Check answers by playing the audio again, pausing after each answer, and writing the words on the board.

ANSWERS

- 1 home 2 flight 3 classes 4 British 5 lunch 6 free
 7 homework 8 week 9 mother 10 shopping

Go through the conversation with Sts and elicit / explain any new words or phrases. Also explain / elicit that:

- *got* is the past of *get*
- *went* is the past of *go*
- *had* is the past of *have*
- *did* is the past of *do*, and *do* is used both as a main verb and as an auxiliary.

- c** **11.9** Focus on the instructions and the question. Make sure Sts understand the word *noise*.

Elicit some ideas from Sts, but don't tell them if they are correct or not.

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

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

ANSWERS

The noise is a boy (Dylan) in Linda's room.

11.9

(script in Student Book on p.91)

B = Ben, L = Linda, D = Dylan

B And who are you?

L Um, Dad, this is Dylan.

B What are you doing here, Dylan?

D Well, er...you see...Linda and I wanted to do our homework together.

B Oh, did you? And what kind of homework was it, exactly?

3 GRAMMAR

past simple irregular verbs: *get, go, have, do*

- a** Focus on the chart. Highlight that the phrases in the left-hand column are in the present simple and the sentences in the right-hand column are in the past simple.

Focus on the conversation in **2b** and elicit the word missing from the first gapped sentence in the chart (*got*). Give Sts time to complete all the sentences in the chart. Get Sts to compare with a partner.

- b** **11.10** Play the audio for Sts to listen and check. Check answers.

11.10

I **got** an early flight.

We **went** to the British Museum.

We **had** lunch in the café.

I **did** my homework.

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

Highlight that all four verbs are irregular in the past tense (i.e. you don't add *-ed* – the verbs change their form).

Highlight too that here *did* is a main verb, but remind Sts that *did* is also used as an auxiliary verb to make questions in the past simple, e.g. *Did you go to school?*

- c** Tell Sts to go to **Grammar Bank 11B** on p.112.

Grammar notes

A number of common verbs are irregular in the past simple. The change of form can be just one or two letters, e.g. *get* → *got*, or can be a completely new word, e.g. *go* → *went*.

As with regular verbs, irregular verbs are only irregular in positive sentences. In negative sentences, *didn't* is used with the infinitive (not the past), and questions are formed using *did* + infinitive.

Some typical mistakes include: *Did you went to the cinema?*
I didn't had breakfast.

As with regular verbs, all forms are the same for all persons.

Focus on the example sentences and play audio **11.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **did / didn't** box and go through it with class.

Now focus on the exercises for **11B** on p.113 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** **1** I had eggs for breakfast
2 Did she go to Spanish classes
3 We didn't have lunch at home
4 Mike didn't go to work by car
5 They went to school by bus
6 What time did you get up
7 Did you do sport or exercise
8 You didn't do the housework
9 I didn't get up early
b **1** did...have, had
2 Did...do, did
3 did...go, didn't go
4 did...get up, got up
5 did...have, didn't have, had
6 Did...go, went, didn't go

Tell Sts to go back to the main lesson **11B**.

EXTRA PRACTICE OPTION Use the **11B Grammar** photocopiable activity.

EXTRA IDEA Get Sts to practise the conversation in **2b** on p.68, with one student taking the part of Ben (the father) and the other student the part of Linda, and then swapping roles. You could rehearse the conversation before you start, with Sts repeating the conversation after you or the audio.

4 PRONUNCIATION & SPEAKING

sentence rhythm

Pronunciation notes

Remind Sts that in English the words that carry the important information are said more strongly than others, e.g. in *What did you do last night?*, *What*, *do*, and *last night* are stressed more strongly than *did* and *you*.

For more information on sentence rhythm, see the **Pronunciation notes** in **3B**.

- a** **11.12** Focus on the instructions and the four questions and answers.

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

11.12

See questions and answers in Student Book on p.69

Now play the audio again for Sts to listen and repeat the questions and answers, copying the rhythm. Encourage them to pronounce the **bold** words more strongly than the other words.

EXTRA SUPPORT Put Sts in pairs, **A** and **B**, and get them to practise the questions and answers. Make sure they swap roles.

b Tell Sts to go to **Communication Your day** on p.81.

Focus on the instructions in **a** and the example. Explain that Sts have to use the prompts to make questions in the past. Point out that there are both *Wh-* and *yes / no* questions, e.g. *What time did you get up yesterday?* and *Did you have a shower?*

Elicit three or four example questions from the class.

Check that Sts understand what information the questions are asking for. Model and drill the pronunciation of some or all of the questions, encouraging Sts to use good rhythm by stressing the important words in the sentence, as in the previous pronunciation exercise.

EXTRA SUPPORT Elicit all the questions in the past before Sts interview each other. You could get them to interview you first.

Put Sts in pairs and get them to take turns interviewing each other. They write their partner's answers in the *Your partner column*.

Monitor and check that Sts are using correct question format. Make notes of any problems to focus on later.

Then focus on **b**. Put Sts in new pairs and get them to tell their new partner three things about their first partner.

Tell Sts to go back to the main lesson **11B**.

5 READING

a Focus on the instructions. Read the introduction with the class (up to *24th of July*). Elicit / Explain any new vocabulary, e.g. *life* (and the irregular plural *lives*), *to film*. Ask the question to the class.

ANSWER

They filmed their lives.

b  **11.13** Focus on the instructions, making sure Sts know the meaning of *caption*. Give Sts time to look at the photos. Remind Sts that when they read, they should try to focus on the words they know and guess the meaning of new words.

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

11.13

See article in Student Book on p.69

Give Sts time to read the article again if necessary and complete the captions.

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

ANSWERS

- 1 shaved
- 2 cleaned shoes
- 3 arrived, Kathmandu
- 4 did, skydive
- 5 got married

c Focus on the instructions and two questions. Remind Sts that *normal* refers to things people usually or often do and explain that *unusual* means 'not usual'.

Give Sts time to read the article again and then answer the questions. You could ask Sts to make two lists, headed *Normal* and *Unusual*.

Get Sts to compare with a partner, and then check answers. Note that shaving is a normal activity for most men, but shaving for the first time is special. If Sts have different answers, get them to explain.

POSSIBLE ANSWERS

- 1 a baby opened his eyes and looked at his mother
she asked the camera
people got up, washed, and had breakfast
a lot of people didn't go to work
they relaxed, went to the park, or went shopping
other people worked hard, cooked, and cleaned
some children played
others worked
one small boy cleaned shoes in the street
one woman went to hospital
another woman waited to talk to her husband
- 2 a boy shaved for the first time
a boy kissed his mother on her birthday
a man arrived in Kathmandu
a woman did a skydive
an unemployed man got his first job
a boy went home
another man asked his girlfriend to marry him
a man and a woman got married and had an incredible party

Deal with any other new vocabulary, e.g. *thousands*, *incredible*, etc. Model and drill the pronunciation of any tricky words.

d Focus on the instructions and get Sts to cover the article. You could get Sts to do this in pairs, or you could call out each verb and get the class to tell you the past simple. If Sts worked in pairs, check answers.

ANSWERS

did, got up, went, had, opened, washed, worked

e Focus on the instructions and give Sts time to complete each gap with a verb from **d**.

Get Sts to compare with a partner, and then check answers. Finally, tell Sts that the film is available on YouTube if they want to watch it.

ANSWERS

- 1 got up
- 2 opened
- 3 did
- 4 worked
- 5 went, had
- 6 washed

EXTRA SUPPORT Write the past tense of the verbs in **d** on the board to help Sts.

6 WRITING a blog post

Tell Sts to go to **Writing Bank A blog post** on p.87.

a Focus on the instructions and read the title and the first sentence of the blog. Remind Sts of the meaning of *colleague*. Model and drill pronunciation. Give Sts time to read the blog post and complete the task. Point out that the first one (*I got up at 6.30...*) has been done for them.

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

ANSWERS

- 2 Then I had a shower and had breakfast. I didn't eat...
- 3 After that, I went to my new office. I got a taxi, because...
- 4 When I arrived, the boss introduced me...
- 5 I didn't go out for lunch – I had a sandwich in the office...

6 I went home at 5.30. I had a pizza for dinner...

7 I went to bed early, at 9.30. I was really tired, but...

- b** Explain that Sts are going to write a blog post about their day yesterday.

Write this sentence on the board:

Yesterday was a _____ day for me.

Ask a few Sts what word they would put in the gap.

Suggest words like *normal, unusual, interesting, big*.

Tell Sts to use this sentence to begin their blog and make it true for their day. Then they should explain what they did, using time-order words to put the events in order.

Make sure Sts understand that they don't have to say everything they did, just the most interesting or important events in their day.

Get Sts to work individually to write their blog posts.

Monitor and help as needed. If short of time, you could set this for homework.

Check that Sts are using *Then, After that*, etc. and telling events in the order they happened.

EXTRA IDEA If you have corrected their blogs, you could get Sts to 'post' them by putting them on the wall in the classroom. Then get Sts to walk around the room and read each other's blogs.

Is there a bank near here?

Practical English asking for and giving directions
Vocabulary prepositions of place
Pronunciation sentence rhythm and polite intonation

Lesson plan

In this final Practical English lesson, Sts learn how to understand and give simple directions in the street. They begin by learning six new prepositions of place and some very basic language for directions, which is practised through a role-play. The focus is more on asking for and understanding directions than giving directions, as the latter is quite challenging for Sts at this level. Sts watch a video where Rob is asking for directions, and then a conversation he has with Jenny in which he explains where her hotel is and how to get there.

Video material

Practical English Episode 6

More materials

For teachers

Photocopiables

Communicative Where are you? p.205 (instructions p.175)

Oxford English Hub

Quick Test 11

File 11 Test

For students

Workbook Practical English 6

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the prompt phrase *Places in a town* on the board. Give Sts two minutes in pairs to brainstorm words for places in a town, e.g. *school, bank, museum*, etc.

Elicit words from the pair with the longest list and write them on the board. Tell the other Sts to listen and check the words on their list.

Continue eliciting more words from different pairs. Try to elicit all the words for the places in the map on p.70.

1 VOCABULARY & PRONUNCIATION

prepositions of place; sentence rhythm and polite intonation

a **11.14** Books open. Focus on the prepositions of place and the phrases.

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

11.14

See words and phrases in Student Book on p.70

Now play it again, pausing after each item for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Highlight that:

- *opposite* means face-to-face, and is used mainly for people or buildings.
- some prepositions of place are one word, e.g. *opposite*, *between*, but others are two, e.g. *next to*.
- *on the corner* can be followed by *of* + street name, e.g. *on the corner of Oxford Street*.

EXTRA IDEA You could give more practice with *next to*, *opposite*, and *between* by asking questions about things or people in the classroom, e.g. *Who's sitting next to Silvio?* *What's between my desk and the window?*

b **11.15** Focus on the instructions and the map. Give Sts time to read the names of the buildings and the streets.

Demonstrate the activity by choosing a place and describing its position yourself, e.g. *It's on the corner, next to the bookshop*, for Sts to say the place (*the supermarket*).

Play the audio. Pause after the man asks for the place he is looking for, and elicit what it is (*a coffee shop*). Make sure Sts are clear they have to write *coffee shop* on the map in one of the labels A–D.

Now play the rest of the first conversation and elicit the answer (*The coffee shop is building D*).

Play the rest of the audio, pausing after each conversation to give Sts time to write the name of the place in the label.

Check answers by playing the audio and pausing after each conversation.

ANSWERS

A phone shop B Chinese restaurant C park D coffee shop

11.15

(script in Student Book on p.91)

- A Excuse me?
 B Yes?
 A Is there a coffee shop near here?
 B Yes, there's one in South Street. It's next to the cinema, on the right.
 A Thanks.
- A Excuse me. Is there a Chinese restaurant near here?
 B Yes, there's one in King Street, between the bank and the gym.
 A Thank you.
- A Excuse me. Is there a phone shop near here?
 B Yes, there's one in North Street, next to the hotel, on the left.
 A Thanks.
- A Excuse me. Where's the park?
 B It's in London Road, opposite the gym.
 A Oh, great. Thank you.

Pronunciation notes

Intonation is the way in which we say something in English, using a rise or fall in the movement of our voice. Through our intonation, we can 'sound' polite, rude, happy, angry, interested, bored, etc. You can make Sts appreciate the importance of intonation by speaking like a robot, i.e. with no intonation. Encourage Sts to practise polite intonation by copying the audio.

c **11.16** Focus on the instructions and the map again. Model and drill the street names.

Now focus on the conversation and remind Sts that the words in **bold** are pronounced more strongly. Also highlight that the speakers use polite intonation with a wide voice range. Play the audio once the whole way through for Sts to listen to the rhythm and intonation.

11.16

See conversation in Student Book on p.70

Highlight the use of *Excuse me* /ɪks'kju:z mi:z/ in the conversation as a polite way of attracting a stranger's attention (we don't use *Please!* or *Sorry!*). Also point out that polite intonation in English tends to be higher than normal intonation.

Now play the audio again, pausing after each line for Sts to listen and repeat, encouraging them to copy the rhythm and intonation on the audio.

- d Go through the instructions and focus on the example in the speech bubbles.

Model and drill the question *Is there a bank near here?* Then say other places on the map for Sts to substitute, e.g. **T** *gym*; **Sts** *Is there a gym near here?*

Demonstrate the activity by asking one student about a place and eliciting an answer, e.g. *Excuse me. Is there a bank near here? (Yes, there's one in King Street, next to the Chinese restaurant.).*

Put Sts in pairs and get them to ask and answer questions about the places on the map. Monitor and help.

2 ASKING FOR & GIVING DIRECTIONS

- a 11.17 Focus on the pictures and directions, and give Sts time to match them.

Then play the audio once for Sts to listen and check. Check answers.

11.17

- 1 C Go straight on.
- 2 A Turn right.
- 3 B Turn left.

Now play the audio again for Sts to listen and repeat. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

Use gestures to elicit the phrases, e.g. *go straight on, turn right, and turn left.*

- b In this video Rob asks for directions to the nearest cash machine.

Focus on the instructions and the question. Elicit / Explain the meaning of *cash machine*.

Tell Sts to cover the conversation and look at the map. Make sure Sts know where Rob is standing, and play the video, *Asking for and giving directions Part 1*, twice for them to follow the directions to the cash machine.

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

ANSWER

Bank B



See conversation in Student Book on p.71

Now tell Sts to uncover the conversation and go through it line by line. You could play the video again for Sts to read and listen at the same time. Highlight:

- the difference between *Turn left* and *It's on the left*.
- responding to *Thanks very much* / *Thanks* with *You're welcome*.

- c Play the conversation in **b** again, pausing after each sentence for Sts to listen and repeat.

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

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

- d Now Sts watch where he goes to identify which bank Rob finally goes to.

Focus on the instruction and question. Remind Sts that Rob is now standing outside Bank B.

Play the video, *Asking for and giving directions Part 2*, once the whole way through for Sts to watch and listen and answer the question. Play again as necessary.

Check the answer.

ANSWER

Bank C



R = Rob, M = man

R Oh ****. I don't believe it. Excuse me, this cash machine isn't working. Is there another one near here?

M Yeah, there's one in HSBC. Go straight on, turn right, go straight on for a bit, and it's on the left.

R Thanks.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Excuse me. Can you help me?**, **A** on p.80 and **B** on p.85.

Focus on the instructions and give Sts time to read their roles and look at their maps. Explain that they each have to ask for directions to three places and then label the buildings.

Tell Sts **A** to start by asking Sts **B** for directions to the bus station. You could point out to Sts **A** that they can't see a bus station on their map and to Sts **B** that they can see one. Monitor and make a note of any problems Sts are having.

Tell Sts to swap roles when Sts **A** have written their first label. Now Sts **B** ask Sts **A** for directions to the university. Monitor and help, making a note of any general problems Sts are having, and deal with these on the board at the end. When they have finished asking for their places, get Sts to compare maps to check their labels.

Tell Sts to go back to the main lesson **Practical English 6**.

EXTRA PRACTICE OPTION Use the **Practical English 6 Communicative** photocopyable activity.

3 WHERE'S JENNY'S HOTEL?

- a In this last video scene Rob explains to Jenny which hotel she is booked into for a trip to London, and how to get there.

Focus on the instructions and question.

Play the video, *Where's Jenny's hotel?*, once the whole way through for Sts to watch and answer the question.

Check the answer.

ANSWER

To check she got his email about the hotel



J = Jenny, R = Rob

J Hello?

R Hi, Jennifer?

J Yes.

R This is Rob Walker from *London24seven*. I'm phoning to check you got the email I sent you.

J Er, what was it about?

R It was the information about your hotel for next week.

J Just a second. Yes, here it is. Hotel Indigo, London Street. Where is it, exactly?

R It's very near Paddington Station. You can get the Heathrow Express train from the airport to the station. It only takes about fifteen minutes.

J Great. Can I walk to the hotel from the station?

R Yes, it's very near. Can you see it on the map?

J Er, yes, I have it now.

R Turn left when you leave the station. Then go straight on for a bit, and turn right into London Street. The hotel's opposite Norfolk Square.

J Great.

R I can come to the hotel in the morning on your first day. We can walk to the office together.

J OK. See you then.

R Bye.

J Bye.

- b** Focus on the instructions and Jenny's notes about her hotel. Give Sts time to read them. Point out that the first one (*Indigo*) has been done for them.

Play the video again for Sts to watch and listen and complete the task. Play again as necessary.

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

ANSWERS

2 London 3 Station 4 airport 5 15 6 left 7 straight on
8 right 9 opposite

- c** Do this as a whole-class activity. Elicit the answer.

ANSWER

They agree to meet at the hotel and walk to the office together.

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

4 USEFUL PHRASES

- Focus on the phrases and make sure Sts understand what each one means.

Play the video once the whole way through for Sts just to watch and listen.



See Useful phrases in Student Book on p.71

Now play the video again for Sts to repeat the phrases.

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

EXTRA CHALLENGE Put Sts in pairs and ask them to write a short conversation, using some of the **Useful phrases**. When they have finished, get a few pairs to act out their role-play for the class.