

- G** past simple: regular and irregular verbs
V regular and irregular verbs
P irregular verbs

Lesson plan

In this lesson, Sts revise the past simple (regular and irregular verbs) and learn some more irregular verbs in the context of a short story with a surprise ending about two strangers who meet on a train. In Vocabulary & Pronunciation, Sts learn some new high-frequency irregular verbs. Then Sts read and listen to the first two parts of the story. In Grammar, they revise the past simple of regular and irregular verbs, including the past of the verb *be*, and retell Parts 1 and 2 of the story. Then Sts watch a video of Parts 3, 4, and 5 of the story.

Video material

Listening – *Strangers on a train* (Parts 3–5)

More materials

For teachers

Photocopiables

Grammar past simple: regular and irregular verbs p.165
Communicative Past tense questions p.206
 (instructions p.175)

For students

Workbook 12A

OPTIONAL LEAD-IN (BOOKS CLOSED) This lead-in will help Sts do questions **1a**, **1b**, and **1c** of the *Verbs quiz*. Tell Sts that you're going to read out ten regular verbs, and they must write them down in the past simple. Give an example: say *arrive*, and write *arrived* on the board.

Now read out the following verbs, pausing after each one to give Sts time to write down the past simple: *ask, exchange, finish, look, move, open, phone, start, stop, talk, wait*.

You could ask Sts to compare their spelling with a partner. Don't check the spelling of the verbs yet – Sts do this in **1a** and **1b** of the *Verbs quiz*.

1 VOCABULARY & PRONUNCIATION regular and irregular verbs

Pronunciation notes

Some verbs which are irregular in the past tense have quite tricky pronunciation, e.g. *buy* – *bought* /bɔ:t/, *say* – *said* /sed/ (NOT /sɛd/), *see* – *saw* /sɔ:/, *tell* – *told* /təʊld/.

As these verbs are very high frequency, it is worth spending some time on making sure Sts can pronounce the past simple forms correctly.

- a** Books open. Focus on the *Verbs Quiz* and put Sts in pairs to do it. If you did the **Optional lead-in**, point out that the verbs are the same and tell Sts to check with the verbs they wrote down.
 Check answers.

ANSWERS

- 1 a** stop
b arrive, exchange, move, phone
c start, wait
2 buy – bought
 leave – left
 say – said
 see – saw
 send – sent
 sit – sat
 tell – told
 write – wrote

- b** **12.1** Focus on the task and make sure Sts understand that they are repeating all the verbs in the two lists in **a**, but in the past tense. Play the audio for Sts to listen and repeat.

12.1

regular verbs: arrived, asked, exchanged, finished, looked, moved, opened, phoned, started, stopped, talked, waited

irregular verbs: bought, left, said, saw, sent, sat, told, wrote

Write *bought* on the board and say it /bɔ:t/. Ask *What do you notice about the spelling and pronunciation of this word?* Elicit that the letters *gh* are not pronounced – they are silent. Highlight also that the pronunciation of *said* is /sed/, NOT /sɛd/.

Play the audio again, pausing after each verb for Sts to listen and repeat.

- c** **12.2** Focus on the task and the examples. Tell Sts they will hear the infinitive and they must say the past simple. Play the first verb, pausing the audio for Sts to say *said* in chorus.

Play the rest of the audio for Sts to listen and say the past simple of the verb.

12.2

- 1 say (*ping*) said
- 2 tell (*ping*) told
- 3 finish (*ping*) finished
- 4 wait (*ping*) waited
- 5 buy (*ping*) bought
- 6 phone (*ping*) phoned
- 7 write (*ping*) wrote
- 8 stop (*ping*) stopped
- 9 leave (*ping*) left
- 10 send (*ping*) sent
- 11 arrive (*ping*) arrived
- 12 start (*ping*) started
- 13 see (*ping*) saw
- 14 sit (*ping*) sat
- 15 ask (*ping*) asked

Finally, repeat the activity, eliciting responses from individual Sts.

2 READING & LISTENING

12.3–12.4 Pre-teach the following vocabulary to help Sts with the story. Draw a train on the board and elicit the word *train*. Now elicit / teach words connected with travelling by train, e.g. *platform, seat, station, ticket*. Write them on the board and drill pronunciation.

Focus on the title of the story, *Strangers on a train*, and elicit / explain that a *stranger* is a person you don't know, NOT a person from another country (which is *foreigner*). NB The word *stranger* in English may be similar to the word for *foreigner* in your Sts' languages. Model and drill pronunciation.

🔊 **12.3** Now focus on **Part 1**. Tell Sts that they are going to read and listen at the same time.

Play the audio once the whole way through for Sts to read and listen to **Part 1**.

Focus on questions 1–4 and get Sts to answer them in pairs.

Check answers.

ANSWERS

- 1 He saw her at the station / on the platform.
- 2 Chanel No. 5
- 3 (Classical) music
- 4 To have a (cup of) coffee

🔊 12.3

See Part 1 in Student Book on p.72

Elicit / Teach the meaning of any words in the story you think Sts may not have understood, e.g. *blonde*, *move*, *full* (elicit the opposite *empty*), *nice smell*, etc.

🔊 **12.4** Now focus on **Part 2**. Play the audio for Sts to read and listen at the same time.

Focus on questions 5–8 and give Sts time to answer them in pairs.

Check answers.

ANSWERS

- 5 She works in property (flats and houses).
- 6 He works for Citibank.
- 7 He lives in Chelsea and she lives near Chelsea.
- 8 Because she offered to drive him home.

🔊 12.4

See Part 2 in Student Book on p.73

Elicit / Teach the meaning of any words or phrases you think Sts may not have understood, e.g. *property*, *That's interesting*, *time to go*.

Tell Sts they will see the rest of the story later in the lesson.

3 GRAMMAR past simple: regular and irregular verbs

a This exercise tests Sts on what they have learned about the past simple in English so far. Focus on the task and the two conversations.

Give Sts time to read the conversations and choose the correct form.

Get Sts to compare with a partner.

b 🔊 **12.5** Play the audio for Sts to listen and check. Check answers. You could get pairs to read the conversations out loud.

🔊 12.5

- 1 **A** Where did you **go** on Saturday?
B I **went** shopping for clothes.
A What did you **buy**?
B I **bought** a new jacket.
A **Was** it expensive?
B No, it **wasn't**.

2 **A** What did you do last night?

B I **went** to the cinema. I **saw** a new French film.

A Did you like it?

B No, I **didn't like** it very much. It **was** very slow.

EXTRA IDEA Put Sts in pairs and get them to practise the conversations. Make sure they swap roles.

c Tell Sts to go to **Grammar Bank 12A** on p.114. Highlight that this **Grammar Bank** is revision of what they have learned about the past simple in recent Files.

Grammar notes

Remind Sts:

- that you don't use the auxiliary *did* to make questions with the verb *be* in the past tense, e.g. *Were you at home last night?* NOT *Did you be at home last night?*
- for regular verbs add *-ed* or *-d* to the infinitive in positive sentences.
- that most verbs are regular (e.g. *like*, *live*), but some common verbs are irregular and change their form in the past simple (e.g. *go* – *went*, *have* – *had*).
- to use *did* / *didn't* + infinitive to make questions and negatives with all verbs except *be* (and *can*), e.g. *Did you like it?* *Did you go?* NOT *Did you liked it?* *Did you went?*

Refer Sts to **Irregular verbs** on p.133, listing the regular and irregular verbs which have been taught in the Beginner Student Book.

Focus on the example sentences and play audio 🔊 **12.6**, 🔊 **12.7**, and 🔊 **12.8** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercise for **12A** on p.115 and get Sts to do it individually or in pairs. If they do it individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

ANSWERS

- 1 rented 2 was 3 did 4 went 5 visited 6 stayed
- 7 had 8 were 9 arrived 10 said 11 answered 12 saw
- 13 looked 14 was 15 wasn't 16 did...see 17 asked
- 18 Did...talk 19 didn't speak 20 said 21 told 22 waited
- 23 went 24 was 25 had 26 did...leave 27 were
- 28 wanted

Tell Sts to go back to the main lesson **12A**.

EXTRA PRACTICE OPTION Use the **12A Grammar photocopiable activity**.

d Focus on the instructions. Give Sts time to look at the photos in **2** and the questions in **d**.

Put Sts in pairs and tell them to retell **Parts 1** and **2** of the story *Strangers on a train*. Monitor and help if necessary. Elicit the story from the class.

EXTRA SUPPORT Get Sts to write the answers to the questions to help them retell **Parts 1** and **2** of the story.

4 LISTENING

a 🔊 Tell Sts they are going to watch **Parts 3–5** of *Strangers on a train*.

Focus on questions 1–3 and give Sts time to read them.

Play **Part 3** of the video for Sts to watch.

Give Sts time to answer questions 1–3 in pairs.

Check answers.

ANSWERS

- 1 She had a BMW.
- 2 She had two tickets for a Beethoven concert at the Royal Albert Hall.
- 3 She wanted to meet him in the bar at 7.30.



D = David, O = Olivia

Part 3

D Olivia's car was in the station car park. Nice car. It was a big BMW. She was a very fast driver. She stopped outside my flat. We said goodbye, and exchanged phone numbers. The next morning there was a message from Olivia.

O I really want to see you again! Friday?

D On Friday morning, Olivia phoned me. Hello?

O I have two tickets for a Beethoven concert tonight at the Royal Albert Hall! Can you get them from the box office at seven fifteen? We can meet in the bar at seven thirty. The concert starts at eight.

Elicit / Teach the meaning of any words you think Sts may not have understood. Point out the photo of the Royal Albert Hall and tell Sts that it is a famous concert hall in London.

- b** Now focus on questions 1–6 and give Sts time to read them.

Play **Part 4** of the video for Sts to watch.

Give Sts time to answer the questions in pairs.

Check answers. For questions 5 and 6, elicit opinions, but don't tell Sts if they are correct or not.

ANSWERS

- 1 He arrived at 7.00.
- 2 He got a message from Olivia. He left her ticket at the box office and sat down in his seat.
- 3 He phoned Olivia.
- 4 He left the concert hall and went home.



D = David, O = Olivia, W = woman

Part 4

D I arrived at the Royal Albert Hall at seven o'clock. I got the tickets, and I waited in the bar. But Olivia didn't arrive. I looked at my watch. It was seven forty-five. I looked at my phone. There was a message.

O Sorry! In a meeting. Leave my ticket at the box office.

D I left her ticket at the box office and went to my seat. The concert started, but Olivia didn't arrive. When the concert finished, I phoned her, but her phone was off.

W The number you are dialling is currently unavailable.

D I sent her a text. Where are you? I was very angry. I left the concert hall and went home. I opened the door of my flat and turned on the light...

Elicit / Teach the meaning of any words you think Sts may not have understood, e.g. the use of *get* in *got the tickets*, *angry*, *turn on*.

- c** Focus on the question.

Now play **Part 5** of the video for Sts to watch and find out what happened.

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

Check the answer to question 6 in **b**.

ANSWERS

(He saw that) there was no TV and there weren't any pictures. His laptop wasn't in his bedroom.



Part 5

D I opened the door of my flat and turned on the light. My flat looked very different. Oh no! There was no TV, and there weren't any pictures on the walls. I went into my bedroom. My laptop wasn't there. But there was a nice smell: Chanel Number Five.

Now ask *Who do you think took the things from his flat? (Olivia), How did he know? (Because there was a smell of Chanel No. 5 perfume).*

Finally, elicit whether Sts think the ending of the story is good or not.

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.

- G** past simple revision
V revision of past verb forms
P revision of vowel sounds

Lesson plan

This lesson is a board game which gives oral revision of the past simple. There are 30 questions, which revise the grammar of the past simple, along with related aspects of vocabulary and pronunciation.

More materials

For teachers

Photocopiables

Grammar past simple revision p.166
Communicative A holiday in Venice p.207 (instructions p.176)
 Revision questions p.208 (instructions p.176)

For students

Workbook 12B

Books open.

Tell Sts they are going to do an activity which revises the past tense.

Focus on the rules on p.74 and go through them with the class. Make sure Sts understand each rule.

Put Sts in groups of three or four and give each group a dice. Tell them to choose an item to move around the board, e.g. a coin, a rubber, etc. Tell each group to only use one copy of the game on p.74–5.

EXTRA IDEA If you don't have any dice, use coins instead. Tell Sts what the two sides of a coin are called, *heads* and *tails*. Then write on the board: *heads = move one square, tails = move two squares*.

As a demonstration, ask a confident student to toss the coin and move that number of squares from the start. Get another member of their group to read out the question. The student who tossed the coin then answers the question. Ask the rest of the group *Was that OK?* to encourage Sts to listen to and evaluate what the others in their group say. If the rest of the group say *no*, ask them what the problem is. If they are happy with the performance, pass the coin to the next student. Tell all groups to start in the same way.

Monitor as the groups play, but don't interfere unless you hear Sts fail to pick up on a serious error. You could make notes on errors to deal with later in class if you like. Encourage Sts to answer the questions in as much detail as they can – other Sts in the group can ask questions for more information.

Sts continue to play until one student reaches the finish and is the winner. They must throw the exact number needed to land on the finish. If, for example, they need a one, but throw a three, they must move to the finish and then two back, to number 28.

Groups that finish fast can look back through the squares, taking turns to do the ones that were not landed on in the game.

If there's time, you could check answers to some of the questions.

ANSWERS

- 4 **have** a good day
be tired
do sport
be hungry
do / have homework
have lunch
 5 hated, wanted
 9 **do** housework
get up in the morning
have a nice evening
wait for a bus
 10 decided, needed
 14 go – went
 15 said
 19 **buy** (new clothes) – **bought**
say ('sorry' to somebody) – **said**
see (a film) – **saw**
 20 changed – played
 answered – parked
 relaxed – travelled
 24 drink (dinner)
 eat (a coffee)
 travel (new shoes)
 25 liked
 29 **send** (a message) – **sent**
use (a laptop) – **used**
write (an email) – **wrote**
 30 worked

EXTRA SUPPORT If you would like to end the last lesson without the Student Book, there are two **Communicative** photocopiable activities

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

Video material

Can you understand these people? 11&12

More materials

For teachers

Oxford English Hub

Quick Test 12

File 12 Test

Progress Test Files 7–12

End-of-course Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 next to 2 between 3 on...corner 4 on...left
5 on...right

b asked	helped	sat
bought	left	started
carried	missed	stayed
changed	needed	studied
cried	opened	talked
did	said	told
had	sent	wrote

c 12.9 For instructions on how to use this section, see p.42.

12.9

See words and phrases in Student Book on p.132

PRONUNCIATION

ANSWERS

a 1 /ɒ/ clock 2 /s/ snake 3 /z/ zebra 4 /d/ dog 5 /t/ tie
c 1 opposite 2 between 3 decide 4 university
5 exchange

CAN YOU understand this text?

ANSWERS

a Amman, Wadi Rum, Petra
b 1 F (She spent three months in Jordan.)
2 T
3 F (She studied Arabic.)
4 T
5 F (She went to the desert and Petra.)
6 F (The countryside was beautiful.)
7 F (They were very friendly.)
8 T

CAN YOU understand these people?

ANSWERS

1 a 2 b 3 a 4 c 5 a



1 Sophie

I = interviewer, S = Sophie

I What did you do last weekend?

S Last weekend it was my birthday, so I went out for a meal with friends, and it was very sunny as well, so we went for a long walk afterwards.

2 Jayna

I = interviewer, J = Jayna

I Where did you go for your last holiday?

J I went to Japan for Christmas.

3 Rozie

I = interviewer, R = Rozie

I When was the last time you went to a restaurant?

R The last time I went to a restaurant er, was over the weekend. I went to Sweetwater, in er, it's a French restaurant in Brooklyn.

I Did you enjoy the meal?

R I loved it. It was great.

4 Chimi

I = interviewer, C = Chimi

I Are you good at giving directions?

C No, I'm not. I am the worst person to ask for directions. I myself am not good at finding places or following directions, so I pretty much am not good at it.

5 Susan

I = interviewer, S = Susan

I Is there a good café near here?

S Yes, there is. It's just along on the right.