

- G** verb *be* (plural): *we, you, they*
V nationalities
P /dʒ/, /tʃ/, and /ʃ/

Lesson plan

This lesson is centred around a conversation where a Canadian couple meet a British couple in a pub garden. Sts complete their knowledge of the verb *be*, and study the positive and negative forms for *we, you, and they*.

At the beginning of the lesson, Sts learn the nationality adjectives for the countries they learned in **1B**. Then the pronunciation focus is on three sounds (/dʒ/, /tʃ/, and /ʃ/) which come up in some of the new nationality words. The grammar is then presented through the context of a conversation, which is continued in the Reading and Listening and provides consolidation of the new language and some useful phrases. Finally, in Speaking, Sts practise asking about what nationality different people and things are.

More materials

For teachers

Photocopiables

Grammar verb *be* (plural): *we, you, they* p.145

Communicative Match the sentences p.180 (instructions p.168)

Vocabulary Nationalities and languages p.218 (instructions p.210)

For students

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED) Give Sts a quick quiz on capital cities to revise some of the countries they already know. Tell Sts that you are going to say a capital city, and they have to say the country. You could make this a team game by dividing the class down the middle.

London (England)	Washington, DC (the United States)
Brasilia (Brazil)	Tokyo (Japan)
Cairo (Egypt)	Madrid (Spain)
Beijing (China)	Rome (Italy)
Berlin (Germany)	Mexico City (Mexico)
Warsaw (Poland)	Bern (Switzerland)

1 VOCABULARY nationalities

- a** Books open. Focus on the instructions and the photos. Then focus on the first photo and elicit what it is (*a sweet*). Point out that *Turkish* has been circled, as it is the nationality word. Make sure Sts understand what they have to do.
- Give Sts time to circle the other nationality words.
- Check answers.

ANSWERS

2 American 3 Chinese 4 Swiss

EXTRA SUPPORT Do this as a whole-class activity.

- b** Point to the Turkish Delight in **a** and ask the class *Where is it from?* to elicit (*It's from*) *Türkiye*. Point out the example. Give Sts time to write the other countries.
- Check answers.

ANSWERS

2 the United States (USA) 3 China 4 Switzerland

- c** Tell Sts to go to **Vocabulary Bank Countries and nationalities** on p.117.

Vocabulary notes

Nationality endings

Point out to Sts that there are three common endings to make nationality adjectives from the country word, which are *-an / -ian*, e.g. *German, Brazilian*; *-ese*, e.g. *Chinese*; and *-ish*, e.g. *English*.

Word stress

The *-ese* ending is always stressed (*Chinese*). With other nationality words, the stress is usually the same as on the country word. However, it sometimes changes, e.g. *Italy – Italian, Egypt – Egyptian*.

The UK

The official nationality for people from the UK is *British*. If somebody is from England, they may describe themselves as *English* or *British*.

Look at **2 Nationalities** and focus on **a**. Play audio 2.1 and get Sts to repeat the countries and nationalities. 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.

2.1

See nationalities in Student Book on p.117

If necessary, give more details to explain the *English / British* distinction.

Focus on the **Word stress** box and go through it with the class. You could tell Sts some or all of the following:

- in all multi-syllable English words, one syllable is stressed more than the other syllable(s).
- there aren't any firm rules governing word stress, although the majority of two-syllable words are stressed on the first syllable. The number of syllables a word has is determined by the way it is pronounced, not by how it is written, e.g. *nice* = one syllable, not two, because the *e* is not pronounced.
- there are no written accents in English. A dictionary shows which syllable in a word is stressed, e.g. *Brazilian* /brə'zɪliən/. The syllable after the stress mark is the stressed one.
- Sts need to be careful with the pronunciation of words which are the same or similar to ones in their language, as the stress pattern may be different.

EXTRA SUPPORT Write *Brazil* and *Brazilian* on the board. Ask Sts how many syllables there are in *Brazil*, to check they know the meaning of *syllable* (two). Then ask Sts to tell you which syllable is stressed in each word (the second). Underline the stressed syllables (*Bra*zil, *Bra*zilian). Repeat for *China* and *Chinese* (*Chi*na, *Chi*nese) and elicit that the stress in the words is different.

Now look at **b**. Teach Sts how to say their nationality if it is not in the list. Give Sts time to complete the gap.

Focus on **c** and go through the **Countries and languages** box with the class. Highlight that nationality and language words always begin with a capital letter.

Give Sts time to answer the question.

Ask individual Sts for feedback.

Finally, focus on **Activation** and get Sts to cover the words, look at the flags, and remember and say the countries and nationalities. They could do this individually or with a partner.

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 Sts find difficult.

Tell Sts to go back to the main lesson **2A**.

EXTRA PRACTICE OPTION Use the **2A Vocabulary** photocopiable activity.

2 PRONUNCIATION /dʒ/, /tʃ/, and /ʃ/

Pronunciation notes

The sounds focused on in this lesson are all consonant sounds. Sts may find the symbols /dʒ/ and /tʃ/ difficult to remember.

You may want to highlight the following sound–spelling patterns.

- /dʒ/ The letter *j* is always pronounced /dʒ/, e.g. *juice*. The letter *g* can also sometimes be /dʒ/ before *e* and *i*, e.g. *German*, *digital*, etc.
- /tʃ/ The consonant clusters *ch* and *tch* are usually pronounced /tʃ/, e.g. *children*, *watch*.
- /ʃ/ For information on this sound, see the **Pronunciation notes** in **1B**.

a **2.2** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

2.2

See sounds and words in Student Book on p.12

Focus on the sound picture *jazz*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *jazz*. Remind Sts that the pink letters are the /dʒ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *chess* /tʃ/ and *shower* /ʃ/.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat. Give further practice if these sounds are a problem for your Sts. 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 position. You could

model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

b **2.3** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

2.3

See sentences in Student Book on p.12

Then play the audio again, pausing after each sentence for Sts to listen and repeat.

Finally, get Sts to practise the sentences individually or in pairs.

c **2.4** Focus on the instructions and the examples.

Explain to Sts that they are going to hear a man or a woman saying *I'm from* + a country, and they have to say the nationality using *he's* if it's a man and *she's* if it's a woman.

Play the two examples, pausing for Sts to say *He's Chinese* and then *She's Spanish* in chorus. Make sure Sts are pronouncing the /ʃ/ sound in *She* correctly.

Continue with the rest of the audio, pausing as necessary. Make a note of any mistakes in pronunciation and correct them later on the board.

2.4

- 1 I'm from China. (ping) He's Chinese.
- 2 I'm from Spain. (ping) She's Spanish.
- 3 I'm from Japan. (ping) He's Japanese.
- 4 I'm from Switzerland. (ping) She's Swiss.
- 5 I'm from the USA. (ping) He's American.
- 6 I'm from Italy. (ping) She's Italian.
- 7 I'm from Germany. (ping) He's German.
- 8 I'm from Mexico. (ping) She's Mexican.
- 9 I'm from England. (ping) He's English.
- 10 I'm from Türkiye. (ping) She's Turkish.
- 11 I'm from Poland. (ping) He's Polish.
- 12 I'm from Egypt. (ping) She's Egyptian.
- 13 I'm from Brazil. (ping) He's Brazilian.
- 14 I'm from France. (ping) She's French.
- 15 I'm from Russia. (ping) He's Russian.
- 16 I'm from the UK. (ping) She's British.
- 17 I'm from Nigeria. (ping) He's Nigerian.

Then repeat the activity, eliciting responses from individual Sts.

3 GRAMMAR verb *be* (plural): *we, you, they*

a Focus on the picture and the conversation. Tell Sts to complete each gap with a word from the list. Point out that the first one (*are*) has been done for them.

Get Sts to compare with a partner.

b **2.5** Now play the audio for Sts to listen and check. Check answers. Make sure Sts understand all the lexis, e.g. *free*.

ANSWERS

- 2 sit 3 Thanks 4 I'm 5 American 6 aren't 7 English
8 meet

2.5

See conversation in Student Book on p.12 and answer key

Now focus on the chart and make sure Sts know what *plural* means. Point out the two columns and the example in each one.

Give Sts time to complete the chart.

Get Sts to compare with a partner, and then check answers. Make sure that Sts are clear what the pronouns *we*, *you*, and *they* mean. You can demonstrate this or use your Sts' L1 if you know it.

ANSWERS



you're
they're



you aren't
they aren't

- c Tell Sts to go to **Grammar Bank 2A** on p.94.

Grammar notes

We, *you*, and *they* are plural pronouns.

We and *you* can be used for men or women, or both.

The pronoun *you* and the verb form after it is the same in the singular and the plural.

They can be used for people or things.

Remind Sts that people normally use contractions after pronouns in conversation, e.g. *We're from Texas*.

Contractions are not used in positive short answers, e.g. *Yes, they are*. NOT *Yes, they're*.

For *we* / *you* / *they*, there are two possible negative contractions – *we / you / they aren't* and *we're / you're / they're not* – but we recommend you teach only *we / you / they aren't* so as not to confuse Sts.

Focus on the example sentences and play audio 2.6, 2.7, and 2.8 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for 2A on p.95 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 We 2 It 3 they 4 she 5 They 6 He 7 You 8 We 9 They
b 1 We aren't Mexican.
2 You're in class 4.
3 Are they English?
4 Are we in class 4?
5 You aren't in class 4.
6 We're on holiday.
c 1 Are, aren't, 're 2 Are, are, 're 3 isn't 4 aren't 5 Is, isn't, 's
6 Are, are, 's 7 'm not 8 aren't 9 's, Is, is

Tell Sts to go back to the main lesson 2A.

EXTRA PRACTICE OPTION Use the 2A Grammar photocopiable activity.

- d 2.9 Focus on the instructions and the examples. Make sure Sts remember the meaning of *late* (as in *Sorry I'm late*). Then play the audio, pausing after the first sentence for Sts to say *Are you Chinese?* in chorus. Do the same for the second example.
Play the rest of the audio, pausing if necessary after each sentence to give Sts time to say the question in chorus.

2.9

- 1 You're Chinese. (*ping*) Are you Chinese?
- 2 We're late. (*ping*) Are we late?
- 3 They're in class two. (*ping*) Are they in class two?
- 4 You're Italian. (*ping*) Are you Italian?
- 5 They're English. (*ping*) Are they English?
- 6 We're in room five. (*ping*) Are we in room five?
- 7 They're Japanese. (*ping*) Are they Japanese?

You could repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Play the audio, pausing after each sentence, to give Sts time to write the sentence they heard. Then ask them to transform it into a question. Check answers as you go along.

4 READING & LISTENING

- a 2.10 Focus on the five pictures and ask *Who are they?* to elicit that they are the same people as in 3a (*Jessica, Jim, Richard, and Rachel*).

Tell Sts to read and listen at the same time. Now play the audio once the whole way through.

Then focus on the instructions and give Sts time to look at the pictures. Make sure Sts understand all the lexis, e.g. *here, beautiful, and dogs*.

Play the audio again for Sts to listen and number the pictures 1–5.

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

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

ANSWERS

A 2 B 5 C 3 D 1 E 4

2.10

See conversation in Student Book on p.13

- b Focus on the instructions and make sure Sts understand questions 1–4.

Give them time to write the four short answers.

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

ANSWERS

- 1 they aren't
- 2 Yes, they are.
- 3 Yes, it is.
- 4 No, she isn't.

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words, e.g. *business* /'bɪznəs/.

- c 2.11 Focus on the instructions and the phrases. Make sure Sts don't look at the conversations.

Give them a few minutes to see if they can remember any of the missing words.

Play the audio for Sts to listen and complete the task.

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

2.11

- 1 Excuse me. Are they **free**?
 - 2 Are you on **holiday**?
 - 3 We're on **business**.
 - 4 What's **that**?
 - 5 Have a nice **day**!
 - 6 Nice to meet you, **too**.
-

- d Put Sts in groups of four and have them act out the conversations in **3a** and **4a**. If possible, set up seats in the classroom to mimic the seats in the pictures.

5 SPEAKING

- a In this speaking activity, Sts practise nationality adjectives and the third-person singular and plural of the verb *be*. Focus on the instructions and four questions. Point out the three possible answers for the first one. Make sure Sts understand what they have to do. You could do the first one with the class.

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

Monitor and help, encouraging Sts to guess if they don't know the correct answer.

Check answers by getting one student to ask another the questions.

ANSWERS

- 1 Yes, he is.
- 2 No, they aren't. They're Chinese.
- 3 Yes, it is.
- 4 No, she isn't. She's American.

- b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Is sushi Chinese?**, **A** on p.78 and **B** on p.82.

Go through the instructions and speech bubbles. Sts **A** start and ask their partner questions about photos 1–5.

Then Sts swap roles and Sts **B** ask about photos 6–10.

When Sts have asked and answered about all the photos, you could ask the whole class some of the questions to round up the activity.

EXTRA SUPPORT Before Sts ask and answer the questions, put Sts **A** and Sts **B** together to complete the questions with *Is* or *Are*. Write the two options on the board for reference.

EXTRA IDEA Have Sts make up their own questions about people and things they know to ask their classmates.

- G** *Wh-* and *How* questions with *be*
V phone numbers, numbers 11–100
P understanding numbers

Lesson plan

The topic of this lesson is personal information, and the context is students in a language school.

The lesson starts with Sts listening to two conversations which provide the context for asking for and giving personal information, and learning how to introduce other people and to ask how people are. This is followed by a grammar focus on question words and word order in questions. In Vocabulary, Sts learn how to say phone numbers and numbers from 11 to 100. These are practised with a video showing different numbered London buses. This is followed by a pronunciation focus on the difference between pairs of numbers that sound similar, e.g. 13 and 30, etc., and then a listening to reinforce their understanding. Then in Writing, Sts focus on words related to personal information, e.g. *address, postcode, married*, etc., and practise giving their own personal information by filling in a form. We have avoided forcing Sts to ask what may be sensitive questions, e.g. *How old are you? Are you married?*, but these are practised in the speaking exercise where Sts take on a role. Finally, Sts watch a video about a British language school in Brighton.

Video material

Vocabulary – numbers 11–100
 Listening – *Meet the students* (full video, extracts)

More materials

For teachers

Photocopiables

Grammar Wh- and How questions with be p.146
Communicative Remember the sentences p.181 (instructions p.168)
Vocabulary Numbers dictation p.219 (instructions p.210)

For students

Workbook 2B

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a picture on the board of a real or imaginary friend of yours. You could also show Sts a photo. Then write some personal information in note form under it, e.g. phone number, address, single or married, and age.

Tell Sts *This is my friend* (name). Then ask questions such as *What's his / her phone number? How old is he / she? Is he / she married?*, etc. Elicit answers by pointing to the relevant information on the board.

1 READING & LISTENING

- a** **2.12** Books open. Focus on the first picture, the student card, and the task, and elicit who Pia and Lin are (*They're the women in the picture*).

Play the audio once the whole way through for Sts to read and listen at the same time. Help Sts to understand the new lexis, e.g. *How old is he?*, *good-looking*.

Now focus on the student card and elicit the meaning of *age*. Give Sts time to complete the card. You could play the audio again.

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

ANSWERS

Name: **Alex** Martínez
 Nationality: **Mexican**
 Age: **22**

2.12

See conversation in Student Book on p.14

- b** **2.13** Focus on the pictures and elicit who the people are (*Pia, Alex, and Lin*). Explain that it's the next day.

Tell Sts to cover the conversation, and play the audio once the whole way through for them just to listen.

2.13

See conversation in Student Book on p.14 and answer key

Now tell them to uncover the conversation, and give them time to think about what the missing words are, but tell them not to write the words yet.

Play the audio again for Sts to listen and complete the task. Get Sts to compare with a partner, and then check answers. Help Sts understand the new phrases in the conversation. Explain that we use *This is...* (NOT *He's / She's*) when we introduce someone to other people, and that *How are you?* is a common greeting to which people normally respond (*I'm fine / very well, thanks*). It is not a genuine question about people's health.

ANSWERS

1 class 2 What 3 tomorrow 4 Where 5 Italy 6 phone

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words. You may want to explain the difference between *this* (*This is Alex*) and *that* (*That's my bus*), which will be focused on in detail in **3B**.

- c** **2.14** Play the audio, pausing after each sentence for Sts to listen and repeat.

2.14

Same as script 2.13 with repeat pauses

Now put Sts in groups of three. Tell Sts to read Lin's, Pia's, and Alex's lines.

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

EXTRA SUPPORT You could divide the class into two and practise this exchange across the class:

- A** *How are you?*
B *I'm fine. How are you?*
A *Very well, thanks.*

Then get Sts to practise the conversations in pairs, swapping roles.

2 GRAMMAR *Wh-* and *How* questions with *be*

- a **2.15** Focus on the four question words and play the audio for Sts to listen and repeat. Elicit their meaning, and highlight the two different pronunciations of *wh*.

2.15

See words in Student Book on p.14

- b Focus on the chart and the example. Then elicit the missing question word in 2 (*How*) and get Sts to write it in. Then give Sts time to complete the other questions. Get Sts to compare with a partner.
- c **2.16** Play the audio for Sts to listen and check. Check answers.

2.16

- 1 A **Where** are you from?
B I'm from Germany.
- 2 A **How** are you?
B Fine, thanks.
- 3 A **Who's** Alex?
B He's a friend.
- 4 A **What's** your name?
B Molly.
- 5 A **Where's** Modena?
B It's in Italy.
- 6 A **How** old are you?
B Twenty-six.
- 7 A **What's** your phone number?
B Oh seven seven oh two nine six oh eight three six.

- d Tell Sts to go to **Grammar Bank 2B** on p.94.

Grammar notes

In English statements with *be*, the subject comes before the verb. The pattern is S + V.

In questions, the order of the subject and verb is reversed. The pattern is V + S.

When a question begins with a *Wh-* word or *How*, the pattern is *Wh- / How* + V + S.

In questions with question words, the verb *is* is often contracted, e.g. *What's*, *Where's*, *Who's*. This is especially the case when the subject is a noun, e.g. *What's your name?* *Where's the toilet?* It is often not contracted when the subject is a pronoun.

Are is not contracted after a *Wh-* word: *Where are the students?* NOT ~~*Where're the students?*~~

EXTRA SUPPORT If you have a monolingual class, don't be afraid of using your Sts' L1 to talk about the grammar rules. At this level, it is unrealistic to expect Sts to fully understand grammar rules in English.

Focus on the example sentences and play audio **2.17** for Sts to listen and repeat. Encourage them to copy the rhythm. Pause the audio as necessary.

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 **2B** on p.95 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 When, Where 2 What 3 Who, Where 4 What
5 Who, How old
- b 1 Who is she?
2 What's your phone number?
3 Where's room 4?
4 Is Marta married?
5 When's your English class?
6 Is your phone number 4960362?
7 What's his email?
8 How old is Pedro?
- c 1 Where are you from?
2 Where's
3 What's your email?
4 What's your phone number?
5 How old are you?

Tell Sts to go back to the main lesson **2B**.

EXTRA PRACTICE OPTION Use the **2B Grammar** photocopiable activity.

- e Focus on the instructions and make sure Sts understand what they have to do.
Give Sts time to cover the questions in the chart in **b**, look at the answers, and see if they can remember the questions.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Sts **A** (book open) cover the questions in the chart in **b**, look at the answers, and see if they can remember the questions. Sts **B** (book open) don't cover the chart, and help Sts **A** if necessary. Then they swap roles.

3 VOCABULARY phone numbers, numbers 11–100

Vocabulary notes

When saying phone numbers, we give the individual digits, (usually in blocks of three or four), so that 3074128 is said as *three zero seven, four one two eight*. We don't say *thirty, seventy-four, a hundred and twenty-eight*, as in some languages.

Native speakers sometimes use *double* when the same two numbers come together, e.g. 22 in a phone number could be *two two* or *double two*. It is perfectly acceptable to just say the number twice, but you may want to point out this use of *double* so that Sts understand it if they hear it.

Point out that 0 can be said as either *zero* or *oh*. Both forms are used in audio **2.19**.

- a **2.18** Focus on the phone number and the instructions, and play the audio once the whole way through for Sts just to listen.

2.18

zero three zero six nine, nine nine zero, three seven five

Then play the audio again and get Sts to listen and complete the phone number.

Check answers, by writing the number on the board.

ANSWER

0 3 0 6 9 9 9 0 3 7 5

Finally, play the audio again and get Sts to listen and repeat the phone number.

- b** **2.19** Focus on the first phone number. Ask a student to say it, and write what he / she says on the board for the class to check.
- Put Sts in pairs and get them to tell each other the other two phone numbers.
- Play the audio for Sts to listen and check.
- Check answers.

2.19

- 1 zero two eight, nine six four, nine six oh eight three
2 oh eight oh eight one, five seven oh, seven two four
3 zero one three one, four nine six, zero six three eight

Play the audio again, pausing after each phone number, and get Sts to repeat it. Give further practice as necessary.

- c** Focus on the instructions and speech bubble. Put Sts in pairs and get them to ask and answer the question.

! Some Sts may not be happy about using their own phone number, so you could suggest that they invent a number, which they should write down, but with a normal number of digits for the area where they live.

Monitor and help, encouraging Sts to break the phone number up into blocks of three or four digits so it sounds more natural.

Get some feedback by eliciting some numbers onto the board.

EXTRA IDEA You could get Sts to mingle as a whole class to ask each other's phone numbers.

- d** Tell Sts to go to the **Vocabulary Bank Numbers** on p.116.

Vocabulary notes

The main problem Sts have with these numbers is the similar pronunciation of 13 and 30, 14 and 40, etc. Native speakers often clarify, e.g. prices, by asking *one three or three oh?*

Sts also have problems with the numbers that change slightly, e.g. *three, thirteen, thirty* and *five, fifteen, fifty*. For the number 100, both *a hundred* and *one hundred* are acceptable.

- 2.20** Look at **2 11–100** and focus on **a**. Play the audio and get Sts to repeat numbers 11–20 in chorus. Remind Sts that the underlined syllables are stressed more strongly. 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.

2.20

See 11–20 in Student Book on p.116

- 2.21** Now look at **21–100** and focus on **b**. Play the audio and get Sts to repeat the numbers in chorus. 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.

2.21

See 21–100 in Student Book on p.116

Focus on the **Word stress – be careful!** box and go through it with the class. Give some practice of this by writing up pairs of numbers on the board, e.g. 15 / 50, 18 / 80, and getting Sts to say them.

Now focus on **Activation**. Ask Sts to cover the words and say the numbers. They could do this individually or with a partner.

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

Tell Sts to go back to the main lesson **2B**.

EXTRA PRACTICE OPTION Use the **2B Vocabulary photocopiable activity**.

- e** **2.22** Focus on the instructions and the example.

Play the audio, pausing after each number to give Sts time to write. Play again as necessary.

Get Sts to compare with a partner, and then elicit the numbers onto the board.

ANSWERS

97 11 100 40 29 16 62 56 78 34 81

2.22

fifteen, ninety-seven, eleven, a hundred, forty, twenty-nine, sixteen, sixty-two, fifty-six, seventy-eight, thirty-four, eighty-one

- f** This video shows nine clips of London buses with different numbers.

Focus on the photo. Ask *Where is it?* and elicit that it's in London. Then ask *What number is the bus?* and elicit 78.

Tell Sts they are going to watch a video, and that they should write down the numbers of the buses they see. Play the video once. Pause at 01:36 when the blank grid appears. Get Sts to compare their numbers with a partner and practise saying them.

Play the rest of the video until the grid is complete and pause again (01:44). Check answers.

ANSWERS

78, 32, 43, 19, 65, 87, 59, 24, 98

EXTRA IDEA Play a numbers game with your Sts.

- **Game 1: Buzz**
Get Sts to sit or stand in a circle and count out loud. When they come to a number that contains three (e.g. 13) or a multiple of three (*three, six, nine*, etc.) they have to say *buzz* instead of the number.
If a student makes a mistake, either saying the number instead of *buzz*, or simply saying the wrong number, he / she is out. The next player then starts from the beginning again.
Continue until there is only one student left, or until the class reaches, for example, 30.
Note: You can use any number between three and nine as the 'buzz' number.
- **Game 2: Two-digit number chains**
Write three two-digit numbers on the board, e.g.
27 71 13
Elicit the numbers from the class. Then show Sts that the second number begins with seven because the previous one ended with seven, and the third number begins with one because the second number ended with one. Then ask Sts what the fourth number could be and elicit

a number, e.g. 32, and then another, e.g. 26, and write the numbers on the board.

Tell Sts that the numbers can't have a zero, i.e. not 20, 30, etc. Now make a chain round the class. Say the first number, and then elicit the second from the first student on your left, and continue around the class.

Finally, get Sts to make 'chains' in pairs, where **A** says one number, **B** says another, **A** says a third, etc.

4 PRONUNCIATION & LISTENING

understanding numbers

- a** **2.23** Remind Sts of the rule about stress on numbers like *thirteen* and *thirty*.

Focus on the activity and play the audio once the whole way through for Sts just to listen to the difference between the pairs of numbers. Pause and play again as necessary.

2.23

See numbers in Student Book on p.15

- b** **2.24** Focus on the instructions and play the audio once for Sts to circle a or b. Play again as necessary. Play the audio again to check answers.

ANSWERS

1 a 2 b 3 b 4 a 5 b 6 a 7 a

2.24

- | | |
|------------|------------|
| 1 thirteen | 5 seventy |
| 2 forty | 6 eighteen |
| 3 fifty | 7 nineteen |
| 4 sixteen | |

Get Sts to practise saying the numbers in pairs.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Sts **A** read one of the numbers from each pair in **a**, and Sts **B** must say *a* or *b*. Then they swap roles.

- c** **2.25** Focus on the instructions and the four questions. Tell Sts they are going to hear four mini conversations, and in each one they will hear one of the four questions. Play the audio and pause after the first conversation. Ask *Which question is it?* Elicit that the question in the conversation is *What's your phone number?* Get Sts to write 1 next to the question. Play the rest of the audio for Sts to listen and write 2–4 next to the other three questions. Check answers.

ANSWERS

- 2 What's your address?
4 What's your email?
3 How old are you?
1 What's your phone number?

2.25

(script in Student Book on p.88)

- 1 **A** Great. OK, see you on Tuesday.
B Yes. Oh, what's your phone number?
A It's, er, oh two oh, seven nine four six, oh four one five.
2 **A** Thank you. What's your address, please?
B It's fifty-seven King Street. Very near here.

- 3 **A** Come in, sit down. You're Martin Blunt, right?
B Yes.
A And how old are you, Mr Blunt?
B I'm thirty-nine...
4 **A** Thank you very much. Er, one more thing. What's your email?
B It's James eighty-five at ukmail dot com.

- d** Focus on the instructions and make sure Sts understand that they are going to hear the four conversations again, and this time they must write the numbers they hear in the answers.

Focus on 1–4 and elicit that *King Street* is part of an address, and elicit the meaning of the two words. You may want to point out that in English we give the name before *Street, Road*, etc. as in their L1 the order may be the other way round. Focus on the **Email addresses** box and go through it with the class.

Play the audio, pausing after each conversation to give Sts time to write the missing numbers. Play again as necessary.

Get Sts to compare with a partner. Check answers.

ANSWERS

1 6 0415 2 57 3 39 4 85

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.88, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 WRITING & SPEAKING a form

This is the first time Sts are sent to the **Writing Bank** at the back of the Student 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) and set the actual writing (the last activity) in class, except maybe for Writing 2, which could be set for homework.

Tell Sts to go to **Writing Bank A form** on p.86.

- a** Focus on the heading and explain / elicit the meaning of the word *form*. Go through the form line by line and check the meaning and pronunciation of any new words, e.g. *divorced, separated, postcode, home, and mobile*. Note that there is no question for the *Title* line. This is because people would not normally ask *What is your title?* these days. Now focus on the instructions for **a**. Point out that the questions correspond to the spaces in the form. Also point out to Sts that the first one, (*What's your name?*) has been done for them. Give Sts time to match each question to a part of the form. Get Sts to compare with a partner, and then check answers.

ANSWERS

2 d 3 a 4 h 5 c 6 e 7 b 8 g

EXTRA CHALLENGE Get Sts to cover the questions and just look at the form. Elicit the questions from individual Sts or from the class.

Focus on the **Titles** and **Capital letters** box and go through it with the class. Highlight that *Ms* and *Mrs* are both used for women. *Ms* can be for either a married or single woman, but *Mrs* always indicates that the woman is married.

Focus on the instructions for **b** and give Sts a few minutes to complete the form for themselves. Tell Sts to invent the information if they want to.

Monitor and check that they are doing it correctly. Help as needed.

Tell Sts to go back to the main lesson **2B**.

- b** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Personal information, A** on p.79 and **B** on p.83.

Go through the instructions with Sts carefully. Remind them how to say email addresses, and tell them to spell names, surnames, and street names so that their partner can complete the form correctly.

Sit **A** and **B** face to face if possible. Sts **A** start by interviewing Sts **B** and writing the information in the form. Monitor and help. Encourage Sts to use the correct sentence rhythm when asking the questions.

Sts **B** then interview Sts **A** and complete their form.

When they have finished, get them to compare forms.

Tell Sts to go back to the main lesson **2B**.

6 LISTENING

- a**  Tell Sts they are going to watch a video about a language school in England. Focus on the task, and make sure Sts remember what all the words in the list mean.
- Play the video once, and tell Sts to tick words as they see the things. Get Sts to compare with a partner, and then check answers. Sts should have ticked them all except bus stop and dog.

ANSWERS

a bike, a bus, a school, a student, a class, a dictionary, a teacher, a computer, a house



Hello, I'm Alicia. Today I'm in Brighton.

Brighton is in the south of England. It's on the coast. It's a fantastic town, and it's famous for the Royal Pavilion, the pier, and the beach. But I'm not on holiday. I'm here to visit an English language school. This is the school. It's a big school with about three hundred and fifty students.

Rike and Woo are students at the school.

Woo is twenty-three years old. He's from Korea. He's a beginner student. His class is small, with only five students.

His teacher is Stephen. He's English. He's very friendly, and he's a very good teacher.

Rike is nineteen years old. She's from Germany. She's an intermediate student, and her class is big, with eleven students.

Her teacher is Laura. She's English. She's really nice, and she's a very good teacher, too.

When Rike and Woo aren't in class, they're in the computer room... or here, in the canteen. In the evening they're at home. Rike and Woo live in a student house. It's near the school. It's a big house with five bedrooms, a kitchen, and a garden.

Brighton is great for students like Rike and Hyeongwoo. The people are friendly, and the town is exciting and fun!

- b** Focus on the task and give Sts time to read sentences 1–8. Model the pronunciation of *Brighton* and *Bournemouth* and tell Sts that these are two towns on the south coast of England where there are a lot of language schools.
- Play the video again.
- Get Sts to compare with a partner, and then play again if necessary.
- Check answers.

ANSWERS

1 Brighton 2 isn't 3 students 4 23 5 Stephen
6 German 7 teacher 8 is

- c**  Focus on the task and make sure Sts know all the words in the list.
- Give Sts time to read the five sentences from the video.
- Play the extracts video once the whole way through.



See sentences in Student Book on p.15 and answer key

Then play the video again, pausing after each phrase for Sts to complete the gaps.

Check answers, and model and drill pronunciation.

ANSWERS

1 south 2 big 3 small 4 computer room, canteen
5 bedrooms, kitchen, garden

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.

There are two pages of revision and consolidation after every two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available.

The first part revises the Grammar, Vocabulary, and Pronunciation of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first part as a mini-test on Files 1 and 2. The pronunciation section sends Sts to the **Sound Bank** on p.134. Explain that this is a reference section of the book, where they can check the symbols and see common sound-spelling patterns for each of the sounds. Highlight the **Sound Bank** video showing the mouth position for each sound. If you don't want to use this in class, tell Sts to look at it at home and to practise making the sounds and saying the words.

At the end of the vocabulary section, Sts are referred to p.131 at the back of the book to practise words and phrases from the two Files. If you have set these pages for homework, tell Sts to listen to the audio and repeat, and check they remember the meaning of the words and phrases. If you are doing it in class, make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat.

The second part presents Sts with a series of skills-based challenges. First, in Can you understand this text?, there is a reading text which is of a slightly higher level than those in the Files, but which revises grammar and vocabulary Sts have already learned. In the listening in Can you understand these people?, there is a video of some unscripted street interviews, where people are asked questions related to the topics in the Files. You can find the video on *Oxford English Hub* and *Classroom Presentation Tool*. Alternatively, you could set these activities as homework.

Finally, in Can you say this in English?, there is a speaking challenge which assesses Sts' ability to use the language of the Files orally. You could get Sts to do these activities in pairs, or Sts can tick the boxes if they feel confident that they can do them.

Video material

Can you understand these people? 1&2

More materials

For teachers

Oxford English Hub

Quick Test 2

File 2 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 Turkish 2 Switzerland 3 American 4 England 5 Egypt
6 Japanese
b 1 two 2 seven 3 thirteen 4 twenty-one 5 Thursday
6 Sunday
c 1 Open 2 Sorry, down 3 know 4 me, what's, repeat
5 number, email
d 1 a board 2 a door 3 a chair 4 a pen

e 2.26 Tell Sts to go to p.131 and focus on the **Words and phrases to learn** for Files 1 and 2. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

You might want to divide these up so that Sts work on one lesson at a time.

2.26

See words and phrases in Student Book on p.131

PRONUNCIATION

ANSWERS

a 1 /i:/ tree 2 /əʊ/ phone 3 /ɪ/ fish 4 /ʃ/ shower
5 /h/ house
c 1 Chinese 2 fifty 3 fifteen 4 tomorrow 5 German

CAN YOU understand this text?

ANSWERS

First name	Mark	Bianca	Jacek
Surname	Davis	Costa	Gorski
Age	28	20	40
Nationality	American	Brazilian	Polish
Marital status	single	single	married
Occupation	teacher	student	doctor

CAN YOU understand these people?

ANSWERS

1 c 2 b 3 c 4 a 5 c



1 Jayna

I = interviewer, J = Jayna

I What's your name?

J Jayna.

I How do you spell it?

J J-A-Y-N-A.

2 Vera

I = interviewer, V = Vera

I Where are you from?

V I'm from Russia.

I Where in Russia?

V Er, Moscow – capital.

3 Richard

I = interviewer, R = Richard

I How old are you?

R I'm sixty-six.

4 Mairi

I = interviewer, M = Mairi

I What's your phone number?

M It's oh seven, five six, four three, seven eight.

5 Iain

I = interviewer, Ia = Iain

I What's your email address?

Ia It's iain dot smith at yahoo dot com.
