

**G** singular and plural nouns, *a / an*

**V** small things

**P** /z/ and /s/, plural endings

## Lesson plan

This lesson is about things that people normally carry around with them, and how to form and use singular and plural nouns.

The lesson begins with Vocabulary, and Sts learn the words for common small things. Then, in Grammar, real information about things people lose every day and have to look for provides the context for learning plural nouns. Sts also learn the difference between *a* and *an*, although the concept of articles has already been introduced in **Vocabulary Bank The classroom** in 1 Things in the classroom and in Practical English 1. This is followed by a pronunciation focus, first on the /z/ sound, and then on plural endings – /z/, /s/, and /ɪz/. The grammar, vocabulary, and pronunciation are then all practised in a video activity. The last part of the lesson is Listening and Speaking. First Sts hear some short announcements and conversations in which the objects mentioned will help them to identify what is happening, and then they talk about what they have in their pocket or bag.

### Video material

Pronunciation – /z/ and /s/, plural endings

### More materials

#### For teachers

##### Photocopiables

*Grammar* singular and plural nouns; *a / an* p.147

*Communicative* The same or different? p.182 (instructions p.168)

*Vocabulary* Things p.220 (instructions p.210)

#### For students

Workbook 3A

**OPTIONAL LEAD-IN (BOOKS CLOSED)** To revise vocabulary and spelling, play *Ten Chances* with a word from **Vocabulary Bank The classroom** in 1 Things in the classroom on p.118, e.g. *dictionary, chair, coat*, etc. (See p.29 for instructions on how to play *Ten Chances*.) Don't use any of the four words in 1a.

## 1 VOCABULARY small things

**a** Books open. Focus on the task.

Give Sts time to write the words for the four objects. Check answers by eliciting the missing letters onto the board.

### ANSWERS

1 book 2 laptop 3 phone 4 photo

**b** Tell Sts to go to **Vocabulary Bank Small things** on p.119.

### Vocabulary notes

Point out that we only use *a* or *an* with singular nouns (this will be focused on in detail in **Grammar Bank 3A**).

*Glasses* is a plural noun, although it is one object, like *trousers, headphones, scissors*, and other things that have two parts. For this reason, we don't say *a glasses*.

Complete beginners may feel a bit overwhelmed with the number of new items to learn. This would be a good moment to talk about strategies to help them to remember new words, e.g. writing them on cards and sticking them up round their room, copying them into a vocabulary notebook, and above all, using all the resources on *Oxford English Hub* to test themselves.

Focus on the title, *Small things*. Tell Sts to quickly look at the photo, and elicit what the title means.

**3.1** Focus on the instructions for **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

### 3.1

See words in Student Book on p.119

Focus on the **a / an** and **ph** box and go through it with the class. Elicit / Explain that we use *an* in front of a noun when it starts with a vowel sound, e.g. *an umbrella, an ID card*.

Focus on **b** and get Sts to cover the words, look at the photo, and say the words. They could do this individually or with a partner. Remind Sts to use *a* or *an* with all of the nouns except *glasses*.

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 **3A**.

**EXTRA PRACTICE OPTION** Use the **3A Vocabulary** photocopiable activity.

## 2 GRAMMAR singular and plural nouns, *a / an*

**a** Focus on the instructions. Read the title and the introduction. You could use Sts' L1 or a simple mime to elicit the meaning of *look for*. Make it clear that the things are not in order.

Give Sts a minute or so to read the list and then, in pairs, guess what the top four things (in order) are that people look for every day. Tell them not to write anything in the boxes yet.

Elicit some ideas from Sts and write them on the board, but don't tell them if they are correct or not.

**b** **3.2** Tell Sts they are going to hear the answers and that the audio goes from 8 to 1. Play the audio, pausing after each number for Sts to number the things in **a** 1–8.

Play the audio again as necessary.

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

#### ANSWERS

- 8 wallets and purses
- 7 umbrellas
- 6 bank cards
- 5 phone chargers
- 4 glasses and sunglasses
- 3 pens and pencils
- 2 mobile phones
- 1 keys (house and car)

#### 3.2

(script in Student Book on p.88)

What are the top things people look for every day?

At number eight, it's...wallets and purses.

At number seven, umbrellas.

At number six, bank cards.

At number five, phone chargers.

And now for the top four:

At number four, glasses and sunglasses.

At number three, pens and pencils.

And at number two, mobile phones.

And at number one – yes, that's right – keys. House keys and car keys.

Find out if any Sts guessed all of the top four correctly.

Deal with any vocabulary problems that arose.

Finally, find out if this order is true for any of the Sts. You could tell them which things you always look for.

- c Remind Sts of the concept of singular and plural by showing Sts a pen and saying *a pen*. Then show the class three pens and say *pens*. Write on the board:

*singular = (a) pen    plural = pens*

Focus on the chart and point out that the first one (*pencil*) has been done for them.

Now give Sts time to complete the chart.

Check answers.

#### ANSWERS

- 1 pencils
- 2 laptop, laptops
- 3 umbrella, umbrellas

- d Tell Sts to go to **Grammar Bank 3A** on p.96.

#### Grammar notes

##### Singular nouns, *a / an*

You may want to point out to Sts that not all words that begin with vowels begin with a vowel sound – for example, several words which begin with *u* are pronounced /ju:/, e.g. *university*, so it's *a university* (NOT *an university*).

Also, sometimes a word that starts with a vowel sound has the consonant *h* as the first letter. For now, the only word Sts will encounter soon is the word *hour*. The *h* is silent, and we write and say *an hour*.

##### Plural nouns

Irregular plurals are dealt with in **4A**.

Regular nouns form the plural by adding an *-s*. The only problem is the pronunciation, as the final *s* is sometimes pronounced /z/, e.g. *keys*, and sometimes /s/, e.g. *books*. This will be dealt with later in the lesson.

The letters *-es* are added to nouns ending in *-ch*, *-sh*, *-ss*, and *-x* (e.g. *watch – watches*). This is because it would be impossible to pronounce the word if only an *s* were added. (NOT ~~watches~~)

The *-sh* ending is not in the chart because Sts don't yet know any words ending in *-sh*, but you may want to point this out, e.g. *brush – brushes*.

With words ending in consonant + *y*, the *y* changes to *i* and *-es* is added.

With compound nouns, e.g. *bank card* and *identity card*, *-s* is only added to the second noun when plural.

These spelling rules for forming plural nouns are important because they are also true for verbs in the third person in the present simple.

#### the

Explain that we use *the* to refer to something specific, e.g. *look at the board*, *open the door*, *close the windows*. We can use *the* with singular and plural nouns.

Articles are easy for some nationalities and more difficult for others, depending on their L1. If articles are a problem for your Sts, give more examples to highlight the difference between *a / an* and *the*, e.g. *What is it? It's a door* (explaining what it is) and *Open the door* (talking about a specific door, e.g. the door of the classroom).

Focus on the example sentences and play both audio

3.3 and 3.4 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Now focus on the exercises for **3A** on p.97 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 It's a phone.  
2 They're watches.  
3 It's an umbrella.  
4 They're dictionaries.  
5 They're keys.  
6 They're cities.  
7 It's an email.  
8 They're passports.  
9 It's a tablet.
- b 1 What are they? They're books.  
2 What is it? It's a bag.  
3 What are they? They're glasses.  
4 What is it? It's a (phone) charger.  
5 What is it? It's an ID card.

Tell Sts to go back to the main lesson **3A**.

**EXTRA PRACTICE OPTION** Use the **3A Grammar** photocopiable activity.

**EXTRA IDEA** You could play the memory game in class. Put a number of objects somewhere all Sts can see them or stick 12 photos of objects to the board. Give Sts 30 seconds to memorize the objects. Then remove one of the objects and move the others around, or remove all the photos from the board and put 11 back up. Sts have to name the missing object.

### 3 PRONUNCIATION /z/ and /s/, plural endings

#### Pronunciation notes

##### /z/ and /s/

For these sounds, the phonetic symbols are the same as the alphabet letters.

The letter *z* is always pronounced /z/, e.g. *zero, magazine*. This is a voiced\* sound.

The letter *s* at the beginning of a word is nearly always pronounced /s/. This is an unvoiced\* sound.

NB Sts will learn the exceptions *sure* and *sugar*, where *s* is pronounced /ʃ/, later in the course.

The letter *s* in the middle or at the end of a word can be pronounced /s/ or /z/:

- in the middle of a word, it can be /s/, e.g. *glasses*, or /z/, e.g. *music*.
- at the end of a word, for example in plurals, it can be pronounced /s/, e.g. *thanks*, or /z/, e.g. *bags*.

#### Plural endings

When plural nouns end in *-s*, the *s* is either pronounced /z/ or /s/, depending on the previous sound.

The *-s* ending on most plural nouns is pronounced /z/ when it is added to voiced sounds, e.g. *mobiles, doors, keys*.

The *-s* ending is pronounced /s/ after the voiced sounds /f/, /k/, /p/, /t/, e.g. *books, wallets*.

The final *-es* is pronounced /ɪz/ for words ending in *-ce, -ch, -ge, -sh, -s*, and *-x*, e.g. *pieces, watches, pages*, etc. This adds one more syllable to the word. Show Sts that after these sounds, it is very difficult to add only an /s/ sound. This is why the extra syllable is added.

The letters *ies* are always pronounced /ɪz/ in words of two or more syllables e.g. *countries*. In one syllable words it is pronounced /aɪz/, e.g. *fries, lies*, etc.

The difference between /z/ and /s/ is small and not easy for Sts to notice or produce at this level. However, it is useful to make them aware that *s* can be /z/ or /s/, and to point out which sound it is on new words that have an *s* in them.

The most important thing with plurals at this level is to help Sts to learn when final *-es* is pronounced /ɪz/, e.g. *watches*, and when it isn't, e.g. *phones*.

#### \*Voiced and unvoiced consonants

- **Voiced** consonant sounds are made in the throat by vibrating the vocal chords, e.g. /b/, /l/, /m/, /v/, /z/.
- **Unvoiced** consonant sounds are made in the mouth, without vibration in the throat, e.g. /f/, /k/, /p/, /t/, /s/.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds. However, a common error, which is easy to help Sts with, is the tendency to add the /ɪz/ pronunciation to nouns which don't need it, e.g. *files* as /faɪlɪz/, etc. This rule, i.e. when to pronounce *-es* as /ɪz/, is the main focus of the exercises here.

- a 3.5 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

### 3.5

See sound and words in Student Book on p.18

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

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

Give further practice as necessary.

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

- b 3.6 Focus on the three sounds for plural endings and elicit that the second picture is the *snake* (/s/ sound), and the third is /ɪz/.

Explain to Sts that the plural *s* is usually pronounced /z/, e.g. *bags*, but can also be /s/, e.g. *books*. Highlight that the *-es* ending is pronounced /ɪz/ after certain combinations of letters, and give Sts the spelling rules in the **Pronunciation notes**. It would help to give them an example for each spelling of the final *-es* ending, e.g. *pieces, watches, pages, brushes, buses, boxes*.

Focus on the sound picture *zebra* and on the plural words after it. Now play the audio again for Sts to listen and repeat. Give further practice, as necessary, using choral and individual repetition.

Now repeat the same process for *snake* /s/ and the /ɪz/ sound.

### 3.6

See sounds and words in Student Book on p.18

**EXTRA SUPPORT** You could tell Sts that /s/ is the sound made by a snake (sssss) and /z/ is the sound made by a bee or mosquito (zzzzz).

**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*.

- c This video consists of twelve photos showing a mixture of singular and plural things, which are slowly revealed as each piece of a jigsaw appears. Use the photo to explain the process to Sts. Ask them what they think the photo shows, but don't confirm. Write *I think it's / they're... on the board* and encourage Sts to use it when they're not sure.

Play the video to show them how the pieces appear. Pause when the first picture is complete, and ask *What are they?* And elicit the answer *They're passports*. Then play the next image. Pause when four or five jigsaw pieces have appeared, and elicit ideas, encouraging them to use *I think...* Then play until a few more have appeared, and repeat. Finally, reveal the whole image, and ask *What is it?* Repeat this process with the remaining images, making sure Sts pronounce the plurals correctly. Pause the video at 03:18 when the completed grid is shown.

#### ANSWERS

- 1 They're passports.
- 2 They're buses.
- 3 It's an ID card.
- 4 They're chairs.
- 5 It's a (phone) charger.
- 6 It's an umbrella.

- 7 They're purses.
- 8 They're bikes.
- 9 It's a notebook.
- 10 They're watches.
- 11 It's a piece of paper.
- 12 They're windows.

d Put Sts in pairs and get them to practise asking each other *What are they* or *What is it?* for each photo.

## 4 LISTENING & SPEAKING

a 3.7 Focus on the instructions and the photos. Explain that Sts are going to hear five short conversations and they have to match them to the photos. You could tell them that in each conversation, they will hear a word that they have just learned in the **Vocabulary Bank**.

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

### 3.7

(script in Student Book on p.88)

- 1 Please take out your laptops...All laptops out of cases, please.
- 2 A Hi. My name's Sam Smith. I have a reservation.  
B Can I see your passport, please?  
A Sure, here you are.
- 3 A Thank you. Goodbye.  
B Excuse me, is this your bank card?  
A Oh, yes! Oh, thank you so much!
- 4 Please switch off all mobile phones and electronic devices.
- 5 A OK, Ms Jones. Here's your key. You're in room three one five.  
B Thanks.  
A Carlos, please take Ms Jones to room three one five.  
C Follow me.

Now play the first situation again, pause, and elicit the answer (*photo B*). Make sure Sts write 1 in the correct box. Then play the other four situations, pausing after each one to give Sts time to write the numbers.

Check answers and elicit where each situation is taking place (*A and D in hotels, B at airport security, C on a plane, E in a taxi*).

### ANSWERS

A 2 B 1 C 4 D 5 E 3

b Now tell Sts to listen again. This time they must write the word for the small thing(s) from the **Vocabulary Bank** that they hear in each conversation. Tell them to listen carefully to hear whether the things are singular or plural. Play the audio, pausing after each situation to give Sts time to write.

Check answers.

### ANSWERS

1 laptops 2 passport 3 bank card 4 mobile phones 5 key

**EXTRA CHALLENGE** Before playing the audio again, get Sts to look at the photos and write the name of each small thing. Then play the audio for them to listen and check.

**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.

c Focus on the instructions and make sure Sts know the meaning of *pocket*. Demonstrate the activity by taking something out of your bag / pocket and asking Sts which word to tick.

Now give Sts time to see what they have in their bag / pocket.

Ask them to tick the things they have.

d Focus on the instruction and the speech bubble, and elicit / explain the meaning of *I have*.

Put Sts in pairs and get them to tell their partner about the things they ticked in c.

**EXTRA IDEA** Tell Sts which of the things in the list you have in your bag / pocket.

**EXTRA CHALLENGE** Get Sts to guess what they think their partner has. Write on the board: *I think you have...* You could get them to guess about you first.

e This exercise gives Sts the opportunity to name other things they have in their bag / pocket. Encourage them to ask you the question (*What's...in English? How do you spell it?*), and spell the words to them.

Finally, write all the new words on the board.

**G** this / that / these / those

**V** souvenirs

**P** /ð/, sentence rhythm

## Lesson plan

The topic of this lesson is buying souvenirs.

First, a photo of a souvenir stall in London is used to teach Sts the vocabulary for typical souvenirs. Then a conversation between a tourist and the stallholder provides the context for introducing the grammar of demonstrative pronouns *this, that, these, and those*.

In Pronunciation, Sts practise the voiced *th* sound /ð/ used in the demonstrative pronouns, and work on sentence rhythm. The language is brought together in the final speaking activity, in which Sts role-play buying and selling souvenirs.

### More materials

#### For teachers

##### Photocopiables

Grammar *this / that / these / those* p.148

Communicative What's this? What are these? p.183 (instructions p.169)

#### For students

Workbook 3B

**OPTIONAL LEAD-IN (BOOKS CLOSED)** To revise vocabulary for small things, put Sts in pairs or small groups. Give them 30 seconds to look at **Vocabulary Bank Small things** on p.119. Then get them to close their books. Give them one minute exactly to write down as many small things as they can. When the time is up, ask Sts how many words they have. Get the pair / group with the most words to spell them to you as you write them on the board. They get a point for each correct answer.

Finally, tell Sts that in this lesson, they are now going to learn vocabulary for souvenirs. Check they understand the meaning, and model and drill pronunciation /su:və'niəz/.

## 1 VOCABULARY souvenirs

**a** **3.8** Books open. Focus on the photo of the souvenir stall in **b** and, if you didn't do the **Optional lead-in**, make sure Sts understand the meaning of the word *souvenir*. Model and drill pronunciation /su:və'niəz/.

Now focus on the instructions in **a** and make sure Sts understand what each item is.

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

### **3.8**

See words in Student Book on p.20

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

**b** Focus on the photo of the souvenir stall and point out that all the items in **a** are numbered in the photo. Tell Sts to cover **a**, look at the photo, and say the words. They could do this individually or in pairs.

### ANSWERS

1 a cap 2 a key ring 3 a plate 4 a teddy 5 a mug  
6 a football scarf 7 a T-shirt 8 a football shirt

**EXTRA SUPPORT** Say a number to the class to elicit the souvenir, e.g.: **T** five; **Sts** a mug.

**c** Do this as a whole-class activity. Write any new words on the board, and model and drill their pronunciation.

## 2 LISTENING

**a** **3.9** Focus on the instructions and make sure Sts understand that they have to write the prices of the items. Elicit that the £ symbol is for UK pounds, and model and drill the pronunciation /paʊnd/.

Give Sts time to look at the pictures and read the conversation. Ask Sts where the people are (*probably in London*) and elicit that the woman is probably a tourist.

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

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

### ANSWERS

1 15 2 6 3 14 4 25

### **3.9**

See conversations in Student Book on p.21 and answer key

Go through the conversation and explain / elicit the following:

- *oh* is not a word, just a noise we make when we react to something that someone has said.
- the question *How much is it / are they?* is used to ask about the price.

**b** **3.10** Play the audio again and get Sts to repeat each line in chorus.

### **3.10**

Same as script 3.9 with repeat pauses

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

**c** **3.11** Focus on the instructions and elicit / explain the meaning of the question *What does the woman buy?* Play the audio once the whole way through for Sts just to listen.

### **3.11**

(script in Student Book on p.88)

**A** Excuse me, miss. Is this your phone?

**B** Oh! Yes, it is. Thank you very much.

**A** You're welcome. It's a very nice phone! The new iPhone.

**B** Sorry? Oh, yes.

**A** A souvenir for your family? A football shirt is only twenty-five pounds!

**B** OK. An Arsenal football shirt, please.

**A** And a T-shirt?

**B** Yes, and a T-shirt!

Then play it again and get Sts to answer the question.  
Check the answer.

### ANSWERS

An Arsenal football shirt and a T-shirt

Go through the conversation and explain / elicit that  
*You're welcome* is a common response to *Thanks* or  
*Thank you*.

**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.

## 3 GRAMMAR *this / that / these / those*

- a** Focus on the chart and elicit the meaning of *singular* and *plural*. Elicit / Demonstrate the difference between *here* and *there*. Point out that the first one (*this*) has been done for Sts.

Get Sts to complete the chart.

Check answers.

### ANSWERS

|          | here        | there |
|----------|-------------|-------|
| singular | <b>this</b> | that  |
| plural   | these       | those |

- b** Tell Sts to go to **Grammar Bank 3B** on p.96.

### Grammar notes

The words *this* and *these* are used for things within reach of or near the speaker. *That* and *those* are for things that are out of reach or farther away.

The best way to explain the words is to demonstrate. Touch something that is close to you and say, e.g., *This is a book* or *These are pencils*. Then point at something across the room and say, e.g., *That's a board* or *Those are bags*. *This / These* are often used with the word *here*, e.g. *Is this your book here?* *That / Those* are often used with *there / over there*, e.g. *Is that your bag (over) there?*

*That is* is often contracted as *That's*. However, there are no contracted forms for *this is* or *these / those are*.

Focus on the example sentences and play audio 3.12 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **here, there, over there** box and go through it with the class.

Now focus on the exercises for **3B** on p.97 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 those 2 These 3 that 4 these 5 that  
**b** 1 It's 2 these 3 They're 4 those 5 they are 6 this  
7 's that 8 It's

Tell Sts to go back to the main lesson **3B**.

**EXTRA PRACTICE OPTION** Use the **3B Grammar** photocopiable activity

## 4 PRONUNCIATION & SPEAKING /ð/, sentence rhythm

### Pronunciation notes

/ð/

The letters *th* can be pronounced two ways in English, /θ/ or /ð/. Sts have already been exposed to both sounds, /θ/ in *three, thirteen, Thursday, thank you*, etc., and /ð/ in *they* and *the*.

Here the focus is on the /ð/ sound, which occurs in *this, that, these*, and *those*.

Sts may have problems with this sound, as it may not exist in their language.

Show Sts the correct position of the mouth with the tongue behind the teeth and moving forward between the teeth as the /ð/ sound is made, or use the **Sound Bank** videos on *Oxford English Hub*. Model the sound and have Sts put their hands on their throats to feel the vibration of the voiced sound.

It is worth making Sts aware that *th* can be pronounced in two different ways, but at this stage it may not be helpful to compare them too much.

### Sentence rhythm

Remind Sts that in English the words that carry the important information are said more strongly than others, e.g. in *What's your name?*, *What* and *name* are stressed more strongly than *your*.

Generally speaking, question words, nouns, verbs, adjectives, etc. are usually stressed, whereas small words like articles, pronouns, and prepositions are not. It is this mixture of stressed and unstressed words which gives English its characteristic rhythm.

Even at this low level, it is good to help Sts, through these exercises, to begin to get a feel for English sentence rhythm.

As well as helping their spoken English, an awareness of the fact that important words are stressed more strongly will help with Sts' understanding. They can be encouraged to listen out for the stressed words in a sentence and deduce overall meaning from them.

- a** 3.13 Focus on the exercise and play the audio once the whole way through for Sts just to listen.

### 3.13

See sound and words in Student Book on p.21

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

Now focus on the words after *mother*. Remind Sts that the pink letters are the /ð/ sound.

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

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

Give further practice as necessary.

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

**EXTRA SUPPORT** If this sound is 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**  **3.14** Focus on the task and questions 1–5. Ask Sts what kind of information these questions are asking for (*prices*). Elicit that the missing words are either a thing or things, and prices.
- Play the audio once the whole way through for Sts just to listen.

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 **3.14**

See conversations in Student Book on p.21 and answer key

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Now play it again, pausing after each conversation to give Sts time to write.

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

**ANSWERS**

1 mug, 9   2 cap, 12   3 plates, 15   4 T-shirts, 20   5 caps, 24

- c** This exercise focuses on sentence rhythm. Play the audio again and tell Sts to listen to the sentence rhythm. You could also point out that in the questions *What are these?* and *What are those?* *are* is pronounced /ə/ because it is unstressed.

Now play the audio again, pausing once after each question for Sts to listen and repeat, and then again after each answer for Sts to repeat that, too. Encourage them to try and copy the rhythm on the audio. Give further practice as necessary, using choral and individual repetition.

Finally, put Sts in pairs and get one to ask the questions and the other to answer. Monitor and help with pronunciation and sentence rhythm.

Then get Sts to swap roles.

- d** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How much are these watches?**, **A** on p.79 and **B** on p.83.

Go over the instructions and speech bubbles, and make sure Sts are clear about what they have to do. They take turns asking their partner questions about the items with blank price tags. They need to use *this / these* for things which are in touching distance, at the front of the stall, and *that / those* for things which are at the back of the stall, out of reach.

When Sts have asked and answered about all the items, get some feedback from the class, e.g. *The mugs are £13*.

**EXTRA SUPPORT** For reference, write the following on the board:

*How much is...? / How much are...?*

*It's... / They're...*

# An orange juice, please

**Practical English** understanding prices, buying lunch  
**Pronunciation** /ʊə/, /s/, and /k/

## Lesson plan

In this lesson, Sts learn how to ask for food and drink in a restaurant, café, or pub, and how to say prices in pounds, dollars, and euros. They also revise asking how much something is, which they learned in the previous lesson. There is a pronunciation focus on the /ʊə/, /s/, and /k/ sounds, which they need to get right in order to pronounce the currencies correctly. Language for buying something to eat and drink is presented through Rob, who Sts met in episode 1, buying lunch in a pub. Sts then go on to practise buying a drink and something to eat from the same menu.

The language is further consolidated through listening to Jenny, who Sts also met in episode 1, and her friend buying lunch in a New York deli. Finally, Sts focus on the useful phrases from the lesson.

### Video material

Practical English Episode 2

### More materials

#### For teachers

##### Photocopiables

Communicative An orange juice, please p.184  
(instructions p.169)

##### Oxford English Hub

Quick Test 3  
File 3 Test

#### For students

Workbook Practical English 2

**OPTIONAL LEAD-IN (BOOKS CLOSED)** Revise numbers 11–99 by giving Sts a dictation. Dictate ten numbers and ask Sts to write them down. Make sure you write the numbers down as you say them. Get them to compare with a partner, and then check answers.

Now tell Sts to choose five numbers of their own and to write them on a piece of paper. Put Sts in pairs, **A** and **B**, and ask **A** to dictate their numbers for **B** to write down. Then get Sts to swap roles. Monitor and make a note of any problems. Ask Sts to check answers by comparing the numbers they wrote with the numbers their partner wrote. Correct any mistakes on the board.

## 1 UNDERSTANDING PRICES

- a** **3.15** Books open. Focus on the money pictures and elicit where they are from (*the UK, the EU (the European Union), and the United States*). You may want to point out that not all countries in the EU use the euro.  
Play the audio once the whole way through for Sts just to listen. Highlight that *pence* can be shortened to *p* /pi:/.

### 3.15

See money in Student Book on p.22

Now play the audio again for Sts to listen and repeat. Give further practice as necessary.

- b** Draw the symbols for pounds, dollars, and euros on the board and elicit what currency they refer to.  
Focus on the instructions and the example.  
Get Sts to continue matching the prices and words.  
Monitor and deal with any problems.  
Get Sts to compare with a partner.
- c** **3.16** Play the audio once for Sts to listen and check. Check answers.

### 3.16

- 1 H twelve pounds seventy-five
- 2 D fifteen euros ninety-nine
- 3 F fifty dollars nineteen
- 4 C five pounds thirty-five
- 5 A thirteen dollars twenty-five
- 6 G three euros twenty
- 7 J twenty-five cents
- 8 I one pound fifty
- 9 E sixty pence
- 10 B eighty cents

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

Highlight that we don't use *and* between pounds and pence or between euros and cents in British English (e.g. NOT *two pounds and twenty*), and that we normally only use the word *pence* / *cents* for an amount that is less than a pound / euro (e.g. *fifty cents*).

- d** Tell Sts to cover the words A–J and look at the prices 1–10. Give them time to practise saying the prices. Monitor and correct any mistakes.  
Then with the prices in words still covered, elicit the prices one by one from the class.

**EXTRA IDEA** Write some more prices in the three currencies on the board for extra practice.

- e** **3.17** Focus on the four items and the different prices, and elicit them from the class.  
Play the audio, pausing after each conversation for Sts to listen and circle the correct price. Play again.  
Get Sts to compare with a partner, and then check answers.  
You could point out to Sts that native speakers are often unsure whether a price is, for example, 2.50 or 2.15 and might query it, asking *Five oh or one five?*

### ANSWERS

1 \$6 2 £15 3 £8.49 4 £30.20

### 3.17

(script in Student Book on p.88)

- 1 A *The New York Times*, please.  
B Here you are.  
A How much is it?  
B It's six dollars.  
A Card OK?  
B Sure.
- 2 A Excuse me, how much are those umbrellas?  
B They're fifteen pounds.  
A Ah, OK, no thanks.  
B Right, please yourself, love. Tourists...
- 3 A A charger, please, for this phone?  
B Yes, here you are.  
A Thanks, how much is it?  
B Eight pounds forty-nine. Bag?  
A No, thanks.
- 4 A A single to Oxford, please.  
B Thirty pounds twenty p, please.  
A Here you are.  
B Thank you.

**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.

## 2 PRONUNCIATION /ʊə/, /s/, and /k/

### Pronunciation notes

The /ʊə/ sound is not a very common sound in English. You might like to point out that the sound is a diphthong, i.e. two sounds (a combination of /ʊ/ and /ə/).

*eu* is usually pronounced /ʊə/, and three of the most common words with *eu* are *euro*, *Europe*, and *European*.

The aim of the section on /s/ and /k/ is to help Sts with two pronunciations of the letter *c*.

You might like to highlight the following sound-spelling rules.

- The letter *c* is pronounced /s/ before the vowels *e* and *i*, e.g. *centre*, *city*, *nice*, *piece*, *pencil*.
- The letter *c* is pronounced /k/ before consonants and before the letters *a*, *o*, and *u*, e.g. *class*, *cat*, *computer*, *coat*, *cup*.

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

### 3.18

See sounds and words in Student Book on p.22

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

Now focus on the words after *tourist*. Remind Sts that the pink letters are the /ʊə/ sound.

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

Now repeat the same process for *snake* /s/ and *key* /k/. Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Give further practice as necessary.

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

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

Focus on the **The letter c** box and go through it with the class.

**EXTRA IDEA** Write these sentences on the board:

- 1 *In Europe a lot of countries use the euro.*
- 2 *The cinema ticket is six euros and sixty cents.*
- 3 *Can I have a coffee, please?*

Model the first sentence. Repeat the sentence and get Sts to repeat it. Do the same with sentences 2 and 3. Then put Sts in pairs and get them to practise saying the sentences. Get a few Sts to say the sentences in front of the class.

## 3 BUYING LUNCH

**3.19** Focus on the title and photo, and explain / elicit the meaning of *Buying lunch*. Model and drill pronunciation.

Now focus on the menu and answer any questions about vocabulary. If possible, show pictures of the different foods and drinks, e.g. *pie*, *cheese*, *tuna*, *mineral water*, etc. If Sts don't recognize the word *burger*, write *hamburger* on the board and strike through *ham*. You might also want to point out that *Coca-Cola* is the real name for *Coke*, but in the UK people just say *Coke*.

Give Sts time to read the menu.

Now play the audio for Sts to listen and repeat the food, drinks, and prices.

### 3.19

See menu in Student Book on p.22

You could help Sts by writing the multi-syllable words on the board and underlining the stressed syllables (*burger*, *sandwiches*, *tuna*, *salad*, *chicken*, *mineral water*, *orange juice*, *coffee*), or you could ask them to listen again and underline the stressed syllables.

Then drill the words in chorus and individually.

**EXTRA CHALLENGE** In pairs or as a class, get Sts to tell you the prices of each item on the menu before they listen to the audio.

**b** Put Sts in pairs and focus on the task and the example. Model and drill the question.

Highlight that Sts should use a singular question for all the items, even ones which are plural on the menu, because they are just asking for the price of an individual one (e.g. *How much is a pie / a sandwich?*). Quickly elicit the questions from the class and then demonstrate a couple of questions and answers with a good student. Remind Sts to use *an*, not *a*, with *orange juice*.

Now get Sts to practise in pairs. Monitor and help.

Make sure they swap roles.

**c** In this video Rob buys lunch in a pub.

Focus on the photo and ask Sts who the man on the right is (*Rob*). Ask Sts what they can remember about him from the previous **Practical English** lesson. Ask Sts where he is now (*In a pub*). Elicit that the other man is a barman, and model and drill pronunciation.

Focus on the menu. Explain that they have to tick the items that Rob asks for. Make sure they cover the conversation in **d**.

Play the video, *Buying lunch in a pub*, once or twice for Sts to do the task.

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

#### ANSWERS

**Sts should tick:** a cheese sandwich and a Coke.



See conversation in Student Book on p.23 and answer key for **d**

**d** Focus on the instructions and the conversation.

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

Check answers by playing the video again and pausing after each answer.

#### ANSWERS

1 cheese 2 Coke 3 thanks 4 are

Go through the conversation line by line, eliciting / explaining any words or phrases Sts don't know. Highlight that *Can I have...?* is a polite way of ordering food or drink, usually with *please* at the end of the question.

Highlight also that *There you go* and *Here you are* are the two common phrases that people use when they give something to somebody. *There you go* is more informal than *Here you are*.

**e** Play the video, *Buying lunch in a pub* (Listen and repeat), for Sts to watch and repeat, encouraging them to copy the rhythm. Give further practice as necessary.



Same script as previous video with repeat pauses

Put Sts in pairs and assign roles. Give Sts time to practise the conversation. Monitor and correct any pronunciation mistakes.

Make sure Sts swap roles.

**f** Focus on the instructions. Sts role-play a conversation using the food items on the menu. Demonstrate the activity with a strong student. The student is the barman and you order a different food item and a different drink. Put Sts in pairs, **A** and **B**, and assign roles. Give them time to roleplay the conversation, ordering different food items and drinks. Monitor and help.

Make sure Sts swap roles.

Get some pairs to act out the role-play in front of the class.

**g** In this video Jenny and her friend Amy buy lunch in a New York deli.

Focus on the photos in **g** and **h** and ask Sts who is in both photos (*Jenny*). Ask Sts what they can remember about her from the previous **Practical English** lesson.

Ask who they think the other women might be (*the other woman in the first photo is the deli assistant, and in the second, a friend of Jenny's called Amy*).

Play the video, *Buying lunch in a deli*, once the whole way through for Sts to watch and listen.



**A** = assistant, **J** = Jenny, **Am** = Amy

**A** Hi. How can I help you?

**J** Hi. How much is this tuna salad?

**A** It's seven twenty.

**J** OK, fine. And a mineral water, please.

**A** That's nine dollars seventy cents.

**J** Here you are.

**A** Thank you. Have a nice day.

**Am** Jenny!

**J** Amy, hi! How are you?

**Am** I'm fine. How are you?

**J** I'm fine, too.

**Am** What's that?

**J** Oh, just a salad and some water.

**Am** You are good! Look, wait for me. We can have lunch together in the park.

**J** Sure! Great idea.

**Am** Can I have a cheese sandwich, a cappuccino, and a brownie, please?

**h** Focus on the chart and tell Sts they need to watch and listen and find out what Jenny and Amy have for lunch. Play the video again for Sts to listen and complete the chart.

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

#### ANSWERS

**Jenny:** a tuna salad and mineral water

**Amy:** a cheese sandwich, a cappuccino, and a brownie

**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.

**EXTRA PRACTICE OPTION** Use the **Practical English 2 Communicative** photocopyable activity.

## 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.23

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

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