

- G** possessive adjectives, possessive 's
V people and family
P /ʌ/, /æ/, and /ə/

Lesson plan

The topic of this lesson is the family.

Sts start by learning the words for people and family members in the **Vocabulary Bank** and also some irregular plurals. Then the new vocabulary is supported by the pronunciation section, which highlights common sounds in the new words. In Grammar, possessive adjectives and the possessive 's are presented through a conversation where Sarah, a babysitter, arrives at a couple's house and is introduced to the family. Then the grammar and vocabulary are practised in a video activity with two family trees.

In the second half of the lesson, Sts listen to a British woman showing her birthday card to an Italian friend, and explaining who the people who signed it are. The lesson ends with Sts talking and writing about their own family.

Video material

Grammar – possessive 's

More materials

For teachers

Photocopiables

Grammar possessive adjectives; possessive 's p.149
 Communicative Family tree p.185 (instructions p.169)
 Vocabulary People and family p.221 (instructions p.211)

For students

Workbook 4A

OPTIONAL LEAD-IN (BOOKS CLOSED) Show Sts a photo of your family, projected onto the board, or use a large printed photo. Point to the people in the photo and talk about them, e.g. *This is my brother. His name's Andrew. He's 24*, etc. Then write the family words for the people you introduced on the board, e.g. *father, brother*, etc., and model and drill the pronunciation.

1 VOCABULARY people and family

- a** Books open. Focus on the instructions and the four words. Give Sts time to match the words and photos. Even complete beginners will probably recognize at least two of these words, but if some Sts don't, then you can elicit suggestions from the whole class.
- b** **4.1** Now play the audio for Sts to listen and check. Check answers and make sure Sts are clear about the meaning of *boy, girl, woman, and man*. Model and drill the pronunciation, especially *woman* /'wʊmən/.

4.1

- | | |
|-----------|----------|
| 1 a woman | 3 a girl |
| 2 a boy | 4 a man |

- c** Tell Sts to go to **Vocabulary Bank People and family** on p.120.

Vocabulary notes

Family words in English are different to those in some languages where, for example, the word for *sister* is the same as that for *brother*, but with a feminine ending, e.g. *hermano, hermana*. If this is the case in your Sts' L1, it's important to point out that if you want to talk about brothers and sisters, you must use both words, not just the plural of the masculine word, e.g. *How many brothers and sisters do you have?* (= boys or girls), but *How many brothers do you have?* (= only boys). The same applies to *sons* and *daughters*, though here we tend to use *children*, which covers both.

Depending on your Sts, you may want to teach a few other family words, such as *stepmother / stepfather*, but try not to overload them with too much new lexis.

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

4.2

See People in Student Book on p.120

- 4.3** Focus on the **Irregular plurals** box in **b** and go through it with the class. Explain that these four words have irregular plurals. Play the audio for Sts to listen and repeat the plural words in chorus and individually. Highlight how the pronunciation changes in *child / children* and *woman / women*. Pause and play again as necessary. Give further practice as necessary, modelling and drilling the words yourself, or using the audio, and getting choral and individual responses.

4.3

See Irregular plurals in Student Book on p.120

EXTRA SUPPORT Get Sts to look at the words in **a** and elicit which are plural (*children and friends*).

Now focus on **Activation**. Get Sts to look at the photos in **a** and say the words in both the singular and the plural. 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.

- 4.4** Now look at **2 Family**. 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 words yourself, or using the audio, and getting choral and individual responses.

4.4

See Family in Student Book on p.120

Focus on the **Other family words** box and go through it with the class. Model and drill pronunciation of *parents* and *grandparents*.

You may want to highlight that the word *partner* is also used to describe the person you work with in class.

Now focus on **Activation**. Get Sts to cover the words, look at the photos, and say the family members. 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.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Get Sts **A** (books open) to ask Sts **B** (books closed) to spell five family words. **A** chooses the words and reads them for **B** to spell, e.g. *How do you spell 'husband'?* Demonstrate with a pair of Sts. When Sts have finished, tell them to swap roles.

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Vocabulary** photocopiable activity.

2 PRONUNCIATION /ʌ/, /æ/, and /ə/

Pronunciation notes

Sts may have problems with the first two sounds, /ʌ/ and /æ/, as they may not have exactly the same vowel sounds in their language. You may want to show them the mouth position video for these two sounds or use the **Sound Bank** videos on *Oxford English Hub*.

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

- /ʌ/ The letter *u* is usually pronounced /ʌ/, especially between consonants, e.g. *husband*, *Russia*. The letter *o* is sometimes pronounced /ʌ/, e.g. *mother*.
- /æ/ The letter *a* between consonants is often pronounced /æ/, e.g. *man*, *thanks*.
- /ə/ This is the most common vowel sound in English. It is called the *schwa*. Many unstressed syllables have this sound, e.g. final *-er* in *brother*, *teacher*, etc.

- a**  **4.5** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

4.5

See sounds and words in Student Book on p.24

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

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

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

Now repeat the same process for *cat* /æ/ and *computer* /ə/.

Play the audio again from the beginning, pausing after each group of words for Sts to repeat. Give further practice as necessary.

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*.

Finally, focus on the /ə/ box and go through it with the class. Give some other examples of words Sts already know which have the /ə/ sound, e.g. *Saturday*, *tomorrow*, *children*, *woman*, *sister*, etc. Highlight that this very common sound often occurs after (and sometimes before) a stressed syllable, which is why knowing which syllable in a word is stressed helps so much with getting the sounds right. Final letters *-er* (e.g. *brother*, *mother*, *teacher*) are always pronounced /ə/.

- b**  **4.6** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

4.6

See sentences in Student Book on p.24

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

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

3 GRAMMAR possessive adjectives, possessive 's

- a**  **4.7** Focus on the instructions and the conversations on p.24 and 25. Elicit the meaning of *babysitter* (= someone who looks after the children when the parents are out).

Play the audio once the whole way through for Sts to read and listen at the same time.

Check the answer.

ANSWER

b

4.7

See conversations in Student Book on p.24 and 25

- b** Focus on photo 1 and the example. Then get Sts to point to the people and say their names.

Check answers. Say *Who's the man?*, etc.

- c**  **4.8** Focus on the question and play the audio once the whole way through for Sts to listen.

Elicit opinions.

4.8

(script in Student Book on p.88)

M = Maria, C = children, S = Sarah, E = Emma

M Now, children. Sarah is your babysitter. Be good.

C OK, Mum.

M Goodbye, Sarah.

S Bye, Mrs Taylor. OK, let's order pizza and watch TV.

E My mother says no pizza and no TV.

S Well, your mother isn't here, is she?

- d** Play the audio again and go through the conversation with Sts line by line. Elicit / Explain / Demonstrate any new words or phrases, e.g. *come in*.

Focus on the instructions and point out that the first two (*my husband* and *our children*) have been done for them.

Give Sts a few minutes to complete the chart.

Check answers, writing the missing words on the board.

You could also ask Sts to spell the words, to review spelling.

! Remind Sts that animals are usually *it*. However, if you know whether an animal is male or female, for example

because it is a pet, you can say *he* or *she*. (Sts might be interested to know that about 44 per cent of all UK households have a pet, usually a fish, a cat, or a dog.)

ANSWERS

I	my husband	it	its name
you	your number	we	our children
he	his name	you (plural)	your babysitter
she	her name	they	their names

- e Focus on the instructions and give Sts time to complete the sentences.

Check answers. Then explain / elicit the use of the possessive 's. Pick up something that belongs to a student, e.g. a book. Ask *What is it?* (*It's a book.*) Then say *It's (name)'s book*, e.g. *It's Mary's book*. Write the words *(name)'s book* on the board and explain that in this case, the 's shows possession.

ANSWERS

1 Mario's 2 husband's

- f Tell Sts to go to **Grammar Bank 4A** on p.98.

Grammar notes

Possessive adjectives

In English, the possessive adjective agrees with the person who possesses something, not the noun that follows it, e.g. *Sam's key = his key* and *Ann's keys = her keys*.

Remind Sts that *your* is used as a singular and plural, formal and informal possessive adjective.

Some languages use the same possessive adjective for *he*, *she*, and *it*. Highlight that in English, we use three different possessive adjectives, i.e. *his* for *he*, *her* for *she*, and *its* for *it*. Point out that the possessive adjective *its* has no apostrophe. Sts may confuse this with *it's = it is*.

Possessive 's

Highlight that we use 's with words for people, e.g. *girl*, *boy*, *husband*, and names, e.g. *Jack's car*, *my husband's keys*, to show possession, and as an alternative to a possessive adjective. We do not usually use 's with things, e.g. *the pages of the book* NOT *the book's pages*.

For plural nouns, the apostrophe goes after the *s*, e.g. *the students' books*.

NB For irregular plurals, use 's, e.g. *the children's toys*. This isn't focused on in the lesson, but Sts may ask you about this.

The pronunciation of the possessive 's follows the same rules as those for the pronunciation of plurals formed with *s*.

Focus on the example sentences and play both audio ④ 4.9 and ④ 4.10 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 **4A** on p.99 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 Their 2 your 3 His 4 its 5 Their 6 Its 7 Her
8 their 9 your 10 our 11 my 12 Our
b 1 Peter is Karen's father.
2 Diana is Sam's mother.
3 Karen is Peter's daughter.
4 Peter is Diana's husband.
5 Sam is Peter's son.
6 Diana is Peter's wife.
7 Sam is Karen's brother.

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Grammar** photocopiable activity.

- g Focus on the instructions and demonstrate the activity, which is to consolidate the difference between *his* and *her*. Point to one student, and ask another student *What's his / her name?* Elicit *His / Her name is _____*. Repeat with a different student.
You might want to teach the expression *I don't remember*. Put Sts in pairs and give them a few minutes to ask and answer questions about the other Sts' names. Monitor and help with any pronunciation problems.

- h  This video shows the family tree of two people, first Maria, and then Scott. Sts have to identify the people's relationship, first to Maria, and then to Scott. Focus on the two photos, and then play the video. Pause after each person appears and the red line showing their connection to Maria is complete, and elicit the answer to the questions from the class or from individual Sts, e.g. *Who's Angela? She's Maria's grandmother*. Pause the video after the last person (*Luis*) has been identified (01:47) and leave Maria's tree up for Sts to practise in pairs asking each other about the different family members. Repeat with Scott's family tree, finally pausing at 03:34.

ANSWERS

- 1 Angela is Maria's grandmother.
2 Carlos is Maria's grandfather.
3 Sara is Maria's mother.
4 Andres is Maria's father.
5 Luis is Maria's husband.
6 Eddie is Scott's brother.
7 Linda is Scott's sister.
8 Sandra is Scott's wife.
9 Evie is Scott's daughter.
10 Alan is Scott's son.



Who are the people?
This is Maria. This is her family.
Who's Angela?
Who's Carlos?
Who's Sara?
Who's Andres?
Who's Luis?
This is Scott. This is his family.
Who's Eddie?
Who's Linda?
Who's Sandra?
Who's Evie?
Who's Alan?

4 LISTENING

- a**  **4.11** Focus on the instructions and photo. Ask a couple of questions about it, e.g. *Who are these people?* (Camille and Barbara / Two girls / Two women), *Whose birthday is it?* (Barbara's).

Tell Sts that they are going to hear Camille and Barbara talking about the birthday card.

Focus on the example and make sure Sts understand that they have to complete each gap with a name + apostrophe s and a family member.

Play the audio and pause after Barbara says *and Kat's his girlfriend*. Ask *Who's Kat?* and elicit that she is Matt's girlfriend.

Then continue playing the audio for Sts to complete 3–5. Play it again as necessary.

Check answers.

EXTRA SUPPORT Draw two circles on the board. In the first, write *Kat's Leila's Luke's Silvia's*. In the second, write *wife girlfriend boyfriend sister*.

Tell Sts that to complete 2–5, they need to use a name from circle 1 and a family word from circle 2.

ANSWERS

- 2 Kat is Matt's girlfriend.
- 3 Leila is Tom's wife.
- 4 Silvia is Barbara's sister.
- 5 Luke is Silvia's boyfriend.

4.11

(script in Student Book on p.88)

C = Camille, B = Barbara

- C** What a lovely card!
B Yes, it's from my family.
C Can I see?
B Sure.
C Who's Matt? Is he your brother?
B Yes, he's my brother and Kat's his girlfriend.
C How old is Matt?
B He's twenty-nine. No, he's thirty.
C What about Leila? Is she your sister?
B No, Leila's my brother Tom's wife. And Aisha's their daughter.
C Oh yes, I remember. The baby in the photo on your phone.
B Yes. She's so beautiful.
C So who's Silvia?
B She's my sister.
C Is Luke her husband?
B No, he's her boyfriend – they aren't married. Perhaps one day.
C And how old's Silvia?
B She's twenty-six.
C And who's Max?
B He's my dog!
C Ah. What kind of dog is he?

- b** Give Sts time to read the two questions.

Play the audio again, pausing after each question to give Sts time to write. Tell Sts to write full sentences.

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

ANSWERS

- 1 Matt is 30. Silvia is 26.
- 2 Aisha is Tom and Leila's daughter. Max is Barbara's dog.

Remind Sts of the meaning and pronunciation of the adjective *beautiful* /'bjʊ:tɪfl/.

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 SPEAKING & WRITING a post about a photo

- a** Put Sts in pairs, **A** and **B**. Tell Sts that they should each write the names of six people they know (people in their family, or their friends) on a piece of paper. Give Sts one or two minutes to do this.

Read the instructions and the example with the whole class. Model the activity by looking at a list from a strong student and ask about the first name on the list *Who's (name)?* Elicit the response *He / She's my (e.g. brother)*.

Sts continue asking and answering in pairs.

EXTRA IDEA Get Sts to show each other photos of friends and family members on their phones, and explain who they are. If you can, demonstrate by showing some of your photos and telling Sts about the people.

- b** Tell Sts to go to **Writing Bank A** post about a photo on p.86.

Focus on the title and make sure Sts understand it.

Now focus on **a**. Look at the photo and read the instructions. Give them time to read the text and write the numbers of the people in the correct place on the photo.

Check answers. Now ask *Who's Henri?* (Alice's father), and do the same with the other people.

ANSWERS

- A** 3 – Henri **B** 4 – Cécile **C** 1 – Pauline **D** 2 – Olivier
E 5 – Toto

Elicit the meaning of the final question, *Do you like my photo?*

Focus on the **Punctuation** box in **b** and go through it with the class.

Finally, focus on **c** and tell Sts they are going to write about their families. Explain that they should follow the model in **a**.

To show Sts how to begin, write the sentence stems on the board *My name is _____. I'm from _____.*

Set this for homework so that Sts can attach a photo of their family (or friends).

EXTRA CHALLENGE You could get Sts to draw a family tree and tell their partners about their family from memory.

4B

The right car for me

- G** adjectives
V colours and common adjectives
P /ɑː/ and /ɔː/, linking

Lesson plan

This lesson uses the context of a man and his mother buying a car for Sts to learn some common adjectives and how to use them. The vocabulary load at the beginning of the lesson is quite high, as it includes both colours and adjectives, although some beginners may already know a few of these words. Sts then move on to the grammar of adjectives, which is relatively straightforward. Vocabulary and grammar are then practised together in a video activity. Pronunciation focuses on the sounds /ɑː/ and /ɔː/, and on how words are linked in English, which will help Sts to understand when they hear words run together. Sts then use adjectives in a speaking activity where they talk about their preferences, and the lesson ends with a video about the Beaulieu Motor Museum.

Video material

Grammar – adjectives

Listening – *Beaulieu Motor Museum*

More materials

For teachers

Photocopiables

Grammar adjectives p.150

Communicative What is it? p.187 (instructions p.169)

Vocabulary Colours and common adjectives p.222 (instructions p.211)

For students

Workbook 4B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise nationality adjectives. Call out the names of the countries in **Vocabulary Bank Countries and nationalities** on p.117 and get the class or individual Sts to say the word for the nationality.

1 LISTENING & VOCABULARY colours and common adjectives

- a** Books open. Focus on the quiz and the speech bubble. Then drill the English pronunciation of the car makes: *Ferrari* /fəˈrɑːri/, *Honda* /ˈhɒndə/, *Jaguar* /ˈdʒæɡjuə/, *Mercedes* /məˈseɪdɪz/, *Peugeot* /ˈpɜːʒəʊ/, and *Tesla* /ˈteɪzlə/. Put Sts in pairs and give them time to match the car logos to the car makes and then write the nationalities.
- b** **4.12** Play the audio for Sts to listen and check. Check answers.

4.12

(script in Student Book on p.88)

- 1 Jaguar. It's English.
- 2 Mercedes. It's German.
- 3 Ferrari. It's Italian.

- 4 Tesla. It's American.
- 5 Peugeot. It's French.
- 6 Honda. It's Japanese.

- c** **4.13** Focus on the instructions and the photo. Get Sts to cover the conversation in **d** with a piece of paper. Before playing the audio, you might want to elicit from Sts that the woman and her son in the photo are looking at cars with a car salesman. Focus on the task and make sure Sts understand *opinion* and *perfect*. Play the audio once the whole way through for Sts to listen and answer the questions. Play again if necessary. Check answers.

ANSWERS

- a** the red car **b** the blue car

4.13

See conversation in Student Book on p.26

- d** Focus on the instructions and get Sts to uncover the conversation. Play the audio again for Sts to read and listen at the same time. Then focus on the first highlighted word and elicit / explain its meaning with the photo or something blue in the classroom. Point out that the first one (*blue*) has been done for them. Then tell Sts that the highlighted words are all colours or adjectives, i.e. words that describe the cars. Tell Sts that they need to work out the meaning of the highlighted words. Tell them not to worry if there are some words they can't work out. The photo will help them for some of the words. Get Sts to work with a partner. Check answers. Mime, explain, or translate any words Sts couldn't work out.

ANSWERS

blue car: small, slow, ugly

red car: red, fast, expensive, beautiful

Deal with any other new vocabulary in the conversation.

- e** **4.14** Play the audio, pausing after each phrase for Sts to listen and repeat. Encourage Sts to copy the rhythm and intonation on the audio. Give further practice as necessary, using choral and individual repetition.

4.14

Same as script 4.13 with repeat pauses

Put Sts in groups of three. Assign roles and get them to practise the conversation.

Monitor and help, encouraging Sts to use the intonation they heard on the audio.

You could get some groups to act out the conversation for the class.

- f** Tell Sts to go to **Vocabulary Bank Adjectives** on p.121.

Vocabulary notes

Common adjectives

beautiful

We generally use *beautiful* for a woman (not a man) or an animal, place, piece of music, etc. You could also elicit *good-looking*, which Sts saw in **2B**, and tell them that it is used for both men and women.

Positive and negative adjectives

very good / very bad

Sts have already seen *very* in the phrase *very well*. Highlight that it can be used with many adjectives, e.g. *very big*, *very small*, etc., but not with adjectives that already have a strong meaning, so NOT *very fantastic* or *very awful / terrible*.

- 🔊 **4.15** Focus on **1 Colours**. Play the audio for Sts to listen and repeat the colours 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.

🔊 4.15

See Colours in Student Book on p.121

Focus on **Activation**. Ask Sts to cover the words, look at the photos, and ask and answer about the colours in pairs.

EXTRA IDEA You could point to different objects in the classroom and say *What colour is it?* to practise the ten colours in the **Vocabulary Bank**.

- 🔊 **4.16** Look at **2 Common adjectives** and focus on **a**. Play the audio for Sts to listen and repeat the adjectives 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

🔊 4.16

See Common adjectives in Student Book on p.121

Now focus on **b**. Ask Sts to cover the words, look at the photos, and say the adjectives. They could do this individually or with a partner.

Now focus on **Activation**. Model and drill the question *What's the opposite of 'new'?* and elicit / explain the meaning of *the opposite*.

Put Sts in pairs and give them a few minutes to test each other on the adjectives.

Monitor and correct any pronunciation mistakes on the board.

- 🔊 **4.17** Focus on the **Positive and negative adjectives** box in **c** and go through it with the class. Then play the audio for Sts to listen and repeat the adjectives.

🔊 4.17

See Positive and negative adjectives in Student Book on p.121

Now focus on the **very** box and go through it with the class.

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Vocabulary** photocopiable activity.

- g** Focus on the instructions and the example. Give Sts a few minutes to think of adjectives to describe their own car or their family's car.

EXTRA SUPPORT Sts could write a sentence with two adjectives about their car, e.g. *My car is a Renault. It's small and cheap*.

Put Sts in pairs or small groups and get them to tell each other about their cars.

Monitor and help.

Get some feedback from various Sts. You could find out if any Sts have the same car and if they have used the same adjectives to describe it.

2 GRAMMAR adjectives

- a** Focus on the sentences and give Sts time to circle the correct one for 1 and 2. Sts should be able to do this from examples of this grammar point that they saw in the conversation between the salesman, the woman, and her son, e.g. *a good car*.

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

ANSWERS

1 a 2 b

- b** Tell Sts to go to **Grammar Bank 4B** on p.98.

Grammar notes

In English, an adjective can go after the verb *be*, but it always goes before the noun, e.g. *My car is fast. It's a fast car*.

Adjectives are the same for singular and plural nouns, so you never add an *s* to an adjective. This is different from many other languages, where adjectives have to 'agree' with nouns.

Adjectives have no masculine or feminine form.

Focus on the example sentences and play audio 🔊 **4.18** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Now focus on the exercises for **4B** on p.99 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 an old car.
2 They're black coats.
3 It's a new phone.
4 They're big houses.
5 They're expensive (sun)glasses.
6 It's a good book.
b 1 It's a beautiful day.
2 Amy's husband is very nice.
3 They're very difficult questions.
4 This is a cheap phone.
5 It's a terrible photo.
6 Maggie is a fantastic teacher.
7 Our cat is very old.

- 8 This isn't a very good restaurant.
- 9 It's a very long exercise.
- 10 Their dog is very ugly.
- 11 Italian bags are very expensive.
- 12 This is a very small room.

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Grammar** photocopiable activity.

- c**  In this video Sts will see eleven images which first appear as silhouettes and then as coloured images. Focus on the task and the photo and ask *What are they?* and elicit *They're cats*. Play the video for 1 so that Sts can see how the silhouette changes into the colour photo. Ask again *What are they?* Elicit *They're black cats*. Play 2 and pause when the silhouette appears to elicit what it is. Remind Sts to say *I think...* if they're not sure. Then reveal the colour, and elicit *It's a green scarf*. Repeat with the other photos. Pause the video at 02:09 when the completed grid appears.

ANSWERS

- 2 It's a green scarf.
 - 3 It's a white T-shirt.
 - 4 They're yellow cars / taxis.
 - 5 They're green trees.
 - 6 It's an orange mug.
 - 7 It's a grey bag.
 - 8 They're red pens.
 - 9 They're blue boots.
 - 10 It's a pink umbrella.
 - 11 It's brown sugar.
- d** Focus on the task and the examples. Put Sts in pairs and get them to use the grid to ask and answer about each image. Remind them to use *What is it?* for singular things and *What are they?* for plural things, and to say the colour for each.

3 PRONUNCIATION /ɑː/ and /ɔː/, linking

Pronunciation notes

/ɑː/ and /ɔː/

Remind Sts that the two dots in the symbols mean that they are long sounds.

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

- /ɑː/ The letters *ar* are usually pronounced /ɑː/, e.g. *car*, *are*. In American English and in some regions of Britain, words like *fast* and *glasses* are pronounced /fæst/ and /'glæsɪz/. If this is the way you pronounce them, explain this to Sts, and teach them your pronunciation rather than the pronunciation on the audio.
- /ɔː/ The letters *al* usually have an /ɔː/ sound, e.g. *call*, *talk*. The letters *or* are usually pronounced /ɔː/, e.g. *short*, but sometimes /ɜː/ after *w*, e.g. *world*.

Linking

It is very common in English to link words together, especially when one word finishes with a consonant sound and the next word begins with a vowel sound, e.g. *an old umbrella*. Being aware of this will help Sts to 'separate' words in their head when people speak to them.

- a**  **4.19** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

 4.19

See sounds and words in Student Book on p.27

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

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

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

Now repeat the same process for *horse* /ɔː/.

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*.

- b**  **4.20** Focus on the word *linking* in the title and tell Sts that when one word ends with a consonant, e.g. *big*, and the next word begins with a vowel, e.g. *umbrella*, we link the two words: *big umbrella*. Now focus on the phrases and highlight the linking marks. Remind Sts that the underlined syllables in the multi-syllable words are stressed more. Play the audio once the whole way through for Sts just to listen.

 4.20

See phrases in Student Book on p.27

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

Then repeat the activity, eliciting responses from individual Sts.

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

- c**  **4.21** Focus on the instructions. Play the audio once the whole way through for Sts just to listen. Tell them not to write yet.

 4.21

- 1 an ugly house
- 2 an easy exercise
- 3 my old ID card
- 4 good evening
- 5 an American friend

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

Check answers by eliciting each phrase onto the board.

EXTRA IDEAS

- Put Sts in pairs and get them to practise saying the phrases.
- Tell Sts to go back to **Vocabulary Bank Adjectives** on p.121. Focus on the photo of the bag, and elicit *It's a black bag*. Do the same with *blue keys*. You may want to highlight that *It's a* is linked.

Put Sts in pairs and get them to make ten sentences about the photos.
Then use the numbers to elicit the phrases from the class or from individual Sts. Sts could also write their ten sentences.
Tell Sts to go back to the main lesson **4B**.

4 SPEAKING

Focus on the eight items and make sure Sts know what they are.

Now focus on the phrase *I prefer...* and demonstrate / elicit its meaning.

Focus on the example speech bubbles and explain that the person saying *Me too* agrees with the first person.

Demonstrate the activity by saying what you prefer for a couple of categories, or get a good pair to demonstrate the activity to the class.

Put Sts in small groups of three or four and get them to discuss each item.

Get some feedback from individual Sts.

5 LISTENING

- a**  This video is a documentary about the Beaulieu Motor Museum.

Focus on the task.

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

Elicit Sts' opinions.



Hi! I'm Louise, and today I'm in Beaulieu.
Beaulieu is a small village. It's in England, but Beaulieu is a French word. In English, we say *Bju:li*, but in French it's *Beau lieu* – beautiful place.
And it really is beautiful! Beaulieu is in the New Forest. It's famous for its big house, old church, and fantastic motor museum.
The National Motor Museum in Beaulieu is sixty-two years old. It's a very interesting place, with lots and lots of cars. Let's go and see!
These are some of the cars.
These are old, vintage cars. These are fast, modern cars.
This is my favourite car. It's British and its name is Bluebird. It's fifty-five years old and it's very, very fast!
These cars are from lots of different countries.
This is a Mercedes sixty hp. It's a German car. It's a hundred and ten years old and it's black and gold.
This is a Ferrari Dino. It's Italian. It's forty years old. It's red and it's great.
This is a Ford Anglia. Ford is an American company, but the Anglia is a British car.
This blue Ford Anglia is very famous. It's the Weasley's car in the Harry Potter films!
But the National Motor Museum isn't just famous for cars. It's also famous for motorbikes.
This is an American Harley Davidson, this is an Italian Ducati, and this is a German BMW.
The National Motor Museum is fantastic, and Beaulieu is a beautiful village. Come and see!

- b** Focus on the task and give Sts time to read 1–8, making sure they understand all the lexis, e.g. *famous*, *presenter*, etc.
Play the video again the whole way through.
Get Sts to compare with a partner, and then play again if necessary.
Check answers.

ANSWERS

1 F 2 T 3 F 4 T 5 F 6 F 7 F 8 T

EXTRA CHALLENGE Get Sts to correct the False sentences (playing the video again if necessary). Check answers.

ANSWERS

- 1 Beaulieu is a village in **England**.
- 3 In the museum there are **modern** cars.
- 5 The Ferrari Dino is **red**.
- 6 The Ford Anglia is a **British** car.
- 7 It's famous because it's in the **Harry Potter** films.

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

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

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

Video material

Can you understand these people? 3&4

More materials

For teachers

Oxford English Hub

Quick Test 4

File 4 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a 1 a bank card 2 a teddy 3 an umbrella 4 a key 5 a cap
b 1 mother 2 husband 3 daughter 4 brother 5 girlfriend
c 1 women 2 children 3 men 4 people
d 1 blue 2 green 3 red 4 yellow 5 black 6 pink
e 1 small 2 cheap 3 short 4 old 5 beautiful

f 4.22 For instructions on how to use this section, see p.42.

4.22

See words and phrases in Student Book on p.131

PRONUNCIATION

ANSWERS

a 1 /ə/ computer 2 /ʌ/ up 3 /ɔ:/ horse 4 /ɑ:/ car 5 /æ/ cat
c 1 woman 2 family 3 orange 4 expenensive 5 sister

CAN YOU understand this text?

ANSWERS

a 1 Joseph 2 Grace 3 Brandon 4 Beverley 5 Louise
6 Claire 7 Anne
b 1 His surname is Fisher.
2 He's from Liverpool / the UK.
3 His son's name is Brandon.
4 Grace is 19 / nineteen.
5 She's French.
6 She's Claire's sister.
7 No, she isn't.
8 She's 26.

CAN YOU understand these people?

ANSWERS

1 b 2 c 3 a 4 c 5 c



1 Richard

I = interviewer, R = Richard

I What's in your bag?

R Er, my coat, and water, and wallet.

2 Rachel

I = interviewer, R = Rachel

I What's in your bag?

R In my bag I keep my purse, my phone, and an umbrella.

3 Kieran

I = interviewer, K = Kieran

I Are you from a big or small family?

K I'm from a small family. I have my mum, my dad, and one little sister.

4 Debra

I = interviewer, D = Debra

I How much is a cup of coffee in your local coffee shop?

D It's four dollars.

I Do you think it's cheap or expensive?

D I think it's expensive.

5 Susan

I = interviewer, S = Susan

I Can you describe your car?

S I have a Fiat five hundred automatic, so a small car.